



Race to the Top

Technical Review Form - Tier 2



Hawaii Application #2550HI-7

A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	59	62	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	
(ii) Securing LEA commitment	45	39	42	
(iii) Translating LEA participation into statewide impact	15	15	15	

(A)(1) Reviewer Comments: (Tier 1)

(A1i). The state's plan sets forth a comprehensive and coherent reform agenda for Hawaii around the four education areas described in the ARRA. Central to the state's plan is its unique educational structure: The K-12 Hawaii Department of Education is a single, statewide school system that operates as both the State Education Agency (SEA) and the only Local Education Agency (LEA). The plan establishes shared targets for increasing academic rigor and achievement from early childhood education through lifelong learning. The focus includes raising overall K-12 student achievement; ensuring college and career-readiness; increasing higher education enrollment and completion rates; ensuring equity and effectiveness by closing achievement gaps and emphasizing Science, Technology, Engineering and Mathematics (STEM) competencies. The state's plan establishes a clear and credible path for achieving the goals by describing the foundations that are already in place and outlining steps that will be taken to build on these existing planks of reform. For example, Hawaii has had statewide student identifiers in place for 20 years and has completed 11 of the 12 America COMPETES Act's essential standards. The plan describes how this impressive foundation will be leveraged to create a data infrastructure and culture that will support data driven decisions to improve student academic performance, as well as data driven decisions linked to the teacher and principal workforce's evaluation, tenure, and compensation. The state is scored in the high range for this criterion based on the comprehensive nature of the plan and clear articulation of how existing reforms will be used as a scaffold for the reforms proposed throughout the application.

(A1ii). Because of Hawaii's unique single SEA/LEA structure that is directed by a Superintendent of Education and a single Board of Education, there is only one LEA that has "public authority legally constituted within" the State of Hawaii. This means that there is 100% LEA participation in all portions of the RTTT plan. The plan includes a copy of the Memorandum of Agreement signed by the State Superintendent, Governor, State Board of Education Chair and President of University of Hawaii. The MOA shows strong commitment by the signing parties. In addition, there are letters of support from the two teacher associations that provide endorsement, but also raise questions. For example, the Hawaii State Teachers Association's letter acknowledges that "Hawaii's Race to the Top Application will significantly impact Hawaii's public school teachers, especially in regard to linking student achievement with teacher evaluation and compensation." The letter concludes with the clarification that "...we have signed Agreement of Concepts in which we agree to further discuss facilitating reforms needed in the targeted schools on a small scale. These reforms would guide and inform statewide implementation efforts. . . ." Similarly, the Hawaii Government Employees Association's letter states "strong support", but also notes that "conceptually the parties agree." Therefore, it is not totally clear from the letters of support from these two pivotal organizations whether they are supporting the reforms as outlined in the state's plan or agreeing to discuss the reforms in more detail.

(A1iii). The state's plan includes specific outcome targets that address the criteria such as raising overall student achievement using NAEP ranking for all tested grades in mathematics and reading; increasing high school graduation rates; increasing college enrollment; and closing the achievement gap among targeted groups such as disadvantaged, Native Hawaiian, and all students in Reading and Mathematics. These goals will be achieved through RTTT funding, community partnerships, and strategic alignment of federal ARRA and State funds to support the state's Reform Action Plan. Hawaii's one state/one LEA status will require top level support and collaboration to translate the state's goals into broad statewide impact. The state's plan focuses on this broad-based and robust level of support. Finally, the plan does a good job of building on Hawaii's unique status of a single LEA/SEA, as well as the multiple reform initiatives already underway.

(A)(1) Reviewer Comments: (Tier 2)

A1ii. The state panel discussed the role of the Hawaii State Association and the Hawaii Government Employee's Association role in designing the reform effort and the commitment of these organizations to the reform. The presentation clarified the level of support provided by these two pivotal organizations. Additional points are awarded.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	28	30	
(i) Ensuring the capacity to implement	20	20	20	
(ii) Using broad stakeholder support	10	8	10	

(A)(2) Reviewer Comments: (Tier 1)

(A2i). The state's plan describes a robust leadership team that benefits from the state's long history of educational reform. A significant aspect of the state's leadership structure is the P-20 Partnership for Education, a statewide collaboration led by the Good Beginning Alliance, Department of Education and University of Hawaii System, that has agreed to monitor the state's progress on implementation, and included a strong letter of endorsement. Of equal importance is the plan's description of the redesign of the Hawaii Department of Education's state offices. The HIDOE has completed reorganization of two of the main offices to support the Strategic Plan and achieve the reforms outlined in the RTTT application. The reorganization of the remaining offices is scheduled for completion in 2010. This reorganization appears to focus the Agency's resources on the support of the reform's agenda. The reorganization includes, for example, the creation of an Office of Strategic Reform (OSR) that will be the central hub to coordinate the reform effort and "to facilitate the transformation of HIDOE to a performance-focused organizational culture." The plan also includes information on the Department's development of "Project Charters" which will be used as a mechanism to allocate resources and track implementation of the RTTT's reform initiatives. This clear cut organizational tool contains an outline of deliverables that includes communication plans for dissemination of best practices to schools and complex areas, as well as protocols for monitoring implementation. The state's proposed budget allocates funding to drive the educational reforms. For example, the state requests approximately \$74.9 million for reforms, with \$18 million targeted to support of struggling schools and teachers and \$9 million targeted to high quality standards and assessments. In addition, the applicant allocates \$6 million for the alignment and performance monitoring of organizational functions to support reform outcomes. These significant expenditures are aligned with the major reforms outlined in the plan. The state's plan also describes \$109 million from annual state funds and designated other/federal funds that will be leveraged to accomplish the RTTT reforms. The application provides details of the state's planning to continue the reforms funded under the grant after the period of funding has ended.

(A2ii). The letters of support included in the application show a broad range of stakeholder support for the grant's initiatives including the state's national legislative contingency; charter school leadership; Kamehameha Schools, a private trust; military community; business; advocacy; health and parent organizations, as well as institutions of higher education. As noted in an earlier section, the letters of support from the two teacher and principal association raise questions about the level of commitment of these two organizations to full implementation of the reforms.

(A)(2) Reviewer Comments: (Tier 2)

A2ii. The state panel discussed the role of the Hawaii State Association and the Hawaii Government Employee's Association role in designing the reform effort and the commitment of these organizations to the reform. The presentation clarified the level of support provided by these two pivotal organizations. Additional points are awarded.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	17	17	
(i) Making progress in each reform area	5	3	3	
(ii) Improving student outcomes	25	14	14	

(A)(3) Reviewer Comments: (Tier 1)

(A3i). The application describes how Hawaii has made progress in each of the reform areas, although some areas have been more challenging than others. For example, the state has a strong history of standards-based education with its assessment exams being benchmarked to national standards for six years, and Hawaii is one of only five states to receive an "A" grade for world-class student assessment standards in a research study conducted at Harvard University. In a similar vein, the state has made significant strides in accessing and using state data. For example, in 2007 Hawaii was selected through a national competitive process by the National Governors Association (NGA) Center for Best Practices as one of only six states to receive \$500,000 in funding to support a statewide STEM Initiative. The data collection reforms in this application build nicely on the work started by the NGA STEM Initiative. However, the state's ability to attract and retain highly qualified educators has proven extremely challenging. The application shows that in 2010 30.2% of math teachers and 23.1% of English/language arts teachers are not highly qualified. Hawaii's location and cost of living which is up to 63% higher than the national average have proven that the traditional methods used to date such as incentives and lodging provisions are not sufficient. Moreover, the state's progress to date on turning around low performing schools is not adequately explained. Although there are currently 6 priority schools and a total of 14 schools in the Department's Zones of School Innovation; there are 109 schools designated as "Tier III Schools" meaning that their ESEA status is "In Need of Improvement", "Corrective Action," "Planning for Restructuring," or "Restructuring". None of these schools are labeled as newly eligible, yet the application is contains few specifics regarding how the state has worked with these schools previously.

(A3ii). Hawaii's progress in raising student outcomes has been mixed since 2003. There has been a continuous increase in the number and percentage of students demonstrating grade level proficiency in both reading and mathematics on the state assessments. Yet gaps still persist among subgroups most notably Hawaiian/Part-Hawaiian, Hispanic, Limited English and Disabled. Similarly, significant gains have been made for all 4th and 8th grade students in reading and mathematics NAEP scores. But, there are similar disparities among subgroups that are noted on state assessments. It should be noted that the state has done an exceptionally good job with increasing the high school graduation rates for all students including significant increases for all sub-groups, as well. Moreover, the state's plan includes very specific steps for increasing the graduation rates through the efforts of the grant.

Total	125	104	109	
--------------	------------	------------	------------	--

B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	40	40	

(i) Participating in consortium developing high-quality standards	20	20	20	
(ii) Adopting standards	20	20	20	
(B)(1) Reviewer Comments: (Tier 1)				
<p>(B1i). The state's plan indicates that Hawaii adopted the Common Core State Standards in mathematics and English language arts on May 12, 2010. Hawaii is one of 48 states that have committed to the CCSSO Initiative, a state-led process to develop internationally-benchmarked K-12 Common Core State Standards. The Common Core Standards are college and career readiness standards that are developed to support productive entry into college courses or career pathways.</p> <p>(B1ii). The state's plan attributes the adoption of the Common Core State Standards in May 2010 to the groundwork laid by the state's membership in several groups, such as the expert validation committees for both mathematics and English language arts. In addition, the state's plan explains in detail how the adoption of the Common Core State Standards will be the first step toward the proposed approval in mid 2010 of the college and career ready Recognition Diploma as mandatory for all students. This diploma is aligned to the Common Core State Standards. Also present in the state's application is a clearly articulated implementation plan for the roll out of the K-12 CCSS in English language arts and mathematics that includes well defined guiding principles. A challenging timeline is presented that will have some components of the Common Core Curriculum in place by SY 2010-11, while the entire curriculum will be fully in place no longer than SY 2013-14.</p>				
(B)(2) Developing and implementing common, high-quality assessments	10	10	10	
(i) Participating in consortium developing high-quality assessments	5	5	5	
(ii) Including a significant number of States	5	5	5	
(B)(2) Reviewer Comments: (Tier 1)				
<p>(B2i & ii). Hawaii is a member of several consortia that will assist the state in the development and implementation of common, high-quality assessments. One of the most significant of these memberships is the SMARTER-Balanced Assessment Consortium. This consortium is currently composed of 32 states and is focused on the development of computer-delivered adaptive testing that will provide the springboard to measure the depth and breadth of the Common Core State Standards. A copy of the MOU is included in the Appendix.</p>				
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	18	18	
(B)(3) Reviewer Comments: (Tier 1)				
<p>(B3) The state's plan for supporting the transition to enhanced standards and high-quality assessments draws heavily on groundwork laid by Hawaii's early efforts in standards reform, such as its 2006 membership in the American Diploma Project (ADT). ADT's goal is to align high school expectations to those of college and work. This section of the application includes a well developed roll out plan that includes the implementation of a single curriculum with common instructional materials based on the common core state standards. This common curriculum would appear bring a level of consistency to the state and raise student achievement by reducing the unevenness that occurs when schools and Complexes within the state have the authority to choose and implement their own curricula. The roll out plan also includes an extensive proposal for professional development on the CCSS and new curriculum materials. The centerpiece of the roll out plan is the challenging effort to align high school graduation requirements and assessment with college-readiness requirements and state STEM Goals through a collaborative effort with the University of Hawaii. The application provides no explanation why the state's</p>				

<p>approach to the Recognition Diploma includes three mathematics and not four as suggested by many college ready programs and why this diploma is marketed as "voluntary" rather than as a mandatory requirement for graduation. (The fourth mathematics course beyond algebra II is reserved for the honors pathway).</p>				
Total	70	68	68	

C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
(C)(1) Fully implementing a statewide longitudinal data system	24	22	22	
<p>(C)(1) Reviewer Comments: (Tier 1) (C1). According to the state's plan, Hawaii currently meets 11 of the 12 America COMPETES Act's elements, and will fulfill the final element in fall 2010. A chart included in the plan indicates that Item 7 of the COMPETES Act, "Information on students not tested, by grade and subject", is not currently available. The plan provides evidence that the state has the capacity to access and use historical and longitudinal data for all students and all public schools with the exception of the one element identified above.</p>				
(C)(2) Accessing and using State data	5	5	5	
<p>(C)(2) Reviewer Comments: (Tier 1) (C2), The state presents a well conceived and articulated plan to ensure that data are available to and accessed by a variety of stakeholders. The plan draws heavily on the foundational groundwork provided by needs assessments conducted by two national consultant organizations. The plan is well organized and includes six key projects that will funnel data for user access through a data dashboard. The six projects are challenging and include quite aggressive timelines. For example, roll out for the dashboard begins in July 2010, with a fully operational P-20 statewide longitudinal data system deployed by 2011. The statewide data system will inform decision-making processes for teacher evaluations, school-level accountability, institutional planning, as well as student registration. The establishment of a state-level position, the Data Governance Director, to oversee data quality and provide ethics training for stakeholders, is a vital aspect that should help to promote appropriate and effective use of longitudinal data. The appendix includes a Project Charter for the use of data criteria that outlines management details such as person responsible and incremental completion steps, as well as a detailed scope and sequence for the many facets of the project.</p>				
(C)(3) Using data to improve instruction	18	15	15	
(i) Increasing the use of instructional improvement systems	6	6	6	
(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	3	3	
(iii) Making the data from instructional improvement systems available to researchers	6	6	6	
<p>(C)(3) Reviewer Comments: (Tier 1) (C3i). The state's plan indicates that by July, 2010 the state agency will have the capability to provide data to educators and instructional leaders to inform instructional strategies, management decisions, and program decisions. Details are provided to illustrate the uses that stakeholders can implement with the data dashboard. A central component of the state's Data for School Improvement (DSI) system is its real-time feedback to teachers on curriculum, instruction, and assessment platforms. In addition, the state's plan</p>				

includes timelines for next steps to provide formative assessment item banks aligned with the mathematics and ELA common state standards, as well as the deployment of a single statewide instructional improvement system that will be completed for every school in the state by SY 2011-12. The plan appears to be concrete and detail-oriented. Although the timelines are aggressive, appropriate steps are described that should make the timelines achievable.

(C3ii). The state's plan includes very general outline of professional development that is designed to assist teachers and principals on how to use the quite sophisticated and complex data systems that are described as a part of this criterion. For example, much of the responsibility for assisting teachers will be placed on Complex Area staff "proficient in data analysis and instructional improvement strategies" who will be deployed to schools to support the implementation of reform initiatives. Yet, the state's plan contains very limited details regarding this cadre of personnel's training to prepare them for this central role. The plan contains very clear descriptions of the type of guidance and support that teachers will require, but does not describe how "the highly trained Complex Areas support staff" will become equipped to provide this level of very specific professional development. Similarly the training provided to increase the ability of principals to serve as coaches for teachers is not clearly described. At one point the narrative states that "the capacity for principals to provide specific and constructive performance feedback to teachers increases" after very general types of behavior, but professional development is not included as one of these behaviors. Therefore, the state receives limited points for this section because of the lack of specificity provided to professional development for principals, teachers and other administrators.

(C3iii). This section of the state's plan builds on the robust history of data collection among various agencies in the state including Kamehameha Schools, Hawaii P-20, local philanthropic foundations, as well as various universities. Central to the state's very credible plan to make data more accessible to researchers in the expansion of the Hawaii Partnership for Educational Research Consortium (HPERC). Another sign of the state's commitment to data sharing with researchers is a two-day research symposium planned for December, 2010. This symposium is designed to assist the state in developing a formal process for using the results of various research studies conducted each year within the state's schools. It is noteworthy that the plan will be developed in collaboration with researchers. A 2009 Memorandum of Agreement among various state entities to promote data-sharing is also included.

Total	47	42	42	
-------	----	----	----	--

D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	13	13	
(i) Allowing alternative routes to certification	7	7	7	
(ii) Using alternative routes to certification	7	3	3	
(iii) Preparing teachers and principals to fill areas of shortage	7	3	3	

(D)(1) Reviewer Comments: (Tier 1)

(D1i). According to the state's application, the Hawaii Teacher Standards Board (HTSB) is authorized by the State to license teachers and to approve and regulate all teacher preparation providers in the State. The application also references Hawaii Revised Statute 302A-802 which specifically encourages the State Board to develop policies supporting additional pathways to teaching in Hawaii. In addition, the application

clarifies that the responsibility for certifying public school administrators is provided for the Department of Education via 302A-605 and the Administrator Certification for Excellence (ACE) programs. An additional law signed into effect on April 19, 2010 directs the Department of Education to establish alternative routes to certification for administrators. The establishment of these additional alternative routes will be implemented by SY2011-12, and should be based on the US Departments of Education definition of alternative routes to certification. A review of the appendix does include SB No. 2120 which requires the establishment of teacher and principal preparation programs that provide alternative routes to certification that have the same meaning as US Department of Education. This is an ambitious timeline to develop programs that include both IHE sponsored and programs that are independent of IHE involvement since the state's currently appears not to have any programs independent of IHE. But, the legislation is quite specific and offers a strong incentive.

(D1ii). According to the state's application, there are 9 of the 11 existing teacher education preparation programs that allow alternative routes to certification. These alternative programs prepared a total of 158 candidates for licensure, which is 14% of all newly licensed teachers. In addition, the state's plan describes a Request for Proposals (RFP) that will be issued to plan for a residency-based alternative certification program that will be completed in SY 2010-11 that will target mid-career changers and others to become teachers in high-priority shortage areas. Unfortunately, the chart provided in the appendix of this section is of very poor quality and does not provide clear data to verify the application's contentions. The application also describes four tracks for principal certification. The School Administrator Certification Tracks appendix that describes tracks 1-4 provides additional clarification. But, the application provides few details that clarify Track 5, the alternative certification track, such as the options available for taking the courses. 36 "turnaround principals" over three years are projected to graduate from this alternative program. Because of the lack of specificity in this section of the application, the viability of this aggressive timeline is unclear.

(D1iii). The state's application provides a clear and concise description of how teacher shortages are identified. Information about the shortages will be incorporated into the Information Services System Branch's Electronic Human Resource (eHR), an electronic database to assist the Department of Education in tracking employee data. An ambitious timeline of July 2010 is projected for deployment of eHR with specifics outlined for next steps. The state describes a detailed plan for identification of shortages after the deployment of eHR, but very little details are provided about the level of preparation of teachers and principals to fill these shortages. Providing granular details for a state plan is not efficient or desirable, but a more wholistic description of how the level of preparation will be a integral part of the overall process for monitoring, evaluating, and identifying areas of teacher and principal shortage would have been illuminating.

