

Race to the Top

Technical Review Form - Tier 1

Hawaii Application #2280HI-1



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	63
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	45
(iii) Translating LEA participation into statewide impact	15	13
<p>(A)(1) Reviewer Comments:</p> <p>(i) The application presents a very robust, coherent statewide reform agenda with strong evidence of prioritizing the four critical reform areas required by ARRA and this criterion. The narrative is quite effective in contextualizing the State's reform agenda against the unique attributes that the State enjoys. The MOU developed in support of ARRA funds as well as for this competition is detailed and thoughtful with specific responsibilities defined and a description of precise objectives. It is important when seeking broad support for statewide reform to be able to succinctly communicate exactly what it is that the State hopes to achieve. The State has produced an exemplary roadmap to accomplish this in its Hawaii's Common Educational Agenda. The application demonstrates a clear path toward achieving the State's goals and these are supported in detail throughout the application. (ii) Hawaii is unique in its structure of having a single LEA. When evaluating the evidence in the application against the requirements of this criterion, the State meets each of them completely. The application provides clear evidence of measurable, ambitious yet achievable targets. The terms and conditions contained in the MOU are precise, coherent and very comprehensive indicating a strong commitment by the State and LEA. The scope of work is clear and coherent. (iii) The narrative and exhibits in support of this criterion are crisp and direct. The State presents a detailed set of ambitious targets that would in the aggregate result in a substantial impact statewide linked to measurable P-20 student achievement. The performance targets fully address each of those required by the criterion.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	29
(i) Ensuring the capacity to implement	20	19
(ii) Using broad stakeholder support	10	10
<p>(A)(2) Reviewer Comments:</p> <p>(i) Hawaii's commitment to ensuring the capacity to implement a robust agenda is strongly evidenced by the leadership support from all primary stakeholders. The organizational structure of the reform effort is logically structured through the Reform Agenda Management Team and the creation of an innovative position, the Special Executive Assistant for School Reform. The plan calls for annual reporting to the Hawaii P-20 Council therefore ensuring an accountable process for monitoring progress. The organization chart included in the appendix presents a well-reasoned structure with identifiable leadership linked to the five key reform areas and therefore gives visibility to who will be accountable for the State's progress in each. The requested budget of \$76.8 million in this application is allocated appropriately and linked directly to expectations consistent with the State's five key areas. The budget is also impressively supplemented with an additional reallocation and leveraging of State</p>		

and Federal dollars of \$216.3 million. The application provides sufficient evidence of the state's commitment of fiscal, political and human capital resources to sustain the gains earned from Race to the Top once the grant period is concluded. (ii) The letters of support included in this application are outstanding. They reflect a passion, thoughtfulness and commitment to Hawaii's children that is quite impressive. Deep and solid support is powerfully evidenced across a very broad landscape including expansive resolutions and financial support from foundations to augment Hawaii's Race to the Top application.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	23
(i) Making progress in each reform area	5	4
(ii) Improving student outcomes	25	19
<p>(A)(3) Reviewer Comments: (i) The application provides convincing evidence of the State's progress against three of the four core education reform areas with accompanying data demonstrating how ARRA and other Federal and State funding are being leveraged to support this progress. The area in which the State does not indicate any progress is in turnaround schools which prevents an full allocation of points. (ii) The narrative is concise and specific in meeting the elements within this criterion. Student achievement is verifiable in reading/language arts and mathematics on both the NAEP and State assessments. Although the achievement gap persists across subgroups, improved student outcomes have been realized since 2003. The State's success in increasing high school graduation rates for all students and by sub-groups is impressive.</p>		
Total	125	115

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: (i) Evidence is provided in the appendices that the State is working toward jointly developing and adopting a common set of K-12 standards and that these standards are internationally benchmarked and built toward college and career readiness. The appendices offer substantial documentation with regard to international benchmarks and college and career readiness. The application provides MOUs indicating the State's participation in several consortia, including Core Standards with 48 States and 3 Territories. (ii) The State's timetable for adopting its revised standards indicates plans for adoption between April and June 2010.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments: Hawaii is participating in four consortia demonstrating that the application fully meets this criterion: MOSAIC (26 States), SMARTER (24 States) and Achieve (26 States).</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	18
<p>(B)(3) Reviewer Comments:</p>		

The application presents a compelling, comprehensive and well structured plan for supporting the transition to enhanced standards. By grouping the transition strategy into five activities the State indicates multiple layers of responsible parties for the relevant tasks with a clear understanding of who is to be accountable for what. Further, the timetable described for each of the five strategies is reasonable yet aggressive to ensure full statewide implementation within the four year grant period.

Total	70	68
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C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	14
<p>(C)(1) Reviewer Comments: The application provides evidence that seven of the twelve AMERICA Competes Act elements are completed, as required by the criterion. Although the narrative indicates completion of ten elements, a thorough review of each element indicates that numbers 4, 7, 9, 10 and 11 are not clearly completed and cannot be included.</p>		
(C)(2) Accessing and using State data	5	5
<p>(C)(2) Reviewer Comments: The application presents solid evidence of the State's plans to make data accessible to stakeholders through a comprehensive strategy built in support of the five goals of the K-12 SLDS. Further, the State has a thoughtful, thorough plan to ensure that data are used to inform decision-making across many levels. The evidence is coherent and far-reaching demonstrating the capacity for statewide impact.</p>		
(C)(3) Using data to improve instruction	18	15
<p>(C)(3) Reviewer Comments: The application presents three comprehensive Projects as evidence to meet the requirements of this criterion. Each of the Projects is specifically targeted to increase the adoption and use of local instructional improvement systems, to support the effective utilization of data through comprehensive professional development and to design a protocol for integrating locally derived data with the SLDS in order to ensure the data are available for the evaluative purposes of researchers. The Projects are well-conceived though there is some room to question the practical effectiveness of how each Project will be integrated or aligned with the other. This is not addressed in the narrative. (i) The Curriculum Development/Learning Management System Project has a reasonable yet ambitious timeline as well as articulates a clear objective of linking data to inform teachers and schools of student attainment toward the Hawaii Content and Performance Standards. The supporting appendices amplify the detail to support the goals of this project that are consistent with the requirements of this criterion. (ii) The Balanced Scorecard Project presents a coherent plan to ensure high-quality professional development to support overall systemic use by teachers, principals and administrators to support continuous instructional improvement. The timelines are credible and reasonable. (iii) The activities and focus of the Partnership for Educational Research Consortium Project indicate the State's commitment to open up access and broad use of statewide longitudinal data and other data systems to the research community. The timeframe presented is ambitious and reasonable while consistent with what would be necessary to conclude the specific activities. This indicates a thoughtful approach by the State in designing this Project and is a comment consistent with the other two Projects referenced above.</p>		
Total	47	34

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	15
<p>(D)(1) Reviewer Comments:</p> <p>(i) The application presents somewhat weak evidence of the State's statutory authority to allow a robust system of alternative education including what appears to be some providers that are not institutions of higher education. The narrative is not precise in explaining the State's existing authority.</p> <p>(ii) Substantial evidence is provided in the application for active use of alternative routes to certification for teachers and a credible alternative path for principals with plans for expansion. The State generates a high proportion of its teachers from alternative licensure and the application substantiates activity in this area with a detailed chart. (iii) The application provides reasonable evidence of a plan to address putting in place an effective process for monitoring, evaluating, and identifying areas of teacher and principal shortage along with an indication of strategies to encourage recruitment of teachers to fill these shortages.</p>		
(D)(2) Improving teacher and principal effectiveness based on performance	58	52
(i) Measuring student growth	5	4
(ii) Developing evaluation systems	15	15
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	23
<p>(D)(2) Reviewer Comments:</p> <p>(i) The application clearly indicates the State's commitment to measure individual student growth. As the application points out, the necessary system is not in place to meet the State's objectives in this regard but the plan presented is high-quality and specific to effectively measuring student growth. (ii) The application provides comprehensive evidence of the State's high-quality plan to implement a multiple-measure evaluation system for teachers and principals with student achievement as a significant factor in both evaluations. The State also exhibits a commitment to deepening its differentiation of teacher performance by adding an additional category to the categories currently in place. Teachers and principals are both actively committed to the design process and the application fully meets the criterion. (iii) The application fully meets the criterion by committing to a process of annual evaluations for teachers and principals. The narrative also provides evidence of the State's plan for a credible procedure to ensure that data regarding student growth and school performance are provided to teachers and principals in a timely, useful manner. (iv) It is clear from the narrative that the State is committed to a plan that more effectively utilizes teacher and principal evaluations to inform decisions in the four areas required of the criterion. The plans are precise and credible with regard to developing teachers and principals. In addition, the plan is particularly robust in the area of compensating, promoting and retaining teachers and principals with creative improvements to the pay schedules. While the application meets the requirements of the criterion regarding the tenure issue, the constraints described in the collective bargaining agreements cast doubt as to whether these plans might ultimately be implemented. Similarly, the application suggests challenges with regard to strengthening and streamlining policies for removing ineffective tenured and untenured teachers and principals.</p>		
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	0
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	0
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0
<p>(D)(3) Reviewer Comments:</p>		

(i) The application does not address this criterion. (ii) The application does not address this criterion.		
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	11
<p>(D)(4) Reviewer Comments:</p> <p>(i) The State presents evidence of a high quality interim and long-term plan to link student data to teachers and principals. The application clearly outlines the State's approach to implement its plan with solid credibility. (ii) While the application provides three brief examples of how it intends to expand successful teacher and principal preparation programs, it does not elaborate as to how each strategy will be linked to create a coherent overall plan.</p>		
(D)(5) Providing effective support to teachers and principals	20	17
<p>(D)(5) Reviewer Comments:</p> <p>(i) The State offers a compelling plan for integrating professional development, particularly with regard to embedding the use of student growth data into consistent use for teachers and principals. The proposed training schedule and the creation of innovative, school-based learning communities suggest a meaningful approach to achieve this objective. (ii) The application meets the requirements of this criterion but is less descriptive as to the details of how new supports will be monitored and evaluated, by whom and against a specific timetable.</p>		
Total	138	95

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	5
<p>(E)(1) Reviewer Comments:</p> <p>While the State's existing laws can be interpreted to allow for direct intervention in the lowest-achieving schools (LEAs don't apply in this case), the law is not prescriptively written in a pro-active manner to empower the Superintendent sufficiently to take swift action consistent with the four intervention models contained within this competition. HB 172 offers promise that the law will be strengthened but the legislative process can be unpredictable with regard to any final outcome.</p>		
(E)(2) Turning around the lowest-achieving schools	40	37
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	32
<p>(E)(2) Reviewer Comments:</p> <p>(i) The application provides a particularly detailed response to the requirements of this criterion. The State's commitment to prioritizing a dramatic improvement in its 14 persistently lowest-achieving schools is emphatic and thoughtfully approached. The State has in place a credible, transparent process for identifying low-achieving schools. (ii) The criterion requires evidence of a high-quality plan to support LEAs -- a single LEA in this case -- in turning around low-achieving schools by implementing one of the four school intervention models. In response, the application demonstrates a tremendous amount of analysis at truly impacting the root causes of these priority schools. The result is a compelling balance of interventions -- consistent with the four school intervention models -- that move beyond the important factors linked to school leadership and curriculum issues but to also incorporate "wraparound" services to simultaneously address the sub-group needs as well. This is an insightful plan and very credibly presented.</p>		
Total	50	42

