

RACE TO THE TOP

Hawaii Report

Year 2: School Year 2011–2012



U.S. Department of Education
Washington, DC 20202

February 1, 2013

Executive Summary

Race to the Top overview

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

Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 1 and Phase 2 competitions. Also in 2011, the Department made seven awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Most recently, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and career.

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

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

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, LEAs, and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)² take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

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

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).³

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

² Participating LEAs are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

³ More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

Executive Summary

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports.⁴ The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2011 through September 2012.

State's education reform agenda

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

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

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

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

State Year 1 summary

In Year 1, Hawaii improved collaboration among key stakeholders to plan, oversee, and communicate its Race to the Top reform agenda. Although it filled all key leadership positions, HIDOE faced difficulties hiring qualified staff in a timely manner and did not complete this hiring until the end of Year 1. Additionally, leadership transitions presented challenges, such as the election of a new governor and the change from an elected Board of Education to an appointed body. The lack of agreement between Hawaii and the Hawaii State Teachers Association (HSTA) on several elements of their contract had significant impact on the reform agenda, including delays in the implementation of several projects, such as the development of the State's educator evaluation system. HIDOE submitted several amendments to the Department to realign timelines and implementation strategies in response to these delays. HIDOE did make progress in Year 1 on its statewide longitudinal data system (SLDS), creating a Data Governance Office and providing principals with access to SLDS data.

High-risk status

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

In March 2012, the Department conducted an onsite review of Hawaii's Race to the Top program, including interviews with State, Complex Area⁵, and school personnel. While there was evidence that Hawaii had taken action to address a number of the concerns that placed the grant on high-risk and cost reimbursement status, the Department determined in May 2012 that the State had not

⁴Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

⁵As a unitary SEA, Hawaii has a single statewide LEA and does not have traditional school districts. A Complex Area is an organizational structure composed of two or three high schools and the intermediate/middle and elementary schools that feed into them, each headed by a superintendent, which allows administrators to focus on supporting the needs of their schools while providing meaningful supervision and accountability expectations.

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yet demonstrated the substantial progress necessary to remove the high-risk designation. The State remains on high-risk status, but as of June 2012, the Department removed Hawaii from cost reimbursement status because the State met the conditions outlined in the December 2011 letter to submit a revised Scope of Work and budget reflecting amendments approved through December 2011.

State Year 2 summary

Accomplishments

During Year 2, Hawaii worked to revise its Race to the Top plan to align with approved amendments and accelerate its forward trajectory in response to the Department placing the State's grant on high-risk status. The HIDOE central office reorganized in January 2012, drafted a new Strategic Plan, and revised program-specific communications plans. In March 2012, HIDOE began planning and training to establish Academic Review Teams (ARTs) in each Complex Area and school for SY 2012-2013.

The State began its transition to the Common Core State Standards (CCSS) with a directive that teachers in grades kindergarten through second grade (K-2) and 11-12 implement CCSS-based instruction in SY 2011-2012. The State developed curricular frameworks for grades three to eight (3-8) in English language arts (ELA) and mathematics for SY 2012-2013 and provided professional development for educators on CCSS curriculum materials, CCSS instructional shifts, and alignment of instructional materials. Using the Smarter Balanced Assessment Consortium's (Smarter Balanced) tool, HIDOE also conducted a technology needs assessment to assess Complex Area readiness to implement new online assessments in SY 2014-2015.

HIDOE built capacity for a new SLDS by upgrading its technological infrastructure, executing a contract for a single sign-on system, and building a system to actively monitor schools' network access. Every principal used new data dashboards in Year 2, and the State began to add new dashboards to promote teacher use. The State added 20,000 items to its Data for School Improvement (DSI) formative assessment item bank and conducted training for educators on using formative assessment practices.

During SY 2011-2012, the Board of Education approved three new educator effectiveness policies that require measures, supports, and consequences for teacher and leader performance. The policies require a performance based system of probation and tenure, and evaluation and compensation, beginning in SY 2014-2015. From January to May 2012, HIDOE piloted elements of a new educator evaluation system without consequences in the Zones of School Innovation (ZSI), which include 18 schools and 932 K-12 teachers. The pilot included student growth percentile data (including the use of roster verification software, to ensure students were assigned to the correct teacher), educator observation protocols, and student survey tools. Through newly established alternative pathways to teacher and principal certification, the State recruited cohorts of 6 aspiring

principals for residency-based preparation and 104 teachers for placement in SY 2012-2013. HIDOE supported Complex Areas in implementing standards-based induction programs for all first- and second-year teachers. A new Human Resources Information System (HRIS), eHR, enabled Complex Areas and principals to more efficiently prioritize highly qualified teachers in hiring decisions.

Low-performing schools in the ZSI received extensive Year 2 support through specialized personnel such as data coaches and student success coaches. The State also worked to improve instructional opportunities for students in the ZSI through HIDOE coordinators facilitating wraparound services for children in low-achieving schools, providing 276 four-year olds with preschool programs, and providing after-school extended learning opportunities. The State met an important milestone in reaching an agreement with HSTA to provide extended learning time and additional professional development in SY 2012-2013 for students and educators in all schools in the ZSI and at the Hawaii School for the Deaf and Blind. Seven of the 9 schools in one ZSI made adequate yearly progress (AYP) for SY 2011-2012; 8 of the 18 total ZSI schools met AYP in SY 2011-2012.

Challenges

While the State took several steps in the right direction following its designation as a high-risk grantee, Hawaii continues to face challenges and delays. HIDOE developed a new strategic plan, which delayed the creation of metrics to measure progress against the Race to the Top plan and the strategic plan at the State, Complex Area, and school levels. In addition, after a one-year delay, the State is only in the beginning phases of creating systematic structures and processes to gather information about implementation from schools and Complex Areas. Now called Academic Review Teams (ARTs), these structures have additional importance in the ZSI where HIDOE is piloting many new strategies.

During Year 2, HIDOE realized a need for clearer communication to internal stakeholders, such as teachers and principals. For example, there was confusion among some educators about expectations for using CCSS-based instruction in SY 2011-2012 and in upcoming school years. The State postponed deployment of a comprehensive communications plan to coincide with the July 2012 release of the new strategic plan. In summer 2012, the State made changes to its communications strategies, but it is too early to tell if the strategies will be successful.

Ongoing delays in securing a collective bargaining agreement with HSTA, in addition to Year 1 hiring and contracting delays, impacted the State's ability to move forward with its educator evaluation system, and the State's ability to meet commitments in its equitable distribution of teachers plan and compensation reform plan. While the State is moving forward with its pilot evaluation system, it reports that it still does not have authority to implement new incentive structures and compensation reform in SY 2014-2015. The State successfully negotiated a memorandum of understanding (MOU) with the Hawaii Government Employees Association (HGEA) for a principal evaluation pilot in SY 2012-2013 but planning the pilot has been challenging.

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Looking ahead to Year 3

In Year 3, Hawaii will make routine new performance management and monitoring processes, as well as changes to its communications plan. The State will continue its transition to the CCSS by vetting curricular materials to inform statewide purchases, providing job-embedded professional development for all teachers, and monitoring CCSS implementation using new tools. The State will also begin implementation of the CCR diploma, which will apply to incoming freshmen in SY 2012-2013. The State will work to increase the use

of data dashboards in its SLDS and continue upgrading schools' technological capacity to use new data systems. Six principal candidates will participate in a new alternative principal certification program. Educators in 81 schools will participate in the second year of the educator evaluation system pilot to fully develop all the tools and training for the system, including a pilot of Student Learning Objectives (SLOs). The State will also pilot a new principal evaluation system. Finally, under a one-year supplemental agreement, students in the ZSI will benefit from extended learning time and educators will have additional professional development days.