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

(D)(2) Reviewer Comments: (Tier 1)

(D2i). The state' application presents a clear picture of Hawaii's approaches to measuring student growth and using these data to improve teacher and principal performance. These approaches include immediate "tools" that will be deployed including an online, vertically scaled statewide student assessment that can be used to measure educator and administrator effectiveness. This online assessment tool will begin in SY 2010-11 and will permit measurement of year-to-year growth at the individual student level for students in grades 3-8 and grade 10 in reading, mathematics and selected grades for science. Deployment will begin with the 14 "Priority Schools" for SY 2010-11 and expand statewide in 2014-15. Acknowledging that the

development of an assessment model for non-core subjects is more challenging, the state's plan wisely delays deployment of this system until 2015-16.

(D2ii). Two foundational items appear to be central to the state's ability to design and implement rigorous, transparent and fair evaluation systems for teachers and principals. First, Hawaiian law already requires a performance-based contract for principals. Secondly, the state's plan notes that its teachers and principal unions have agreed to change the way educators are evaluated so that gains in student learning are the most significant factor in gauging performance. The plan provides for a one year planning period (SY 2010-11) that will include work from the Great Teachers and Great Leaders Workgroup to ensure the fairness of the evaluation system. The timeline also includes a two year modeling of the evaluation system that will provide opportunities for testing and perfecting the new system. This incremental approach to implementation appears reasonable and will allow the state time to refine the system. This is especially important for the transparency of the system and is critically important in a state where evaluation is described as being "haphazard, with very little meaningful feedback and targeted support provided and nearly every educator rated "Satisfactory." Aggressive stages for deployment follow the introduction of the new evaluation system to Priority Schools in SY 2011-12, and then implemented statewide beginning in SY 2013-14. The timeline appears reasonable and achievable.

(D2iii). State law calls for the Department of Education to establish an annual evaluation program for all educational officers, including principals and teachers. According to the state's application, the Hawaii State Teachers Association has agreed that every teacher will be evaluated at least annually. Central to the state's plan to provide timely and constructive feedback as a part of annual evaluations is the dashboard available beginning in SY 2010-11 through the Data for School Improvement (SI) system described in an earlier section of the application. Other evaluation tools/results such as observation reports, etc. are also proposed to be accessed on line through the eHR which will provide principals and teachers with timely access to evaluation feedback. The state's description of the annual evaluation process for teachers and principals is far reaching and makes use of timely electronic feedback in order to be successful, but the plan is explained in detail and appears to be entirely feasible.

(D2iv). The state's plan includes provisions to use teacher and principal evaluations to inform a variety of decisions regarding such areas as professional development, coaching compensation and retention. For example, the new evaluation system requires joint development of the educator's professional development with the supervisor that must factor in evaluation results and feedback. The plan also indicates that a collaborative group that includes the State Teachers Association has agreed to negotiate a wholesale redesign of the compensation system to better value performance. Successful evaluation systems such as ProComp in Denver will be used as a guide for the redevelopment of Hawaii's system. Using a successful program as a model rather than developing an evaluation system from the ground up provides the state with a needed scaffold to meet its goal of including a new compensation approach in SY 2011-13 contract negotiations. Because the Department of Education is not directly involved in granting and renewing teacher's licenses in Hawaii, the state's plan relies on the pledge of the Hawaii Teacher Standards Board (HTSB) to consider incorporating the results of teacher evaluations in their re-licensing process. A letter of support from the Teacher Standards Board is included in the appendix and helps to attest to the Board's commitment to this re-licensing process. Finally, the state's plan also asserts the legal authority of the Department of Education to appoint and remove teachers, education officers, and other personnel, and clearly describes the circumstances in which the new evaluation system would be used to remove ineffective tenured and untenured teachers and principals. Wisely, the plan stresses the importance of professional development and skill building for supervisors to enable the new evaluation system to be deployed successfully. This section of the plan is silent regarding the specifics of the professional development and skill building that will be provided for supervisors, but that omission does not detract from the overall effectiveness of the state's overall plan.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	23	23	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	15	15	

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8	8	
<p>(D)(3) Reviewer Comments: (Tier 1)</p> <p>(D3i). The state's foundational strategy for equitable and strategic distribution of educators to its most high poverty and/or high minority schools is described in the application as its new teacher and principal evaluation system. The evaluation system is described as providing for the first time consistent, accurate information about which educators are truly effective. The state's plan includes incremental steps that will be used to ensure more equitable distribution of teachers and principals until the implementation of the new evaluation system takes place. These immediate actions appear to be reasonable. For example, for SY2010-11 before any components of the new evaluation system takes place, the state will implement an incentive program of \$3000 for Highly Qualified teachers and \$10,000 for top rated principals who work at or take an assignment at one of its Zones of School Innovation schools. Also impressive in the immediate action category is the state's plan to use distance learning technology to provide the state's rural and lowest performing schools with access to excellent educators through communication technology. Long term efforts include several strategies to increase the supply of educators such as the special recruitment of participants for new alternative teacher certification programs that focus on preparing teachers to succeed in high needs schools. Paraprofessionals are targeted as potential recruits for this new program that expects to produce up to 44 new teachers per year for three years.</p> <p>(D3ii). The state's plan establishes the challenging target of having 100% highly qualified teachers for hard to staff subjects in the areas of mathematics, science and English language arts by SY 2014-15, and that by the same year, 75% of these teachers will be rated as "effective" under the planned performance rating system. The state's plan to accomplish this target includes a combination of both traditional and quite innovative strategies. For example, in addition to using traditional methods such as focusing recruitment from "Teach for America" to teacher shortage areas, the state also plans to launch new preparation pathways that train teachers for working in high needs schools and develop unique dual certifications such as mathematics and special education. Finally, the state's plan also includes the proposal of providing additional compensation and bonuses for effective teachers in mathematics and science to address differences in labor market demand for individuals with mathematics or science background. This proposal would also provide even higher bonuses to mathematics and science teachers who are effective in raising performance of students with special needs. This additional compensation is targeted to begin in SY 2015-16. The application is silent on union buy in to this multi-tier compensation system, although reference is made to the University of Hawaii establishing the precedent of differential pay for faculty based on market demand. This is always a difficult concept to introduce and implement within the public school arena and providing some indication of prior talks with unions and their acceptance of the concept would have been beneficial.</p>				
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	9	9	
(i) Linking student data to credentialing programs and reporting publicly	7	5	5	
(ii) Expanding effective programs	7	4	4	
<p>(D)(4) Reviewer Comments: (Tier 1)</p> <p>(D4i). The state's plan outlines an aggressive timeline for contracting with consultants to provide currently available data linking student achievement to students' teachers, principals, the preparation program of teachers and principals, and teacher professional development preparation to analyze data and provide informational reports that can begin to inform decision making starting in SY 2011-12. The state has the legal authority, according to the application, to capture relevant data for both traditional and IHE based and non IHE alternative teacher and principal preparation programs. The state's plan also provides details on a stakeholder-developed process to develop user-friendly report cards of these data. Missing from the state's very detailed plan for development of templates for these reports was information on the communication</p>				

and professional development process that will assist in stakeholders' awareness and ability to use data effectively.

(D4ii). The state's plan outlines five approaches that will be used to expand successful certification and licensing programs. While some of the strategies such as the state's membership in the American Association of Colleges for Teacher Education (AACTE) is a clear interim step that should help the state to develop valid assessments for both traditional and alternative programs, other strategies included do not provide sufficient information to determine their validity in expanding all successful programs, both alternative and traditional. For example, the application cites the University of Hawaii's legislatively mandated program that provides incentives for the expansion of preparation programs demonstrating effectiveness. The application does not identify whether these programs are associated with UH or alternative programs without a UH or other university association or a combination of both. In addition, the application is unclear as to how the one principal preparation program will be expanded.

(D)(5) Providing effective support to teachers and principals	20	16	16	
(i) Providing effective support	10	7	7	
(ii) Continuously improving the effectiveness of the support	10	9	9	

(D)(5) Reviewer Comments: (Tier 1)

(D5i). The state's application outlines a challenging plan for providing data-informed professional development for teachers and principals. Central to the plan is the revamping of current programs into a comprehensive induction, mentoring and professional development management system. While the revised induction of new teachers program has a fast start up of fall, 2011, it includes the provision of a maximum ratio of inductees to experienced mentor of 15 to 1. Indeed the Department of Education estimates that 100 mentors will be needed to support 1,500 new teachers for a three year induction program beginning in SY 2011-12. This ratio appears high given the challenging conditions described in other sections of the application that many teachers, especially new teachers, face. Much of the professional development responsibilities will be delivered through PD 360, an online, on demand, professional learning resources. PD 360 is described as providing "school administrators the ability to target professional development to meet the specific goals for their school and the individual needs of each teacher." The state's plan is unclear as to how this targeted PD will be incorporated into the requirement described in an earlier section of the application that individual teachers and principals must establish professional development goals with supervisors. Finally, the state's plan references the Curriculum Research and Development Group of the University of Hawaii's development of a comprehensive, research-based guide and toolkit for the design of effective professional development. According to the state's plan, this framework will be used to generate data about the PD so that the data can be collected, continuously monitored, analyzed, revised and evaluated for effectiveness in improving student growth. Since linking a specific PD to increased student growth is extremely difficult, more information about the process would have been helpful to assist in gauging the effectiveness of this criterion.

(D5ii). Central to the state's plan to measure, evaluate, and continuously improve professional development and other supports provided to teachers and principals is the organization of school-based learning communities for teachers and administrators. According to the application, learning communities will be organized for all educators including teachers, school principals and Complex Area administrators. The well documented research on the effectiveness of school based learning communities and the process described for developing and sustaining these communities make this approach quite effective. While the research base for learning communities is impressive, the state's plan is unclear as to how teachers will be assisted in translating the learning from these communities into actions that result in student growth or by the administrator into actions that result in teacher and student growth. This omission presents only minor concerns for an otherwise well written process that places maximum effort on continuously monitoring professional development. Finally, the state's plan indicates that longitudinal data will be used to evaluate professional development's effectiveness.

Total	138	119	119	
-------	-----	-----	-----	--

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	
(E)(1) Reviewer Comments: (Tier 1)				
<p>(E1). Several revised statutes require that the Department of Education implement a comprehensive system of school accountability that includes the authority to intervene directly in the State's persistently lowest-achieving schools. This authority was expanded on May 20, 2010 when the State Board of Education directed the state agency to create additional administrative rules that would confirm the Superintendent's authority with charter schools that fail to meet AYP benchmarks.</p>				
(E)(2) Turning around the lowest-achieving schools	40	35	38	
(i) Identifying the persistently lowest-achieving schools	5	5	5	
(ii) Turning around the persistently lowest-achieving schools	35	30	33	

(E)(2) Reviewer Comments: (Tier 1)

(E2i) According to the state's application, in March 2010 the US Department of Education approved the state's definition of "persistently lowest-achieving schools." Hawaii has 115 Title I schools whose ESEA status includes some type of corrective action. The six schools whose overall performance and growth place them at the bottom 5% of this list are identified as "Priority Schools."

(E2ii). The state's plan focuses its attention on rapid improvement of the 6 Priority Schools and their feeder schools that have been placed in a Zone of School Innovation. These fourteen schools will receive focused intervention based on a detailed plan of action based on the "transformational" model. This detailed plan of action will be coordinated by a proposed Office of Strategic Reform (OSR) in consultation with a "lead turnaround partner." This contracted partner will assist in guiding intervention and developing intervention protocols in the targeted schools. The state's plan includes details on providing professional development to current staff and working with the Office of Curriculum, Instruction and Student Support and others within the Department to ensure that they have the knowledge and skills needed to sustain school improvement efforts after the life of the grant. Since there is a special skill set required to assist persistently lowest-achieving schools, it would have been helpful if the state's plan provided more details on the intensity and types of professional development that would be offered to state staff to build and sustain their capacity. Several of the initiatives included in the state's implementation plan provide for monetary incentives such as \$3000 incentive for HQ teachers and \$10,000 for highly effective principals, and \$50,000 to \$100,000 for elementary and high school for restructuring schools who move out of status. The plan also references the reorganization of the state education department's Human Resource Unit in order to have state HR staff in each of the two Complex Areas where Zones of School Innovation are located. Locating state HR staff in these areas would appear to facilitate many of the reforms outlined in this section. While the state personnel will provide local school leaders with increased time to focus on instructional leadership, the application does not provide details on how state staff will build capacity of local leaders to assume these responsibilities.

(E)(2) Reviewer Comments: (Tier 2)

E2ii. The state panel provided clarification on how state staff will work with local leaders in building capacity for a variety of efforts designed to turn around the persistently lowest-achieving schools especially in the Zones of Innovation.

Total	50	45	48	
-------	----	----	----	--

F. General

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	10	10	
(i) Allocating a consistent percentage of State revenue to education	5	5	5	
(ii) Equitably funding high-poverty schools	5	5	5	
(F)(1) Reviewer Comments: (Tier 1)				
<p>(F1i). According to the application, over the past five years there has been increased support for public education in Hawaii as a percentage of the overall State budget. The increases have continued even though Hawaii is experiencing a challenging fiscal climate. During its 2010 session, the State Legislature restored more than \$22 million to classrooms through an increase in funds allocated using a weighted student formula. As a result, schools will receive \$131 more per student than they did last year, despite the dire fiscal circumstances of the State.</p> <p>(F1ii). Because of Hawaii's unique educational structure of having one LEA, the application does not discuss equitable funding between high need LEAS and other LEAs, but the state's plan does provide details on the state's use of "horizontal" equity that refers to the way that public education resources are allocated statewide. The state's plan also references Act 51, recently passed by the Hawaii State Legislature that provides for public education funds to be allocated to schools based on individual students needs though a "weighted student formula." As noted earlier, during its 2010 session, the State Legislature restored more than \$22 million to classrooms through an increase in funds allocated using a weighted student formula. As a result, schools will receive \$131 more per student than they did last year, despite the dire fiscal circumstances of the State.</p>				
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	33	35	
(i) Enabling high-performing charter schools "(caps)"	8	8	8	
(ii) Authorizing and holding charters accountable for outcomes	8	6	8	
(iii) Equitably funding charter schools	8	5	5	
(iv) Providing charter schools with equitable access to facilities	8	8	8	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	6	6	
(F)(2) Reviewer Comments: (Tier 1)				
<p>(F2i). The number of charters allowed within the state was recently increased based on the Governor signing into law Act 144 on May 26, 2010 which revised the charter school law to authorize three additional start up charters for every existing charter school that achieves accreditation for three years or longer through the Western Association of Schools and Colleges (WASC). The new law brings the state well within the definition of "high cap" because up to 23% of public school statewide can be charters. This is not considered even mildly inhibiting to the creation of additional charters.</p>				

(F2ii). As of 2006, the Charter School Review Panel (CSRP) is the state's sole authorizer of charter schools, and is authorized to approve, monitor, hold accountable, adopt reporting requirements, and place on probation or revoke charters. Act 144 requires the Panel to establish rigorous criteria, including student achievement as a significant factor, for the reauthorization of charter schools and to review schools every four years to six years. According to the application, the current law requires charters to conduct and submit an annual review that includes an evaluation of student achievement, as well as the instructional program. Included in the state's plan is a summary of charter school applications received since 2006. The only charter school closed was later reversed for court decision. Given the high need population that is served by the state's charters, for example several schools report 97% of their population qualify for free or reduced lunch, it is surprising that only one charter has been revoked.

(F2iii). The state's application includes reference to state policy that requires that all public school students be supported with an equitable amount of public education resources. Charter School laws were amended in 2006, 2007, and 2009 Legislative Sessions in an effort, according to the application, "to better define the equitable amount of public education resources available to public charter schools." The last legislative action obviously did not resolve or bring clarity to the state's charter school funding because the application notes the "State Legislature is currently engaged in discussions with representatives of the charter schools and HDOE, with assistance provided by the private Harold K.L. Castle Foundation, to resolve discrepancies in funding and create transparency."

(F2iv). The state's application includes very detailed information attesting to the state's strong support in providing charters access to quality facilities to educate their students. According to the application the state provides facility support by providing schools access to existing land and facilities in collaboration with several federal government agencies. To increase state support, a recent amendment to a state statute provides facility funding to charter schools through a per-pupil lump sum general fund appropriation. The application references an additional amendment to Act 144 that gives charter schools the first rights to occupy facilities on any DOE property that becomes vacant or underutilized.

(F2v). The state's plan cites compelling evidence of the state's allowing innovative, autonomous public schools. For example, three secondary schools have been created as "New Tech Highs" that enhance students access to technology and anchor all teaching in project-based learning. An especially interesting innovative program described is developing education through the Hawaiian language. Hawaii is the national leader in education through an indigenous language. The state's plan also provides the legal authority that allows schools flexibility to operate innovative and autonomous public schools. Insufficient information was provided in the application to determine if the schools described 100% meet the definition of innovative, autonomous public schools as defined by the US Department of Education.

(F)(2) Reviewer Comments: (Tier 2)

F2ii. The panel clarified the state's role in authorizing and holding charters accountable for student performance and outcomes.

(F)(3) Demonstrating other significant reform conditions	5	5	5	
(F)(3) Reviewer Comments: (Tier 1)				
(F3). This section of the state's application includes documentation on several education reforms that the state has implemented over the last 15 years. Significant among these reforms is the 2004 passage of the Reinventing Education Act that was designed to improve conditions for schools and students and included an \$11.7 million appropriation. In addition, the state has moved to reduce class size in grades K-2 and created the Hawaii Principals Academy to support and train school leaders. These reforms and others help to establish an environment that is reform friendly and nurturing.				
Total	55	48	50	

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	
Competitive Reviewer Comments: (Tier 1)				
<p>The state's application has a well detailed plan to develop and implement a statewide STEM strategy. First, the state's plan includes the development of a rigorous course of study in the STEM subjects. Specific strategies are also focused on increasing the supply and effectiveness of mathematics and science teachers. Of special focus is the preparation of more students especially underrepresented groups such as girls, Native Hawaiian and Micronesian Pacific Islander students for advanced study and careers in STEM. For example, The Women in Technology Project administers funding from the state to encourage girls, women and other underrepresented groups to pursue STEM careers. The state's robust plan takes advantage of its strong track record of STEM to advance its strategy. Some of these achievements include being only one of six states to receive \$500,000 in funding from the National Governors Association Center for Best Practices. This funding supported the development of a STEM portal to provide students, parents, and teachers with information on the importance of STEM education and access to STEM programs around the state.</p>				
Total	15	15	15	

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	
Absolute Reviewer Comments: (Tier 1)				
<p>Hawaii's application provides a comprehensive plan to address each of the four education reform areas specified in the ARRA.</p>				
Total		0	0	

Grand Total	500	441	451	
--------------------	-----	-----	-----	--



Race to the Top

Technical Review Form - Tier 2



Hawaii Application #2550HI-5

A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	60	60	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	
(ii) Securing LEA commitment	45	40	40	
(iii) Translating LEA participation into statewide impact	15	15	15	

(A)(1) Reviewer Comments: (Tier 1)

Hawaii has developed a comprehensive and coherent school reform agenda that clearly addresses the four areas of reform required by the ARRA. The state's RTTT plan builds on its current strategic plan developed by the Hawaii Department of Education (HIDOE) and its Board of Education (BOE). There is clearly a tight fit that nicely integrates current improvement targets and RTTT priorities.