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	10
(F)(1) Reviewer Comments: (i) Hawaii provides evidence of increased expenditures for public education between FY08 and FY09. (ii) Because there is only one LEA in this case, it is not possible for the application to address equitable funding among LEAs. The application does provide ample evidence, however, of an equitable funding formula between high-poverty schools and other schools.		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	17
(F)(2) Reviewer Comments: (i) The State does have a restrictive charter school law that limits conversion charters to 25 and also places a limitation of the number of start-up charters. The State indicates a desire to improve the charter law. (ii) The existing statute does address procedures for monitoring and evaluating charters. The application also provides descriptions of the process for approving charters but neglects to indicate any emphasis upon student achievement as a significant factor in determining charter renewal. The application is silent in presenting evidence of a plan to encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students. The narrative does provide evidence of charter schools that were denied. It is not clear if an appeals process is provided within the State's existing charter law. (iii) The application makes the case that charter school funding is on par with public school funds per pupil, in fact, a bit higher, however an important point is also made that the Charter School Community disputes this. A resolution is being sought. This makes a complete evaluation of this criterion difficult. (iv) The State offers ample evidence of its commitment to provide charter schools with funding for facilities through leasing as well as purchase. The application is expansive and detailed in providing evidence to meet this criterion. (v) The application provides brief evidence that under existing statute and policy, innovative public schools are enabled but then offers no visibility to any that have been created and fails to address anything with regard to autonomous public schools.		
(F)(3) Demonstrating other significant reform conditions	5	2
(F)(3) Reviewer Comments: The application provides a description of legislative achievements across prior years but does not link these laws to evidence of student achievement or graduation rates, narrowed achievement gaps or any other specific outcomes as required by the criterion.		
Total	55	29

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: Hawaii is clearly committed to an emphasis on STEM as evidenced throughout its statewide reform agenda. Career and College ready diplomas, a compelling plan to infuse STEM education across the State's K-12 curriculum, funding from the Governor to support a STEM initiative, support from the University of Hawaii, intensive training for significant numbers of math and science teachers, and a variety of solid examples of school level efforts all support a strong, sustained emphasis on STEM.		

Total	15	15
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Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: This application comprehensively and persuasively addresses all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria. Hawaii is most certainly on the path of systemic education reform for all of its students. The extraordinary participation and commitment from a vast number of critical stakeholders offer ample support to successfully implement and achieve the goals in the State's reform plans. The application also gives visibility to the embedded priorities of the State to increase student achievement, decrease the achievement gaps across subgroups, and increase the rates at which students graduate from high school prepared for college and careers. While there are a couple of areas of particular weakness, the overall impact of this application in effectively articulating a well-reasoned, ambitious yet achievable reform agenda is outstanding.		
Total		0

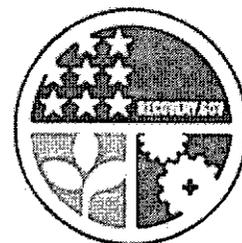
Grand Total	500	398
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Race to the Top

Technical Review Form - Tier 1

Hawaii Application #2280HI-2



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	55
(i) Articulating comprehensive, coherent reform agenda	5	4
(ii) Securing LEA commitment	45	41
(iii) Translating LEA participation into statewide impact	15	10
<p>(A)(1) Reviewer Comments:</p> <p>As described by the state, the HI application is anchored around the educational and social challenges that arise from the state's significant pockets of poverty and homelessness as well as the diversity of school settings across the islands. HI uses these foundational conditions to propose a multi part comprehensive reform agenda that includes increased academic performance and college readiness for all students. The state leveraged its single LEA system to garner support for the reform agenda and to produce a common education agenda and MOU between the state university, state board of education, and state superintendent. The MOU [referred to as a MOA in the application] was signed by the Governor, the Hawaii Board of Education, the Superintendent of Education and the President of the University. The MOU establishes a commitment by the LEA to implement the state's plan. The comprehensive reform agenda addresses the four education areas described in the ARRA and establishes targets for improving student outcomes statewide. The outcome targets for the MOU are established for varying lengths of time and the eight year timeline for adopting new standards and a statewide curriculum, and attaining significant achievement gains, will require an unprecedented growth trajectory from the state's current achievement levels. The reform agenda calls for an ambitious three pronged achievement target – raise student proficiency in reading from 65% to 90%, raise student proficiency in math from 44% to 90%, and close the state's performance gap on NAEP. The state's plan to target its financial resources and to reward adopters of the reform agenda through the ZSI zone participation will provide incentives for implementing the requirements of the MOA [note that the state refers to the MOU as a MOA in Section (A)(1)(i)]. However, the state's reform agenda is predicated on moving a socially, economically and geographically diverse system forward with common intervention targets and strategies. The reform agenda's long term targets are not accompanied by a plan that includes the essential incremental steps and differentiated statewide support strategies that will be needed to implement more rigorous curricular and assessment expectations in the diverse range of schools that it proposes to reform.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	20
(i) Ensuring the capacity to implement	20	13
(ii) Using broad stakeholder support	10	7
<p>(A)(2) Reviewer Comments:</p> <p>The state plans to establish a Reform Agenda Management Team, composed of designated SEA staff members that will report to the state's P-20 Council. The team will operate through five section teams that will monitor the major components of the reform agenda. Additionally, the reform agenda team will</p>		

include a Project Manager, Project Sponsor and Project Champion to help oversee the work of that portion of the agenda. While the state plans to use a multilayered team that is composed of experienced staff members, the application does not explain if the designated team members already have the skills to do the reform agenda work or if funds and time will be allocated to develop the capacity of the team members to identify, evaluate, disseminate and replicate designated reform practices throughout the diverse range of schools within the LEA. With the exception of the Project Manager, which is a new position, the state plans to use existing personnel, budget, and procedures to implement the reform agenda. While using existing staff and procedures may be efficient for continuing current statutory requirements, the ambitious reform agenda will require expanded operational capacity. The HI application includes letters of support from various organizations and key state and federal representatives. In the application narrative, the state explains that the two employee organizations – the Hawaii Teachers Association and the Government Employee Association are committed to negotiating with the state to implement the reform agenda. As a result, it is not clear if the two employee organizations are committed to the reform agenda as presented or whether the organizations are committed to negotiating with the state – a condition which may result in varying levels of commitment to the components of the agenda. Additionally, the stakeholder letters submitted as part of the application contain at least two letters from organizations formed in response to what they called the state's "teacher furlough crisis." While these two organizations demonstrate support for the state's application, they underscore the question of whether the state has the financial and material capacity to implement and sustain an enlarged educational agenda. The application does not describe how the budget conditions that led to the Furlough Fridays (as described in the stakeholder letters) will be ameliorated or how the state's structural and operational capacity will be enlarged to incorporate and integrate the work of the Reform Agenda Management Team or to scale up successful initiatives across the LEA. In this section of the application, the state demonstrated its intent to implement the proposed plan by providing leadership and teams to implement the statewide proposed reforms, supporting the schools (since the state is a single LEA system) in implementing the education reform plans, and providing operations and processes for implementing the requested grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement. Additionally, HI plans to use the resources of the state to continue the targeted reforms after the grant funds are no longer available. The number of points awarded in this section of the application is due to the concern that while the state indicates that it has the resources to do this work, the budget conditions that led to the Furlough Fridays (as described in the stakeholder letters) may interfere with the state's ability to implement and sustain the work. Additionally, the application does not fully describe how the state's structural and operational capacity will be enlarged to incorporate and integrate the work of the Reform Agenda Management Team or to scale up successful initiatives across the LEA.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	15
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	12

(A)(3) Reviewer Comments:

The application indicated that HI is among the top 20% of states with rigorous standards aligned to the NAEP assessment and that the SEA has agreements with 10 states to share standards based assessment items. At the time of this application, HI reports that it has 8 of the 10 Data Quality Campaign elements and has 9 of the 12 required America COMPETES data systems components in place with plans to use state and federal funds to put the remaining elements in place during 2010. The state reports that across content areas, with the exception of mathematics, schools with highly qualified and experienced teachers and schools that do not have highly qualified or experienced teachers have less than a 10% achievement gap. In spite of redirecting additional funds to high poverty schools, increases in reading and math scores, and efforts to assign external providers to work with struggling schools, the application states that the number of schools in NCLB status and the

efforts employed to date are "unacceptable." The application states that significant achievement gaps between subgroups still exist, and graduation rates are "unacceptable."

Total	125	90
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B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	35
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	15
(B)(1) Reviewer Comments:		
<p>The state is in the process of adopting a common set of K-12 standards that are internationally benchmarked. The standards also build student readiness for college and workplace careers. HI is one of 48 states involved in the CCSS Initiative, has various staff members serving on initiative teams, and plans to adopt CCSS in May 2010. Following the adoption of the standards, the state plans to conduct staff development sessions on the new standards for state Literacy Leaders who will then provide staff development sessions for area superintendents, literacy coaches and staff at each school. The state plans to work through 2012 to align the state curriculum and assessments to the CCSS. However, the application does not provide a detailed implementation plan to ensure that teachers understand how to design units and lessons and deliver high impact instruction that will ensure mastery of the concepts and skills embedded in the new standards and develop levels of proficiency that will break the cycle of low performance. In this section of the application, the state demonstrated its commitment to adopting a common set of high-quality standards, evidenced by the state's participation in a consortium of States that is working toward jointly developing and adopting a common set of internationally benchmarked K-12 standards. The number of points awarded for this section is due to the lack of a detailed implementation plan to ensure that teachers understand how to design lessons and deliver the type of instruction that will be needed to implement the new standards.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
(B)(2) Reviewer Comments:		
<p>In 2010-2011, the state plans to initiate on-line testing and increase the testing window to seven months, allowing a student to take the test up to three times. While the application states that the on-line testing would also provide immediate feedback on student performance to teachers, it does not describe how the conversion to on-line testing will be used to facilitate strategic data collection for the development of accompanying formative assessments or peer reviewed curriculum based materials that will be needed to fully implement and assess student progress on the new standards. HI plans to participate in a multi state assessment consortium and has entered into a MOU with 26 other states to build a balanced assessment system. Additionally, the state plans to participate with 22 other states to form a summative assessment consortium. The number of points awarded for this section is due to the range of points awarded for states that participate in a consortium that includes a significant number of states.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	15
(B)(3) Reviewer Comments:		
<p>HI plans to move from its current system of standards and assessments to the adoption of CCSS standards and assessments in reading and math, and plans to adopt new streamlined versions of its science and social studies standards in 2010. The SEA and HI university system agreed on a new Recognition Diploma which will be awarded to college ready students for the first time in 2013 and plan to realign the regular high school diploma to the Recognition Diploma by 2018. HI also plans to</p>		

accompany the adoption of CCSS standards with the adoption of a statewide curriculum, new instructional materials, and new assessments. The state plans to conduct staff development sessions for teachers on the CCSS standards, purchase new instructional materials as well as train teachers on materials that will be needed to implement the standards, and develop a new CCSS certification program. School level professional learning communities will participate in staff development activities designed to increase teacher understanding and use of research based instructional strategies, differentiation through RTI, and the integration of curriculum elements related to STEM. The number of points awarded to this section is due to the concern that the state may need to implement additional support strategies to ensure the effective transition to new standards and assessments. The HI plan described in this section did not build upon the proposed professional development to include a system of support and monitoring to ensure that the materials and training are effectively implemented. Given the extent of student achievement to be attained, it may not be sufficient to have school learning communities guide their own implementation of the standards and assessments. The state may need to assist teachers, particularly in targeted struggling schools, in designing units and lessons that address the concepts, skills, and level of cognitive demand in the new standards, and to assist the teachers in using on-going assessment techniques to determine student progress in mastering the material presented.