State Success Factors

Building State capacity to support Complex Areas

The State's lack of progress in Year 1 and high-risk designation were an urgent call to action in Year 2. HIDOE worked to amend timelines throughout its Race to the Top plan and to align its budget with those changes. The State also worked to routinize processes across all projects in Hawaii's Race to the Top plan, including establishing the Strategic Project Oversight Committee (SPOC). SPOC is composed of HIDOE leadership, including the Superintendent, a representative from the Governor's office, and assistant superintendents. In Year 2, SPOC reports provided HIDOE with qualitative and quantitative assessments of Race to the Top project implementation and an opportunity to interact with program staff to address concerns and make decisions. HIDOE added a Harvard Strategic Data Fellow to build its capacity to effectively analyze and use data, which will assist the State in developing the Balanced Scorecard tool and metrics for ARTs at the Complex Area and school levels (see below).

Hawaii reorganized the HIDOE central office in January 2012, which directly affected about 91 staff positions. The reorganization aimed to improve resource allocation, communication, flexibility, and alignment of HIDOE functions. It also reduced the number of direct staff reporting to the Superintendent and assigned the Deputy Superintendent as Chief Academic Officer with direction and supervision of Complex Area Superintendents and curricular matters. The Office for Strategic Reform led by a new assistant superintendent now leads the State's Race to the Top work and reports directly to the Superintendent in the reorganized structure.

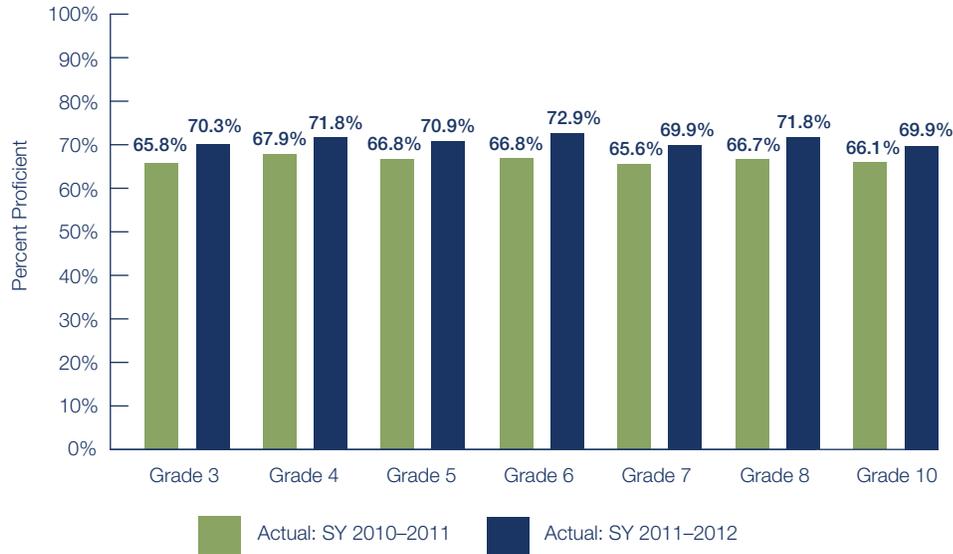
In Year 2, HIDOE and the Board of Education undertook a revision of the State's 2011-2018 strategic plan, which was completed in June 2012 and presented to educational leaders throughout Hawaii in July 2012. The plan centers around three

goals: student success, staff success, and system-wide supports. The plan's performance indicators are the basis of the Balanced Scorecard, a dashboard displaying metrics aligned to the State's reform goals. Though the State completed an initial version of a Balanced Scorecard tool in December 2011, HIDOE did not incorporate it into the State's performance management routines due to anticipated updates to the strategic plan. The State began planning for the development of revised Balanced Scorecard metrics that align to the strategic plan and provide actionable goals. The complete tool will not be operational as a part of HIDOE's regular performance management structures or routines until the middle of Year 3, representing a delay of about one year. The State reports that the student success measures from the initial Balanced Scorecard formed the basis for quarterly evaluation reviews between the Deputy Secretary and individual Complex Area Superintendents and have been incorporated in Academic Leadership Team meetings since spring 2012.

Throughout Year 1 and the beginning of Year 2, HIDOE struggled to effectively communicate its Race to the Top reform plan to educators and the public. For instance, when members of the HSTA voted not to ratify the tentative agreement between HSTA and the State in January 2012, HIDOE recognized the need to communicate more clearly with educators about the educator evaluation system, including its components and impacts. HIDOE has since engaged the services of communications advisors to develop an internal communications plan, leading to the release of the 2011-2018 strategic plan and messaging related to the contract negotiations and extended learning time in the ZSI (see *Turning Around the Lowest-Achieving Schools*). In January 2012, Hawaii executed a contract for a vendor to enhance a public reporting and community access portal and to develop comprehensive strategic communications, interactive marketing, and a branding plan.

State Success Factors

Student Proficiency on Hawaii's ELA Assessment

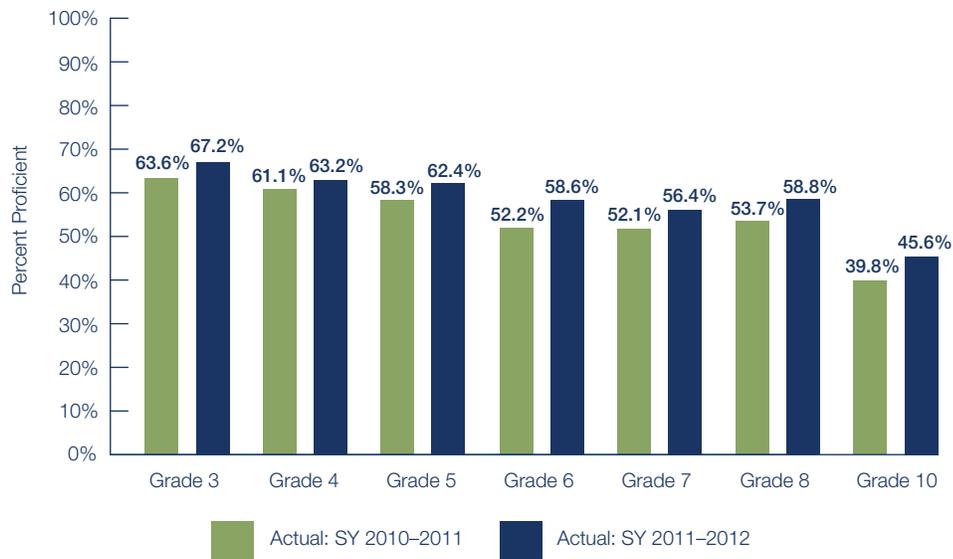


Preliminary SY 2011-2012 data reported as of: September 17, 2012

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

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

Student Proficiency on Hawaii's Mathematics Assessment



Preliminary SY 2011-2012 data reported as of: September 17, 2012

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

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

State Success Factors

Support and accountability for Complex Areas

The State did not establish clear processes with Complex Areas to ensure fidelity of implementation and gather information about technical assistance needs, as described in the State's Scope of Work. Rather, HIDOE made available to Complex Areas and schools school-based quarterly reports using data in the SLDS. The quarterly report is used to track progress and trends on operational measures at the school level, including student achievement, attendance, behavior, and course marks (AABC Quarterly Report). Beginning in February 2012, the Deputy Superintendent met quarterly with Complex Area Superintendents in an Academic Leadership Team structure to discuss the AABC Quarterly Reports and analyze trends across schools and Complex Areas. The Academic Leadership Team incorporated Hawaii State Assessment longitudinal proficiency data into these meetings in June 2012, and included college-going enrollment and preparation data in September 2012. The State reported that the Deputy Superintendent also met with each Complex Area Superintendent individually to ensure fidelity of implementation of the core strategies in the strategic plan, and monitor progress towards outcomes.