Hawaii is the only state in the union with one school district. Its LEA and SEA are in effect one organization. The state has secured strong commitments from all of its stakeholders including its teacher union, administrative union, all 15 complex area or regional superintendents, community based groups, philanthropical organizations, and higher education. Both union groups, however indicate a willingness to work and negotiate with the state rather than a blanket endorsement of the application.

Given these conditions the likelihood of translating participation into statewide impact is great. Furthermore, the application states "with the slow demise of plantation agriculture, the volatility of the tourism industry, and the high cost of land, housing, and labor in our islands, we can thrive only if we build a knowledge-based economy that is true to our values and that generates a living wage for our young people." The state has clearly defined its problem and has built the commitment to solving it.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	30	30	
(i) Ensuring the capacity to implement	20	20	20	
(ii) Using broad stakeholder support	10	10	10	

(A)(2) Reviewer Comments: (Tier 1)

Race to the Top funds will help establish and staff a new Office of Strategic Reform (OSR). It will be directed by the newly created position of Special Executive Assistant for

Strategic Reform (SEASR). The SEASR will report directly to the Superintendent and be responsible for project management and oversight of strategic initiatives. Four assistants will complete the team. Project teams will develop "project charters" that will be developed for each prong of the ARRA. Each charter contains an outline for deliverables that include communication plans for dissemination of practices to schools and complex areas, and protocols for monitoring implementation. OSR is thoughtfully designed and will ensure the state's capacity to implement its school reform plan.

The state has invited a wide range of community members to learn about HIDOE's plans, to provide input, and to become engaged in improving educational outcomes. These gatherings have included regional meetings with all principals statewide, meetings with community leaders and organizations, and meetings with labor and educator representatives. The HIDOE has purposefully tried to create the "friendly external pressure" necessary to facilitate its school reform agenda. The community has been invited to be part of the process and numerous mechanisms for involvement have been established. Broad based stakeholder support and involvement has been sought from teachers and their union, businesses, Hawaii's Charter School Network, political leaders, the military, the Hawaii P-20 Initiative, Native Hawaiian Organizations, and foundations.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	23	23	
(i) Making progress in each reform area	5	5	5	
(ii) Improving student outcomes	25	18	18	
(A)(3) Reviewer Comments: (Tier 1)				
<p>Hawaii has clearly made progress in each ARRA reform area in the past several years. It appears that many of the initiatives required by RTTT have already been launched. The state is a clear leader in the area of standards and has taken a leadership role in developing the Common Core Standards. Also it has joined several assessment consortia and is actively working to link its assessment system to new and emerging standards. The state has already implemented 11 of the 12 elements of the America COMPETES Act to improve its statewide longitudinal data system. Its work on creating great leaders and teachers is emerging. Finally, plans are in place to extend its work on turning around persistently low achieving schools by the creation of Zones of School Innovation across the islands</p> <p>Students outcomes for all sub groups have steadily improved on state assessments. NAEP data, however, indicates that students have consistently performed at a level slightly below national averages. Achievement gaps appear to be persistent. Graduation rates are strong at 80% and improving. The state made an honest and clear assessment of the challenges it faces in raising student achievement and closing achievement gaps.</p>				
Total	125	113	113	

B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	40	40	
(i) Participating in consortium developing high-quality standards	20	20	20	

(ii) Adopting standards	20	20	20	
(B)(1) Reviewer Comments: (Tier 1)				
Hawaii is a member of the Common Core Standards consortium, which includes 48 states. The Board of Education adopted the Common Core Standards in English Language Arts and Mathematics on May 20, 2010 with the intent to adopt social studies and science standards in the near future.				
(B)(2) Developing and implementing common, high-quality assessments	10	10	10	
(i) Participating in consortium developing high-quality assessments	5	5	5	
(ii) Including a significant number of States	5	5	5	
(B)(2) Reviewer Comments: (Tier 1)				
The Hawaii Department of Education has joined the SMARTER-Balanced Assessment Consortium. Currently there are 32 states participating in the consortium				
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20	20	
(B)(3) Reviewer Comments: (Tier 1)				
<p>Hawaii has an incredibly detailed and thoughtful plan to transition to new standards and improved assessments. Specific steps are detailed in the HIDOE's strategic plan. Its major goals align well with the goals of RTTT. Hawaii has also joined the American Diploma Project (ADP) to align high school expectations with those of college and work. The state also plans to work with Delaware and Tennessee and other RTTT finalists that are committed to college and career readiness. A new college career readiness diploma has been created, the BOE Recognition Diploma, and there is an active statewide campaign to encourage students to sign on.</p> <p>Building on the CCSs the state will also adopt and develop a common core curriculum in English, Mathematics, Science, and Social Studies. In the past schools and complex areas retained the authority to choose and implement their own curricula. Teachers will still have the opportunity to supplement (but not replace) the Common Core Curriculum with lessons adapted to meet the particular cultural and learning needs of their students. Other creative ideas mentioned in the discussion include opportunity audits to ensure that all high school students have access to rigorous and benchmarked curriculum and learning opportunities. Numerous subject specific tests will also be offered to ensure that high school students are on track and college ready. Hawaii's transition plan is comprehensive, has clear targets, and is achievable.</p>				
Total	70	70	70	

C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
--	-----------	--------	--------	------

(C)(1) Fully implementing a statewide longitudinal data system	24	22	22	
(C)(1) Reviewer Comments: (Tier 1) Hawaii has implemented 11 of 12 America COMPETES elements to enhance its statewide longitudinal data system.				
(C)(2) Accessing and using State data	5	5	5	
(C)(2) Reviewer Comments: (Tier 1) Hawaii has a high quality plan to ensure that data from its K-12 LDS is accessible to stakeholder groups and used by key decision makers to improve student learning. The plan builds on Hawaii's solid infrastructure and Common Reform Agenda. Stakeholder support appears to be very strong and Hawaii has a great opportunity to fully implement its plan because there will be one statewide plan and unity of purpose rather than a hodgepodge of plans from a large number of LEAs with different agendas. HIDOE's Curriculum Development and Learning Management (CDLM) framework will serve as a model to integrate existing and planned data systems into a common portal, training protocol, and governance standards. Six very specific projects have been identified including: developing one data warehouse; the creation of a P-20 LDS - "Cradle to Career Development;" creating a formative assessment data bank, Data for School Improvement (DSI); the creation of the Partnership for Educational Research Consortium to identify pertinent research questions and researchers; and the implementation of a Balanced Scorecard management system.				
(C)(3) Using data to improve instruction	18	18	18	
(i) Increasing the use of instructional improvement systems	6	6	6	
(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	6	6	
(iii) Making the data from instructional improvement systems available to researchers	6	6	6	
(C)(3) Reviewer Comments: (Tier 1) With RTTT support, Hawaii will deploy a single, statewide instructional system improvement system that will be completed for every school in the state by the 2011-12 school year. It will leap past the the challenge of creating instructional improvement systems district by district, which can result in a patchwork of incompatible systems that are difficult to support and even more more difficult to integrate. The state has the capability to provide rapid time data to teachers and principals to inform instructional strategies, management decisions, and program decisions. Full implementation will occur next year. Teachers through DSI will have the capacity to tie document lesson plans and curriculum maps to assessments, which will allow for the differentiation of instruction. Administrators and Complex Area Superintendents will be supplied with easy to use dashboards starting in July 2010. This will enhance their decision making and help them to track student progress, student and teacher performance, STEM cohort performance, etc. Feedback will be solicited from practitioners and adjustments will be made through professional development adapted to meet the needs of these early users. One minor concern, however, is that the state will need to develop its capacity to provide hands on professional development across the islands to practitioners and deal with a culture that could be resistant to using a new and complex instructional improvement system.				

A team of state level data staff will collaborate with Complex area staff to develop and deliver sustained data use trainings for practitioners. Also additional trainings will be developed for data coaches, report managers, data entry and technical support staff. Furthermore expectations for data use and data system knowledge are embedded in current teacher, principal, educational officer, and Complex Area Superintendents evaluations. Support will also be augmented with ongoing technical assistance hot-lines and webinars for accessing and using the data system. In March, 137 schools and 14 Complex Area were trained by Doug Reeves' Leadership and Training Center. Finally, IHEs will embed more rigorous data analysis and use training requirements in their credentialing programs.

The state will create the Hawaii Partnership for Educational Research Consortium (HPERC). National and statewide data will be reviewed and lessons learned will be summarized. Research questions and researchers will be identified to further develop, study, and evaluate the states' data system. Annual meetings will be held each year.

Total	47	45	45	
-------	----	----	----	--

D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	11	11	
(i) Allowing alternative routes to certification	7	4	4	
(ii) Using alternative routes to certification	7	3	3	
(iii) Preparing teachers and principals to fill areas of shortage	7	4	4	

(D)(1) Reviewer Comments: (Tier 1)

For the most part Hawaii provides one pathway to certification and makes exceptions on a case by case basis. However, new legislation (S.B. NO. 2120 S.D. 1) was recently passed and allows alternative routes for the certification of principals and vice principals. Plans are now in process to train a cohort of 36 administrators to become turn around specialists to serve in Zones of School Innovation. Alternative pathways for teachers is a new priority for the Hawaii Teacher Standards Board. Although the policy environment appears to be favorable, the use of alternative routes is just emerging. Yet, virtually all certification programs exist within IHE's. Moreover, there is no mention of their selectivity. Discussion is thin in this section and supporting information in the appendix is difficult to find, read and interpret.

The state monitors teacher and principal shortages through a variety of means: annual employment reports; highly qualified teacher reports; through the HDOE Information Services System; and through Complex Area Personnel Regional Officers. Hawaii offers a \$3,000 signing bonus to teachers and \$10,000 to principals in identified, high priority Title I schools and teacher housing is provided in some rural and remote areas. The state also emphasizes mainland recruiting and has contracted with Teach for America to serve in persistently hard to staff schools. Retention in rural and remote area remains a significant challenge. The application in this section does not directly discuss preparing teachers and principals to fill these areas.

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

(D)(2) Reviewer Comments: (Tier 1)

Hawaii is transitioning to a new definitions and measurements of student growth. In the meantime, current state assessment data can be linked to teachers and principals. The state will begin linking teacher and administrator effectiveness to student growth in its pilot schools located within the various Complex Area Zones of School Improvement during the 2010-11 school year. The state is also participating in the SMARTER-Balanced assessment consortium to develop a new generation of tests ensuring a wide range of tests that will be used to calculate student growth.

New CCSs assessments will be available in 2013 or 2014, but will need to be used for two years before student growth measures can be validated. The Great Teachers and Great Leaders (GTGL) workgroup has been convened to help guide the state through the creation of a new student growth based teacher and administrator evaluation system. The group is composed of leading teachers, principals and Complex Area superintendents from throughout Hawaii; union leaders; HDOE and UH leaders; and education advocates. This group will be key in providing feedback to the state and working through concerns and challenges as they arise. Letters of support from both the teacher and administrator unions clearly support the process to eventually have 50% of all evaluations based upon measures of student growth.

When the new system is fully implemented all teachers and administrators will have required annual evaluations primarily linked to student growth. Other data sources mentioned include multiple observers; stakeholder satisfaction and teacher knowledge and skills. However, there was no mention of closing achievement gaps between student sub groups.

Another positive feature of the new evaluation system is the requirement that as result of evaluation findings, each participant will be required to develop a professional development plan to guide them as they work on improving their practice. Evaluations and professional development plans will then become the drivers of professional development. The GTGL workgroup will also consider compensation increases, bonuses and incentives for effectiveness and willingness to work in remote and high needs schools. Tenure decisions will be based upon effectiveness rather than years served. Teachers and principals who are ineffective over a period of years will be terminated.

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

(D)(3) Reviewer Comments: (Tier 1)

The state has set ambitious goals for the next four years that over half of administrators and one third of teachers in high needs schools will be rated effective or highly effective. 13 of the 14 Priority Schools are in the Zones of School Improvement (ZSI) and are considered geographically "hard-to-staff." Moreover, they collectively lack "Highly Qualified Teachers." The state wants to identify its truly effective teachers and invest in them and encourage them to "teach at and stay at struggling schools." Hawaii will provide a \$3,000 incentive for Highly Qualified Teachers and \$10,000 incentive for highly effective principals who choose to work in ZSI schools. Moreover, all highly effective teachers in ZSI schools will be offered a 20% pay raise beginning in the 2011-12 school year. The state will also renew and streamline its efforts to recruit top teachers and administrators from the mainland. It will also grow its own teachers and administrators for hard to staff schools with new residency programs and incentives. The state is to be commended for its bold plans in this area of equitable distribution of teachers and administrators.

The state has set a goal of having highly qualified teachers in all of its high need subject areas, and particularly STEM fields by 2014. Significant shortages have been identified in Math, Science, and English Language Arts. The state also plans to use technology to connect students in classrooms in remote and under performing schools. The state will also experiment with bonuses and pay raises for effective teachers in in high demand fields.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	9	9	
(i) Linking student data to credentialing programs and reporting publicly	7	5	5	
(ii) Expanding effective programs	7	4	4	

(D)(4) Reviewer Comments: (Tier 1)

The states P20 LDS is in the process of being developed with plans of linking student growth data to credentialing programs and reporting the results publicly to spur the demand for the expansion of effective programs. This year the state will contract with consultants to provide currently available data linking student achievement to students' teachers, principals, the preparation program of teachers and principals, teacher licensure status, and teacher professional development participation. This data will help the HIDOE monitor and reaccredit all teacher and administrative preparation programs beginning in 2015. However, this is a relatively long time line in that it will take five years before the state can report its findings (through a preparation program report card) and then begin its work of expanding successful programs. Moreover, there is little discussion about expanding these newly identified effective programs. Rather the state appears to assume that the data will speak for itself and thus create a need to expand the programs that appear to be working well.

(D)(5) Providing effective support to teachers and principals	20	20	20	
(i) Providing effective support	10	10	10	
(ii) Continuously improving the effectiveness of the support	10	10	10	

(D)(5) Reviewer Comments: (Tier 1)

The HIDOE will reorganize its current professional development programs into a comprehensive induction, mentoring, and professional development management system

among its 15 Complex Areas. Four complimentary strategies will be used in the creation of professional development plans: 1) new, high-quality induction programs and residencies for novice teachers and principals; 2) a comprehensive system to manage and evaluate all professional development by improving and expanding the existing eHR program (an on-line professional development system); 3) school based professional learning communities for teachers; and 4) complex area based professional learning communities for administrators.

The state will provide \$150,000 to each complex area that contracts with a nationally known research based organization to help in the creation of its professional development plan. Each Complex will have some autonomy within state guidelines to develop its own professional development and support system. The superintendent will have the final approval on all plans. The HDOE estimates that 100 mentors will be needed to support 1500 new teachers over the three years beginning in the 2011-12 school year. RTTT funds would be used to train all mentors in Zones of School Innovation. Administrator professional development will emphasize the development of human resource management skills, especially important with the eventual roll out of a student growth based teacher evaluation system.

The Hawaii professional development system is well grounded and will very likely be effective. It's based upon a Professional Development Design Framework identified by the University of Hawaii and adapted from the work of Loucks-Horsley (2010). The main focus of professional learning communities will be the effective use of data to improve student learning. Hawaii's approach to professional represents best practice.

Total	138	123	123	
-------	-----	-----	-----	--

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	
(E)(1) Reviewer Comments: (Tier 1) The state has the legal authority to intervene in its lowest achieving schools, which are located within one statewide school district. It can intervene in schools in federal ESEA status of needs improvement, corrective action, planning for restructuring, or restructuring. State statutes, regulations and guidelines also allow the state to take action in ways that align with two of the federal intervention models, school closure and conversion to a charter school. Recent legislation also confirms the authority of the superintendent to reconstitute both general and charter schools that fail to meet AYP.				
(E)(2) Turning around the lowest-achieving schools	40	35	35	
(i) Identifying the persistently lowest-achieving schools	5	5	5	
(ii) Turning around the persistently lowest-achieving schools	35	30	30	
(E)(2) Reviewer Comments: (Tier 1) The US Department off Education recently approved Hawaii's definition of persistently low achieving schools. The state has clearly identified its bottom 5% Tier I or Priority schools. In the past Hawaii has used school closure and conversion to a charter as a				

means of school reform. The newly classified Priority schools are located within two identified Zones of School Innovation and will be reformed using the transformational model. These schools are located in remote and rural areas and will work in partnership with the state to design its school reform plan. At least 50% of the plan will conform to strict state guidelines aligned with the ARRA reform areas and the other 50% will be contextualized to the empower local school communities and better meet their unique needs. The department of education will provide a wide range of instructional support strategies and significant additional human resource support and incentives. The state also plans to train a cohort of 36 prospective school administrators to become "turn around specialists." An additional 176 residency based teachers will be trained to work in its most challenging schools.

Hawaii is moving into new territory here. Its plan to work with its persistently low achieving schools is innovative and makes a great deal of sense. One concern, however, is that the design needs to be as clear as possible before it is presented to practitioners. The application frequently says that it "will contract out or with" an unidentified provider to meet its needs and goals. This conveys lack of clarity and specificity about what is actually going to happen. It begins to feel more like a plan for a plan than a clear design.