Total	70	60
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C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	14
<p>(C)(1) Reviewer Comments: In section A3 of this application, HI reported that it has 9 of the 12 required America COMPETES data systems components in place with plans to use state and federal funds to put the remaining elements in place during 2010. In this section C1, HI reports that it has 10 of the 12 America COMPETES elements incorporated into its statewide data system. However, in section C1, HI reports that element 4, regarding longitudinal data, is not in place, element 5 is partially implemented with feedback and system audits to be developed with 2009 SLDS funds, element 7 does not include information on students not tested, element 9 does not include student transcripts, element 10 does not include student level scores, and element 11 will be implemented with the Outcomes Accountability System resulting from the NGA STEM grant. Further, the description of element 12 is not clear as to whether the data were extracted from the HI data system or imported from external sources for the 2009 College and Career Readiness Indicators Report. The inconsistency in self-reported status would need to be clarified in order to fully understand the extent of the state's data system, but the number of points awarded in this section of the application is calculated according to the 7 elements that were verified as being currently in place.</p>		
(C)(2) Accessing and using State data	5	4
<p>(C)(2) Reviewer Comments: The state has a comprehensive and detailed plan to develop and implement a statewide longitudinal data system. The evidence for a comprehensive plan is contained within this application and supported by the state's successful 2009 SLDS grant that was based on the same projected data system elements. The state has five SLDS goals that center on data quality, interoperability, privacy, and integrity, strategic data use, training and support for end users, and data use for management and school improvement. HI currently has a Data Governance Director that is currently establishing partnerships, training, improvement planning processes, and a learning management system, all of which are manifested in three specific statewide data projects.</p>		
(C)(3) Using data to improve instruction	18	14

(C)(3) Reviewer Comments:

HI plans to use longitudinal data to inform instructional practices, decision-making, and overall operational effectiveness. The proposed learning management system will have three implementation projects. The first project will result in data on classroom, formative, and interim assessments, the second will result in a school improvement planning process, and the third will result in shared data between the SEA, university, and research organizations. The state's Balanced Scorecard project is designed to provide a system that consolidates school improvement planning processes and project management tools to monitor the school improvement plans. The Balanced Scorecard project also reportedly provides professional development; however, the accompanying activities listed for this project do not explain how professional development on assessment will be implemented or how the data housed in this portion of the system will be used to inform or deliver the professional development.

Total**47****32****D. Great Teachers and Leaders**

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	15
(D)(1) Reviewer Comments:		
<p>The HI Teacher Standards Board has approved 11 different education providers to license teachers who work in the state system. The different licensing agencies adhere to and meet state approved standards and are viewed by the HSTB as alternative pathways to teaching. The state has a single licensing agency for administrators, the HI BOE, and operates the credentialing process through an ACE program with the University of Hawaii. ACE permits three alternative pathways to certification and the state is planning a new ACE IV program that adds a reciprocity agreement with other states to accept the license and credentials of experienced administrators. The state implements three existing mechanisms to monitor, evaluate and identify teacher shortage and compiles an annual report on newly hired teachers in areas of identified shortage. The state plans to address teacher shortage by offering incentives, conducting targeted recruitment, and releasing RFPs for developing and enhancing alternative pathways for addressing teacher shortage. The application does not discuss a process for monitoring, evaluating or identifying principal shortage. In this section of the application, the state demonstrated that it has the regulatory provisions that allow alternative routes to certification as evidenced by the number of approved education licensure agencies. Additionally, the state has a process for monitoring, evaluating, and identifying areas of teacher and principal shortage and plans to offer incentives for teachers to fill these areas of shortage. The number of points awarded for this section is due to the absence of a detailed plan to monitor, evaluate and identify principal shortage.</p>		
(D)(2) Improving teacher and principal effectiveness based on performance	58	45
(i) Measuring student growth	5	4
(ii) Developing evaluation systems	15	12
(iii) Conducting annual evaluations	10	8
(iv) Using evaluations to inform key decisions	28	21
(D)(2) Reviewer Comments:		
<p>The state plans to implement a performance based evaluation system for both teachers and principals, and plans to use interim measures of teacher and principal effectiveness until student assessment data become available on the new common core standards. The application states "until reliable measures of student growth on Common Core Standards become available, HIDOE will use best available measures of student growth to determine effectiveness for the first phase of implementation"</p>		

and is considering using Colorado's residual growth model as the interim approach. Once the data become available in 2012-2015, the state plans to determine growth based on vertically scaled assessments. Additionally, the state plans for evaluation data to have a low stakes impact on compensation, but high stakes impact on tenure and salary schedules and indicates that it plans to revise its current program of incentives and bonuses. It appears that the teacher effectiveness data will be used to determine increased movement within defined salary levels but not the teacher's eligibility for additional compensation such as the anticipated signing bonuses and annual bonuses for hard to fill positions. The state formed a Great Teacher Great Leader workgroup to draft a performance based teacher evaluation system that includes five weighted measures. The workgroup further recommended the conversion of the current 3 rating evaluation system to one with 4 rating levels. For each of the evaluation ratings, the system will define the level of teacher effectiveness and will ultimately redistribute the current range of teacher evaluation ratings to reflect a more realistic assessment of effectiveness. Additionally, based on the master agreement with the state's teacher union, the evaluation system will focus on improving staff performance as the lowest level of unsatisfactory will result in support and an improvement plan prior to dismissal. The state plans to implement a principal evaluation system that is consistent with the proposed teacher evaluation system. The principal evaluation will include five weighted categories, one of which will include student growth measures, and like their teacher counterparts, underperforming principals will also receive support and intervention. Administrators and employee organizations have demonstrated a willingness to support the proposed evaluation system for five years. The state plans to implement a peer review and assistance induction and mentoring program, and will offer tenure to both teachers and principals. A recommended system for removing ineffective teachers and principals will be developed by June 2010. In this section of the application, the state demonstrated that it has a plan and ambitious targets to ensure that participating schools establish clear approaches to measuring student growth, design and implement evaluation systems for teachers and principals, conduct annual evaluations of teachers and principals, and use these evaluations to inform personnel decisions. The number of points awarded to this section is due to the lack of details regarding the state's proposed coaching, induction support, and/or professional development, and its proposed approach to compensating, promoting, and retaining teachers and principals, including opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	0
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	0
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0

(D)(3) Reviewer Comments:

The application narrative did not include information on D3

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	7
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(D)(4) Reviewer Comments:

The state shares its interest in determining the effectiveness of teacher preparation programs with the HI Teacher Standards Board and the local teacher preparation programs; however, the application does not establish a commonly shared interest in collecting and analyzing data on the effectiveness of principal preparation. The state plans to use a P20 Longitudinal Data System that will capture data on student achievement, teacher and principal preparation, employment and licensure status. The HI P-20 Council plans to use this data to develop and complete report templates on teacher and principal effectiveness. The application indicates that the state's ability to implement this work is contingent upon HI receiving funding for its SLDS grant application and if funded, the resources will be available May 2010 through May 2013 to implement the proposed system. In section C2 of this application, the state reported that it had received funding for the 2009 SLDS proposal. As a result, it is unclear whether the contingent funding discussed in the current section is the same funding source. As a result, it is difficult to determine if the state does or does not have the resources to do this work. If the grant has been funded, the state indicated that student achievement data on the new CCSS will not be

available until 2013-2014; therefore, the state plans to contract with a consultant to link available data to preparation, licensure and professional development for both teachers and students. The application does not specify which credentialing options and programs are currently successful in producing effective teachers and principals, instead, the application indicates that data will be analyzed using the new proposed system. Because the state's plan to improve the effectiveness of teacher and principal preparation programs is nonspecific and is dependent upon yet to be funded resources, the question arises as to whether the state has the capacity to do the proposed work.

(D)(5) Providing effective support to teachers and principals**20****15****(D)(5) Reviewer Comments:**

The state acknowledges in its application that there is a need to develop and implement a comprehensive and strategic professional development program. Currently, the state permits the 15 Complex Areas to implement their own induction and mentoring program and imposes no required regular monitoring protocol. The state plans to convert its current induction program to a comprehensive statewide induction and professional development program. Draft guidelines for the proposed comprehensive program will be prepared by the end of the 2010-2011 school year. The proposed program will make licensure contingent upon successful completion of the induction program, institute requirements for relicensing, and conduct an evaluation of the induction programs. The program criteria will also include the implementation of a school based learning community that will serve a four part function of identifying student learning goals, self-identify their professional development needs, implement collaborative lesson study, and offering collegial support. The state also plans to expand the current administrator certification program to include a similar comprehensive induction and professional development program. Similarly, the administrator program will include four functions that will provide support and collaboration with other administrators. The state plans to develop draft guidelines on effective learning communities for administrator by June 2011. In this section of the application, the state demonstrated that it intends to collaborate with its schools [HI states that it is a single LEA system] to provide effective, data-informed professional development, and provide planning and collaboration time to teachers. The number of points awarded to this section is due to a concern, given the extent of achievement gains that are needed across the state, that schools may not be able self-identify the professional development needs that will allow each school, and ultimately the state, to attain the targeted student achievement levels. Additionally, the state does not provide a detailed explanation of how it plans to measure, evaluate, and continuously improve the effectiveness of the school level supports it plans to implement to improve student achievement.