In March 2012, HIDOE began to plan for training and implementation of ARTs to monitor and support Race to the Top implementation at the Complex Area and school levels. Each ART is composed of the Complex Areas superintendent or principal, as appropriate, and other key leaders such as curriculum directors and teacher leaders. The ART structure will replace the Project Management Oversight Committees as described in the State's approved Scope of Work. Now delayed by one year, HIDOE expects the ART at a given school or Complex Area to monitor

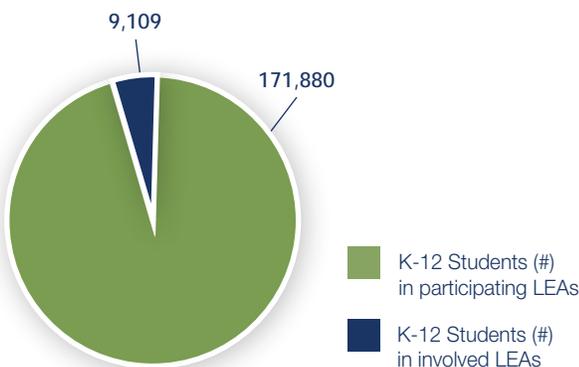
measures of success and convene regularly to discuss those measures using HIDOE-created protocols. As of September 2012, the State reported that every Complex Area had established and convened an ART, and HIDOE was providing technical assistance to schools in the process of establishing ARTs. The State is working to establish clear feedback loops with Complex Areas and schools, and is developing internal performance management and monitoring protocols for use in Year 3.

School participation

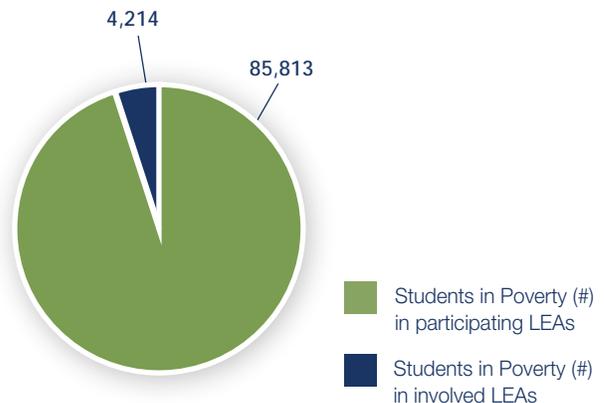
As a unitary SEA/LEA, HIDOE operates 255 schools with 171,880 students. All schools and students in HIDOE-operated public schools are participating in Race to the Top reforms. Hawaii also has 31 charter schools serving 9,109 students that are authorized by the State Public Charter School Commission and each has a local governing board. Charter schools are separate from HIDOE in operational and academic oversight for non-federal matters, but are part of the SEA/LEA and governed by the State Board of Education, which has constitutional responsibility for "statewide educational policy." Charter schools, therefore, are not required to participate in Hawaii's Race to the Top plan. They may, however, opt into HIDOE's Race to the Top projects and are considered involved schools.

According to the State's Year 2 APR data, nearly 94% of Hawaii's public school students are in HIDOE-operated schools. Over 95% of students in HIDOE-operated schools live in poverty. Hawaii's immigration history has contributed to a high level of ethnic diversity, and there is no majority population. Approximately 11 percent of Hawaii's students are English learners.

K-12 Students in LEAs Participating in Hawaii's Race to the Top Plan



Students in Poverty in LEAs Participating in Hawaii's Race to the Top Plan



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

State Success Factors

Stakeholder engagement

Key activities and stakeholders

Hawaii continued to engage with a variety of stakeholders, including the State legislature, Board of Education, the philanthropic community, and community-based organizations. The State, however, struggled to implement a cohesive and comprehensive communications strategy for internal and external stakeholders to understand HIDOE's reform work. In July 2012, HIDOE released a new branding plan, called Strive HI, which uses a color scheme and logo to package the strategic plan and Race to the Top initiatives. HIDOE keeps media, stakeholders and the general public informed through news releases, media advisories, a reform-focused website, and e-newsletters. HIDOE is also on track to develop an online community access portal with support from a vendor.

Internally, HIDOE struggled to communicate clear plans and expectations to internal stakeholders regarding the State's reform work. For example, the January 2012 vote not to ratify the tentative agreement revealed a need for better communication about the State's educator evaluation system. Additionally, HIDOE provided confusing information regarding the timeline for full implementation of CCSS. The State's Race to the Top plan and training and other communications indicated CCSS should be fully implemented by SY 2013-2014 to account for instructional shifts and the use of bridge assessments. However, the State's website indicated that CCSS must be fully implemented in SY 2014-2015 to account for the Smarter Balanced assessments. The State reported they addressed this discrepancy during summer leadership meetings and will continue to reinforce it through the Academic Leadership Team structure. HIDOE also communicated with internal stakeholders through bi-monthly Race to the Top updates for HIDOE leadership and progress updates for Complex Area superintendents to share with their principals and teachers. The State is working with a vendor to design a comprehensive communications plan that addresses the State's reform efforts, aligned to its 2011-2018 strategic plan and all Race to the Top projects.

Programmatically, several schools worked with local foundations to support CCSS-transition training and curriculum development. In addition, HIDOE worked with a local foundation to support bridge activities associated with their statewide induction and mentoring program.

Continuous improvement

Within HIDOE, SPOC meetings serve as the primary way to monitor progress and implementation. Hawaii's project managers and project sponsors present status reports on each project to SPOC every five weeks. HIDOE revised SPOC meetings and materials in Year 2 to improve decision-making processes and resolve issues in a timely manner. Further, monthly project manager meetings are mandatory for all Race to the Top sponsors, portfolio managers, project managers, and key project staff. These meetings help HIDOE actively identify problems, collaborate across projects, and elevate issues to SPOC. In addition, HIDOE's Office of Strategic Reform created a "Stoplight Report," a version of the State's approved Scope of Work that tracks progress towards completion of Race to the Top tasks.

Project-specific mechanisms also drive continuous improvement in Race to the Top implementation. HIDOE assesses CCSS training sessions for educators by collecting sign-in sheets, agendas, and participant evaluations (see *Standards and Assessments*). At regular data coach meetings with educators and monthly meetings between data coaches, the groups assess implementation and discuss possible solutions or adjustments in response to challenges (see *Data Systems to Support Instruction*). The Great Teachers Great Leaders Task Force, the Complex Area Superintendent Roundtable, and the Teacher Leader Workgroup provide feedback on the development of the educator evaluation system (see *Great Teachers and Leaders*).

In May 2012, the State's external evaluator provided preliminary findings and an interim report for the first phase of program evaluation in Year 2. The report was informed by administrator interviews and teacher focus groups with research questions pertaining to each aspect of the State's Race to the Top plan. The State reports that they have a plan in place to respond to each challenge raised in the external evaluator's report, which brought to light overarching communications concerns and knowledge gaps regarding the State's CCSS work plan, among other things.

State Success Factors

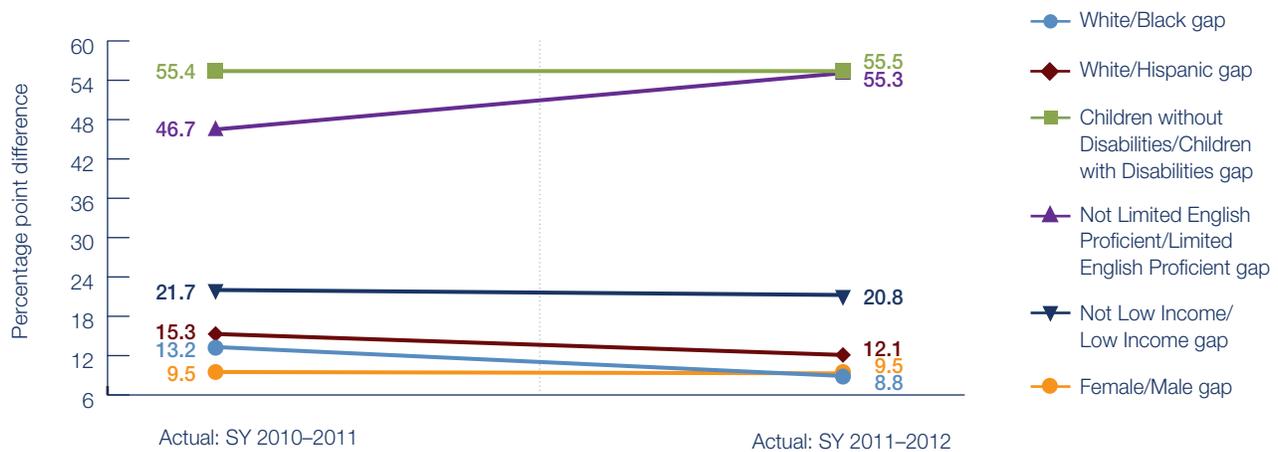
Successes, challenges, and lessons learned