Total	50	45	45	
-------	----	----	----	--

F. General

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	10	10	
(i) Allocating a consistent percentage of State revenue to education	5	5	5	
(ii) Equitably funding high-poverty schools	5	5	5	
(F)(1) Reviewer Comments: (Tier 1)				
According to Appenix F-1, the percentage of total state revenues dedicated to education rose 2% between 2008 and 2009. However, the application indicates an increase of 5.3% (p.180). In either case this represents a significant state investment in its schools during an economic recession.				
Hawaii is a national leader in equitably funding its schools. Funds for education come from the general fund and they follow the student in that they are allocated to <u>schools</u> based on individual student needs through a weighted student formula. Therefore, high poverty schools receive greater funding.				
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	37	37	
(i) Enabling high-performing charter schools "(caps)"	8	8	8	
(ii) Authorizing and holding charters accountable for outcomes	8	8	8	

(iii) Equitably funding charter schools	8	8	8	
(iv) Providing charter schools with equitable access to facilities	8	8	8	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	5	5	
(F)(2) Reviewer Comments: (Tier 1)				
<p>31 of Hawaii's 287 school are charter schools. This represent 11% of the schools in the state. 26 are start ups and 5 are conversions. Furthermore, the Charter School Review Panel (CSRP) has been authorized to approve 25 new conversion schools. In addition there are 12 openings for start up charters. In effect this means that the cap for charter schools in Hawaii is well over 20%, making it a high cap state.</p> <p>The CSRP is the sole authorizer of charter school in the state. It monitors state charter schools and holds them accountable through annual reporting procedures, which include self evaluation, the identification and adoption of benchmarks, an evaluation of student achievement, a financial audit, and site visits. To date, one charter has been revoked and it was contested in the courts. Charters appear to be very popular with the indigenous Hawaiian population. A goal of the CSRP is to encourage and reward charters for going through a school accreditation process. To date eight charter schools have done so. State policy requires that all public school students be supported with an equitable amount of public education resources. Thus, charter schools are required by state policy to be equitably funded. Most charter schools are leased and the state equitably provides support via a per pupil allocation. Charter schools also have the first rights to occupy facilities on any department of education property that becomes vacant or underutilized. The state environment for charter schools is very favorable.</p> <p>Other innovative, but not necessarily autonomous schools mentioned in the application include three International Baccalaureate High Schools, two new high tech high schools, a variety of schools specializing in studying the Hawaiian language, and several lab schools associated with Hawaiian immersion programs.</p>				
(F)(3) Demonstrating other significant reform conditions	5	5	5	
(F)(3) Reviewer Comments: (Tier 1)				
<p>A variety of other significant school reform conditions mentioned in the application include: 1) increased transparency and accountability through investments in technology and telecommunication infrastructure to collect and publicly share student achievement data; 2) implementing a weighted students formula to ensure that public school funding follows demonstrated students needs; 3) enhanced community involvement through school community councils; 4) increased support and accountability for principals through the funding of a principal academy and performance based contracts; reductions in class size K-2 to support student achievement; and 5) investment in higher education to fund new faculty and an administrative position to increase the pool of qualified administrators and teachers in Hawaii.</p>				
Total	55	52	52	

Competitive Preference Priority 2: Emphasis on STEM

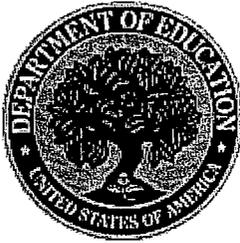
	Available	Tier 1	Tier 2	Init
--	-----------	--------	--------	------

Competitive Preference Priority 2: Emphasis on STEM	15	15	15	
Competitive Reviewer Comments: (Tier 1)				
STEM priorities and related activities are well integrated into the application. The application nicely summarizes the state's STEM accomplishments as well as its current and future initiatives. STEM is clearly a priority in Hawaii as it moves towards preparing its students to becoming college and/or career ready. The state realizes that STEM development is fundamentally linked to its economic survival, well being, and future prosperity.				
Total	15	15	15	

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	
Absolute Reviewer Comments: (Tier 1)				
The states application clearly and comprehensively address the four areas of reform specified by the ARRA. Strong stakeholder support and commitment are evident. With a single statewide school district and consensus about where its headed, the chances of achieving its ambitious goals are likely.				
Absolute Reviewer Comments: (Tier 2)				
The state's presentation confirmed and validated Tier 1 assessments. The Hawaii team was honest and transparent in their responses to the review panel's questions.				
Total		0	0	

Grand Total	500	463	463	
--------------------	-----	-----	-----	--



Race to the Top

Technical Review Form - Tier 2



Hawaii Application #2550HI-8

A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	60	63	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	
(ii) Securing LEA commitment	45	45	45	
(iii) Translating LEA participation into statewide impact	15	10	13	

(A)(1) Reviewer Comments: (Tier 1)

The applicant presents a comprehensive and coherent reform agenda based on the unique structure of education in the state. A P-20 continuum is supported by a single department of education that is both the State Education Agency and the Local Education Agency, and a single public higher education system that governs state community and four-year colleges. Cooperation and coordination in support of the State's reform agenda is advantaged by this structure. This structure also permits funding flexibility that will allow the applicant to direct state and federal funds to support the reform agenda. An indicator of the comprehensive nature of the reform agenda is the fact that the agenda is embedded in the State's current and future Department of Education strategic plans. The applicant proposes to address the four education areas required by RTTT. Plans and actions for achieving goals articulated for each area are clearly presented.

The state's Board of Education (BOE) has the authority to set statewide education policy for the single state Local Education Agency. The Board also appoints the Superintendent of Education, who is the Chief State School Officer and head of the department of education. Signatures of both the BOE Chairperson and the Superintendent appear on the RTTT application as evidence of commitment for all the state's schools and administrative units to the proposed reform agenda. The state is divided into 15 "complex areas," each of which is administered by a Complex Area Superintendent. A letter of support which outlines general scope-of-work responsibilities (e.g., communication responsibilities, participation in implementing reform plans, sharing feedback, etc.) for each complex area superintendent is included in the application. The terms and conditions outlined in the letter of support are binding, given the accountability of Complex Area Superintendents to the Superintendent of Education. There is strong LEA commitment for the state's reform agenda.

The applicant also has commitment for its reform agenda from organizations representing teachers and administrators. The state teachers' association which represents all teachers in the state also submitted a letter of support for the state's application. The state and the association also signed an Agreement of Concepts, which outlines agreement on reform agenda elements that directly impact teachers. Similarly, the Hawaii Government Employees Association, which represents the State's school principals and vice principals, submitted a letter of support which states that a conceptual agreement exists between the organization and the state on the need for change in the evaluation system for principals and vice principals.

The applicant presents tables of goals in the areas of overall achievement in reading and mathematics (both NAEP and HSA scores/percentages); increasing high school graduation, decreasing achievement

gaps in reading and mathematics (for disadvantaged students and Native Hawaiian students); and increasing college enrollments (for all students, disadvantaged students, and Native Hawaiian Students). While it can be assumed that 100 percent participation of the State's LEA would translate into statewide impact, a limited accompanying narrative does not clarify how the State perceives this impact coming to fruition. Further, there is no discussion how the State's goals would be impacted should RTTT funds not be forthcoming.

(A)(1) Reviewer Comments: (Tier 2)

The state has a clear vision of how 100 percent participation of the State's LEA will lead to statewide impact. The involvement of stakeholders from the state, complex level, school, and community levels bodes well for statewide impact of reform efforts.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	30	30	
(i) Ensuring the capacity to implement	20	20	20	
(ii) Using broad stakeholder support	10	10	10	

(A)(2) Reviewer Comments: (Tier 1)

RTTT funds will be used to develop the Office of Strategic Reform (OSR) which will be staffed by a Special Executive Assistant for Strategic Reform and four Special Assistants (one of whom will be dedicated to low performing priority schools identified in the application). This office will be responsible for administering reform efforts during the grant funded period and will be financed by the State three years beyond the grant period. The applicant proposes a number of initiatives that will facilitate effective and efficient processes in support of the reform plan and support participating LEAs in implementing proposed reform plans. For example, the applicant will use "project charters," a process developed by the department of education to allocate resources and track implementation of projects using ARRA funds, to do the same for the proposed reform project. Support for teachers will exist at the school, Complex, and State levels—with each form of support geared to contribute to specific aspects of the reform initiative. Support for principals and vice principals will focus on project charter training, as means for transforming their approach to management in ways that support the State's reform efforts.

Department of Education and RTTT resources will collectively fund training and capacity building, as a means for institutionalizing practices initiated as a result of reform efforts. In addition to continuing the OSR beyond the funding period, the applicant anticipates that sustainability will be enhanced by the systems, training, procedures, and realignment of resources established during the grant period. Sustainability will also be supported by financial support from private foundation and other partnerships within the state. The applicant has created detailed processes and procedures to ensure capacity for implementing and sustaining the proposed reform plan. Clearly organized structures and processes exist for allocating, expending, tracking, and managing funds that support the implementation and sustainability of the state's reform agenda.

The applicant has marshaled the interest and input of community stakeholders, with the goal of increasing expectations these groups have for student achievement. Community stakeholders include representatives from labor, educators, and community organizations. It is anticipated by the applicant that these groups will hold the department of education accountable for improvements included in the reform plan. Letters of support included in the application are numerous, and all are aware of goals of the reform plan. Solid support for the applicant's reform agenda comes from groups to include the university and other education partners; foundations; congressional, state, and county leaders; charter school associations and the military.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	30	30	
(i) Making progress in each reform area	5	5	5	
(ii) Improving student outcomes	25	25	25	
(A)(3) Reviewer Comments: (Tier 1)				
<p>The applicant has made progress in each of the four education reforms areas over the last several years. In the area of standards and assessment, the applicant has been recognized by NAEP as having rigorous assessment exams benchmarked to national standards. With respect to data systems that support instruction, the applicant is in the midst of transferring statewide personnel, student support, and financial data into a data warehouse. These data appear to be of more interest to principals and other managers and may not provide information that teachers would use to directly impact instruction. Still, the applicant has engaged in actions to store data which are available for analysis and reports. Out of necessity, the applicant has been involved with alternative pathways to licensure for teachers, since the state's higher education institutions do not produce sufficient numbers of teachers through the traditional route. To date, the state has a higher number of teachers licensed through alternative licensure than the national average. Also within the reform area of recruiting, developing, rewarding, and retaining effective teachers, the applicant has engaged in bargaining with the teachers' association so that incentives would be available for teachers willing to teach in areas of the state where there is a high need for effective teachers. Efforts to address the needs of the lowest performing schools have been aided by the applicant's single LEA status which allows the applicant to allocate more funds to low achieving schools. The applicant has also used ARRA funds to support the needs of disadvantaged students and ARRA IDEA funds to assist in state Response to Intervention (RTI) efforts.</p> <p>The applicant presents data that indicate significant and continuous gains in reading and mathematics overall and for subgroups (grouped by economically disadvantaged, ethnicity, disabled) between 2003 and 2009 on ESEA required state assessments. NAEP performance in English/Language Arts by 4th and 8th graders between 2003 and 2007 overall and among subgroups is more modest, but improvement can be observed. The achievement gap continues to exist between groups however. While the fact that the achievement gap continues is a concern, state efforts have resulted in modest improvements in this area, and the state appears to have some indication of what is working for improved performance (see below). The applicant also experienced an increase in graduation rates among subgroups (e.g. economically disadvantaged, special education, and Limited English Language) between 2002 and 2008. The applicant attributes reading/language arts and mathematics improvement to efforts such as a stronger focus on standards-based education, adaptation of instruction to students' family and cultural background, and a comprehensive student support system established by the BOE in 2009. A focus on standards-based education also played a role in improved graduation rates. The state has shown, though selection of these strategies and the resulting outcomes that it has the capacity to have a positive impact on student growth</p>				
Total	125	120	123	

B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	40	40	
(i) Participating in consortium developing high-quality standards	20	20	20	
(ii) Adopting standards	20	20	20	
<p>(B)(1) Reviewer Comments: (Tier 1)</p> <p>The applicant is one of 48 states that is working on Common Core State Standards (CCSS) in English/language arts and mathematics.</p> <p>Draft CCCS in English/language arts and mathematics was approved by the state's board of education in May 2010. The state currently has a diploma based on CCCS skills and content which students may choose to pursue. Efforts are currently underway to ensure that all students have learning experiences based on these standards. A mid-2010 board of education approval to make this a required diploma for all students entering high school in 2014 is being pursued by Governor, Superintendent of Education, University of Hawaii President, the Hawaii Department of Education, and the Hawaii P-20 Partnership for Education.</p>				
(B)(2) Developing and implementing common, high-quality assessments	10	10	10	
(i) Participating in consortium developing high-quality assessments	5	5	5	
(ii) Including a significant number of States	5	5	5	
<p>(B)(2) Reviewer Comments: (Tier 1)</p> <p>The applicant is currently working with two additional states to share assessment materials, as a means for increasing the depth and breadth of the pool of assessment items available to each state. The applicant is also a member of the SMARTER-Balanced Assessment Consortium.</p> <p>A significant number of states (i.e. 32) are a part of the SMARTER-Balanced Assessment Consortium.</p>				
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20	20	
<p>(B)(3) Reviewer Comments: (Tier 1)</p> <p>The applicant presents a high quality plan to support the State's transition into and implementation of internationally benchmarked K-12 standards. The plan includes six transition activities that make for an integrated approach to transition, timelines, and the identification of parties responsible for each activity. Among the activities is a high quality roll out plan for transition to Common Core of State Standards and Assessments and a common core curriculum in the four major subject areas (e.g., math, science, English, and social studies), to include materials and resources. Formative and interim assessments will also be aligned with the common core standards. The plan also includes activities that will result in alignment between high school graduation and college readiness requirements. Steps will be taken to ensure that all schools, with particular attention to high need schools, have equitable access to internationally benchmarked expectations, standards, and graduation requirements. The applicant's plan also calls for modification to the State's RIT programs, as a means for reducing academic failure, especially among high</p>				

needs students. It is clear that the plan intends a collaborative approach between the board of education and schools. It both recognizes the need for professional development, technical assistance, and supportive materials (e.g., document titled *What the Common Core Standards Mean*, which will help teachers understand what the standards are asking students to know and be able to do) for teachers, while at the same time supports and encourages a level of teacher autonomy as they develop an enhanced capability to supplement standards-based units with teacher selected materials.

Total	70	70	70	
-------	----	----	----	--

C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
(C)(1) Fully implementing a statewide longitudinal data system	24	22	22	
(C)(1) Reviewer Comments: (Tier 1) The applicant has a statewide longitudinal data system that meets and in some cases exceeds capabilities identified by 11 out of the 12 America COMPLETE elements.				
(C)(2) Accessing and using State data	5	5	5	
(C)(2) Reviewer Comments: (Tier 1) The applicant has had components of a data system in place for over 20 years. The proposed plan will combine older components with newly developed components into a comprehensive single portal. The state has received confirmation on the feasibility of its plan and a timeline for implementation of the plan from consultants. The proposed system includes student, teacher professional development, and school level resources data in an integrated way. It is clear that aspects of the plan will provide school and agency generated data and information for school personnel to make data driven instructional, operational, continuous improvement and other school-related decisions. The plan also intends to engage parents and students, community agencies, researchers, and other stakeholders in the use of data that are a part of the system by providing both access and training in the use of data and information on the longitudinal data system. The plan provides for a governance structure that will attend to training and ethical issues related to use of the system. These elements of the plan will ensure effective and appropriate use of the system's data by those who will access the system.				
(C)(3) Using data to improve instruction	18	17	17	
(i) Increasing the use of instructional improvement systems	6	6	6	
(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	6	6	
(iii) Making the data from instructional improvement systems available to researchers	6	5	5	
(C)(3) Reviewer Comments: (Tier 1)				

The applicant appears poised to acquire and implement an instructional improvement system that will impact the overall effectiveness of both teachers and principals. A user-friendly dashboard and data system, along with other structures and processes is being developed, some of which will be available as early as July 2010, with plans to phase-in other components of the system through 2012. The Data for School Improvement system, which is due to be operational in July, 2010 provides teachers with formative assessments aligned with English Language Arts, Mathematics, and Science standards and benchmarks. The system will eventually have resources that support the day-to-day instructional activities of teachers. Resources for administrators to secure effective teachers and track student growth and progress toward educational attainment will eventually be available on the system as well.

The applicant has a well designed process and timeline for implementation of professional development and training that will ensure that teachers, principals, and administrators have access to and will use data to support continuous instructional improvement. Professional development and training on the system and included data and resources will be further supported by ongoing technical assistance, additional training, and webinars to assist personnel in the access and use of data. The likelihood that teachers and administrators will use the system's data is enhanced by the state's development of "expectancies" for data use depending on one's professional role, and correspondingly the inclusion of the use of data systems on education personnel evaluations.

The applicant plans to create the Hawaii Partnership for Educational Research Consortium with the University of Hawaii, a regional education lab and other research focus entities with the goal of making data available for educational research. Results of research generated from data will be used for program improvement. It appears that the applicant will not only make data available, but will also be an active participant and leader in the generation and use of research to improve education in Hawaii's schools, evidenced by their plan to sponsor a two day symposium focused on school improvement research. The applicant has a track record of engagement in past data sharing activities, which supports the possibility that they will continue work in this area. A minor concern is the lack of discussion in the application regarding the applicant's plans to promote research on educational approaches for different types of students.

Total	47	44	44	
-------	----	----	----	--

D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	11	12	
(i) Allowing alternative routes to certification	7	4	4	
(ii) Using alternative routes to certification	7	3	3	
(iii) Preparing teachers and principals to fill areas of shortage	7	4	5	

(D)(1) Reviewer Comments: (Tier 1)

The authority to license teachers and approve teacher preparation programs resides with the Hawaii Teacher Standards Board. According to a letter of support, the Board welcomes alternative approaches to teacher preparation, and does not favor traditional approaches over alternative approaches in the program approval process. The Hawaii Department of Education is responsible for certifying public school administrators. Legislation was passed in April of 2010 to allow for requirements of an alternative route to

certification for administrators to be generated Alternative programs are offered by both traditional higher education institutions and other providers. Nine of the eleven teacher preparation programs in the state are classified as have alternative pathways. The programs appear to meet three of the elements required of alternative programs. It is not clear that all programs are selective in accepting candidates, nor is it clear that these programs limit the amount of coursework required, although some programs and a test out option. There is currently no alternative licensure program for principals.

All nine of the state's teacher preparation programs are in use. A total of 158 or 14% of the state's teachers completed alternative programs during the last academic year. The programs are producing a modest number of teachers. Again, the state does not currently have a an alternative licensure program for principals.

The applicant has established annual processes for identifying and evaluating areas of teacher and principal shortages that conceivably provide reliable information. These processes will be enhanced by the proposed statewide longitudinal data system. The applicant appears to focus on "areas" in terms of geographical location or school characteristic (e.g., Title I schools), and does not discuss teaching areas (e.g., mathematics, science). There is no discussion of how the state specifically prepares teachers and principals to fill areas of shortage, although the applicant has engaged in targeted recruiting, and has initiated incentives (e.g., bonuses, housing) to encourage teachers and principals to accept positions in shortage areas.