Total**138****82****E. Turning Around the Lowest-Achieving Schools**

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	5
(E)(1) Reviewer Comments:		
<p>HI statutes and policies establish a single LEA statewide system and establish the authority for direct jurisdiction, management and operation of the system. Even though the state operates a single LEA system, current laws do not grant the authority to intervene directly in schools and the LEA. A law with expanded intervention authority was introduced in the HI legislature in 2009 but was not enacted. According to the application, the bill will be reintroduced again in the 2010 session. Additionally, administrative rules have been drafted, but not yet approved, to give the superintendent the authority to reconstitute schools.</p>		
(E)(2) Turning around the lowest-achieving schools	40	30
(i) Identifying the persistently lowest-achieving schools	5	4

(ii) Turning around the persistently lowest-achieving schools	35	26
<p>(E)(2) Reviewer Comments:</p> <p>The state reports that it has 288 schools, 257 public schools and 31 charter schools. Of the 288 schools in HI, 90 are in restructuring and 10 are planning for restructuring. These 100 schools represent approximately one third of the state's schools. Over the past four years, the state used external contractors as well as AYP teams to support 114 low performing schools. While the state believes that a comprehensive approach to school improvement is the most successful, it acknowledges that the transformational approach has not been successful for some schools. The fourteen schools in the bottom 5% of the persistently low performing schools will participate in one of the four approved intervention models. The state has a series of criteria that it plans to use to identify the intervention approaches; however, the designated model for each school was not stated in the application. As a result, it is difficult to determine if the state has made the designations, if the designations do not exceed the 50% cap for the transformation model, and if the state will have the human and financial resources that will be needed to implement the range of interventions. In addition to the implementation of intervention models, the state plans to hire and place new teachers and administrators to serve the targeted schools. In the absence of data regarding the intervention models selected for the 100 schools, and in light of the state's intention to hire new staff, the question arises as to whether the state has the resources and a pool of trained educators available to implement a large scale turn around initiative. HI plans to implement several activities for the lowest achieving schools. The state plans to implement a Zone for School Intervention to coordinate support and intervention activities, create an Office of School Innovation, hire a Special Executive Assistant for School Reform, implement Literacy for Learning and Mass Insight's High Poverty High Performing Schools Readiness Framework. ZSI schools will be given additional resources and operational flexibility, implement extended learning opportunities, and offer wrap around support for students. Additionally, the state plans to identify effective educators to work in Zone schools; however, this initiative is pending the approval of a MOA with the employee unions.</p>		
Total	50	35

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	9
<p>(F)(1) Reviewer Comments:</p> <p>The state reports that the percentage of the state budget allocated to education has continued to increase. Although the state funds for education have increased, the state does not describe the financial circumstances that led to the teacher furlough discussed in the supporting documents submitted with this application or whether the strain on available funds would prevent the state from implementing and sustaining its proposed reform agenda. Since the state operates as a single LEA system, HI indicates that it does not have equitable distribution problems in allocating funds across divisions or districts. Additionally, the state was recognized for its equitable distribution of funds between affluent and poor districts. In this section of the application, the state demonstrates that the HI legislature has continued to increase the amount of funds allocated to education. In the application, the state discussed the percentage of the total revenues available to the state and verified that the state's policies lead to equitable funding between high-need and other schools [HI is a single LEA state]. The number of points awarded in this section is due to the concern that the state did not describe the financial circumstances that led to the teacher furlough and whether the state has the funds to support its regular operations and fully implement an enlarged reform agenda.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	18

(F)(2) Reviewer Comments:

In this section, the state reported that it has 283 schools; however, in section E2, the state reported that it has 288 schools in the HI system. Both sections of the application report that the state has 31 charter schools currently in operation. The state has charter school governance legislation that establishes a review panel to approve, monitor, and revoke the state's charter schools. Approved charter schools are evaluated on a predetermined cycle and are required to submit an annual self-evaluation. Since 2007, the panel has reviewed eight charter school applications, approving four new charter schools. State law limits the number of conversions to charter schools to 25 and state policy requires that charter schools receive funding equal to other public schools in the state. Additionally, the state provides equitable funding for charter schools but the state acknowledges in the application that neither public or charter schools have access to adequate facilities. The state plans to ask the legislature to expand the charter school code by enacting a charter school reauthorization law that will require public schools to be held accountable for student performance. Charter schools, like other public schools, can use its school community council to request waivers from policies, rules and procedures. In this section of the application, the state demonstrated that it has laws and guidelines regarding how charter schools are approved and operated. The state also verified that charter schools receive funding compared to traditional public schools. The number of points awarded for this section of the application is due to the state's acknowledgement of the lack of adequate facilities for either public or charter schools and the fact that the application does not describe how the state enables the LEA to operate innovative, autonomous public schools. Additionally, the number of points for section i is based on a predetermined number of points given to an applicant that imposes a limit on the number of conversions to charter schools to 25.

(F)(3) Demonstrating other significant reform conditions**5****4****(F)(3) Reviewer Comments:**

The state reports that over the past 15 years, there have been three separate educational reforms implemented in HI. The first reform was the educational accountability system, the second was a consent decree that reformed the provision of special education services and the third reform involved a series of budgetary and decision-making requirements approved by the HI BOE. The state described these reforms as providing vertical and horizontal equity for students throughout the system.

Total**55****31****Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments:		
The HI application does not include a comprehensive, coherent plan to develop STEM education; however, the application does discuss funded initiatives, the updated high school program and proposed new diploma, the adoption of STEM embedded Common Standards, activities to support rigorous STEM courses, the use of STEM partnerships to create applied learning opportunities, and advanced study opportunities through STEM Academies. On balance, the state does place emphasis on STEM education and implements a number of initiatives to support expansion of STEM.		
Total	15	15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes

Absolute Reviewer Comments:

The HI application addresses all of the four education reform areas specified in ARRA as well as the State Success Factors Criteria; however, it should be noted that the state did not submit evidence or include a plan in the application regarding the equitable distribution of effective teachers and principals in high poverty and high minority schools, or in hard to staff subjects and specialty areas. On balance, the state addresses the four education reform areas and the State Success Factor Criteria, and demonstrates sufficient LEA participation and commitment to successfully implement and achieve the goals in the plan.

Total**0****Grand Total****500****345**



Race to the Top

Technical Review Form - Tier 1

Hawaii Application #2280HI3



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	59
(i) Articulating comprehensive, coherent reform agenda	5	4
(ii) Securing LEA commitment	45	40
(iii) Translating LEA participation into statewide impact	15	15
<p>(A)(1) Reviewer Comments:</p> <p>i- The application lays out a comprehensive and coherent reform agenda, with strong descriptions of the uniqueness of Hawaii as a single-LEA state and the demographics and rural/isolation/Oahu factors that make serving all children especially challenging. The reform agenda is focused around Hawaii's education reform goals that tie directly to comprehensive reform. All of this is tied directly to Hawaii's five core strategies to achieve targets and goals. ii- Commitment to the plan is fairly easy to gauge due to the fact the State Superintendent is also the only LEA superintendent, and is appointed by the State Board of Education. Thus commitment is not a major issue in Hawaii. However, there is some cause for careful follow-up regarding the Teacher's Union- the signature has been obtained but the level of commitment may need to be verified, as the application appears to be vague about their involvement, and little is mentioned about their role in making the reform effort successful. In addition, charter schools are specifically mentioned as also being connected to the commitment to make this work. Overall, there is strong commitment from top leaders and the University system, who appear to be strong partners in the reform agenda. Signatures have been obtained from the appropriate people to make the reform effort successful, including Governor, Chief State School Officer and Teacher Union. iii- As mentioned previously, the one state-one LEA nature of Hawaii makes translation into broad statewide impact contingent on top level support. The application makes clear that this level of support is broad and enthusiastic.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	30
(i) Ensuring the capacity to implement	20	20
(ii) Using broad stakeholder support	10	10
<p>(A)(2) Reviewer Comments:</p> <p>(i)- The state outlines the various organizations and entities that will be involved in implementation, and their support for RttT requirements. Second, the Department will take existing administrators to help make the reform effort successful. Summative and formative evaluations will occur each step of the way, and adjustments made accordingly. Perhaps most important, the consistency between the Department's Strategic Plan and RttT is a clear signal of ensuring capacity to implement. (ii)- Ample evidence is provided to demonstrate broad stakeholder support, with letters of support from the appropriate top state leadership, as well as support from the Hawaii P-20 Council, Kamehameha Schools, Charter School organizations and the largest private foundation based in Hawaii. The budget is extremely difficult to assess given the geographic location of Hawaii and the extremely high costs associated with personnel, goods and services. It is laid out with justification for budget requests and a</p>		

provision to use \$216 m of other funds to leverage the RttT budget into a major comprehensive reform effort.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	23
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	20
<p>(A)(3) Reviewer Comments:</p> <p>i)- The state outlines strong evidence of progress in two of the four reform areas. These include standards/assessments, 8 of 10 elements of the Data Quality Campaign and positive progress of the America COMPETES elements. Information is provided indicating some degree of progress on the great teachers/leaders, although much needs to be done. On the fourth area, persistently low performing schools, the state by its own admission communicates their work to date has not been acceptable. Three points are awarded for (A)(3)(i). (ii)- Hawaii's improvement over time (2003-2009) on NAEP is commendable. In 4th and 8th grade mathematics, Hawaii has improved at a level that is one of the 'most improved' in the nation. Achievement gaps have also shown some reduction, although there are some subgroups that have increased but not as much as the state's overall increase. In 4th grade reading, similar improvements are noted, while in 8th grade reading scores have remained flat. A score of twenty is awarded and reflects lack of progress in some areas. Graduation rates are also reported to have increased over time. Of special note is the honesty exhibited in this application about achievement and graduation rates. There is a clear recognition that while improvement has occurred, it is still not at an acceptable level, and the state outlines concrete ideas they will implement to build on what they have learned that has worked and use the grant funds to expand dramatically their efforts. Increases of an even larger amount are reported over time on the state assessment.</p>		
Total	125	112

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments:</p> <p>(i)- Hawaii is one of the 48 states involved in the Common Core initiative. The application outlines the steps that will be taken to begin implementation and also provides information about other initiatives and efforts underway or ongoing to move swiftly towards implementation. (ii)- Hawaii's BOE has policies and procedures in place to officially adopt the standards, and the application outlines a timeframe involved for implementation.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments:</p> <p>The state has signed an MOU with 22 other states to form a Summative Multi-State Assessment Resource consortium. In addition they are a member of the Achieve consortium on assessments (26 states) and have joined MOSAIC as well. They are actively involved with CCSSO and Achieve to align the Common Core State Standards with new assessments. While all of this is going on, Hawaii is moving to an online testing program for its state assessment.</p>		

(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20
<p>(B)(3) Reviewer Comments: Hawaii's existing strategic plan includes as a first goal the improvement of student achievement through standards-education, with the process of improvement built into the education system through the <i>Performance Standards Review Commission</i>. A <i>four-year rollout plan</i> is outlined to meet the requirements of (B)(3). Furthermore, the connection with higher education, K12 assessments and aligning high school exit criteria with college entrance requirements is spelled out in the proposal. The state has even developed a means of identifying and acquiring high quality instructional materials and <i>formative assessments</i> to support all of these efforts.</p>		
Total	70	70

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	14
<p>(C)(1) Reviewer Comments: Based on a review of each of the twelve elements, it appears that Hawaii meets seven of the twelve elements for a total of fourteen points. The elements that were not met include element four, seven, nine, ten and eleven. <i>Of special note, element nine was reported as met by Hawaii but the description of this element in the application does not convey that the element was met. Element ten was not a clear description and thus does not meet the requirement for points. Element eleven's description did not rise to the level of clarity that indicated the element has been met.</i></p>		
(C)(2) Accessing and using State data	5	4
<p>(C)(2) Reviewer Comments: The state is implementing a plan to meet this requirement. Based on an SLDS grant, the state is moving forward to ensure that <i>data from the longitudinal data system will be accessible and usable</i> as outlined. Five goals are provided, with a variety of activities and timelines outlined. The plan provides an outline of the activities and timelines associated with the Longitudinal Data System for both K12 and P20 that is necessary to access and use data. And finally a Data Governance Project is proposed with activities and timelines to implement the data plan. Thus, the plan's emphasis on longitudinal data systems and a governance component appear to be well developed and comprehensive. The one element that is missing is a set of specific, concrete goals. A total of four points is awarded.</p>		
(C)(3) Using data to improve instruction	18	15
<p>(C)(3) Reviewer Comments: The description of Hawaii's plan provides an overview of key projects with activities and timelines for implementation. Especially noteworthy is the plan to use the Balanced Scorecard Project to provide professional development based on planning and evaluating each step of the way. The Partnership (PEC) has been described previously and is an integral part of the plan. The plan lays out satisfactory activities and timelines. Fifteen points are awarded.</p>		
Total	47	33