Hawaii accelerated its Race to the Top work in Year 2 after significant Year 1 delays. HIDOE successfully reorganized its internal structures to reduce duplication and increase administrative efficiency. In addition, HIDOE presented its new strategic plan to the Board of Education and began work to create aligned metrics for its Balanced Scorecard tool, which will not be complete until Year 3. SPOC meetings became a regular practice to track implementation and ensure that projects are moving on time and with quality. In Year 2, HIDOE got many projects back on track and executed several delayed contracts. However, in light of the delays, HIDOE must maintain this effort to ensure amended timelines are met, and continue to refine processes to gather information about implementation at the Complex Area

and school levels. As project implementation transitions from the State level to Complex Areas and schools, it will be increasingly important to have recurring State oversight that monitors quality and fidelity of implementation and provides sufficient implementation support. As of September 2012, more time is needed to determine how well the ART structure will inform State implementation of Race to the Top projects and reveal the need for differentiated supports.

During Year 2, the State improved communications and raised expectations, especially for internal stakeholders, such as educators and principals. The challenging collective bargaining situation requires clear messaging about key projects. The State appears to have taken preliminary steps to address the communications barriers by engaging the services of consultants and vendors, as evidenced by the presentation of the new strategic and branding plans.

Achievement Gap on Hawaii's ELA Assessment



Preliminary SY 2011-2012 data reported as of: September 17, 2012

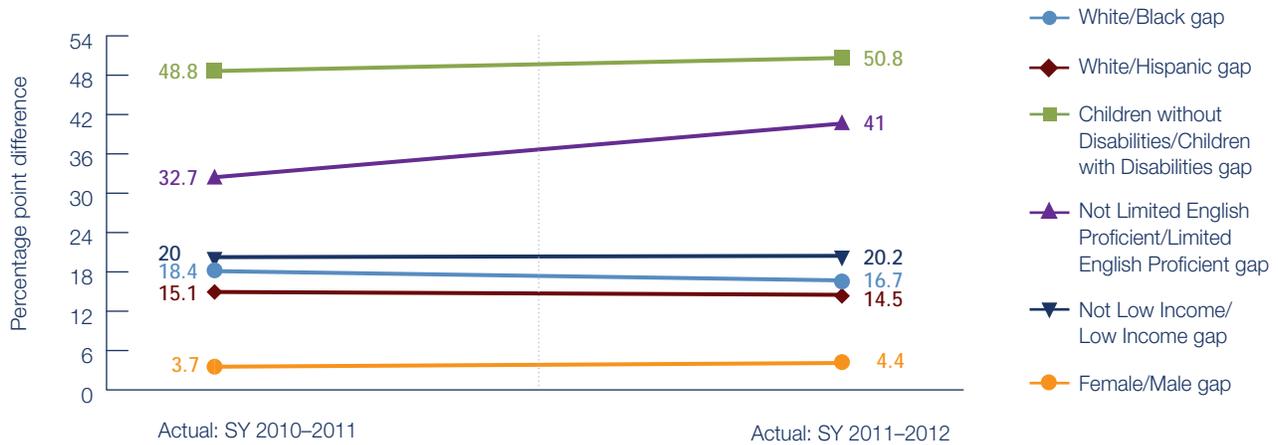
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment. Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups. If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

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

State Success Factors

Achievement Gap on Hawaii's Mathematics Assessment



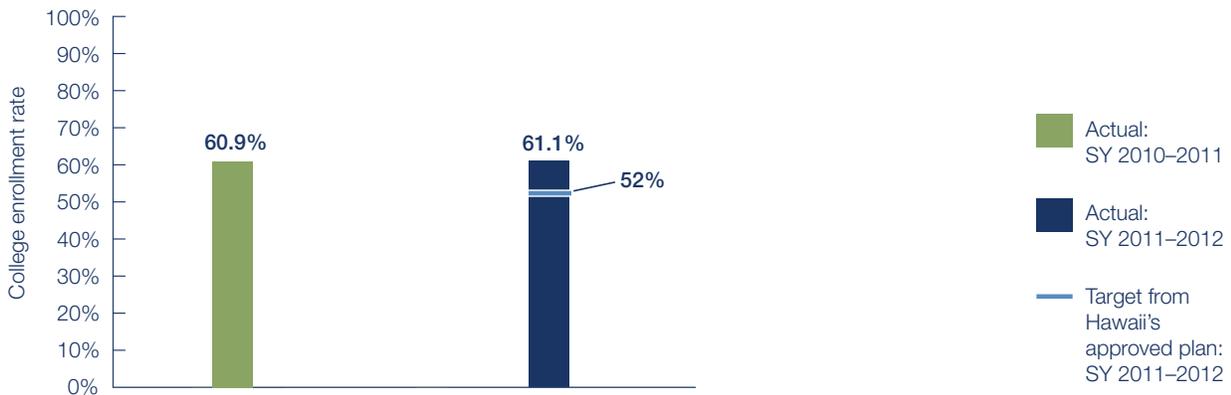
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For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

College Enrollment Rates



Preliminary SY 2011-2012 data reported as of: September 28, 2012

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

Standards and Assessments

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

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

In June 2010, Hawaii's Board of Education voted unanimously to adopt the CCSS. Hawaii is a governing member of Smarter Balanced and will administer those assessments in SY 2014-2015.

During SY 2011-2012, Hawaii teachers in K-2 and 11-12 were directed to fully implement the CCSS. Educator feedback indicated that Hawaii's training and outreach built a clear understanding of expectations for CCSS implementation among educators in grades K-2 and 11-12. All K-2 students received standards-based report cards based on the CCSS in Year 2. Still, evidence from a sample of Complex Areas indicated that implementation varied among Complex Areas and schools for these grade levels. Some Complex Areas implemented the CCSS in designated grades, while others sought to address their school-specific context and needs, for example, by developing instructional materials to support future implementation. In an effort to get better data about school-level implementation, HIDOE designed implementation rubrics and surveys, in addition to professional development evaluation tools, for use in SY 2012-2013.

Although implementation expectations were clear for SY 2011-2012, the State's messaging for expectations around future years was inconsistent, especially regarding the timeline for full CCSS implementation in all grades and subjects. While the State's approved plan called for full implementation in SY 2013-2014, in March 2012 the State's Standards Toolkit website and professional development materials indicated full implementation for SY 2014-2015 to account for the Smarter Balanced assessments. In response, in July 2012, the Superintendent released a memo to the field and HIDOE presented explicit timelines for professional development, adoption of common curriculum, and assessments over the next two years. The State used a July 2012 Educational Leadership Institute, professional development materials and sessions, and principal meetings to reinforce the timeline for full implementation in SY 2013-2014, with the consortium's assessments available in SY 2014-2015.

As part of the State's comprehensive assessment system, HIDOE secured a contract to administer end-of-course examinations in Algebra I, Algebra II, expository writing, and U.S. History. These State- and vendor-developed assessments will be field tested in spring 2013 and eventually become part of students' course grades. Students were administered an existing Algebra II end-of-course examination in spring 2012. The State also secured a contract to redesign the Hawaii State Assessment for a CCSS bridge assessment to be administered in SY 2013-2014.