(D)(1) Reviewer Comments: (Tier 2)

The State clarified plans to issue a RFP to agencies outside of higher education to focus on preparing teachers for both geographic and subject matter areas of needs

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

(D)(2) Reviewer Comments: (Tier 1)

The applicant has a clear approach to measuring student growth that relies on a number of value-added formative, interim, and summative measures. Included are state assessments that directly reflect the newly developed Common Core standards, end of year high school exams, and soon to be developed interim assessment aligned to the Common Core. The applicant foresees a phase-in process where existing assessments and assessments in the process of being developed will be used until the transition to assessments based on the Common Core standards can be accomplished. The total process will be implemented between 2011 and 2015. The applicant has an existing system that links student performance to teachers. The plan presented is of high quality and the target for implementation seem reasonable.

The applicant's evaluation system for both principals and teachers calls for half of the professional assessment to depend on students' learning gains. This overt and explicit measure is significant in that it helps evaluators determine the direct impact teachers and administrators are having on student learning and the extent to which interventions and changes are required. The applicant plans to change the teacher evaluation instrument so that differences in teacher practice can be more distinctly reported. For example, rather than a rating of satisfactory, which could include a wide range of performances, the new evaluation tool will allow the evaluator to differentiate levels of effectiveness by

choosing exemplary or effective as two of five possible descriptors for teacher practice. The evaluation of teachers includes multiple rating areas (e.g., professional growth, school-based leadership and service) which should provide a holistic view of the attributes the teacher brings to the teaching-learning environment. In addition to effectiveness based on student learning gains, areas such as leadership, management, and the quality of the learning environment will allow for an evaluation of the administrative impact on the learning environment. A minor concern is that the applicant clearly presents the descriptors to be used for teacher evaluation, but does not clearly state whether or not the same five descriptors will be used for principals and vice principals. This concern however is not sufficient enough to effect points awarded. The possibility that the proposed changes in teacher and administrator evaluation will be accepted by teachers and principals is enhanced by participation of the teacher professional association's (union), administrator professional association's, and the Great Teachers and Great Leaders Workgroup's involvement in the design, rollout (initial implementation will take place in Zone of School Innovation Schools), and refinement of changes to the evaluation system. Fairness and transparency will be advanced by the applicant's plans to test and refine the new evaluation framework, develop protocols and guidelines for conducting evaluations, and the development of rubrics to be used to measure teacher and principal practices.

Current state legislation allows for development of an annual evaluation program. With respect to teachers, the current program focuses on evaluation of new and deficient teachers, while tenured teachers with satisfactory ratings are evaluated every five years. The applicant's plan to restructure the evaluation process so that all teachers will receive annual data on their students' growth and feedback regarding the impact of their practice on student learning at a minimum each year. This action is forward thinking, and in keeping with the notion of continuous improvement and development for all teachers, even those who are deemed to be effective. The plan also recognizes that some teachers will need to be evaluated more than once a year in order to ensure their growth and development toward meeting the learning needs of students. This type of "formative evaluation" will provide struggling and new teachers with support and feedback needed to improve their practice. The newly developed Data for School Improvement system will ensure that teachers and principals are able to access data about their students, classes, and schools, to be used during sessions with their respective supervisors to jointly develop professional development plans. This component moves beyond evaluation as an external comment on teacher and principals practices to a process where educational professionals become jointly responsible for devising strategies for improvement of teacher and principal impact on student learning and growth.

The applicant has three major factors that increase the possibility that they will be able use evaluations as tools to improve the teaching and leadership force in the State. First, they already have legal authority to relieve teachers and administrators from their positions, when the evaluations of these educators judge them to be ineffective. Secondly, they have the agreement and support from the teacher and administrator associations (unions) to deny poorly evaluated teacher's and administrator's tenure, as well as the support from these organizations to revise the compensation system so that teachers and principals who are evaluated to have a positive impact on student learning are rewarded. Thirdly, they wisely focus on the induction, support, and professional development of new teachers, which increases the possibility they will be able to build a teaching force acclimated to the proposed reform agenda that focuses on student learning. The proposed frequent formal and informal evaluations and feedback will be instrumental to the development of these teachers.

The applicant recognizes the importance of frontline administrators understanding their evaluator roles in the proposed evaluation system, particularly as it related to the multiple decisions to be made based on the outcomes of evaluations--to include compensation, needed professional development, and when necessary termination. The training and professional development extended to administrators will be important to the applicant's ability to move forward in their proposed use of evaluations.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	20	20	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12	12	

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8	8	
<p>(D)(3) Reviewer Comments: (Tier 1)</p> <p>Implementation of the new evaluation system will provide more credible information on the percentages/numbers of effective teachers and leaders who serve high needs schools. Some aspects of the applicant's plan have been shown to be ineffective when it comes to recruiting and retaining highly effective teachers and principals at high minority/high poverty schools. The use of incentives and bonuses, for example have not been an effective means for recruiting and retaining highly effective teachers and leaders to the most challenging schools. Efforts such as reducing barriers to out-of-state recruitment do not ensure that these educators will choose Zones of School Innovation schools to teach or serve as principals, and limiting teacher and principal preferences for placement does not ensure retention of educators who may be dissatisfied with their placement. The most promising plans addressed in the application are grow-our-own strategies where teachers and leaders are specifically prepared to work in high minority/high poverty schools, and are thus familiar with the needs, challenges, and possibilities for these schools; the use of distance education so that students in hard to reach, challenged school districts are taught by highly effective teachers; and the development of partnerships with alternative teacher certification programs where teachers are prepared to work in high minority/high poverty schools.</p> <p>The applicant lists a number of strategies to increase the number of effective teachers in hard-to-staff subjects—some of which are not particularly innovative or new. Promising strategies listed by the applicant include partnering with universities and organizations to increase the number of teachers in the pipeline who will come to the state to teach. Working with Teach for America, and implementation of strategies to attract career changers into the teaching profession is an additional strategy that holds some promise. Initiating differential pay policies that allow for increase compensation for teachers in areas such as math is listed, and may attract additional teachers to the field. Also, encouraging alternative paths that lead to dual licensure to include one or both certifications in hard-to-staff areas is listed. This strategy could likely increase the number and percentage of teachers in the subjects.</p>				
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	14	14	
(i) Linking student data to credentialing programs and reporting publicly	7	7	7	
(ii) Expanding effective programs	7	7	7	
<p>(D)(4) Reviewer Comments: (Tier 1)</p> <p>The applicant plans to use its planned P20 Longitudinal Data system to link teachers' and principals' impact on student achievement to the programs where they completed their professional preparation. Although there is a plan for linking teachers and principals to their students' achievement, consultants will be needed in order to make the link to educators' professional preparation programs. The applicant's plan to develop and make public a report card on preparation programs will provide the public, potential teachers, and the preparation programs themselves with information on the programs that are preparing the most effective teachers.</p> <p>The applicant proposes a multifaceted approach to expanding effective teacher and principal preparation programs—which in some instances may result in a reduction in the actual number of available programs. Making program effectiveness information public may spur programs to make changes that lead to increased effectiveness of their program completers. The use of program completer effectiveness data as a part of the state program approval process is a bold step which may eliminate programs that are unable to make improvements that result in more effective program completers. At the same time, the applicant's plan to use data to design alternative models for educator preparation is an innovative idea. It is conceivable that the state will learn from the data which educator program components are most valuable</p>				

when preparing effective educators. Lastly the applicant's proposal to continue to provide grants and supports to programs identified as effective in preparing teachers and principals will have a positive impact on the number of available successful programs in the state.

(D)(5) Providing effective support to teachers and principals	20	17	19	
(i) Providing effective support	10	9	9	
(ii) Continuously improving the effectiveness of the support	10	8	10	

(D)(5) Reviewer Comments: (Tier 1)

The applicant plans induction programs for both its teachers and leaders. As means for ensuring the effectiveness of these programs, the applicant has developed induction standards that can be adapted to the needs of complex areas. This flexibility is a very positive element of the plan, in that skills and knowledge required of new teachers and principals that are specific to different area complexes can be addressed. The applicant also plans to train individuals responsible for induction, to make sure that the common set of induction standards are included in individual induction programs. Steps will be taken to ensure that inductees have well-trained mentors as well. Actions taken by the applicant to ensure that new principals and teacher receive strong support at the beginning of their profession will likely increase the effectiveness of these educators, and will also likely increase their retention which will be especially important in of Zones of School Innovation schools. The applicant also plans to use online professional development resources which will likely expand possibilities for professional development topics. The design and delivery of relevant professional development is aided by the applicant's plans to generate a guide/tool kit for developing professional development. In some instances professional development/training will be mandatory, particularly in instances where teacher/principal knowledge and skills relate to aspects of the reform agenda. The ideas presented are not particularly innovative, which is the reason full points were not awarded. Even so, the ideas will contribute to improved statewide professional development.

The applicant plans to evaluate retention rates, student achievement, and rates of improvement in effectiveness among teachers and principals to determine the effectiveness of its induction programs, with the goal of discontinuing ineffective programs. The applicant also discusses a plan for schools to develop learning communities where teachers and principals are responsible for generating professional development needs. The effectiveness of learning communities will be based on relicensure rates and student growth. In some ways placing responsibility for the nature of professional development needs on teachers and administrators who work daily with students is to be commended (training, support, and guidelines for development of learning communities will be made available). However the applicant is establishing a cause and effect relationship (i.e., professional development, and improved student growth and relicensure rates) that was not clearly supported in the application.

(D)(5) Reviewer Comments: (Tier 2)

The State articulates a clear vision of how the development of learning communities will translate into improved student achievement. Learning communities are instrumental to ensuring that teachers feel comfortable and confident in accessing and using student data to improve instruction. Improved instruction results in improved student achievement.

Total	138	120	123	
-------	-----	-----	-----	--

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
--	-----------	--------	--------	------

(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	
<p>(E)(1) Reviewer Comments: (Tier 1)</p> <p>The Department of Education, State Superintendent of Education, and Complex Area Superintendents have a range of legal authorities to directly intervene in persistently low achieving schools, including those that have improvement or corrective action status.</p>				
(E)(2) Turning around the lowest-achieving schools	40	40	40	
(i) Identifying the persistently lowest-achieving schools	5	5	5	
(ii) Turning around the persistently lowest-achieving schools	35	35	35	
<p>(E)(2) Reviewer Comments: (Tier 1)</p> <p>The applicant has a viable plan for identifying persistently low achieving schools. They have established and gained US Department of Education approval for defining their lowest achieving schools, a process which includes review of academic performance of students, analysis of growth slope, and inspection of school status under ESEA. The applicant plans to update and review the priority school list annually, and has the expectations that the number of schools falling in the bottom 5% based on identification criteria will likely increase as the reform agenda is implemented.</p> <p>The applicant has identified six schools as persistently low achieving. The turnaround model of intervention is planned for these schools. The applicant recognizes the importance of contracting with a lead turnaround partner to guide and develop protocols for intervention. The goal of building state capacity by training school administrators and state leadership in the skills and understanding of directing schools turnaround is a laudable one, particularly given the applicant's view that the number of low performing school will likely increase as the reform agenda moves forward. Building capacity contributes to the state's ability to turnaround low performing schools beyond the life of the grant.</p> <p>The human, financial, and technological resources directed toward the turnaround effort appear to be adequate for the applicant's turnaround goals. With respect to human resources, for example, state teams, external consultants, and Complex Area Superintendents will be deployed to address the specific needs of Zones of School Innovation schools. Initiatives discussed to recruit and retain highly qualified teachers and principals will be implemented, and distance learning will be incorporated so location will not serve as a barrier to students' exposure to highly qualified effective teachers. Many of the newly developed reform data gathering and analysis, and evaluation processes will be initiated at the priority schools. This step is a bold and forward thinking in that the value of initiatives will be tested in the most challenging locations—before they are transferred to locations where their success would be more readily anticipated.</p>				
Total	50	50	50	

F. General

	Available	Tier 1	Tier 2	Init
--	-----------	--------	--------	------

(F)(1) Making education funding a priority	10	10	10	
(i) Allocating a consistent percentage of State revenue to education	5	5	5	
(ii) Equitably funding high-poverty schools	5	5	5	
<p>(F)(1) Reviewer Comments: (Tier 1)</p> <p>State funding for support of public education has increased over the past five years. The increase from FY 2008 to FY 2009 was 5.3%.</p> <p>Policies lead to equitable funding between high need and other LEAs and within LEAs between high poverty and other schools.</p> <p>The applicant's unique position of being the sole LEA has resulted in policies where funding follows students. A weighted student formula exists, which addresses state law that funds be allocated based on students' needs. These policies and practices eliminate the possibility that the education of wealthier students would be funded above that of students in high need schools or high poverty schools.</p>				
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	38	38	
(i) Enabling high-performing charter schools "(caps)"	8	8	8	
(ii) Authorizing and holding charters accountable for outcomes	8	8	8	
(iii) Equitably funding charter schools	8	8	8	
(iv) Providing charter schools with equitable access to facilities	8	8	8	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	6	6	
<p>(F)(2) Reviewer Comments: (Tier 1)</p> <p>The state appears to have a very positive attitude toward increasing the number of charter schools in the state. Currently, 11% of the state's public schools are charter schools. The Charter School Review Panel (CSRP) is the sole authorizer of charter schools. Based on recent changes in legislation, 23 percent of public school statewide can be charter schools. While a cap for charter schools exists in the state, the percentage of allowable charter schools places the state within the "high cap" range.</p> <p>The state clearly supports charter schools and has passed laws and statues to ensure the stability and accountability of these schools. CSRP receives annual self evaluations from charter schools, as required by law. These evaluations include measures and evaluations of administrative and instructional programs, as well as evaluation of student achievement. CSRP has the authority to revoke charters, make decisions about awarding charters, and providing interventions to schools based on issues that might arise from the schools' self evaluation. It appears as if charter schools reflect the state population, and over half of these schools serve high need students. To-date, CSRP revoked the charter of one school, although this revocation was later reversed based on a technicality. Rules have been passed so that the technicality will no longer be an issue.</p> <p>Inclusive funding policies that ensure charter schools are funded just as the state's traditional schools are funded exist in the state, as an additional indication of the how charter schools are valued in the state.</p>				

State funding for charter schools is provided through a per pupil lump sum from a general fund, which accommodates the fact that most of the charter schools lease facilities. Charter schools are also given the first right to occupy under used or vacant facilities on department of education properties.

The state has innovation-friendly policies that allow schools to request waivers from school board generated policies, procedures, and rules. Although there is no explicit statement that waivers require schools to have accountability for increased school achievement, schools requesting waivers are expected to incorporate school changes that will lead to school improvements. Schools in the state have taken advantage of this prerogative to incorporate innovative initiatives within their buildings and communities. Innovative school practices include schools where the delivery of education is through the Hawaiian language, as a means for engaging students; students have access to technology as they engage totally in projects-based learning; and schools where the calendar and schedules were change in order to increase instructional time.

(F)(3) Demonstrating other significant reform conditions	5	5	5	
(F)(3) Reviewer Comments: (Tier 1)				
<p>The applicant presents multiple examples of how laws, regulations, and policies have rendered the state a place where education reform and innovation will likely thrive. In addition to reform and innovation-friendly laws mentioned above, the applicant discusses the <i>Reinventing Education Act</i> which resulted in the development of School Community Council, provided funding for the Hawaii Principals Academy, and reduced class sizes to support student achievement, among other initiatives that support flexibility within schools.</p>				
Total	55	53	53	

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	

Competitive Reviewer Comments: (Tier 1)

The applicant discusses STEM throughout the application, which indicates the extent to which the STEM priority is integral to the reform agenda proposed. STEM is an element of standards-based instruction and assessment, improving the education of students in low performing schools, and ensuring that all students have effective teachers. STEM courses will be made available to all students through the Common Core Curriculum. Increasing the numbers of students from underrepresented groups and girls who take advantage of advanced study in STEM is accomplished through initiatives such as the STEM Centers where students learn about STEM-related careers and the Women in Technology Project that encourages girls and women to pursue STEM-related careers. Legislation has been enacted to ensure that STEM related education and efforts have a sense of permanency in the state. The state has partnered with the university and STEM related organizations and agencies as further evidence of important role STEM plays in the state's reform efforts.