D. Great Teachers and Leaders

	Available	Tier 1

(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	9
<p>(D)(1) Reviewer Comments: (i + ii)- Hawaii has approved 11 different teacher education providers (including alternative certification providers) that meet the state's certification standards. Even the legislature, through statute, encourages policies to support alternative pathways. There are no statutory or regulatory policies that support principal alternative pathways. Four points are awarded. Hawaii does not have an alternative pathway for administrators- in fact the requirements for administrator certification appear to be so tightly related to local/state factors that it appears to be one of the most non-flexible certification programs in the nation. The explanation of Hawaii's only existing principal certification program, Administrator Certification for Excellence (ACE), does not address any alternative certification plans in the future. The application is awarded three points to recognize the teacher alternative pathway. (iii)- The presentation of a process for monitoring, evaluating and identifying areas of teacher and principal shortage is inadequate. It is a description of projects and current data sources, and concludes with a statement that they will use the best available information until 2014-2015. There is no evaluation plan mentioned. Two points are awarded.</p>		
(D)(2) Improving teacher and principal effectiveness based on performance	58	36
(i) Measuring student growth	5	2
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	5
(iv) Using evaluations to inform key decisions	28	19
<p>(D)(2) Reviewer Comments: (i)- The state begins by recognizing the current system is inadequate and that major changes need to occur. The application discusses a set of ideas, philosophies, and policies and practices that are important or will be addressed. Current practices will be continued until Common Core data become available and the consortia Hawaii is participating in develop approaches. In the interim, existing Hawaii State Assessment data will be used. There is not a defined plan with goals, activities and timelines in the application. Two points are awarded. (ii) The state has created a "Great Teacher Great Leader" group to provide recommendations and ideas related to teacher evaluations, and this, combined with learning from best practice efforts like the Denver Pro-COMP, provide lots of potential opportunities to create a rigorous, transparent and fair evaluation. The ideas laid out include multiple ratings categories, a major change in evaluation tied to student performance, and a philosophy that real change must come. What is missing is a discussion of the legal and statutory changes that will need to be made to make this happen. A total of ten points is awarded. (iii)- Currently teachers are evaluated, sometimes, only once every five years. The application recognizes this and states that in the new performance-based evaluation system they will be conducted annually and will involve the Curriculum and Development Learning Management System as part of the process. However, this management system and its use is not explained in the application. Five points are awarded. (iv)- The Peer Assistance and Review model is the primary focus for induction, mentoring, support, and professional development. It is based on best practice methodology from the Windward Oahu region and appears to be a satisfactory concept for developing teachers and principals. In terms of evaluation and compensation/promotion, the current legal requirements, according to the Hawaii Attorney General, do allow for the connection between compensation and student achievement, but reading the application, there seems to be some ambiguity regarding this area. Plans are made to revise the statutes, but there is not a concrete plan or explanation as to how this will occur. Current tenure provisions will be reviewed regarding the connection of tenure based on annual evaluations. However, a step-by-step method to address this inadequacy is not provided. Vague procedures have been identified to address the process of removing ineffective tenured and untenured principals and teachers. A set of recommendation will be developed by the GTGL workgroup "by June 2010", and interim steps will be taken. This is inadequate. A total of nineteen points is awarded for (D)(2)(iv).</p>		

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	0
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	0
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0
<p>(D)(3) Reviewer Comments: Apparently Hawaii did not address (D) (3) in their proposal. No points are awarded.</p>		
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	8
<p>(D)(4) Reviewer Comments: (i) The historical information presented about Hawaii's plans around linking student achievement to teachers and principals is extremely valuable- the 2009 application to USED for a grant is cited as support for this approach. It is clear that Hawaii has in place a Unit Performance Standard system that requires preparation programs to use student achievement data to evaluate and improve the program. No mention is made of publicly reporting data, and while this could be assumed from the application, there is not a firm commitment cited in the application. Five points are awarded. (ii) The response in the application to expanding successful credentialing options is limited to three specific approaches, with no details, planning or evaluation. The application is weak in details and in the level of commitment to this area. Further explanation is needed to adequately gauge the success of their plan. Three points are awarded.</p>		
(D)(5) Providing effective support to teachers and principals	20	5
<p>(D)(5) Reviewer Comments: (i)- The plan for Hawaii is a two-fold approach. However, a formal plan with activities, timelines, etc., is not presented. Instead a narrative of the various steps to be taken is described. At no point is there any evaluation proposed of the activities and steps. The result is an inadequate plan that leaves real questions about the interest and commitment to developing and retaining great teachers. Five points are awarded. (ii)- The measurement, evaluation and continuous improvement of supports is not mentioned in the application. This area appears to be either overlooked or not addressed at all. No points are awarded for (D(5)(ii).</p>		
Total	138	58

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	5
<p>(E)(1) Reviewer Comments: The description of the legal and statutory authority to intervene is not clear. At some point in their discussion it appears as if there is clear authority, but then in other places it was not clear at all. Since the authority is not clear, five points are awarded.</p>		
(E)(2) Turning around the lowest-achieving schools	40	30
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	25
<p>(E)(2) Reviewer Comments: (i)- The state has a very clear and consistent method of identifying the persistently lowest achieving schools-it is so transparent that the number of schools is apparently well known throughout the education and policy levels of the state. This transparency is a very positive aspect of the Hawaii approach. The criteria used to determine these schools are also spelled out in a very consistent,</p>		

concrete manner. The explanation in the application more than adequately meets the requirements of (E) (2) (i). Five points are awarded. (ii)- Each of the priority schools will be required to participate in one of the four outlined intervention models referenced in Race to the Top. The Hawaii Department of Education will make these decisions based on a school readiness assessment tool and feedback. Of special note is the strategy of a Special Executive Assistant for School Reform- this individual will oversee the intervention model process. The Zone of Innovation concept is also proposed to support the local school community in this area. Overall the state is the first to admit the efforts to turn around these low performing schools has not been successful. Only 18 of 118 schools have successfully exited from the low performing schools category. The state has a high quality plan with specific strategies and activities that build on past lessons learned and creates comprehensive support system for the identified low performing schools in this application. The application is awarded twenty five points.

Total	50	35
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F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	10
(F)(1) Reviewer Comments: (i)- The report of budget funding and priority issues indicates that the trend in Hawaii has been increased support for public education. This is validated with budget details in Appendix F-1. (ii)- Equitable funding is a hallmark of the state, and as reported in the proposal, Education Week gave Hawaii an "A" for equity in school finance. Equity among schools, especially high needs, has been a source of pride in Hawaii as evidenced through legislative initiatives for students of high poverty and those in isolation on rural islands.		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	18
(F)(2) Reviewer Comments: (i)- The statement was made in the application that; "Hawaii currently limits the total number of conversion charter schools to 25." There is no definition of the term conversion charter school, and there is not a clear explanation as to whether or not there are legal requirements regarding a cap. Therefore, no points can be awarded for (F)(2)(i). (ii)- The approval process as described is murky, vague and apparently resulting in a bottleneck of some sort that limits effective approval of charter schools. Two points are awarded. (iii)- Equitable funding is allowed and practiced based on state statute and policy. There appears to be some disagreement among charter school communities about this, but from a legal standpoint, equity is supported. Full points are awarded. (iv)- The State does provide charters with facilities funding. Full points are awarded. (v)- While the information on waivers from policies, rules or procedures is a State Board policy, it is not clear whether the basic requirement of allowing innovative, autonomous schools is met. Zero points are awarded as the application does not adequately address this criterion.		
(F)(3) Demonstrating other significant reform conditions	5	5
(F)(3) Reviewer Comments: The state has provided a number of positive examples of efforts to provide significant reform that are designed to help schools achieve. From various legislative acts around accountability, mandated education reform and the Weighted Student Formula, it is clear that Hawaii is actively seeking the reform conditions to dramatically improve student achievement for all students.		
Total	55	33

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	0
Competitive Reviewer Comments: The state is prepared to raise STEM-foundation academic standards for high school courses (Algebra, Geometry and Algebra II) and for all students (K12) through a Science, Engineering and Technology framework. In addition, the state passed legislation in 2007 to create the Hawaii Innovation Initiative and funding to support STEM education. Finally, the legislature enacted a cooperative partnership that focuses on the Hawaii Excellence in Science and Technology Academies to further involve the business community, tourism, community colleges and other agencies to implement STEM-related efforts. These are very positive projects and programs, but the information provided in the plan does not rise to a level as required in the criteria.		
Total	15	0

Absolute Priority - Comprehensive Approach to Education Reform

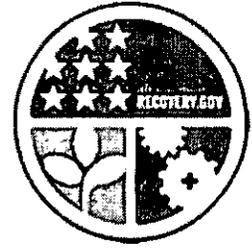
	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		No
Absolute Reviewer Comments: The state has an absolute strength in the reform areas of standards, assessments and data systems. As a part of the national consortia, there is strong evidence that Hawaii is comprehensively and coherently addressing these areas of reform. Student achievement gains on NAEP are quite impressive, as is the increase in the graduation rate. Progress is definitely occurring from a statistical standpoint. In addition the state's top leaders are all supportive and on board the reforms being proposed. A third area around persistently low performing schools has not been overwhelmingly successful to date, but the state is open, honest and willing to admit this area needs help, and they have developed new ideas to make improvement a reality. The most troubling concern relates to Great Teachers and Leaders. Some of the parts of this area were not answered, and either there are printing issues or this was inadvertent- whatever the reason, it raises questions. Most troubling as well is the apparent 'closed shop' on credentialing of administrators that needs to be addressed. Thus it seems logical to conclude that this area of the four reform areas is not comprehensively and coherently addressed, and thus the absolute priority is not met.		
Total		0
Grand Total	500	341