Dissemination of resources and professional development

HIDOE makes resources available to educators primarily through the Standards Toolkit website and provides various opportunities for professional development. Curriculum frameworks were available for educators in grades K-2 and 11-12 in ELA and mathematics for SY 2011-2012. HIDOE also created ELA and mathematics resource documents, including crosswalks, curriculum frameworks, webinars, and sample performance tasks. The Standards Toolkit website also includes a variety of resources, including curriculum frameworks and assessment items from other States. Some Complex Areas and schools further supported their own implementation through partnerships with local foundations. In summer 2012, HIDOE completed and released CCSS-aligned curriculum frameworks for grades 3-8 in ELA and mathematics to assist in gradual implementation in SY 2012-2013.

During SY 2011-2012, HIDOE used awareness trainings to introduce the CCSS to Complex Areas and schools. It held statewide secondary department chair meetings on the CCSS in mathematics and ELA in November 2011, and 135 teachers attended a session on the CCSS and the Algebra II end-of-course examination. Program staff used participant evaluations to assess the reach and quality of CCSS training sessions. As of September 2012, all principals were trained in CCSS. In addition, HIDOE embeds CCSS-aligned professional development in its Assessment Literacy and Data for School Improvement work (see *Data Systems to Support Instruction*). In preparation for SY 2012-2013, HIDOE developed a series of protocols that principals are using to provide job-embedded training for teachers on CCSS instructional shifts.

The State is planning for the adoption of statewide common instructional materials, slated for spring 2013. The Curriculum and Research Development Group at the University of Hawaii further developed existing criteria for selection of CCSS-based instructional materials. With this resource in hand, in addition to the publishers' criteria developed by Student Achievement Partners, HIDOE developed a request for proposals (RFP) and selected a contractor to vet CCSS instructional materials. This analysis will inform the State's plan for adoption and purchase of statewide CCSS curricula.

Standards and Assessments

Successes, challenges, and lessons learned

During Year 2, Hawaii made progress in training and providing resources to educators as they transition to CCSS. In SY 2011-2012, the State phased in implementation in grades K-2 and 11-12 but with varied levels of implementation. The State prepared for statewide CCSS implementation in SY 2012-2013 by developing curricular frameworks for grades 3-8 and offering training to sub-sets of educators according to grade and subject area. By the end of the year, the State made additional training and curriculum frameworks for teachers in all grades and subjects.

On an approved amended timeline, the State successfully procured a vendor to assist with the process to select statewide common

instructional materials, slated for completion by the end of SY 2012-2013. The State must work to meet the ambitious timeline set forth in the contract to fully leverage its unique unitary structure for full CCSS implementation in SY 2013-2014. The State also procured end-of-course examinations in key subject areas.

While progress was made, the State must be clear and consistent about CCSS timelines. This becomes especially important as implementation shifts entirely to the school and classroom levels in the upcoming school year. In addition, the State must increase interactions at the Complex Area and school levels to ensure support and fidelity of CCSS implementation and to understand the impact of State-provided resources and assistance. The State's new rubrics, surveys, and protocols data have the potential to assist the State in learning from implementation as it happens and provide supports as necessary.

Data Systems to Support Instruction

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

Fully implementing an SLDS

Hawaii used SY 2011-2012 to monitor its SLDS system's use and develop new dashboards. Educators can access SLDS data through dashboards that include data from the Comprehensive Student Support System, the Student Information System, School Quality Surveys, and the Human Resources system. HIDOE provided online SLDS training in Year 2.

The State found that while all principals had accessed the SLDS during the school year, teacher usage was very low. HIDOE worked with resource teachers, school renewal specialists, and Complex Area educational specialists to solicit feedback from schools to develop a strategy to increase usage among classroom teachers. In Year 2, HIDOE added data elements based on user feedback to make the systems more valuable to users and began to frame new reports to promote teacher use.

Hawaii continued to update HIPASS, an interim pre-kindergarten through college (P-20) longitudinal data system (LDS) that will operate for three to four years. In spring 2012, Hawaii's P-20 Partnerships for Education (Hawaii P-20) executed a contract to develop reports linking K-12 LDS data to higher education and workforce data. This project is now progressing on an amended timeline.

Accessing and using State data

To prepare schools to access the new data systems, Hawaii is upgrading the technological infrastructure across the State. It completed the first stage of its wide area network upgrades, outfitting schools in the ZSI, and on Maui and Kauai with broadband access. HIDOE and its contractor conducted site assessments and logistical planning for upgrading the State's fiber optic network. In addition, HIDOE is building a data infrastructure that enables it to actively monitor school connections and bandwidth, and identify technology problems. This will enable HIDOE to ensure that schools can access the system rather than wait for schools to report network access problems.

Hawaii executed a contract to develop a single sign-on system in Year 2. HIDOE personnel will be able to use the single sign-on system as one entry point to the State's online systems, including time and attendance, the State professional development portal, e-mail, and the student information system. Most of the single sign-on work will take place in Year 3, representing a delay of approximately two years.

Data Systems to Support Instruction

Using data to improve instruction

In Year 2, HIDOE added 20,000 test items to its DSI formative assessment system and conducted educator trainings on data use best practices. Four cohorts of instructional leaders completed intensive training, and in turn, these leaders were expected to share their knowledge with classroom teachers. The State updated the DSI site with online training materials, 13 resource documents based on user feedback, and conducted trainings at the Complex Area and school levels. Although the system is in place, some Complex Areas noted that network access problems hindered their ability to fully leverage the DSI. In addition, some schools chose to use their own formative assessment systems instead of the DSI. In response, HIDOE developed a readiness matrix to determine the consistency of Complex Areas' implementation of formative assessment practices.

HIDOE further promoted data-informed instruction through intensive training sessions for 16 State data coaches on assessment literacy, data team processes, data analysis, effective teaching, and using technology as a tool for professional development. The coaches are based at two partner schools within a Complex Area with the goal of supporting the development of data team structures and processes at the partner schools and replicating best practices at other schools in the Complex Area. During Year 2, the coaches met with teachers, principals, and Complex Area staff to review feedback, data, and progress reports to assess implementation and make adjustments to Complex Area- and classroom-level work.

The Hawaii Partnership for Educational Research Consortium (HPERC) held its second annual research symposium in Year 2 to engage stakeholders in collaborating on research to improve instruction and student outcomes. Over 20 HIDOE staff and more than 50 researchers from various organizations participated, and the feedback HIDOE collected from attendees was positive. HPERC members established a quarterly meeting schedule to facilitate informational exchange and provide training opportunities. In addition, HPERC developed a database to collect and support research requests.

Through an approved amendment request, Hawaii reallocated \$2.78 million in HPERC funds to other projects. These funds were originally slated for data system development, which will now be supported through other sources. HPERC faced significant delays in Year 1 that affected progress in Year 2. With increased collaboration between HIDOE and its partners, the project is on track with its amended timeline into Year 3.

Successes, challenges, and lessons learned

The State has deployed its interim SLDS and DSI systems to promote data-driven decision making, but must continue to work on increasing meaningful use of the systems. New data dashboards developed in direct response to educator feedback have the potential to make the State's SLDS more useful. To help educators generate useful classroom-level formative data, HIDOE added 20,000 items to the DSI system and provided extensive data training; however, connectivity issues and low usage remain as challenges.

HIDOE's cadre of data coaches signal a commitment to using data to drive instruction, but the State learned that it had to define the coaches' responsibilities to ensure consistent implementation. HIDOE's readiness matrix may help the State assess Complex Areas' use of formative assessment practices and adjust data coach training and expectations. Given the partner school model, the State must also consider how to support the replication of promising practices within the Complex Areas and throughout the State.

The State's P-20 LDS reporting capabilities and single sign-on system projects experienced delays in Year 2. However, with contracts put in place during Year 2, the State must closely manage to the amended timelines to move the work moving forward. As the State increases its technological capacity, it has begun to develop systems to track bandwidth and proactively identify connectivity problems to increase reliable access to the internet at the Complex Area and school levels.