Total	15	15	15	

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	
Absolute Reviewer Comments: (Tier 1)				
<p>Hawaii has presented a comprehensive and coherent agenda to reform education in the state that thoroughly addresses all four education reform areas. As stated several times above, the state's unique position of being the sole LEA advantages the state in terms of implementing a systemic approach to reform. The state has presented a credible set of initiatives for delivering education to students in low performing schools, which will subsequently decrease the achievement gap that plagues not only this state but all states in the nation. They have presented plans to ensure that all students benefit from effective teachers and leaders. Hawaii has done an excellent job of recognizing issues that are particular to the state and which have interfered with the achievement of an excellent education for all students. Innovations and legislation have addressed many of these issues, but others remain—and these have been identified, along with feasible solutions in the state's application.</p>				
Total		0	0	

Grand Total	500	472	478	
--------------------	-----	-----	-----	--



Race to the Top

Technical Review Form - Tier 2



Hawaii Application #2550HI-4

A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	61	61	
(i) Articulating comprehensive, coherent reform agenda	5	4	4	
(ii) Securing LEA commitment	45	45	45	
(iii) Translating LEA participation into statewide impact	15	12	12	
(A)(1) Reviewer Comments: (Tier 1)				
<p>(A)(1)(i) The Hawaii Department of Education (HIDOE), which serves as both SEA and LEA, has presented a comprehensive reform agenda, with goals in the four ARRA reform areas, many of which they have been working on prior to the Race to the Top (RTTT) Application. Missing in this section of the State's response is a 'clear path' for achievement of their goals. The infrastructure for implementation was not noted or explained.</p> <p>(A)(1)(ii) In support of the State's overarching P-20 reform agenda, the Memorandum of Agreement (MOA) submitted in this proposal represents a commitment of the three major entities in Hawaii with respect to education: The Office of the Governor, the Department of Education and the University of Hawaii. While the Superintendent of Education represents both the SEA and LEA, the applicant has included a 'Joint Letter of Commitment' from the fifteen Complex Area Superintendents (CASs). In addition, the Hawaii State Teachers Association (HSTA), which represents all 14,000 teachers in the State, submitted a 'strong' letter of support, the Government Employees Association, which represents principals, and the Hawaii Charter School Review Board all submitted letters of support for the State's RTTT proposal. Last, but not least, the State Board of Education (BOE) submitted both a letter and a copy of the Board Resolution, in complete support and unanimously passed in December, 2009. (Further back in the proposal, referred to as the HSTA Agreement in Appendix D8, is an extremely important Agreement between the HIBOE and the HSTA regarding the many contract issues to be changed; and there are major agreements between the two parties.)</p> <p>(A)(1)(iii) Since the State is one LEA, this RTTT proposal potentially provides the opportunity for broad statewide impact. All 178,649 students, including 82,613 students in poverty, should benefit. The State's rural schools which have large numbers of Native Hawaiian students who chronically underachieve and where many students in poverty reside, are in most need and stand to gain the most if the HIDOE is able to mobilize RTTT and other resources to support students, schools and families in those areas on a long-term basis.</p> <p>The State is applauded for the ambition of its goals, however some (the overall achievement on Hawaii State Assessment (HSA) in math to increase by 18 percentage points in 2010 and by another 18 percentage points by 2013), for example, may not meet the 'achievable' element of this criterion. The increase in college enrollment and reduction in achievement gap goals are both examples of ambitious yet achievable goals.</p> <p>The applicant has completed the required summary tables.</p>				
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	28	28	
(i) Ensuring the capacity to implement	20	18	18	

(ii) Using broad stakeholder support	10	10	10	
(A)(2) Reviewer Comments: (Tier 1)				
<p>(A)(2)(i)(a-c) The applicant appears to have the capacity to fulfill its reform plan. There are plans to: align the new strategic plan (2011-2018) with the goals and targets in the MOA, and the strategic plan is scheduled for BOE adoption in September 2010; reorganize the HIBOE offices to better support the schools and Complex Areas; establish a new Office of Strategic Reform (OSR), to be overseen by a newly created position of the Special Executive Assistant for Strategic Reform (SEASR). The HIBOE also plans to fund training and capacity building in order to institutionalize new practices.</p> <p>As the State continues to partner with many organizations, in response to this criterion, it acknowledges, "Achieving the Reform Action Plan goals requires the entire community's resources, <u>as many of the challenges faced by schools reflect community issues with solutions that lie beyond the schoolyard. Changing the entire community's expectations for children and schools is critical</u> for creating the friendly external pressure necessary to facilitate improvements, as well as the environment to support schools and families to achieve more" (emphasis added). Raising expectations for underachievers and students in poverty will serve as primary levers of change for the school system and beyond.</p> <p>(A)(2)(i)(d) In regard to aligning funds, there is no discussion of possible reallocation or repurposing of federal, state or local funds as noted in the sub-criterion, resulting in a less than perfect score.</p> <p>(A)(2)(i)(e) It appears that a number of philanthropic organizations have in the past, and pledge to continue funding important state initiatives. Two of these organizations, Kamahemaha Schools and the Harold K. L. Castle Foundation are local to Hawaii. Another, the W. K. Kellogg Foundation, has granted \$15 million to improve access to high-quality early education initiatives and to link preschool and K-3 instruction, particularly in low-income, high Native Hawaiian population communities - providing long-term support to Hawaii's RTTT reform efforts.</p> <p>(A)(2)(ii)(a)(b) Both the Hawaii State Teachers Association, representing all 14,000 teachers and the Hawaii Government Employee Association, which represents all principals statewide have committed to support the HIBOE reform plan. Representatives of both organizations have served on the respective work groups to help form the initiatives and will continue to do so. A review of many of the letters of support indicates that there is broad and widespread support for the RTTT initiatives and the State's reform agenda. From members of the House of Representatives (no Senators, however) to State and County leaders to educational and community organizations to Native Hawaiian organizations to military officials, all have expressed their strong support. Hawaii is an historically complicated state and many of the educational issues they face today are a reflection of that history. It appears that most have decided that <u>all</u> of Hawaii's students need to be well-educated and now support that mission.</p>				
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21	24	
(i) Making progress in each reform area	5	4	4	
(ii) Improving student outcomes	25	17	20	
(A)(3) Reviewer Comments: (Tier 1)				
<p>(A)(3)(i) In all four ARRA areas, the State has been working at least since their 2003-2008 strategic plan to make changes and inroads of improvement in these and other areas. Their Hawaii State Assessments are administered online, and considered rigorous in comparison to the NAEP. The HIBOE established college- and career-ready standards for its BOE Recognition Diploma. With regard to data systems, the HIBOE has 11 of 12 components of the America COMPETES Act in place. Hawaii utilizes alternate routes for teacher certification as the University of Hawaii (UH) and other colleges do not graduate enough prospective teachers to serve the State's schools. For schools in need, funding has been increased and restructuring programs have been put in place. While the State has been working in these areas for varying amounts of time, the academic achievement of Native Hawaiian students, students in rural areas and students in poverty still lags behind the achievement of other students in the state.</p> <p>(A)(3)(ii) Achievement growth has been steady on the HSA. On the NAEP, however, improvement is shown in 4th and 8th grade math, but not in reading. There is a question as to why NAEP 8th grade math results are reported in average scores and the 8th grade reading scores are reported average scaled scores. Only the math scores were presented in</p>				

the narrative. On the bright side, there is evidence that students, particularly Native Hawaiian students, whose teachers used culture-based education strategies had a positive correlation to student outcomes. This research, and results from the Pihana Na Mamo project, which serves 13 low-income elementary schools with high Native Hawaiian student populations that have improved their reading proficiency, should be referred to and scaled up for use in the proposed Zones of School Innovation.

The State does report on the increase in graduation rates for sub-groups of the economically disadvantaged, special education, and English Language Learners. However, there is no discussion of the achievement gaps that exist across the state, other than "the achievement gap remains". Following this statement should have been a presentation of the achievement gaps disaggregated by subgroup. This may represent a lack of focus on closing these gaps at the HIDOE.

(A)(3) Reviewer Comments: (Tier 2)

The team from Hawaii did present data regarding the specific reading and mathematics achievement gaps for Native Hawaiian students. This has resulted in an increase in score for this sub-criterion.

Total	125	110	113	
-------	-----	-----	-----	--

B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	38	38	
(i) Participating in consortium developing high-quality standards	20	18	18	
(ii) Adopting standards	20	20	20	

(B)(1) Reviewer Comments: (Tier 1)

(B)(1)(i) In this response, Hawaii states that it is committed to participating in the to The Common Core State Standards (CCSS) Initiative, a state-led process to develop internationally-benchmarked K-12 Common Core State Standards in English Language Arts and Mathematics that will prepare all students to be ready for college or a career, a consortium of 48 states. A sample "crosswalk", comparisons of the CCSS and the Hawaii Content Performance Standards (HCPS III), and a crosswalk slide presentation are included in Appendices B1 and B7. However, they not include a copy of the signed MOU as required evidence.

(B)(1)(ii) In May 2010 the HIBOE approved the draft CCSS in English Language Arts and Mathematics (found in Appendix B-10).

(B)(2) Developing and implementing common, high-quality assessments	10	10	10	
(i) Participating in consortium developing high-quality assessments	5	5	5	
(ii) Including a significant number of States	5	5	5	

(B)(2) Reviewer Comments: (Tier 1)

(B)(2)(i)(ii) The HIDOE has joined the SMARTER-Balanced Assessment Consortium. Comprised of 32 states (according to this proposal), the SMARTER-Balanced Assessment Consortium focuses on three primary design principles: teacher involvement and their professional development; computer-delivered adaptive testing; and performance assessment. The State's partnership in this consortium will support and strengthen assessment initiatives and changes already begun in the state, such as moving the Hawaii State Assessment to an online, computer

-adaptive format. In addition, an important deal was made with the cable company, Time Warner Enterprises, to provide business class high-speed broadband service to all current and future HIDOE schools (for any purpose but primarily for online testing purposes) at no cost or charge to the State, subscribers, or HIDOE schools.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20	20	
<p>(B)(3) Reviewer Comments: (Tier 1)</p> <p>(B)(3) Hawaii has developed a high quality plan that supports a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments tied to these standards. Delivered in three parts, the overarching plan is in the form of a Standards and Assessment Project Charter entitled, 'High Quality Standards and Assessments Tied to a Common Curriculum', found in Appendix A20. A thorough, ten-page plan, it includes a project description, the desired results, deliverables, project organization, and a project schedule/status report for each of the following areas: Common Core State Standards, Common Core State Assessments and End of Course Exams, Common Core Curriculum, Data for School Improvement, and Response to Intervention Framework. It closes with Project Dependencies and Assumptions.</p> <p>Within the response to (B)(3), the State has developed two charts: the first is 'The Tri-Level Professional Development Delivery Model: Responsibilities to Implement the CCSS and Common Core Curriculum' which divides the responsibilities for Common Core Curriculum professional development into three levels: the State level, the Complex or Complex area level and the School level. Fortunately, with regard to providing this range and depth of professional development, the State acknowledges, "Conducting professional development on this scale will require multiple layers of support from within HIDOE; from other partners in the UH system and other State agencies; from non-profits, foundations, and other partners external to the public sector; and from other states".</p> <p>The second is a 'Comprehensive and Coordinated Timeline for Implementation', which indicates the timelines for implementation of the following elements: Common Core Curriculum, "Bridge" HSA and Common Core Summative Assessments, Formative Assessments, Interim Assessments (aligned to Curriculum Framework), General Learner Outcomes, Development for CCSS Implementation, Career and College Ready Diploma, School Capacity Analysis, and Student Supports.</p> <p>Explanatory narratives accompany each chart. Taken together, the Standards and Assessment Charter and the response provided in (B)(3) combine to create a high quality plan that should result in Hawaii's transition to the high quality standards and assessments that its students deserve.</p> <p>With regard to the Education Trust-West's Educational Opportunity Audit of two high schools Keaau High School and Konawaena High School in 2009: neither of these high schools are Priority Schools nor included in the Zone of School Innovation (ZSI). A third high school, in Honolulu, is planned for an Education Trust-West audit during 2010-11. It would seem that Kau and Waianae High Schools, which are in the ZSI, would gain greatly from such an audit.</p>				
Total	70	68	68	

C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
(C)(1) Fully implementing a statewide longitudinal data system	24	22	22	
<p>(C)(1) Reviewer Comments: (Tier 1)</p> <p>(C)(1) The HIDOE reports that it currently meets 11 of the 12 America COMPETES Act elements, and will fulfill the final element in fall 2010. It has the capacity to access and use historical and longitudinal data for all students and all public schools in the state.</p>				

(C)(2) Accessing and using State data	5	5	5	
(C)(2) Reviewer Comments: (Tier 1)				
<p>(C)(2) The HIDOE has developed a high quality plan that begins with a Curriculum Development and Learning Management (CDLM) framework that serves as the model for integrating existing and planned data systems and functions into a common portal, training protocol, and governance standards to make the data user friendly and accessible. Most of the varied sections of the CDLM will be fully functional by 2012. A chart is provided with a timeline and parties responsible for implementation.</p>				
(C)(3) Using data to improve instruction	18	16	16	
(i) Increasing the use of instructional improvement systems	6	6	6	
(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	4	4	
(iii) Making the data from instructional improvement systems available to researchers	6	6	6	
(C)(3) Reviewer Comments: (Tier 1)				
<p>(C)(3)(i) The HIDOE statewide longitudinal data plan will utilize the Data for School Improvement (DSI) system to provide educators and leaders with additional measures – including demographics, attendance, and large-scale classroom assessments, as well as provide data to help administrators, the State, and credentialing/licensing programs to identify effective teachers and effective practices.</p> <p>(C)(3)(ii) While the HIDOE plans for a minimum of 30 Complex Area level staff to complete in-depth and rigorous data ethic and use training by July 2011, and then to provide professional development to principals and staff in the schools, this may not be enough staff to complete the task. Importantly, there was no discussion of the remote rural areas' staff access to either the system or the training. Overall, however, the HIDOE did present a thoughtful plan for providing the required professional development.</p> <p>(C)(3)(iii) The HIDOE has excellent plans regarding this sub-criterion. It plans to establish a Hawaii Partnership for Educational Research Consortium (HPERC), a unit that will advance and expedite access to data for the purposes of conducting educational research to improve instruction and student success. Identification of pre-approved researchers who have met rigorous criteria as proven researchers and the collaborative development of prioritized educational research questions will advance important research. As pre-approved researchers with pre-approved projects, they would be assigned a HIDOE liaison to help facilitate their access to the necessary data.</p> <p>The Department also plans to conduct their first annual educational research study symposium in December 2010 to analyze the results of national and local educational research and their implications for improving educational practice in Hawaii's public schools.</p>				
Total	47	43	43	

D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	18	18	
(i) Allowing alternative routes to certification	7	7	7	
(ii) Using alternative routes to certification	7	5	5	
(iii) Preparing teachers and principals to fill areas of shortage	7	6	6	

(D)(1) Reviewer Comments: (Tier 1)

(D)(1)(i) The Hawaii Teacher Standards Board (HTSB) is authorized by the State to license teachers and to approve and regulate all teacher preparation providers in the State. For a number of reasons, the HTSB has sought and allowed alternative routes to teacher certification. As required evidence, corresponding state statutes are found in Appendices D1 through D3. Recently, a new statute was signed into law directing the authorizing agency, the HDOE, to establish alternative routes to certification for principals, which they plan to have implemented by the 2011-12 school year (Appendix D5).

(D)(1)(ii) The State has many (nine) alternative certification programs for teachers that are currently in use. The State-Approved Teacher Education Programs (SATEP) certified 14% of Hawaii's teachers (158) in the 2008-09 school year. This number is small against the total number of high quality teachers needed in the state. The required chart listing teacher programs is found in Appendix D6. Appendix D7 lists the principal/administrator certification tracks - four currently in operation and two proposed - also as required evidence.

(D)(1)(iii) The applicant has a process in place for monitoring, evaluating, and identifying areas of both teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage. The effectiveness of these current processes will be increased with the use of the new (July 2010) Electronic Human Resource (eHR) database. To assist in filling staff shortages, the State offers incentive programs and targeted recruitment programs, including a \$3,000 bonus provided to teachers and principals in identified, high-priority Title I schools, and teacher housing is available in some rural, remote areas. However, more resourceful, innovative ideas for teacher and principal recruitment and retainment are needed.

(D)(2) Improving teacher and principal effectiveness based on performance	58	49	49	
(i) Measuring student growth	5	5	5	
(ii) Developing evaluation systems	15	11	11	
(iii) Conducting annual evaluations	10	10	10	
(iv) Using evaluations to inform key decisions	28	23	23	

(D)(2) Reviewer Comments: (Tier 1)

(D)(2)(i) The State has established a clear and credible plan for measuring student growth. It will begin with the Hawaii State Assessment (HSA) which in the 2010-2011 school year will include a vertical scale that will permit measurement of year-over-year growth at the individual student level for students in grades 3-8 and 10 in reading and mathematics, and grades 4, 8, and 10 for science. The vertical scale will enable the State to produce a value-added score for individuals.

In addition the HDOE will work with educators to develop and administer a full suite of interim assessments for grades K-8 and in key high school courses in the four core subject areas (English Language Arts, Mathematics, Science and Social Studies) to be administered each quarter, as well as administer End of Course (EOC) exams for Algebra I and Biology (already administers the EOC for Algebra II). The interim assessments are critical to a teacher's ability to adjust her/his teaching to enable better learning on behalf of students.

(D)(2)(ii)(a) The State's evaluation plan for teachers and principals is substantial, with depth of thought and planning emerging from certain components, for example, the 50/50 division of the evaluation - for both teachers and principals - utilizing student growth and additional multiple rating categories; a change from a three to a five category evaluative rating for teachers, now to include the categories of 'exemplary' and 'effective'. Also, an initial one-year planning period (2010-11) and two-year modeling of the improved evaluation systems for teachers and principals (2011-13) will provide an opportunity to perfect the new evaluation framework before the complete, statewide roll out of the entire evaluation system. Its design will have input from representatives of both the teachers and principals unions. The State will transition to Common Core assessments as a significant part of all principal and teacher evaluations by the 2015-16 school year. Agreements can be found in Appendix D8.

While the State notes that, "Hawaii's leaders have not underestimated the technical skill, capacities and communication challenges needed to make this transition", it appears that it may have. There is not enough evidence nor discussion surrounding the increased number of skilled staff that will be needed to roll out the various components of this plan, specifically including the requisite hands-on professional development. In a previous section, 30 Complex Area staff are identified for the first round of training. There are over 11,000 teachers in the Hawaiian system; they are going to need more staff to accomplish these important goals.

Furthermore, with so many remote, rural locations, it seems there would be more discussion of and planning for the use of distance learning and virtual school models. Unless there is a lack of infrastructure to accommodate the technology, which is quite possible, these options should be considered.

(D)(2)(ii)(b) Beginning in 2009, the HIDOE has convened the 'Great Teachers and Great Leaders (GTGL) Workgroup' - comprised of leading teachers, principals and Complex Area superintendents throughout Hawaii; union leaders; HIDOE and UH leaders; and education advocates - to explore ways to revamp Hawaii's human resources, evaluation and talent development systems for principals and teachers and to help chart a path for the State. The input of this group has been significant; to the extent that the group has now been established as a formal standing body within the Superintendent's Community of Practitioners Council that will provide advice, recommendations, and ideas throughout the design, piloting, and final version of the system that is implemented statewide in 2013.

(D)(2)(iii) A State statute, found in Appendix D10, calls for HIDOE to establish an annual evaluation program for all educational officers, which includes principals, Complex Area Superintendents, and teachers. In response to this sub-criterion, HIDOE lists seven areas to be included or considered for the annual evaluations. They expect more guidance will be developed during the State's planning period during the 2010-11 school year in consultation with the Great Teachers and Great Leaders Workgroup, with additional insights to be gained during the modeling years as well. The seven areas appear to be comprehensive and provide a good starting point for the development of annual evaluations.

(D)(2)(iv)(a) The applicant has a tiered plan of different levels of professional development (PD) to be provided based on 1) the required professional development plan each professional must develop jointly with their supervisor, and 2) the level and evaluation of the staff member. There is no notation of the format for the required staff development plan, nor who will provide "extensive and ongoing training and coaching of principals and Complex Area Superintendents...to understand the new evaluation system, use the new tools effectively, and make immediate course-corrections when needed". Again, it appears the depth of PD required is not fully appreciated and an appreciation for the difficulty people have with dealing with change, of which there is a lot in RTTT, seems to be lacking.

(D)(2)(iv)(b) Discussions with both unions within the Great Teachers Great Leaders Workgroup sessions, and specifically between the HIDOE and the Hawaii State Teachers Association has resulted in an agreement to negotiate a redesign of the compensation system to better value performance (found in Appendix D8).