Race to the Top

Technical Review Form - Tier 1

Hawaii Application #2280-HI-4



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	65
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	45
(iii) Translating LEA participation into statewide impact	15	15
<p>(A)(1) Reviewer Comments:</p> <p>i. The state addresses all of the ARRA reform areas in its RTTT goals and has set ambitious target outcomes for raising overall student achievement (K-12), ensuring college/career readiness, increasing enrollment in higher education, and closing the achievement gap. To achieve their RTTT targets, the state plans to implement five core strategies that tie closely to the ARRA areas (Common Core Standards/Assessments, longitudinal data systems to inform instruction, recruiting/rewarding/sustaining effective teachers/principals, and turning around lowest achieving schools). The state delineates how they plan to go about achieving their targets in the Project Charters section included in the appendices. While it is not evident in this section how much the state has already accomplished to support its reform initiatives, the RTTT plan is comprehensive in scope and coherent with the work of each of the Project Charters supporting the states target goals. ii. The application includes a copy of the MOU for participating LEA's which in this case is one district since Hawaii consists of only one LEA. The state obtained the signatures of all parties – superintendent, teachers union, and Board of Education president to all portions of the state's Race to the Top plan. As the DOE and the LEA are one and the same, the responsibilities delineated for the DOE are the same for the LEA. This also means that there is 100% LEA participation in all portions of the RTTT plan. In addition, there also appears to be broad support for the RTTT plan from a range of constituencies. For all of the reasons stated, full points are awarded for this criterion. iii. Hawaii is in a unique situation being a one-district state. The state application reflects a RTTT plan that, if implemented successfully, could have great impact on the state/LEA. However, being a one-district state, the role of the LEA in the state's success is huge. The state scores well against this criterion, as its Project Charter plans appear to be comprehensive and well thought out addressing a-d of this criterion.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	10
<p>(A)(2) Reviewer Comments:</p> <p>i. The state has identified a strong leadership team that would be headed by the state's Deputy Superintendent (who reports directly to the chief state school officer/superintendent) and the Federal Compliance and Project Management Officer. There will be five teams that will head up the state's RTTT reform agenda. For each team, there will be a three-pronged project leadership team that includes the Complex Area Superintendent) and for each project leadership role there are dedicated duties/responsibilities for implementation of the RTTT plan. The state receives a strong score in this</p>		

area for the project structure. The state also presents a budget and budget narrative that closely aligns the proposed funding expenditures to the RTTT reform strategies and targets. However the state loses a few points for not addressing clearly how the state will continue to support the reform efforts (fiscal, political, and human capital resources) post RTTT funding. ii. The state application receives a high score for stakeholder support, as the application includes letters of support from a broad range of constituencies including: political leaders, the teachers union, state charter schools organization, the US Air force, the state university, parent and community organizations, foundations, the Hawaii Business Roundtable and Chamber of Commerce, nonprofit organizations such as the Institute for Native Pacific Education and Culture, and the Hawaii State Student Council.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	17
(i) Making progress in each reform area	5	2
(ii) Improving student outcomes	25	15
<p>(A)(3) Reviewer Comments:</p> <p>i. Information provided in the RTTT application indicates that Hawaii has taken steps to improve in all four ARRA areas. Perhaps the most significant work has been done in the area of the standards and through adoption of a mandatory college and career ready diploma. The state has made some progress on its longitudinal data system but still lags behind in implementation of all elements of the America Competes Act. It appears, from the application, that there is a real need for more progress in all areas but, particularly, in the recruiting and retaining of highly effective teachers and leaders where Hawaii faces an on-going shortage of university graduates to fill positions. In addition, Hawaii's data on turning around schools indicates, as is said in the application, that the state's efforts have been "unacceptable," having turned around only 18 schools with 100 schools in NCLB status of "Planning for Restructuring" or "Restructuring." Using state and federal funds, Hawaii has made efforts to improve in the four ARRA areas but the lack of significant progress in the areas of Great Teachers and Great Leaders and Turning Around the Lowest Performing Schools results in a "medium" score. ii. Student Achievement - Hawaii receives a score in the "medium" score for improvement in student achievement. While scores have gone up on the state assessments since 2003 (66% increase in reading for "all" students and a 237% increase in mathematics for "all" students), NAEP scores do not reflect the same level of increase. Progress was indicated on NAEP 2009 mathematics, as Hawaii's fourth grade scores showed a higher average score and higher percentages of students scoring at proficient or above proficient. In examining the NAEP scores in the appendices, Hawaii scored above the national average on grade 4 and 8 NAEP in two subgroups: Black and Hispanic. The state scored lower in the Disadvantaged, White, and All categories. The 2007 NAEP Reading assessments indicated similar results with subgroups for both grades 4 and 8. Decreasing gap - The application indicates that Hawaii is unsatisfied with its progress on closing the gap between students of different ethnic and socioeconomic backgrounds and believes that students who are Native Hawaiian or part-Hawaiian lag significantly behind the students in the "All" category. To the state's credit, it is concerned that this does not show in the federal category "Asian/Pacific Islander" to the extent that it needs to be addressed. Increasing high school graduation rates - The graduation rate for "All" students is 80%. Between 2002 and 2008, the graduation rate has improved from 69% to 78% for economically disadvantage students and has gone from 60% to 72% for special education. Limited English Language students' graduation rate has gone from 58% to 81%. The score on this criterion is reflective of the improvements on NAEP math, the rise on state test scores, the state's approach to identifying an achievement gap for the state's specific population (Hawaiian) that would not be reported as starkly in looking at the federal categories, and the increase in graduation rates. While the state has not shown the kind of dramatic improvement in achievement that would rate a top score, it has made progress.</p>		
Total	125	107

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments:</p> <p>i. The state earns full points here, as it is a member of the Common Core Standards initiative coordinated by CCSSO and NGA. This consortium consists of 48 states and will be producing internationally benchmarked standards in English language arts and mathematics. ii. The state earns full points for its plans to adopt the Common Core Standards by June of 2010. A copy of the draft standards is included in the appendices. The state includes a description of the process for adopting the standards in the "Project Charter" for Standards and Assessments section of the appendices.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments:</p> <p>The state earns full score points for this section as it is participating in three assessment consortia. These include MOSAIC (26 states), the Achieve consortium (26 states - algebra I and II end of course assessments), and the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER -22 states – common adaptive summative assessments). A copy of the signed MOU is included in the appendices.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20
<p>(B)(3) Reviewer Comments:</p> <p>The state receives high points for this criterion as it has a detailed roll-out plan for the following: adopting the Common Core Standards (June 2010); ratcheting up the rigor of the high school diploma and working with the University of Hawaii to align graduation requirements to the university's entrance requirements; adopting aligned instructional materials and a formative assessment program; and developing/providing professional development to help schools transition to the new Common Core Standards and graduation requirements. Curriculum and pacing guides will address the high-need students, providing some flexibility for RTI.</p>		
Total	70	70

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	14
<p>(C)(1) Reviewer Comments:</p> <p>The state claims to have in place ten of the twelve elements of the America Competes Act. However, in close examination several of the ten are either only partially in place, or "will" be in place, or are not complete. These include America Competes Elements 4,7,9,10, and 11. This is reflected in the score on this criterion.</p>		
(C)(2) Accessing and using State data	5	5
<p>(C)(2) Reviewer Comments:</p> <p>The state receives full points for this criterion as it has a detailed plan to ensure accessibility to data by all major stakeholders from teachers and principals to parents, community members, and policy</p>		

makers. The system is being designed to provide data that will assist decision-makers in their continuing efforts to improve policy, instruction, operations, management, allocation of resources, and the general effectiveness of operations.

(C)(3) Using data to improve instruction

18

18

(C)(3) Reviewer Comments:

i. and ii. The application includes the RFP released in the fall of 2009 for a Curriculum Development/Learning Management System (CDLMS) which will allow teachers/principals to access a test bank of items for import/export, a process for creating assessment items and aligning them to the new Common Core Standards and curriculum, ability to create classroom assessments and deliver interim (benchmark) assessments, produce scores on assessments and provide analysis of student performance, and the capability of aligning instructional resources, RTI and extensions. The state RFP also includes a professional development piece to help educators reach proficiency on use of the new learning management system. The state receives high scores for this criterion as it has already taken the step of releasing a RFP for the CDLMS and, according to the state calendar will probably adopt a system in February 2010. In addition, the Project Charter (CDLMS System Procurement) describes this data and learning management system as a suite of integrated tools that should provide teachers, principals, parents, and students with a continuous flow of information about how a student is progressing against the state standards. It should also provide teachers with a wealth of instructional materials, timely assessment reports, and analysis of student performance that will help teachers provide differentiated instruction to speed up individual learning. Important to implementation will be how user-friendly the system is to all users – teachers, principals, parents, students, and policy-makers. iii. The state's plan includes access to data by researchers for the purposes of evaluating instructional materials and strategies. The state plans to establish procedures and processes for researchers to access data and also maintain a pre-approved list of researchers for streamlining access to data.

Total

47

37

D. Great Teachers and Leaders

(D)(1) Providing high-quality pathways for aspiring teachers and principals

Available

Tier 1

21

5

(D)(1) Reviewer Comments:

i. The description of the teacher and principal certification routes do not appear to allow awarding of a certificate by providers independent of the state university. What the state describes as alternative routes for teacher certification appear to still be connected to the university. The ACE program for principal certification that the state identifies as meeting the RTTT criteria for an outside provider still involves taking courses and it is not clear who offers the courses. A low score is allocated to this criterion as it is not clear in the application that these are true alternative routes to certification for teachers and principals that permit providers independent of the institutes of higher education. ii. The Hawaii Teacher Standards Board (HTSB) provides for 11 teacher education providers that meet state requirements. Hawaii recognizes 9 of the 11 as alternative pathways to teaching. These providers prepared 158 candidates for licensure in 2008-2009 which is 14% of all newly licensed teachers. There is only one pathway for obtaining principal certification. iii. Hawaii uses three mechanisms for monitoring, identifying, and evaluating areas of teacher shortage. These include the US Department of Education's Office of Postsecondary Education Section's designation process, the number of positions that are filled by emergency hires in content area positions, and the HIDOE's Highly Qualified Teacher Equity Plan that identifies by geography, grade, and subject area, the number of teachers who do not meet the "highly qualified teacher" definition. The state does not garner many points in this area, as it does not appear that it has done much in the past to create and implement strategies to address

recruiting and sustaining effective and highly effective teachers for either high poverty or hard to staff areas, and principals are not even mentioned.