Great Teachers and Leaders

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

Providing high-quality pathways for aspiring teachers and principals

The State amended its timelines and candidate targets for its alternative certification for teachers programs, and for its new alternative certification for principals program, but still intends to meet the objectives of these activities. In Year 2, Hawaii executed contracts with two vendors to create alternative certification programs for teachers that will prioritize mid-career changers and recent college graduates. The programs will focus on recruiting teachers for shortage subject areas like STEM and for student populations such as English learners and special education students. With the vendors, HIDOE conducted nine outreach sessions to attract candidates and placed 104 teachers for SY 2012-2013, well above the Year 2 target of 66 teachers.

Having experienced delays in Year 1, the State finalized new administrative rules to allow HIDOE to create an alternative administrator certification program. The State executed a contract in May 2012 with a partnership of a local university and a national turnaround partner to establish the program and after a short recruitment period, HIDOE accepted six of 58 applicants for the first cohort for training and placement in SY 2012-2013. This is six candidates short of the State's target of 12 candidates.

Improving teacher and principal effectiveness based on performance

Evaluation system development

Throughout Year 2, Hawaii worked to accelerate progress in piloting a new teacher evaluation system after significant challenges in Year 1. The State continues to communicate with the State teachers union, HSTA, to involve educators in development of the tools, and to prepare for negotiations for the 2013-2015 contract period when the

evaluation system will impact educators. In January 2012, teachers voted not to ratify the tentative agreement, which included a mutual agreement regarding the evaluation system and related impacts. The vote revealed a lack of clear communication with educators about the details of the evaluation system, in addition to other aspects of the contract.

The State asserts it has full authority to use the new evaluation system design in determining each teacher's rating of record beginning in SY 2013-2014, and has stated that it has authority to implement many of the effects described in the State's approved Scope of Work (e.g., termination, retention, step increase based on performance). In April 2012, the Board of Education passed three separate policies on educator evaluation, compensation, and tenure that clarify and reinforce the design and effects of the performance evaluation system.⁶ The State reports that these policies direct HIDOE to implement the performance based evaluation system and secure HIDOE's authority to fully implement the educator evaluation system. However, the State reports it must bargain for authority to implement new consequences of the new system, such as incentives based on performance and alternative compensation systems (see *Ensuring equitable distribution of effective teachers and leaders* below). Through an approved amendment request, the State procured services to develop and pilot the teacher evaluation system in spring 2012 and SY 2012-2013.

The Hawaii teacher evaluation system pilot took place in spring 2012 in 18 schools in the ZSI. The pilot featured elements of the evaluation system, including: a student growth percentile component, classroom observations, and student surveys. HIDOE held a variety of training sessions on each component of the pilot and provided supports to schools as necessary. Having selected the Charlotte Danielson observation framework, principals conducted over 500 observations and, according to the State, achieved a high rate of inter-rater reliability. Principals also conducted conferences with teachers and used online tools to provide feedback from the observation using the Danielson framework. HIDOE administered

⁶In the spring 2012 legislative session, the Governor introduced a bill to elaborate on existing statute that would, according to Hawaii, "clearly articulate the State's legal authority for performance based education evaluation with a full range of consequences," consistent with the State's Scope of Work. Late in the legislative session, the bill failed to make it to conference.

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the TRIPOD student survey in March and April 2012 and released the survey data to teachers and principals in May 2012. Schools used classroom roster verification software to confirm their rosters in preparation for release of student growth percentile data, which was provided to leadership in the ZSI and Year 3 pilot schools in summer 2012 in conjunction with training on how to use that data to guide instructional improvements. This data will be released to classroom teachers in Year 3 with a protocol and training.

In preparation for the second pilot year in SY 2012-2013, HIDOE developed an implementation plan and guidance for a pilot of SLOs in all grades and subjects. Twenty-two schools signed on to develop first generation SLOs for elementary, middle and high school grade spans. The State also repurposed an existing contract to provide a technology base to connect classroom observation findings, student survey data, and SLOs. The Hawaii Business Roundtable donated nearly 200 iPads to administrators to access this system during the SY 2012-2013 pilot year. An additional 63 schools signed on to participate in the SY 2012-2013 pilot year, exceeding the State's target of 40 schools.

The State did not pilot or implement a new principal evaluation system in Year 2 as planned, resulting in a two-year delay. While the State negotiated an MOU with the HGEA in April 2012 to pilot such a system in SY 2012-2013, the parties are still working on a framework or tool for the new system. The State reports that the Deputy Superintendent conducted Complex Area Superintendent evaluations in summer 2012 based on leadership practice and student achievement outcomes.

Stakeholder outreach

Beginning in 2012, HIDOE and education stakeholders leveraged new structures to design and implement the teacher evaluation system pilot. In January 2012, the Governor reconstituted the Great Teachers Great Leaders Task Force, made up of representatives from the business, philanthropy, labor, and education sectors. The Task Force advises the Superintendent on strategic personnel management approaches, for example, by meeting on educator evaluation and student growth models. The Complex Area Superintendent Roundtable provides an opportunity for leaders at the Complex Area level to advise on the evaluation system, particularly by recommending supports for schools and assessing schools' readiness to implement evaluation systems. Members of this group now include superintendents from all Complex Areas participating in the second year pilot. Finally, the Teacher-Leader workgroup provides input on the overall model and suggests potential improvements and ways to avoid implementation challenges.

Ensuring equitable distribution of effective teachers and principals

During Year 2, Hawaii made progress in parts of its equity plan, but was unable to execute some components due to collective bargaining issues. In February 2012, the Superintendent approved the State's equity plan, which reflects programmatic changes to support ZSI schools and systems to recruit and hire new personnel. HIDOE revised several policies with intended impact on the SY 2012-2013 recruitment and placement cycle. A December 2011 memorandum from the Superintendent requires principals to hire only highly qualified teacher applicants. To provide administrators more flexibility to match teacher qualifications to school needs, teacher candidates can now identify only an island preference on their application forms, rather than one of 42 geographic locations. Further, ZSI schools received a two-week head start to hire highly qualified teachers. Schools in the ZSI received additional human resources support to assist with hiring and professional development, as well as to help teachers create professional development plans to become highly qualified. In Year 2, 67 teachers in the 18 ZSI schools had completed such plans and 14 became highly qualified.

HIDOE redesigned and deployed a new human resource information system, called eHR, in Year 2. The eHR system has automated and streamlined a number of previously manual human resource processes that emphasize and prioritize hiring of highly qualified and highly effective personnel. The system also tracks educators' professional development plans. HIDOE intends to analyze initial hiring and highly qualified teacher data to assess eHR's success in referring highly qualified applicants to vacant positions.

HIDOE developed a project plan for eSchool technology, which is scheduled to launch in Year 3. The project will offer high-demand courses via distance learning for students in hard-to-staff schools to access highly qualified teachers. HIDOE surveyed principals in hard-to-staff schools to determine which courses to offer. To ensure that schools can take advantage of the courses, HIDOE offices coordinated resources in Year 2 to expand videoconferencing capabilities in remote and rural locations.

During Year 2, Hawaii implemented new policies to attract teachers to low-performing schools. Previously, HIDOE had made a \$1,500 bonus available to recruit and retain educators who teach in ZSI schools; however, the State learned that it needs to better publicize the bonus so educators are more likely to take advantage of it as a relocation incentive. The State also began offering out-of-State teachers up to six years of credit on the salary schedule for their past service and issued guidelines for when out-of-State principals can receive such credit. In the past, neither principals nor teachers received credit for years of service elsewhere. Due to collective bargaining issues, Hawaii did not award bonuses to highly effective principals who chose to work in the ZSI in Years 1 and 2.

Great Teachers and Leaders

The State still does not have authority to execute against some of its other Race to the Top commitments, resulting in delays of up to two years. These policy commitments include compensation and incentives for teachers and leaders based on performance, and bonuses for teachers and leaders who choose to work in the ZSI.