(D)(2)(iv)(c) The State is committed to lengthening the probationary period for new teachers to ensure there is adequate time to evaluate their effectiveness before they earn the benefits of tenure. Proposed changes to the current new teacher induction program take into account that it may take three to five years of service for novice teachers to demonstrate and sustain effectiveness. The new induction program will require training on data-driven instruction, as well as the HIDOE's P-20 and K-12, college- and career-ready foci and activities. Thus, extending the probationary period to no less than three years will allow novice teachers more time to hone their craft and skills. The ongoing, updating of skills and knowledge should be part of the teachers' required professional development plan.

Principals achieve tenure in their positions after a minimum of three years of receiving satisfactory evaluations as an administrator, which is extended by a year when a principal changes school levels.

(D)(2)(iv)(d) Hawaii's existing laws and existing teacher and principal contracts with the Hawaii State Teachers Association (HSTA) and Hawaii Government Employees Union (HGEA) already grant HIDOE broad authority to remove staff rated as "Unsatisfactory". However, improving the skills of supervisors to be more effective evaluators will be required, which the HIDOE will respond to by training all principals and Complex Area Superintendents to ensure successful transition to the new evaluation system.

Importantly, HIDOE leadership and the Great Teachers and Great Leaders Workgroup will be collecting and analyzing data about evaluation patterns. They will ask: How many educators are earning which evaluation rating? Are different supervisors or schools disproportionately rating educators at either the top end or bottom end? Are educators rated

"Unsatisfactory" or "Marginal" improving over time or being removed? The gathering and analysis of these kinds of data will prove most helpful in refining the evaluative process to ensure both its fairness and efficacy.

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

(D)(3) Reviewer Comments: (Tier 1)

(D)(3)(i) Hawaii will focus their initial efforts to employ effective teachers and administrators in its persistently low performing schools (HIDOE Priority Schools). These schools comprise the newly designated Zones of School Innovation (ZSI) made up of the State's lowest-performing "Priority Schools" and feeder schools in their K-12 Complexes. Most of these schools are in Hawaii's remote islands and communities presenting tough recruitment and retainment challenges including a cost of living that is up to 63% higher than the national average (13 of the 14 Priority Schools and the additional Title I feeder schools in the ZSIs are considered geographically "hard-to-staff").

The State's past history of providing recruitment incentives, including bonuses and teacher housing for those serving in high-need schools and subject areas has not been as successful as hoped, and the needs remain high. As a result, the State is taking steps to effectuate changes that should be reflected in increased student achievement. These include: financial and professional incentives such as an immediate \$3,000 incentive for Highly Qualified teachers and a \$10,000 incentive for highly effective principals who choose to work in the Zones of School Innovation in the upcoming 2010-11 school year and all highly effective teachers in the Zone of School Innovation will be offered a 20% increase in pay, beginning with the 2011-12 school year (creatively using Title I funds in extended learning opportunity time for students and one month of data-driven professional development time for teachers).

Taken together with additional plans, including a new residency-based alternative certification program to prepare teachers for high-priority shortage areas and a new alternative teacher certification path focusing on STEM subjects, the State seems to be serious about providing high-quality teachers and principals in high poverty, hard-to-staff schools.

(D)(3)(ii) The State has identified a number of strategies and activities that hold promise for increasing the number and percentage of effective teachers teaching high need subject areas, including STEM subjects. Overall, this section reflects strong planning on behalf of the HIDOE and input from the side of practice, the teacher's and principal's union representatives.

Performance Measures Tables for (D)(3)(i) and (D)(3)(ii) are completed as required.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	14	14
(i) Linking student data to credentialing programs and reporting publicly	7	7	7
(ii) Expanding effective programs	7	7	7

(D)(4) Reviewer Comments: (Tier 1)

(D)(4)(i) In response to this sub-criterion, the applicant reports that, "By the end of 2010, HIDOE will contract with consultants to provide currently available data linking student achievement to students' teachers, principals, the preparation program of teachers and principals, teacher licensure status, and teacher professional development participation, and it will collaborate with researchers (in-house and the Hawaii Partnership for Educational Research Consortium) to analyze the data and provide informational reports that can begin to inform decision making starting in the SY2011-2012".

Hawaii's P-20 Council, coordinated by the P-20 Partnerships for Education, is the agency leading the creation of the State's planned P20 Longitudinal Data System (P20 LDS). P20 LDS is the technology infrastructure that will pull together all State data from throughout the P-20 educational pipeline (early childhood through the workforce), including data about student achievement, teacher and principal preparation programs, HIDOE employment, and teacher licensure status from the HTSB. Further, the State will be able to capture data relevant for both traditional Institute of Higher Education (IHE) based and non-IHE alternative teacher and principal preparation programs by incorporating the reporting requirements of the Higher Education Opportunity Act (2008) into the P-20 LDS reporting mechanism.

According to the Applicant, the parties responsible for overseeing and implementing the P20 LDS will be the HIDOE, the University of Hawaii, and the Department of Labor and Industrial Relations, the Teacher Education Coordinating Committee and the Hawaii Teacher Standards Board. All of the components of a high quality plan are present in the response to this sub-criterion.

(D)(4)(ii) The HIDOE and the Hawaii Teacher Standards Board (HTSB) will use data collected from the P20 Longitudinal Data System to inform their efforts expanding successful credential and licensing options for the state and will utilize the five point plan described in the response to reach this goal.

The required Performance Measures Table is completed.

(D)(5) Providing effective support to teachers and principals	20	19	19	
(i) Providing effective support	10	9	9	
(ii) Continuously improving the effectiveness of the support	10	10	10	
(D)(5) Reviewer Comments: (Tier 1)				
<p>(D)(5)(i) The Department has a number of ideas, strategies and programs that are or will be in place to support teachers' and principals' ongoing needs for high quality professional development (PD). The first strategy is to reorganize the current programs into a comprehensive induction, mentoring, and professional development management system. To this end, HIDOE will implement a comprehensive system to coordinate, measure, and evaluate the effectiveness of all professional development programs for both teachers and administrators based on a comprehensive, research-based guide and toolkit for the design of effective professional development.</p> <p>Another is full utilization of the HIDOE's Office of Human Resources' PD 360 professional development program provided online through its eHD technology. Access to high-quality video segments showing real teachers implementing research-based best practices that improve student achievement are presented by over 65 top experts, including renowned educators. (The timeline for implementation and an example of the online pages is found in Appendix D23.) This technology holds great promise for improving the quality of PD for staff as it can be updated with new material, research and "expert" presentations. Planned use in conjunction with staff providing ongoing hands-on PD can result in the elusive increased student achievement represented by this RTTT proposal.</p> <p>A question remains: Do all schools have the technology required to access and present the online PD 360, particularly in remote areas? Lack of discussion of issues surrounding technology in remote, rural areas resulted in a less than perfect score.</p> <p>(D)(5)(ii) The State intends to continuously review all induction and professional development programs for effectiveness, with ineffective PD programs discontinued and ineffective induction programs changed to a proven effective model. In addition, the HIDOE plans to develop both school-based (or inter school-based) learning communities for teachers and school principals, and Complex Area learning communities for administrators. Well-researched with proven effectiveness, professional learning communities, when designed and implemented correctly, have the potential to support increased student achievement, provide a mechanism for reflective growth, and promote genuine collegiality and collaboration among staff.</p>				
Total	138	125	125	

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	
(E)(1) Reviewer Comments: (Tier 1)				
<p>(E)(1) By a number of state statutes, the HIBOE has the authority to intervene directly in the State's persistently lowest-achieving schools, as verified in Appendices E1, E4, and D93. In addition, the HIBOE acted in May 2010 to expand and clarify the authority of both the HIDOE and the Superintendent with regard to reconstituting both HIDOE and charter schools that fail to meet AYP benchmarks as defined by the federal Elementary and Secondary Education Act, and more specifically delineate the concrete terms</p>				

of reconstitution (found in Appendix E5). These statutes seem to underscore the State's determination to codify the authority required for school reform.

(E)(2) Turning around the lowest-achieving schools	40	35	38	
(i) Identifying the persistently lowest-achieving schools	5	5	5	
(ii) Turning around the persistently lowest-achieving schools	35	30	33	

(E)(2) Reviewer Comments: (Tier 1)

(E)(2)(i) The Applicant has attached a copy of the letter from the USDOE (Appendix E5) accepting the HIDOE's definition of Persistently Low Achieving Schools (PLAS). By this definition, for 2009-10, Hawaii has 115 Title I schools whose ESEA status is "In Need of Improvement," "Corrective Action," "Planning for Restructuring," or "Restructuring." The six schools whose overall performance and growth place them at the bottom 5% of this list are "Tier I schools," or "Priority Schools." The remaining 109 schools are designated as "Tier III-schools".

(E)(2)(ii) Discussed previously, the HIDOE has established a designation of and plan to address the needs of their PLAS. The Zones of School Innovation (ZSIs) will include five of the six Priority Schools and their eight neighboring schools (all of which are Tier III schools), bringing the total number of schools in the two ZSIs to 13. These five Priority Schools are considered rural or remote, are designated "hard-to-staff" and are located within two of the HIDOE's total 15 Complex Areas; one on the island of Oahu, and one on Hawaii Island.

(A listing of Priority and ZSI schools is found in Appendix E7.) One school, Naalehu Elementary School, will utilize the designated "transformation" school intervention model in the upcoming 2010-11 school year. Beginning in the 2012-13, the HIDOE will employ federal school intervention models in up to six additional Priority Schools at the discretion of the Superintendent.

In this sub-criterion, the State reveals extensive plans for the schools in its Zones of School Innovation, including contracting with a lead turnaround partner; conducting assessments; leading school teams in strategic and implementation planning; a long list of supports and inclusion in major parts of the HIDOE Reform Action Plan, as well as, ongoing monitoring and evaluation. The detailed specific actions and activities are commendable and demonstrates depth of thinking and planning on behalf of the state. However, much of the success of the Priority Schools will rest on the effective and efficient management and coordination of the large number of programs and services that the HIDOE plans to provide to the schools, teachers, principals, students, parents and communities in the ZSIs. There was no discussion acknowledging the critical need for effective coordination of these services.

(E)(2) Reviewer Comments: (Tier 2)

The team addressed the issue of effective coordination of programs and services in the Zones of School Innovation resulting in an increase in the score for this sub-criterion.

Total	50	45	48	
--------------	-----------	-----------	-----------	--

F. General

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	9	9	
(i) Allocating a consistent percentage of State revenue to education	5	5	5	
(ii) Equitably funding high-poverty schools	5	4	4	

(F)(1) Reviewer Comments: (Tier 1)

(F)(1)(i) As a percentage of the State budget, Hawaii's financial support for elementary, secondary, and public higher education increased 5.3% from FY2008 to FY2009. An expenditure chart is provided in Appendix F1.

(F)(1)(ii) The State reports that in addition to Hawaii's funding of public education from State General Funds (not through local revenues as in most states), in 2004, Act 51, the "Reinventing Education Act", was passed by the State Legislature (found in Appendix D9). There is discussion of the need for a weighted formula and a committee of weights was established. There were no specific details regarding percentages or flat dollar amounts as part of the weighted formula.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	29	29	
(i) Enabling high-performing charter schools "(caps)"	8	8	8	
(ii) Authorizing and holding charters accountable for outcomes	8	8	8	
(iii) Equitably funding charter schools	8	4	4	
(iv) Providing charter schools with equitable access to facilities	8	4	4	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	5	5	

(F)(2) Reviewer Comments: (Tier 1)

(F)(2)(i) Currently, the State has 287 public schools, 31 of which, or 11%, are public charter schools. Twenty-six schools are "start up" charter schools and five schools are conversions. In addition, in May 2010, the charter law was revised to specify that the 25 openings for conversion charter schools will remain, in addition to 12 openings for start-up charters, increasing the number of charter schools permitted to 67, or up to 23% of public schools statewide.

(F)(2)(ii) According to the HIDOE, the Charter School Review Panel (CSRP) is the State's sole authorizer of charter schools, and is authorized to approve, monitor, hold accountable, adopt reporting requirements, and place on probation or revoke charters. This year the CSRP must establish rigorous criteria, including student achievement as a significant factor, for the reauthorization of charter schools and to review schools every four years or six years. Charters must submit an annual school self-evaluation and submit to an external financial audit. (Found in Appendix F6) New rules on reauthorization and supporting charters as they seek accreditation will improve accountability strengthen the charter school program in the state.

(F)(2)(iii) Although the Applicant states that, "State policy requires that all public school students be supported with an equitable amount of public education resources", it appears that equitable funding for charter schools has been elusive. Charter schools funding laws were amended by the legislature in 2006, 2007 and 2009, to "better define the equitable amount of public education resources available to public charter schools". The most recent amendment appears to equalize, per-pupil funding, beginning in the 2009-10 fiscal year, "...the non-facility per-pupil funding request for charter school students shall not be less than the per-pupil amount to the [HIDOE] in the most recently approved executive budget recommendation for the department..."; this statute also states that charters are eligible for federal funding as regular public schools are. The State Legislature is currently engaged in discussions with representatives of the charter schools and HIDOE and a task force has been created to complete this work and to provide a report to the Legislature, policy makers, and the Governor (Statute is found in Appendix F8). Even though "state policy" may "require" all students to be supported equitably with public education resources, it apparently did not occur as state charter schools funding laws had to be amended three times. Evidence supporting equitable school funding for charter schools should be provided.

(F)(2)(iv) According to the State, as most charter schools lease their facilities, the most effective way to provide facility support is via a per pupil allocation, and a statute to that effect was enacted last year. However, providing a per-pupil lump sum. "...based on a Debt Service Formula calculation that provides facility funding based on a percentage of the debt service attributable to HIDOE", is not clear. Do the charters know what they pay to lease space? Why do they lease space when regular public schools do not? Each year it appears the HIDOE and the legislature have to get together to devise "fairness schemes". Perhaps who the majority of charter schools serve has some bearing on the inching along in equity in both funding and facilities.

(F)(2)(v) The applicant states that all schools in the State have the ability to request waivers and exceptions, which are designed to enhance flexibility in order to facilitate school improvement. The practice of issuing generic waivers or exceptions is a creative way to reduce 'red tape' in the HIDOE bureaucracy. However, a requested waiver is not the

same as a granted waiver. There is no discussion regarding the operation of autonomous public schools as defined in the application.

(F)(3) Demonstrating other significant reform conditions	5	5	5	
(F)(3) Reviewer Comments: (Tier 1)				
(F)(3) The State has enacted a number of laws that appear to have a positive effect on schools, students, families and staff. The most encompassing is Act 51 which established or reformed: the weighted school formula, a principals' academy, required local school community councils, and funded reduced class sizes in grades K-2.				
Total	55	43	43	

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	
Competitive Reviewer Comments: (Tier 1)				
The Applicant has discussed STEM ideas, initiatives and programs fairly often throughout this RTTT proposal, beginning with an address by the Governor, in 2006. The proposed STEM initiative shows that the State has realized the importance of STEM courses and careers for the state for some time. They have consistently funded STEM courses with state, federal and private funds. The STEM plan comprehensive, covering all of the required areas stated in this Competitive Preference Priority. Rural and remote areas need special attention in providing STEM course and teacher access for their schools.				
Total	15	15	15	

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	
Absolute Reviewer Comments: (Tier 1)				
Overall, the State has submitted a strong proposal and is to be commended for its emphasis on school improvement and student achievement in recent years. Some areas of the plan have been very thoroughly thought through, and the depth of ideas and strategies is impressive. It appears that the State has come to understand there are no 'throw away' people in this economy; everyone counts. Therefore, the slow, but eventual focus on the State's Native Hawaiian population will pay off in the end.				
As noted previously, the majority of the high quality plan for developing and supporting great teachers and leaders as presented here represent many, many changes in thoughts, beliefs, actions and culture from all aspects of Hawaiian society, particularly the education community. While the Race to the Top initiative requires high-quality plans with ambitious yet achievable annual targets, notice must be taken of the change literature and research so that everyone can be accounted for, as they are being held accountable.				
Likewise, in addition to new offices and personnel (for example, the newly proposed Office of Strategic Reform and its new director, the Special Executive Assistant for School Reform) having to "hit the ground running", the current staff of the entire HIDOE will need to change how they do business, which takes time; even if they support all of the changes required to successfully implement this RTTT proposal.				

Absolute Reviewer Comments: (Tier 2)

The team from Hawaii prepared a focused, informative presentation on their RTTT reform plan. Each member was knowledgeable in their areas of expertise as well as generally. It appeared that the team really believes in the vision and goals of their plan and the road map they have designed to move the state forward to fully educate all the state's students to high standards, from Pre-K through college.

Total		0	0	
Grand Total	500	449	455	



Race to the Top

Technical Review Form - Tier 2



Hawaii Application #2550HI-6

A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	65	65	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	
(ii) Securing LEA commitment	45	45	45	
(iii) Translating LEA participation into statewide impact	15	15	15	

(A)(1) Reviewer Comments: (Tier 1)

Hawaii presents a comprehensive plan that delineates ambitious goals, and a foundation for reform that existed prior to the Race to the Top application process. The Memorandum of Agreement represents a comprehensive agreement between the Board of Education, the Superintendent of Education and the President of the University of Hawaii. Although the teacher's union did not sign this memorandum of agreement, the letter of support they provided exemplifies a high level of commitment to working with the state department of education to enact RTTT goals. The response received full points.

The applicant demonstrates a commitment from 100% of the state's LEAs given that there is only one LEA in the state. The letter of support by the state teachers' associations exemplified a very high commitment on the part of the teachers' associations to follow through with RTTT goals – particularly in the area of student achievement being linked to teacher evaluations. Further, Hawaii provided numerous letters of support from various stakeholders that exemplified the deep level of commitment in the state to education reform – including from the charter school review board, the area superintendents, the University of Hawaii and the Hawaii Government employees association. The response received full points.

Given the unique situation in the state - that there is only one LEA in Hawaii - RTTT will result in broad statewide impact. RTTT funding will allow the state to achieve adequacy in funds – even though equity in school funding already exists. The RTTT funding will allow the State Board of education to build capacity within teacher and leaders to raise achievement for students. Hawaii has also submitted a comprehensive strategic plan with achievable outcomes with very specific deadlines and timelines. The high level of stakeholder support that is exhibited in the application will help to ensure great statewide impact. The response received full points.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	30	30	
(i) Ensuring the capacity to implement	20	20	20	
(ii) Using broad stakeholder support	10	10	10	

(A)(2) Reviewer Comments: (Tier 1)

The application details thoroughly the state's collective capacity. The application presents that the state has developed a very comprehensive strategic plan with specific timelines between 2011-2018 for implementation. In addition to reorganizing various roles within the state department of education, the state

has also partnered with various community groups to ensure greater sustainability for gains made with RTTT funding. The application details a strong level of state department of education support- including the creation of new offices and departments to support RTTT priorities. The application identifies that support exists from the state legislature for RTTT priorities including (but not limited to) legislation that was recently passed that increases the amount of instructional time for students during the school day, and the establishment of alternative routes to certification for principals and vice principals. The application does provide for a regional support system and a mechanism to determine how all schools will be targeted and identified by needs within the lone LEA. The response received full credit.