(D)(2) Improving teacher and principal effectiveness based on performance	58	53
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	15
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	23

(D)(2) Reviewer Comments:

i. The state receives full points for this criterion as it has established a high quality plan that reflects ambitious but achievable results. The state has a detailed plan for measuring student growth using individual student year over year change on the Multi State assessments that will be aligned to the Common Core Standards. ii. The state earns full points for this criterion as it has already established a Great Teacher Great Leader (GTGL) Workgroup that has met and produced proposed new evaluation systems for both teachers and principals. For teachers, the following are the proposed criteria for teacher evaluations: 1) student learning growth (30%); teacher practice as rated by multiple observers (30%); stakeholder satisfaction (15%); teacher knowledge and skills as measure by professional growth (15%); and school-based leadership and service (10%). The GTGL also proposed moving to a four level teacher rating system. The state plans to use the existing state assessment system to identify growth until the new Common Core Standards assessment system has reliable data. This is not unreasonable and should not take long to establish. The GTGL will meet with the Hawaii State Teachers Association during 2010-2011 to reach a memorandum of agreement on implementation of the proposed system. The state proposes to implement the new evaluation system in a pilot with Zone of Innovation Schools (schools of persistently low achieving schools). The GTGL has also proposed a principal evaluation system that uses multiple rating levels and includes student achievement (25%), instructional leadership (40%), positive learning climate (10%), high professional standards (15%), and managerial skills (10%). The same pilot procedure and timeline will be implemented for principal evaluations as is proposed for the new teacher evaluations iii. A Hawaii Statute requires teacher and principal evaluations to take place annually so full points are allotted to this criterion. iv. The state receives a high score on criterion "iv," because it has taken definite and serious steps in its RTTT plan to use teacher/principal evaluations to inform decisions regarding "developing" teachers and principals as well as using the compensating, promoting, and retaining teachers and principals. The Great Teachers Great Leaders (GTGL) Workgroup has proposed a new salary schedule that has "effectiveness" (based upon the evaluation criteria listed in D. 2 ii) as the basis for compensation increases. The plan also proposes putting a "cap" on as a means of achieving a salary increase. The GTGL plan recommends that an incentive program be put in place to reward effective teachers and principals based upon student growth and to encourage effective teachers/principals to serve in hard-to-fill assignments. The reason the application did not receive the total allotted points for this criterion is because there is no provision currently in the state's plan for removing ineffective tenured teachers and principals based upon the new evaluation plan to be piloted. The state does have plans, for the GLGT Workgroup to take this issue on by June 2010.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	0
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	0
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0

(D)(3) Reviewer Comments:

The state did not include a response to Criterion D3 but did provide responses to the other "D" criteria.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	14
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(D)(4) Reviewer Comments:

i. and ii. The state application receives a high score on this criterion as the state presents a high quality plan with ambitious yet achievable annual targets for establishing a P20 Longitudinal Data System that will provide the infrastructure needed for an education data pipeline for students from early childhood education through entrance into the workforce. The state's plan seems achievable as it is coordinating the work with the appropriate entities and stakeholders from the Hawaii P-20 Partnerships for Education which includes the University of Hawaii, Department of Labor and Industrial Relationships, Hawaii's Teacher Education Coordinating Committee and others. The state's plan allows for the public to access data on the achievement growth of the students of teacher/principal graduates for teacher/principal preparation programs by 2010-2011. The state is also planning to provide incentives to preparation programs that are successful. In addition, there are plans for using the data for establishing "Unit Candidate Performance Standards" and for approving or renewing a state approved teacher education program.

(D)(5) Providing effective support to teachers and principals

20

18

(D)(5) Reviewer Comments:

i. and ii. The state application receives a high score on this criterion as the state presents a high quality plan with ambitious yet achievable annual targets for establishing a P20 Longitudinal Data System that will provide the infrastructure needed for an education data pipeline for students from early childhood education through entrance into the workforce. The state's plan seems achievable as it is coordinating the work with the appropriate entities and stakeholders from the Hawaii P-20 Partnerships for Education which includes the University of Hawaii, Department of Labor and Industrial Relationships, Hawaii's Teacher Education Coordinating Committee and others. The state's plan allows for the public to access data on the achievement growth of the students of teacher/principal graduates for teacher/principal preparation programs by 2010-2011. The state is also planning to provide incentives to preparation programs that are successful. In addition, there are plans for using the data for establishing "Unit Candidate Performance Standards" and for approving or renewing a state approved teacher education program.

Total

138

90

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	5
(E)(1) Reviewer Comments: The state has authority to intervene in the LEA (state and LEA are one in the same) directly. While it possesses the authority to remove teachers and education officers and other personnel, a new piece of legislation has been drafted to expand the existing authority to be able to directly intervene in schools. The bill specifically addresses schools that meet the definition of persistently low-performing. It is difficult to understand why the state of Hawaii, which is both a state and LEA with the same superintendent, would not have the authority to intervene at the school level. However, it appears that the state needs more authority, particularly related to public charter schools, which is proposed in the new legislation. Therefore, only half points can be allotted for this criterion.		
(E)(2) Turning around the lowest-achieving schools	40	31
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	26
(E)(2) Reviewer Comments:		

i. The state has a high quality plan to identify the persistently low-achieving schools that includes specific data to be collected, the analysis to be completed, and the criteria to use in identifying these schools. The state has analyzed its data on persistently low-performing schools and identified the root causes for low student achievement. Non-title I eligible secondary schools were not mentioned in the plan. ii. Past experience has taught the state that one turnaround model does not fit all schools. Therefore, the state plan is to identify 14 persistently low-performing schools (priority schools) for state intervention. Determination of which of the four RTTT turnaround models to be used with these schools will be decided by a review team that conducts a comprehensive needs assessment and an assessment of "readiness to reform." If a cluster of priority schools that consists of a feeder schools (elementary, middle, and high school), based upon the needs assessment and feedback from school and community leaders, the group of schools could be identified as a "Zone for Innovation, allowing for community-wide interventions and coordination of services and support. Other approaches to turning around these schools are also addressed in the plan. The score for this criterion is high because the state has set aggressive targets for turning around the schools, put considerable thought and analysis into the various turnaround models and how they might be matched to different schools based upon data and community, thought through the criteria it will use to identify 14 high priority schools, and has used findings from past failures and successes to help define the plan. The state might have obtained the full score points were it not for its past record. Out of 118 schools that were in the status of restructuring or planning for restructuring by meeting AYP, only 18 have exited. While the plan seems aggressive and well defined for the future, the state will have to overcome its past record.

Total	50	36
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F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	10
<p>(F)(1) Reviewer Comments:</p> <p>i. Hawaii's financial support for elementary, secondary, and public higher education increased by 5.3% from 2008 to 2009. ii. Because there is only one LEA in the state, funding was distributed equitably to the LEA. In addition, Hawaii has a weighted student formula to identify funding for schools based on student needs. The score for this criterion is high because the percent of the state's budget allocated to schools increased from 2008 to 2009 and because of the weighted formula used to provide equitable funding to schools based upon student need.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	25
<p>(F)(2) Reviewer Comments:</p> <p>The state's approach to charter schools appears to be a "mixed bag." The present legislation does appear to thwart the growth of charter schools. There are questions raised about whether charter schools receive the same per pupil funding, although in the area of facilities, treatment of traditional public schools and charter schools appear to be equal. The climate for creating charter and other innovative schools does not appear to be great. Since Hawaii has not been extremely successful in turning around schools, the limitations on charter schools is questionable. All of this is reflected in the overall score. The state's "medium" range score is a reflection of the fact that, on the one hand, it allows charters and 11% of the schools in the state are charters, yet on the other hand, the climate does not seem inductive to charter growth. More specific information is provided below. i. and ii. The state has 283 public schools of which 31 or 11% are public charter schools. Twenty-six of these are new start-ups and five are conversions. By statute, the state Board of Education appoints a Charter School Review Panel (CSRP) that is authorized to approve, monitor, and hold accountable the state's charter schools. A current law limits the number of charter schools that can be created to the number of existing charter schools that have received Western Association of Schools and Colleges (WASC)</p>		

accreditation. The requirement for having to get accreditation has caused a bottleneck for the creation of new charter schools. At this time, there are 5 public charter schools with WASC accreditation. Three charter schools are in the process of applying for accreditation. While the state expects that new legislation will be introduced in the upcoming session to remove the presentation limitation, the score for this criterion reflects the limitations that exist for creating charter schools. iii. The state claims that the funding for public charter schools is \$611.82 higher per pupil than the per pupil amount allotted to public schools administered by the Hawaii Department of Education (HIDOE). However, the charter schools disagree, believing that they receive less. Charter school representatives are in discussion with the HIDOE over this issue. iv. It appears that the state provides charter schools with support for facilities (acquisition, leasing, improvements, etc.). Charter schools have access to public facilities and the ability to share in bonds, levies, and other supports. The state claims that there are no stricter facility-related requirements for charter schools than there are for traditional public schools. v. The state allows waivers from state policies, rules, and procedures. However, it appears that most of the waivers have to do with calendar adoptions and changes to the bell schedule. Not much was said about more innovative public schools.

(F)(3) Demonstrating other significant reform conditions

5

3

(F)(3) Reviewer Comments:

Over the past decade or so, the state has put in place policies that have strengthened accountability and transparency and one court decree that reformed special education services. Probably the most important influence on creating favorable conditions for reform was Act 51 which resulted in "funding following documented needs." In addition, the application indicates that the state has reflected on how the mandates have affected public education positively and the lessons learned. While the application does not present a portrait of a state that has been on the forefront of creating favorable policies and/or conditions for reform, all of these things taken in consideration, the state earns a score in the medium range on this criterion.

Total

55

38

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: The state's application presents a high quality plan that qualifies for the Stem Priority points. The state has adopted a voluntary Career and College Ready Diploma, (CCR) that includes courses in Algebra I, Geometry, and Algebra II, as well as three credits of science of which two are lab sciences. This voluntary CCR diploma will replace the current diploma for the class of 2018. To strengthen its mathematics education for students, the state has been participating in the ACHIEVE mathematics project with other states. The state has also partnered with business and industry, community colleges, and other agencies to create Hawaii Excellence in Science and Technology Academies, and provided funding in 2008-2009 for intensive training of 137 math and 375 science teachers in association with the University of Hawaii.		
Total	15	15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments:		

The state's application presents a comprehensive and coherent plan. Decisions for actions identified in the plan are explained in a reflective way that reflect lessons learned and builds credibility for a successful implementation. The Project Charters provide substantial detail with activities and projects that align with the overall reform goals and targets. The budget is supported by sufficient detail and roll-out plans appear to be well thought and embed evaluation that will allow for "in time" modifications.

Total		0
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Grand Total	500	393
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Race to the Top

Technical Review Form - Tier 1

Hawaii Application #2280HI-5



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	63
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	45
(iii) Translating LEA participation into statewide impact	15	13
<p>(A)(1) Reviewer Comments:</p> <p>The State has a unique structure with a single statewide system that operates as both the State Education Agency and the only Local Education Agency. The schools are divided into 42 "complexes" grouped into 15 Complex Areas based on geography. The State has prepared a comprehensive agenda for reform that addresses the four reform agenda areas. Core strategies for achieving its Reform Agenda include developing high quality standards and assessments, improving longitudinal data collection and reporting, cultivating, rewarding and leveraging effective teaching and leading, providing targeted support to struggling schools and students, and aligning support structures at the State level to ensure progress on the reform agenda. While there is an advantage to having a single LEA, the State plan could be perceived as top-down with little buy-in or support from local districts. The letters of support from a broad constituency provide evidence for statewide commitment. The memorandum of agreement between the Governor, Board of Education, Superintendent of Education and the President of the University of Hawaii system further supports a strong PK-20 education system. The established metrics for determining progress on goals are achievable but perhaps not as ambitious as they could be.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	23
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	8
<p>(A)(2) Reviewer Comments:</p> <p>The State has strong leadership support and direction although it is perhaps both an advantage and disadvantage that the Superintendent of the single LEA is also the State Superintendent of Education. So while the State Superintendent can ensure compliance with the State plan, local support across the 42 Complexes may be problematic. It would have been more compelling if each of the 15 Complex Areas had indicated support for the State plan. Annual reporting to the P-20 Council could perhaps provide for regional dialogue and input although meeting once per year may not be sufficient. It is also not clear whether the P-20 Council has representation from each of the 15 Complex Areas. The Project Sponsors and Project Champions will facilitate local implementation and communication efforts. Likewise, the inclusion of the external evaluator to provide both process and summative evaluations will be important for scale-up capabilities. The State has participated in previous initiatives that include the American Diploma Project that speak positively to state capacity.</p>		