Improving the effectiveness of teacher and principal preparation programs

In Year 2, HIDOE modified an existing contract for monitoring, evaluating, and providing feedback to educator preparation programs to include an evaluation of teachers who complete the programs and their corresponding student achievement data, as well as a teacher and principal feedback report. HIDOE established an electronic link between students, their teachers, and teacher preparation programs to run a beta test of the feedback report in January 2012 using data from 11 teacher preparation programs and the New Principals Academy (a State-operated initiative). In February and May 2012, HIDOE solicited feedback from teacher education programs through the Teacher Education Coordinating Committee, which is composed of preparation program representatives throughout the State. HIDOE will continue to collaborate with institutions of higher education to ensure that the feedback report contains information that will be useful to preparation programs, such as time to licensure, highly qualified status, geographic placement of teachers, teacher retention statistics, and student achievement data.

Hawaii initially planned to publish evaluation reports of teacher preparation programs at the end of Year 1, but educator effectiveness data were not available. In response, HIDOE has incrementally expanded the feedback reports as data become available.

Providing effective support to teachers and principals

The Superintendent adopted the Hawaii Teacher Induction Standards in September 2011. Adoption was delayed by one year in order to build consensus among local educators on the statewide standards. With foundation funding, the State procured services to offer training in January 2012 for lead induction coordinators at each of the State's 15 Complex Areas. In April 2012, HIDOE procured the services of The New Teacher Center to provide induction support to beginning teachers over a two-year period. The State developed a rubric to measure Complex Area induction plans and provided assistance to create "gold standard" plans aligned to the newly adopted standards. HIDOE made receipt of Title II funds to support the teacher induction plans contingent on submission of an aligned induction plan, and by the end of the school year, all Complex Areas had submitted an aligned plan for execution in SY 2012-2013. The State reports that about 500 mentors have been assigned to approximately 1,500 new teachers for SY 2012-2013.

Through the New Principals Academy, new Hawaii principals began receiving one day per month of job-embedded mentoring and one day per month of programmed curricula. Year 2 survey data informed improvements to the program for Year 3 to prioritize supports for instructional leadership, use of data, and human resource management. According to the State, the principal induction program now includes a stronger emphasis on mentors being able to provide job-embedded leadership coaching and support using facilitative coaching strategies to assist new principals.

The State is working on a Knowledge Transfer System and Professional Development Framework as part of a statewide system to manage and evaluate effective professional development, provide technology-based support, and standardize the planning process for professional development across the State. In Year 2, the State solicited feedback on the system from a cross-stakeholder group. HIDOE completed the Professional Development Framework design in February 2012, eight months behind schedule. The Office of Human Resources created design specifications and tested key components for the Knowledge Transfer System, which HIDOE will finalize in collaboration with a contractor in Year 3.

Successes, challenges, and lessons learned

While the State experienced significant setbacks in its teacher and leader work in Year 2, the State has worked to get most of its projects back on track. The difficult collective bargaining situation has increased awareness of the importance of clear and consistent communication between HIDOE and educators on implementation of the evaluation system during the pilot years. The spring 2012 pilot of the teacher evaluation system was an opportunity for HIDOE and the Complex Areas in the ZSI to work with some elements of the proposed system and adjust implementation in anticipation of the larger second year pilot. Since January 2012, stakeholder groups have created an important venue to generate feedback and problem solve implementation challenges. As the evaluation system enters its second pilot year, HIDOE must ensure it has processes and systems in place to gather information about implementation, and make timely corrections and provide differentiated supports, as necessary. It continues to be a significant concern that the State does not have authority to execute against the entire scope of impacts of its educator evaluation system, and that the State has yet to pilot a principal evaluation system.

In Year 2, Hawaii worked to create and solidify pathways for new teachers and principals. HIDOE established a new alternative certification program for principals and recruited the first cohort of six candidates to begin training in Year 3. As a new program, the State must ensure quality implementation to make the route a viable option in the long-term. In Year 3, Hawaii will continue to develop its feedback report for existing teacher and principal

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preparation programs and connect it with work led by Hawaii P-20 (see *Data Systems to Support Instruction*). The State's induction work with Complex Areas to develop strong induction plans, and with a vendor to build internal capacity, have prepared the State for implementation in SY 2012-2013.

Hawaii made progress on its equity plan by making policy changes to provide greater hiring flexibility to principals in the ZSI. The State's new eHR system has streamlined previously manual practices and enabled Complex Areas to prioritize highly qualified teacher

applicants. HIDEOE has also put the pieces in place to make courses available to students who do not have access to highly qualified teachers, and has developed plans to put the State's remaining 870 teachers who are not highly qualified for one or more subjects on track to become highly qualified. The State will continue to analyze the impact of these policy changes on SY 2012-2013 hiring and make adjustments as necessary. Although progress has been made, the State struggles to meet the full scope of its equity plan due to collective bargaining challenges.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.⁷

School Intervention Models Initiated in Hawaii in SY 2011-2012

School Intervention Model	Schools (#) Initiating Model
Transformation model	2

This data represents schools that initiated (that is, school(s) in the first year of implementation of) one of the four intervention models in SY 2011-2012.

Support for the lowest-achieving schools

Hawaii created two ZSI that contain all but one of the lowest-performing schools in the State. In Year 2, the ZSI received intensive supports across the State's Race to the Top plan and piloted components of the new teacher evaluation system. The ZSI are also the priority for State initiatives related to the equitable distribution of teachers and enhanced professional development and support. For example, principals in the ZSI benefitted from recruitment and placement policy changes for SY 2012-2013 hiring, and students in the ZSI will be targeted for eCourse technology to increase access to highly qualified teachers (see *Great Teachers and Leaders*). Throughout Year 2, HIDEOE provided various supports and programs for students, teachers, and leadership in the ZSI.

State assistance and oversight

The State engaged with the ZSI Complex Areas in several academic and financial planning processes to support implementation of various reforms in SY 2011-2012. Each Complex Area revised its comprehensive needs assessments and Academic and Financial Plans for State review. The State reports that these planning documents underwent a rigorous review by HIDEOE's School Improvement Team to ensure alignment with the State's existing strategic plan and the State's Race to the Top plan. During SY 2011-2012, Hawaii monitored ZSI implementation through periodic monitoring visits from HIDEOE leadership. Through these On-Site School Review visits and reports, HIDEOE leadership engaged with Complex Areas on each school's progress on their AABC Quarterly Reports (see *State Success Factors*) and implementation of Race to the Top projects.

The State did not implement its School Improvement Grant (SIG) program with fidelity in SY 2011-2012 and struggled to provide the oversight and supports required by the SIG program. SIG program interventions are one of the foundational supports for Hawaii's persistently lowest-achieving schools.

The State met a significant milestone in its ZSI plan by successfully negotiating a supplemental contract with teachers in the ZSI and the Hawaii School for the Deaf and Blind to implement an extended learning time program in SY 2012-2013. The agreement includes four hours per week of additional instructional time for students and 12 additional professional development days.

⁷Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

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

Turning Around the Lowest-Achieving Schools

Supports for teachers and leaders in the ZSI

HIDOE provided data coaches and student success coaches to work with groups of schools in the ZSI to assist with data analysis, work with classroom teachers on assessment literacy strategies, and lead data teams and professional learning communities. HIDOE and a turnaround partner also provided training specifically for data coaches in the ZSI on the DSI and SLDS (see *Data Systems to Support Instruction*). In addition, HIDOE deployed human resources personnel to support principals in the ZSI with recruitment, hiring, induction, and training (see *Great Teachers and Leaders*).

Each ZSI established a leadership team to assist their schools in executing their reform plans. For example, the Instructional Leadership Team at one Complex Area serves as the decision-making body for Complex Area and school supports, and has several committees that address issues such as CCSS implementation. In another Complex Area, Teach Implement Perfect Sustain (TIPS) teams provide teacher supports in each school. Since ZSI schools are the only schools involved in the first year of the educator evaluation pilot, leadership in the ZSI played a key role in informing State-level decisions on implementation of the system.