The application provides evidence of strong stakeholder support, including letters from the teachers, administrators, and parent association groups. Further the application indicates strong support from many philanthropic and education leaders from the state legislature. The response received full credit.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	23	25	
(i) Making progress in each reform area	5	5	5	
(ii) Improving student outcomes	25	18	20	
(A)(3) Reviewer Comments: (Tier 1)				
<p>Hawaii has demonstrated progress in each of the four reform areas. In particular, Hawaii received an "A" for world class student assessment standards in research conducted at Harvard University. In addition, the Board of Ed established college and career readiness standards in July 2010. The response received full credit.</p> <p>Hawaii has demonstrated increased progress in the implementation of a standards and assessment system. There has been a continuous increase in the number and percentage of students demonstrating grade level proficiency in both reading and math since 2003. Additionally, Hawaii was one of 15 states to show significant gains in math on NAEP. The application explains that persistent achievement gaps continue to exist between subgroups (particularly Native students) in the state. The application presents data that indicate that from 2002-2008 the graduation rate increased sharply for economically disadvantaged students in the LEA. The response was scored in the medium range.</p>				
(A)(3) Reviewer Comments: (Tier 2)				
<p>The panel demonstrated that there will be increased accountability for charter schools- particularly for Native students. Charter participation in the statewide academic accountability system will serve to decrease the achievement gap.</p>				
Total	125	118	120	

B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	40	40	
(i) Participating in consortium developing high-quality standards	20	20	20	
(ii) Adopting standards	20	20	20	

(B)(1) Reviewer Comments: (Tier 1)

Hawaii is part of the consortium that is part of the 48-states and territories Common Core State Standards Initiative. Hawaii's board of education approved the draft CCSS common core standards. The core standards will also be aligned to state and local standards. As a result, the response received full credit.

(B)(2) Developing and implementing common, high-quality assessments	10	10	10	
(i) Participating in consortium developing high-quality assessments	5	5	5	
(ii) Including a significant number of States	5	5	5	
(B)(2) Reviewer Comments: (Tier 1)				
Hawaii has demonstrated good progress and a commitment to developing and implementing common, high quality assessments, in consortia with a significant number of states particularly as a member of the Smarter Balanced Assessment Consortium which includes 32 states. The Consortium includes a majority of the states in the country. Additionally, Hawaii has made significant improvements to migrate the state assessment systems to an online computer adaptive format. As a result, the response was given full credit.				
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20	20	
(B)(3) Reviewer Comments: (Tier 1)				
Hawaii has provided an ambitious plan to support the transition to enhanced standards and high quality assessments. The state dept of education's strategic plan is clear, includes a comprehensive vision, and high quality strategies to improve student achievement through standards based education. The application indicates that the state will provide comprehensive support for all students and improvement in performance and quality of educational services. The timelines provided are clear and achievable. As a result, the response received full credit.				
Total	70	70	70	

C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
(C)(1) Fully implementing a statewide longitudinal data system	24	22	22	
(C)(1) Reviewer Comments: (Tier 1)				
Hawaii has the capacity to access and use historical and longitudinal data for all students in the state system that currently meets 11 out of 12 America COMPETES Act elements. The response was scored in the high range.				
(C)(2) Accessing and using State data	5	5	5	
(C)(2) Reviewer Comments: (Tier 1)				
Hawaii has prioritized and planned ambitiously to build on its statewide infrastructure to quickly meet Hawaii's data needs within a short period of time. The full implementation of the state department of education's data plan will give stakeholders, including educators, administrators, community organizations, government agencies, parent advocates and students the access and training to use data to positively affect student outcomes from state level policy data to classroom application practice. Further, the HIDEOE has identified that they have a long history of sharing data and collaborating on research projects with the				

University of Hawaii, Native Hawaiian organizations and Hawaii P-20. These collaborations will be strengthened as a result of RTTT to focus on data partnerships on educational research questions that are timely and meaningful to HIDOE reform initiatives. These strong collaborations and research projects will ensure that stata data are made useful to all stakeholders. The response was given full credit.

(C)(3) Using data to improve instruction	18	17	17	
(i) Increasing the use of instructional improvement systems	6	6	6	
(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	5	5	
(iii) Making the data from instructional improvement systems available to researchers	6	6	6	

(C)(3) Reviewer Comments: (Tier 1)

The state has identified a detailed plan to improve student achievement through data driven decision making. The plan identified includes very strong goals, high quality timelines and responsible parties that will come togethher to create instructional improvement systems to provide training and support for educators. The applicant has developed a system that will provide rapid time data to educators and instructional leaders to inform instructional strategies, management decisions and program decisions by July 2010. These data will be provided in combination with a component of the statewide curriculum, instruction, and assessment platform that will be operational in July 2010. In an effort to support struggling schools and students, this model will tie together a system of web-based, searchable data components that will link student performance to standards and assessments, career related standards, industry standards, grade level mapping, aligned lesson plans, formative and diagnostic assessments. The response was scored in the high range.

The state has identified a strong professional development plan regarding the use of data to improve instruction. This plan will be delivered through the Complex Area Support Staff. The state has planned to create and support dedicated time for data collection, entry and management and analysis for teachers and principals. School data teams will engage in ongoing support and facilitation from trained Complex Area Staff. Further, the state dept of education will collaborate with the University of Hawaii to increase more rigorous data analysis and use training in their credentialing programs. The plan provided is high quality and attainable. The response was scored in the high range.

The applicant detailed that they intend to share data for research purposes through the Hawaii Partnership for Educational Research Consortium. The state dept of education will use the research results to inform instructional and program improvement. The state held a research study symposium to analyze the results of national and local educational research. Also, the MOU between the state dept of education, the University of Hawaii and dept of labor and industrial relations has been in effect since fall 2009 which indicates a strong collaboration between the state and researchers. The response received full credit.

Total	47	44	44	
--------------	-----------	-----------	-----------	--

D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	15	15	
(i) Allowing alternative routes to certification	7	5	5	
(ii) Using alternative routes to certification	7	4	4	

(iii) Preparing teachers and principals to fill areas of shortage	7	6	6	
---	---	---	---	--

(D)(1) Reviewer Comments: (Tier 1)

The Hawaii legislature has enacted a bill that encourages the state dept of education to develop policies supporting additional pathways to teaching in Hawaii, particularly in licensing teachers from out of state, supporting aspiring teachers with industry experience to become career and technical education teachers, and facilitating licensing for those who intend to teach Hawaiian language immersion programs. The state legislature also signed into law the commitment to expand administrator preparation programs by directing the state dept of education to establish alternative routes to administrator certification. However, it is unclear from the exhibit provided in the application whether or not alternative routes are provided separate from Institutions of Higher Education. The response received a score in the high range.

The application identifies that the state has developed alternative routes to certification for teachers and principals. To date the state dept of education has approved 11 different teacher preparation programs – nine of which are alternative ways to receive credentialing. 158 teachers were prepared as a result of the alternative programs. The alternative programs support remote areas of the state. The state currently has four tracks for principal certification – which place a strong emphasis on residency and mentoring. The state will aim to graduate a total of 36 principals over the next three years through these alternative means. In spite of the state's history of providing for alternative pathways for educators to receive credentialing, the plans identified are not robust enough to support the state's efforts to identify alternative personnel to serve in schools. Further, the alternative teacher certification chart provided in the application is unclear. The response was scored in the medium range.

The state has a high quality incentive program and targeted recruitment programs available to meet identified shortage areas in the state. A \$3000 bonus is provided to teachers and principals in identified high priority schools and some teacher housing is available. This program has brought 118 new teachers in high need areas in the 2009 school year. Further, principals and teacher shortages are identified, monitored, and evaluated by the HIDOE. The longitudinal data that is used by the HIDOE provides a systemic way for the HIDOE to track employee data in an effort to fill areas of shortage. The application does not provide sufficient detail to show what additional efforts will be made to support the monitoring and evaluation of rural educator shortages - given the high need in these areas. The response was scored in the high range.

(D)(2) Improving teacher and principal effectiveness based on performance	58	50	50	
(i) Measuring student growth	5	4	4	
(ii) Developing evaluation systems	15	13	13	
(iii) Conducting annual evaluations	10	10	10	
(iv) Using evaluations to inform key decisions	28	23	23	

(D)(2) Reviewer Comments: (Tier 1)

The application clearly outlines a planned system for measuring student growth, and how it will be a critical factor to provide data of individual student growth over time to educators. Hawaii's state assessment will permit measurement of year over year growth at the individual student level in grades 3-8 and 10. It is unclear what the state's position is on measuring the growth of students in non-tested grades. The response was scored in the high range.

The application provides a highly detailed plan whereby teacher and principal performance evaluation plans will be developed to include student growth as a factor. The plan details that the state teachers' union will have a large role in the development of this system. Further, the superintendents' association is committed to working to implement high quality evaluations that will be meaningful for teachers and

principals. However, there is not enough evidence to support the level and number of staff that will be used to accomplish these stated goals. In particular, the application does not provide sufficient detail to address the specific needs of rural schools to support training and implementation of the plan. The response was scored in the high range.

The application provides that the state legislature has established an annual evaluation program for all educational officers, including principals and teachers. The application provides a detailed process, including timeline, describing how teachers and principals will be evaluated. The feedback received in the evaluations will be translated into specific learning strategies to improve skills. The response received full credit.

The application provides that evaluations will include specific outcomes linked both to school wide achievement goals and to individual growth goals. During the summer of 2010, the state dept of education and the teachers union are scheduled to be in negotiations for a contract that will incorporate compensation for student growth among educators. The teachers union and the dept of education have agreed that the probationary period before teachers receive tenure will be increased to 5 years. While the state department of education has great discretion to remove principals if they have not proved to be satisfactory- it is unclear from the application which criterion will be used to specifically identify and target non-performing principals. This section of the application lacks transparency. The application details that the state dept of education and the teachers union are committed to reexamining the collective bargaining process to include a process whereby tenured teachers can be removed if they are not performing satisfactorily. The response was scored in the high range.

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

(D)(3) Reviewer Comments: (Tier 1)

The applicant has presented a comprehensive incentive plan to ensure the equitable distribution of teachers and principals which includes rewards. Further, given the geographic limitations of the state, the state department will build the infrastructure to leverage high quality educators through distance learning collaborations. Further, graduates of specific alternative certification programs will be offered a three year contract to a high needs school - and receive tuition forgiveness and additional bonuses if they have effective performance. The response is given maximum credit.

The applicant has presented a thorough plan (including timelines and specificity regarding school zones that need immediate services) that describes the actions they will take to staff hard to staff subjects. In particular the state dept of education will strengthen and expand the alternate route program to help train more people who are interested in career changes. Further, the plan provides for additional compensation for effective teachers in math and science. Lastly, the application provides for the University of Hawaii to employ recruitment strategies to increase the math/science pipeline. The application provides that the state will take strong measures to to increase teacher recruitment and placement in the state's remote islands and communities. The response the maximum credit was granted.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	12	12	
---	-----------	-----------	-----------	--

(i) Linking student data to credentialing programs and reporting publicly	7	5	5	
(ii) Expanding effective programs	7	7	7	

(D)(4) Reviewer Comments: (Tier 1)

The application describes an ambitious plan to partner with a consultant to link student achievement data to the students' teachers, principals, the preparation program of the teachers and principals, the teachers' licensure status and the teachers professional development participation. However, in spite of the high level of enthusiasm identified in the application, publication of this reporting system will not begin until 2014. The response scored in the high range.

The application details five strong approaches to expand successful certification programs. The approaches as detailed will allow for increased identification of high quality programs, including alternative programs. The response the maximum credit was granted.

(D)(5) Providing effective support to teachers and principals	20	20	20	
(i) Providing effective support	10	10	10	
(ii) Continuously improving the effectiveness of the support	10	10	10	

(D)(5) Reviewer Comments: (Tier 1)

Hawaii proposes an ambitious plan to incorporate state level professional development to develop teachers. The application includes a plan to target professional development resources to meet the needs of new teachers and principals to aid in their transition into the profession – which the state hopes will result in fewer turnovers. The plan includes an ambitious and attainable on line professional development management system. The response was scored in the high range.

Hawaii proposes a thorough plan, including timelines and goals, to continually review all professional development programs for effectiveness using such factors as new hire retention rates, student growth and rate of improvement in effectiveness. In particular the plan details a highly thought out plan for induction for new principals and teachers. The response the maximum credit was granted.

Total	138	122	122	
--------------	------------	------------	------------	--

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	

(E)(1) Reviewer Comments: (Tier 1)

Hawaii's state statute has broad statutory authority to intervene in under performing schools and districts. The state dept of education may take the following action: school closure and conversion to a charter school. Also the dept of ed has the authority to appoint and remove teachers and other educational officers. The response was given the maximum awarded credits.

(E)(2) Turning around the lowest-achieving schools	40	40	40	
(i) Identifying the persistently lowest-achieving schools	5	5	5	

(ii) Turning around the persistently lowest-achieving schools	35	35	35	
(E)(2) Reviewer Comments: (Tier 1)				
<p>Hawaii has presented a clear process by which low performing schools will be identified- including based on the analysis of academic performance. The schools are identified as in need of improvement, corrective action, or restructuring. As a result, the response was scored in the high range.</p> <p>Hawaii has presented a highly detailed plan for improving student achievement in high priority schools through the LEA implementation of one of the four school intervention models - transformation. This detailed plan fully describes the full extent of preparation, implementation and professional development that will be implemented in the schools. The plan details a high level of responsibility to be placed on the educational leaders and professionals in the schools – in collaboration with the support of the state dept of education. Further, the plan details a high level of ongoing and monitoring and evaluation on participating schools. As a result, the response was given the maximum awarded credits.</p>				
Total	50	50	50	

F. General

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	10	10	
(i) Allocating a consistent percentage of State revenue to education	5	5	5	
(ii) Equitably funding high-poverty schools	5	5	5	
(F)(1) Reviewer Comments: (Tier 1)				
<p>Hawaii's state budget reflects that education spending increased by 5.3% between FY 2008 and FY 2009. As a result, the response maximum credit was allocated.</p> <p>The state legislature provides for funding for education allocated to schools based on individual student needs through a "weighted student formula" as opposed to funding through local property taxes. The weighted student formula appears to serve the ultimate goal of ensuring school level funding equity by basing allocations on student needs as opposed to community wealth or historical patterns. Further, this weighted student formula creates a transparent process to identify funds and levels of funding for schools, and gives principals control over how best to expend resources. As a result, the response received maximum credit.</p>				
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	30	30	
(i) Enabling high-performing charter schools "(caps)"	8	8	8	
(ii) Authorizing and holding charters accountable for outcomes	8	8	8	
(iii) Equitably funding charter schools	8	4	4	
(iv) Providing charter schools with equitable access to facilities	8	5	5	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	5	5	

(F)(2) Reviewer Comments: (Tier 1)

The legislature passed a package of bills that expanded the number of charter schools in the state. Based on recent changes in the legislation, 23% of the schools in the state could become charter. This results in Hawaii having a high cap in that over 10% of the schools in the state will be charter schools. The response received maximum points..

The State has clear laws and regulations regarding how charter school authorizers approve, monitor, reauthorize and close charter schools, with measurable student performance being central to the review. The response was awarded full credit.

The application provides that the legislature has passed a law that indicates that charters are equitably funded at the same amount as pupils receive through standard public schools – however, the application also indicates that the state has engaged in discussion with a foundation to resolve funding discrepancies in funding and to create transparency among charter schools. Therefore, it is unclear whether or not true equitable funding exists and if the legislated laws are truly being implemented, particularly as it relates to charter schools. There is insufficient evidence in the application to indicate if per pupil funding to charter schools is at least 90% of that which is provided to traditional public school students. The response was scored in the medium range.

The state legislature has passed a law which provides facility funding to charter schools through a per pupil lump sum fund. It is unclear if the the per pupil lump sum formula provides for facilities equity between public schools and charters. The statutory requirements for charter schools are the same as standard public schools. Further, charter schools are given the first rights to occupy facilities on any dept of ed property that becomes vacant. It does not appear from the evidence provided in the application that there exists actual fairness or equity in implementation for access to facilities between charters and standard public schools. The response was scored in the medium range.

The application described various innovative ways that local schools have requested and received waivers by the board of ed to enact various reforms in their schools. It is unclear whether or not this practice has resulted in significant innovations in local schools or meets the innovative definition as described by RTTT. It appears that the state has created innovative measures that are not necessarily autonomous. The response was scored in the medium range.

(F)(3) Demonstrating other significant reform conditions

5

4

4

(F)(3) Reviewer Comments: (Tier 1)

The applicant describes other significant reform conditions; including initiatives that have increased transparency and accountability, implementing a weighted student funding formula, supporting principals and teachers, and incentivizing professional development. The application did not include significant measures of success with these programs or their link to student achievement thus far. The response was scored in the high range.

Total

55

44

44

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	

Competitive Reviewer Comments: (Tier 1)

The state addressed the STEM priority where relevant throughout the application. Its plans for offering rigorous courses of study in STEM are competent. The plans are reasonably calculated to increase the

numbers of members and meet the needs of underrepresented groups and women. As a result, this response received full credit.

Total	15	15	15	
-------	----	----	----	--

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	

Absolute Reviewer Comments: (Tier 1)

The state has demonstrated a commitment to improving educational outcomes for high needs students by strengthening early learning outcomes. Additionally, the application presents a strong partnership between the state dept of education and the University of Hawaii and other businesses to raise high school standards and to align high school requirements with the expectations of employers and colleges. Further, the state has exhibited a strong commitment to flexible funding on the local school level.

Absolute Reviewer Comments: (Tier 2)

The State team presentation confirmed the high level of commitment on the part of the State to create greater educational opportunities for all children - particularly historically disadvantaged students. The candor and willingness to tackle the very difficult issues regarding educational achievement gaps exhibits dedication to mending these gaps. There appeared to be a shared commitment to coordinating efforts between the State Teachers Association and the State Department of Education. This collaborative relationship is commendable.

Total		0	0	
-------	--	---	---	--

Grand Total	500	463	465	
-------------	-----	-----	-----	--