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	22
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	19
<p>(A)(3) Reviewer Comments: Department of Education Strategic Plans 2005-2008 and 2008-2011 exist that demonstrate deliberate and systemic reform efforts are in place. State curriculum standards mapped to NAEP scales have been assessed as in the top 20% of the states. The adoption of a college and career ready diploma likewise establishes evidence for progress in the four reform areas. Progress on recruiting, training, retaining, and rewarding great teachers and leaders is mixed. Alternative routes to teaching are being developed and are part of the statewide reform plan. Progress on turning around low performing schools has not been made and the State recognizes the need to develop new strategies in this area. Progress on raising achievement has been made although progress on closing achievement gaps across groups has been mixed albeit comparable to national averages. There has been progress on graduation rates among all subgroups.</p>		
Total	125	108

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: The State has committed to and participated in the Common Core State Standards initiative involving 48 states. The initiative includes developing rigorous and internationally benchmarked college and career readiness standards. The Board of Education has the authority to formulate statewide education policy that includes the adoption of these standards. The timeline for adopting the Common Core State Standards suggests the State will adopt the new standards in April, 2010 and professional development will be provided in the summer of 2010 for Complex literacy leaders.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments: Participation in multi-state consortia includes commitments to high-quality assessments. Among the assessments explored by the consortia are end-of-course tests. The State also plans to provide online testing options to provide more flexibility for and more immediate feedback to schools. A signed MOU indicating the State's participation in the SMARTER consortium supports the agreement, "in principle," to develop an assessment system aligned with the Common Core Standards. The MOU identifies ten states participating in this agreement, however a second document indicates 23 states have submitted a signed MOU to participate in SMARTER. A letter from the President of Achieve confirms the State is participating in an assessment partnership through that organization that includes 27 states.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	15
<p>(B)(3) Reviewer Comments: The State provided a rollout plan for the transition from the current content standards and assessments to the adoption of CCRS and CCSS. The plan delineates key goals, activities, timelines,</p>		

and responsible parties. In collaboration with the University of Hawaii system, and in coordination with the American Diploma Project, the State content and performance standards have aligned high school exit criteria with college entrance requirements in the development of the Recognition Diploma. The State plan indicates, however, that not until 2018 will the standard graduation requirements cohere with these standards and the College and Career Ready Diploma be adopted consistent with the Recognition Diploma, which was approved by the Board of Education in March, 2008. Plans for developing and implementing common instructional materials consistent with the CCSS include the *purchasing of new curriculum materials*. This raises the concern about sustainability. It is also not clear how all teachers will be trained in the use of these materials and assessments.

Total	70	65
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C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	14
<p>(C)(1) Reviewer Comments: The statewide data system incorporates 7 of the 12 America Competes Act elements. Not in place are the following: the capacity to share records and automate data transfer between K-12 and higher education (Element 4); information on students not tested, by grade and subject (Element 7); student-level transcript information (Element 9); student-level college readiness test scores (Element 10); and data that provide information regarding the extent to which students transition successfully from secondary to postsecondary education, including whether students enroll in remedial coursework.</p>		
(C)(2) Accessing and using State data	5	3
<p>(C)(2) Reviewer Comments: Plans are in place to develop a comprehensive data warehouse to ensure accessibility and functional use across multiple data systems. The K-12 Learning Data System Project will provide information to multiple groups of stakeholders including parents, teachers, administrators and LEA officials. Action timelines are presented for development and implementation of the K-12 LDS although the timelines are not realistic. Development and implementation phases need to include piloting and modification phases to insure dynamic usability of the system. The P20 LDS is in preliminary stages of development as well. It is not clear how the higher education data system will be utilized.</p>		
(C)(3) Using data to improve instruction	18	10
<p>(C)(3) Reviewer Comments: A plan is in place to establish a data management system that uses multiple forms of assessment and is accessible to teachers to improve instruction. The plan includes issuing an RFP for vendors who will develop and make available the learning management system. 2010 to 2014 activities are vague and represent standard planning processes lacking detail and thus raising concerns about large-scale implementation of data systems to improve instruction. Similarly, the plan for creating the Partnership for Educational Research Consortium (PERC) are vague and lacking specificity as to how and what data will be generated, compiled, and made available for use.</p>		
Total	47	27

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	5

(D)(1) Reviewer Comments:

At this point, no evidence was found that suggests legal, statutory, or regulatory provisions that allow alternative routes to certification for teachers and principals by providers other than institutions of higher education. There are alternative routes to certification although it is not clear how candidates are accepted and supported in these programs. Approximately 14% of all newly certified teachers (158) were prepared through alternative programs in 2008-2009. Alternative routes to principal certification are still under development. Little support was found for the plan for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

(D)(2) Improving teacher and principal effectiveness based on performance	58	30
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	12
(iii) Conducting annual evaluations	10	3
(iv) Using evaluations to inform key decisions	28	10

(D)(2) Reviewer Comments:

The State has a plan for establishing measures of student growth although the State recognizes that until a rigorous student growth model is in place, it will be difficult to create a performance assessment model of teacher and principal effectiveness that takes into consideration student growth. The plan developed for teacher evaluation will utilize multiple measures that include student learning growth, classroom observations, stakeholder satisfaction, teacher knowledge and skills, and school-based leadership and service. How these data will be collected, and by whom, was not specified. The plan for the principal evaluation system will likewise focus on performance indicators. It is still unclear how student growth (as opposed to student achievement) will be factored into the evaluation systems, and whether and how feedback will be provided in a timely and constructive manner to insure opportunities to use feedback to improve teacher and principal effectiveness. With regards to coaching, induction support and/or professional development, the Peer Assistance Review (PAR) program has been piloted and plans are for statewide rollout in SY 2012-13. Problematic for this plan may be the statewide salary schedules and tenure policies that may prevent compensating and promoting effective teachers and principals. It is unclear how the tenure system will factor into the performance based measures of teacher effectiveness. It is not clear the existing necessary conditions are in place for improving teacher and principal effectiveness based on performance.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	0
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	0
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0

(D)(3) Reviewer Comments:

This section is missing from the narrative.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	8
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(D)(4) Reviewer Comments:

The P20 LDS is still in development so details of the plan are very preliminary. It is not clear how the plan will be able to link student achievement and growth to the programs in which the teachers/principals were prepared. The Plan seems to rely on providing aggregate data to the preparation programs which will not take into consideration candidates who take jobs in high challenge schools or circumstances. The timeline presented seems unreasonable given the lack of infrastructure and pilots for value added assessments. Evidence was lacking in the State plan for expanding options for credentialing and licensing.

(D)(5) Providing effective support to teachers and principals	20	10
<p>(D)(5) Reviewer Comments: The State acknowledges the need to develop a comprehensive and strategic professional development system. The State plans to incorporate a system of professional development that spans the continuum of teaching experience from induction of new teachers to on-going and specialized development for experienced teachers. The State will seek changes in existing policies and procedures for minimum hours of professional development and identification of professional development needs and activities. Principal professional development will include on-going support and training for developing, leading, and managing effective learning communities. It is not clear, however, how the plan will provide for effective, data-informed professional development. Nor are a full range of potential professional development and support systems for meeting different needs mentioned or explored. Finally, it is not clear how supports to teachers and principals will receive on-going and continuous evaluation and modifications.</p>		
Total	138	53

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	5
<p>(E)(1) Reviewer Comments: The state's education board has the authority to formulate policy and adopt standards, but at this time is seeking expanded authority to intervene directly in the case of persistently low performing schools. A House bill was introduced in the last legislative session and carried over to the 2010 Session for further discussion and review.</p>		
(E)(2) Turning around the lowest-achieving schools	40	29
(i) Identifying the persistently lowest-achieving schools	5	4
(ii) Turning around the persistently lowest-achieving schools	35	25
<p>(E)(2) Reviewer Comments: The state has processes for identifying the lowest-achieving schools based on failure to meet adequate yearly progress benchmarks as outlined under implementation of NCLB. Schools are identified in comparison with other schools and those in the bottom 5% are identified as schools in need of additional support. External contractors have provided needs assessments and services to schools struggling to meet AYP. Based on the experiences of meeting the needs of these struggling schools, a strategy has been developed to support schools by building capacity within the Complex Area and to address structural barriers that have been identified. To increase capacity for supporting the lowest-achieving schools, the State has engage external contractors such as Edison and America's Choice. The plan calls for the 14 persistently lowest-achieving schools to participate in one of the four intervention models. It is not clear what criteria will be used to determine which models may be the most effective for particular schools and it appears the State has had little experience in this area.</p>		
Total	50	34

F. General

	Available	Tier 1

(F)(1) Making education funding a priority	10	10
<p>(F)(1) Reviewer Comments: The percentage of the state budget dedicated to P-12 and post secondary education has outpaced the increases to the overall budget from FY 2008 to FY 2009. While there is only one LEA in the state, it is not clear whether the funding to all Complexes is equivalent. That the state funds public education from the General Fund and not from local tax revenues, however, suggests that there is control over the fair distribution of resources to the variety of Complexes comprising the single LEA. State statute requires distribution of funding based on need in the provision for weighted funding formulas.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	16
<p>(F)(2) Reviewer Comments: The State has approximately 11% public charter schools (26 new "start ups" and five conversions). The State charter school law effectively inhibits increasing the number of charter schools by only allowing for the addition of a new charter schools for each charter school that has received accreditation by the Western Association of Schools and Colleges (WASC). The requirement to achieve accreditation has created a backlog, preventing the creation of new charter schools. It is not clear what the State laws are regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools. How student achievement factors in to these decisions was not discussed in the proposal. The State does ensure equitable funding for charters and assistance with facilities acquisition and access. There is no evidence the State provides for innovative, autonomous public schools.</p>		
(F)(3) Demonstrating other significant reform conditions	5	3
<p>(F)(3) Reviewer Comments: Other state reform laws indicate a movement toward building capacity for and commitment to conditions favorable to education reform and innovation. It is not clear how systemic or pervasive these efforts have been.</p>		
Total	55	29

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	0
<p>Competitive Reviewer Comments: The state is in the early processes of developing capacity for rigorous courses of study. Providing specific support for teachers and students in the STEM fields does not appear to be a priority at this time. Participation in various consortia that focus on Common Core Standards, in particular, participation with the Achieve Consortium, suggests this is an area in which the State will be moving, however.</p>		
Total	15	0

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		No
<p>Absolute Reviewer Comments:</p>		

The state is still building capacity and partnerships. Comprehensive and coherently constructed systems of reform are not yet in place and therefore the absolute priority is not met at this time. It is not evident that each of the four assurances can be met with the plan as it currently exists. Over-reliance on commercially produced materials and external consultants also raise concerns about the capacity of the state to engage in comprehensive and fundamental reforms. Sustainability also is called into question. Teacher and principal evaluation systems and mechanisms for innovative schools structures and approaches are still in the very early planning stages.

Total		0
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Grand Total	500	316
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