Supports for students in the ZSI

The State established two extended learning time initiatives to support ZSI students in Year 2. Students had access to several voluntary extended learning programs including After School All Stars for academic support and after-school athletics programs. Since ZSI schools are in rural parts of the State, the State provided transportation services to increase student access and participation. Under an approved amendment, the State also provided a voluntary summer extended learning opportunities program in summer 2012 for students at risk of failing. The courses available included academic enrichment programs and athletics options.

The ZSI continues to work with external partners to develop a community school framework to leverage services and resources for children living in poverty. New personnel specializing in wraparound services, community engagement, and health services helped schools identify and address students' academic, emotional, and social needs. In addition, the State awarded 276 early childhood education subsidies to children in Year 2 and secured resources to make an additional 200 subsidies available in SY 2012-2013.

Student achievement in the ZSI

On average, student achievement gains across the State continued to increase in SY 2011-2012, with notable gains in the ZSI. Of the 18 schools in the ZSI, all of which were in school improvement status, eight met AYP in SY 2011-2012. The State and HSTA's agreement to provide extended learning time in SY 2012-2013 has the potential to sustain this momentum.

Successes, challenges, and lessons learned

Hawaii supported ZSI schools extensively in Year 2. Data coaches and student success coaches provided support to educators on data and assessment literacy, and led professional learning communities. Principals gained flexibility in their recruitment and hiring for SY 2012-2013 and received supports from dedicated human resources personnel. Students benefitted from after-school and summer programs, access to pre-kindergarten, and comprehensive wraparound services. In sum, these supports represent a strong commitment to the ZSI, though it is not yet evident what impact they have had on educator effectiveness or hiring practices. There are early signs of improvement in student achievement with eight of 18 ZSI schools meeting AYP in SY 2011-2012. The extended learning time agreement represents a significant milestone in the State's commitments to the ZSI.

The State has begun to work with Complex Areas and schools in the ZSI to develop ARTs (see *State Success Factors*) for SY 2012-2013. Oversight in the ZSI to date consists of HIDOE leadership visiting and maintaining relationships with Complex Areas and schools. While the Instructional Leadership Team and TIPS teams serve leadership and educators in those Complex Areas, there are no formal State reviews or monitoring processes to assess Race to the Top implementation in the ZSI, nor mechanisms to provide technical assistance. This difficulty has been highlighted by the State's challenges in implementing its SIG program. Under Race to the Top, as projects transition from HIDOE planning to Complex Area implementation, it will be increasingly important for the State to gather information systematically to identify successes, challenges, and technical assistance needs.

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

State's STEM Initiatives

In Year 2, the State provided STEM resources through STEM carts and began development of virtual STEM centers. The STEM carts provide interactive lessons in science, mathematics, and engineering to students in one ZSI with nine schools. Hawaii aims to provide carts to all middle schools over the next two years. Through an approved amendment, the State partnered with Hawaii P-20 to create a virtual STEM center, rather than physical centers. The virtual STEM center connects students to STEM college and career resources and provides an online space for teacher and student collaboration and resource sharing. HIDOE and Hawaii P-20 developed training resources on how to best use the virtual STEM center. The State finalized its contract for the virtual STEM center in March 2012 and began migrating existing content to the new site.

Complex Areas and schools statewide received support from STEM resource teachers and other professional development opportunities. HIDOE's 15 STEM resource teachers were deployed to provide support to partnership schools within Complex Areas. Prior to entering a school, STEM resource teachers conduct needs assessments that shape the school's professional development plan. These resource teachers are also developing model instructional units and performance tasks for use across the State.

Other Hawaii STEM initiatives focus on STEM instruction. The New Tech High program emphasizes STEM careers through project-based learning and community involvement in high-poverty indigenous communities. The program served two ZSI schools in Years 1 and 2 and will expand services to an additional grade within those two schools in Year 3. The STEM Honors Pathway, part of the new CCR diploma (see *Standards and Assessments*), will contain requirements that include four credits in both mathematics and science, as well as a capstone course and a senior project. HIDOE completed plans for the STEM Honors Pathway in Year 2 and will offer it to the high school class of 2016. Further, Hawaii conducted a market survey to determine what actions it might take to encourage more science majors to enter teaching.

Successes, challenges, and lessons learned

Although the State responded to Year 1 delays by adjusting timelines and approaches, during Year 2 HIDOE was generally back on track in providing students and educators with STEM resources. STEM carts provided interactive lessons to students in one ZSI, and STEM resource teachers provided support and professional development guidance to partnership schools. HIDOE and Hawaii P-20 developed a virtual STEM center to connect students to STEM resources, launching a contract with Hawaii P-20. Two high-poverty schools engaged with project-based learning through the New Tech High program, and the State planned a STEM Honors Pathway as part of the CCR diploma that will be available to students entering high school in fall 2012. Some other components of the State's STEM plan are dependent on progress in other areas of the State's Race to the Top plan. For example, educators may not be able to fully leverage science and mathematics curricular units until instructional materials are purchased at the end of Year 3 (see *Standards and Assessments*), and incentives for science and mathematics teachers are dependent on progress towards the State's equitable distribution of teachers goals (see *Great Teachers and Leaders*).

Looking Ahead to Year 3

In Year 3, many of the State's Race to the Top efforts will continue on new trajectories set in Year 2. HIDOE will work with stakeholders to develop metrics that align to its strategic plan, use the plan to measure progress at the Complex Area and school levels, and incorporate it into HIDOE and Board of Education performance management routines. The State will work closely with Complex Areas and schools to develop ARTs to monitor local progress across the State's Race to the Top plan and gather data about implementation and quality to provide supports. HIDOE will continue to execute against its new communications plan and develop a new community access portal.

In Year 3, HIDOE will continue its Year 2 efforts to provide training and resources to educators in all grades and subjects as they transition to CCSS-aligned instruction in SY 2012-2013. This training will include HIDOE-developed protocols administered by principals to assist in instructional shifts. Using a newly developed rubric, surveys and protocol evaluation data, HIDOE will gather data about the quality and fidelity of CCSS implementation at the Complex Area and classroom levels. HIDOE will also engage educators to select statewide common instructional materials by spring 2013, and will develop and field test a suite of end-of-course assessments. The Hawaii State Assessment will include additional CCSS-aligned items to serve as a bridge assessment in SY 2013-2014. Finally, Hawaii schools will release information and provide supports to students on the new CCR diploma, which will be first available to students entering high school in fall 2012.

Hawaii's technology infrastructure upgrades will continue into Year 3, reaching all schools and Complex Areas. The single sign-

on project will go live for end users in spring 2013. HIDOE will develop and release new SLDS dashboards to meet educator needs and continue to provide training to increase SLDS use among leadership and educators. Teachers will continue to receive training on formative assessments, access a growing number of formative assessment items, and work with data coaches to analyze DSI data.

Going into SY 2012-2013, the State still lacks a contract with HSTA and is without authority to fully implement incentives and consequences of the performance evaluation system. HIDOE will work with 81 schools in the second year of the educator evaluation system pilot and will develop and pilot SLOs for the first time. Stakeholder task forces and working groups will continue to provide input on the new evaluation system. The State will also develop and pilot a principal evaluation system for the first time in collaboration with HGEA. Additionally, through a newly developed alternative certification pathway for principals, the State will support six candidates as they begin their placements and training program in Year 3. HIDOE will analyze the impact of new recruitment and placement policies that were available to principals in the ZSI for SY 2012-2013 to inform future implementation. Finally, the State will continue to engage with stakeholders to develop a feedback report on teacher preparation programs.

Students and teachers in the ZSI will take advantage of extended learning time with longer school days and increased professional development opportunities. HIDOE will continue to support ZSI schools with data coaches, student success coaches, and specialized coordinators. The State will review and track SLDS student data from the summer 2012 extended learning opportunities.

Budget

For the State's expenditures through June 30, 2012, please see the APR at www.rtt-apr.us.

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

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

Glossary

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

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

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and

subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

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

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

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

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

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

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth

(as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that

will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.k12.wa.us/SMARTER/default.aspx>.)

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

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

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

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

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