

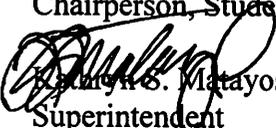


STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

February 2, 2016

TO: The Honorable Patricia Halagao  
Chairperson, Student Achievement Committee

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Presentation on Evaluations, Reports, and Audits of the Race to the Top Grant in Hawaii**

1. DESCRIPTION

Hawaii received a \$75 million Race to the Top grant from the U.S. Department of Education for 2010 to 2014.

2. UPDATE OR PRESENTATION

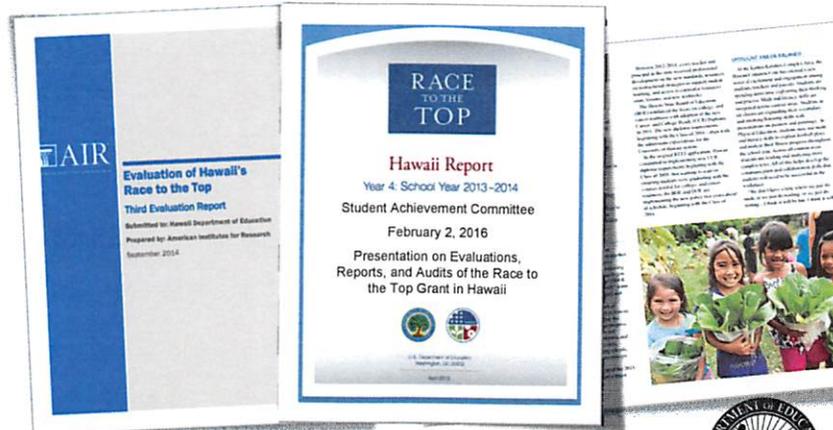
The Deputy Superintendent will present an overview of the evaluations, reports, and audits of the Race to the Top grant in Hawaii.

KSM:jo

Attachment

A Look Back at Reports, Evaluations and Audits of Hawaii's

# RACE TO THE TOP



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## What was Race to the Top?

A competitive grant to states for education reform with five reform areas:

- High-quality college- and career-ready standards and assessments.
- Improving longitudinal data collection and use.
- Cultivating, rewarding, and leveraging effective teaching and leading.
- Providing targeted support to struggling schools and students.
- Aligning organizational functions to support reform outcomes.

**Hawaii received \$75 million over four years.**

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## Types of Reports/Evaluations/Audits

- American Institute for Research (AIR) External Evaluations — *required as part of grant*
- Annual US Education Department (USED) on-site review and reporting
- Annual Performance Reports by USED
- Final Report by USED
- Annual Office of Management and Budget A-133 Single Audit

Reports archived on HIDOE website: [bit.ly/HIDOERTTT](http://bit.ly/HIDOERTTT)

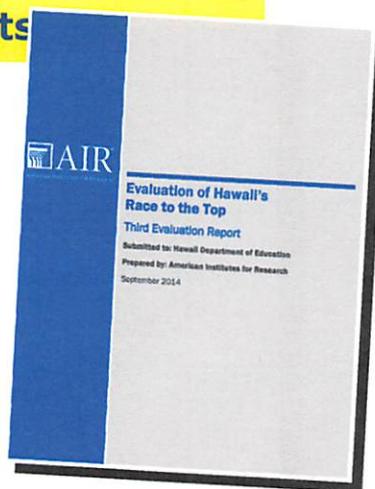
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## AIR Evaluation Reports

- American Institute for Research completed an annual evaluation after years 2, 3 and 4 of the grant.
- Methodology included surveys, interviews of employees at all levels of the system, site visits, and review of extant data.



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## AIR Evaluation Reports

### YEAR 1 REPORT

- “Implementation of Common Core is widespread and consistently reported as the greatest accomplishment.” *PAGE IV*
- Need to improve communication, provide support for data use. *PAGE V*

### YEAR 2 REPORT

- Zone teachers were frustrated. *PAGE 39*
- New contract with HSTA ratified which allowed for EES to begin roll out fully.

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## AIR Evaluation Reports

### FINAL REPORT

- It may be too early to detect the impact of Hawaii's reform efforts on student outcomes, given statewide implementation of core RTTT activities did not take full effect until the 2013–2014 school year. *PAGE 12*
- “Hawaii established systems, procedures, and policies to promote a culture of data use across its complex areas and schools.” *PAGE 7*
- The transition to the Common Core has been one of the most important successes of Hawaii's Race to the Top. *PAGE 7*

Reports archived on HIDOE website: [bit.ly/HIDOERTTT](http://bit.ly/HIDOERTTT)



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## USED Reports

- Completed on-site programmatic and fiscal review in each of the four years of the grant.
- Methodology included interviews, monthly progress reports, site visits.
- Placed on “high risk” after first year of grant.
- Subsequent reports showed improvement.



Reports archived on HIDOE website: [bit.ly/HIDOERTTT](http://bit.ly/HIDOERTTT)

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## USED Reports

**YEAR 1:** HIDOE requested multiple amendments to original plan, and “did not meet major milestones across its approved Race to the Top Plan.”

**YEAR 2:** New Strategic Plan developed, Common Core training began. HIDOE continued to have communication problems, and lacked CBA necessary to implement evaluation. Hawaii was put on “High Risk” status by USED.



Reports archived on HIDOE website: [bit.ly/HIDOERTTT](http://bit.ly/HIDOERTTT)

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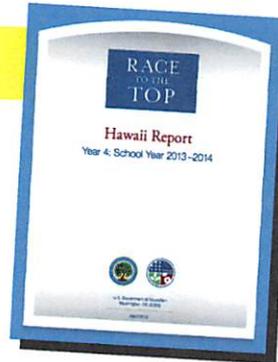
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## USED Reports

**YEAR 3:** Ratified contract with HSTA, began to implement performance management routines, continued with successful common core implementation.

**YEAR 4:** "The State made tremendous progress over the course of the grant period in implementing its Strategic Plan and six priority strategies and creating an aligned organization focused on increasing student outcomes." PAGE 5



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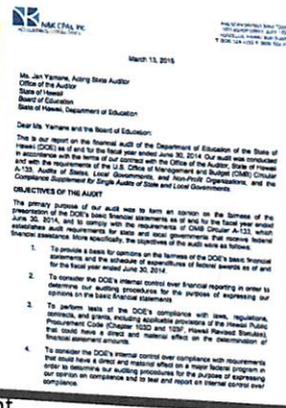
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## OMB Single Audit

- The Annual Financial & Single Audit, also known as OMB A-133 audit, is a rigorous, organization-wide audit of an organization that expends \$750,000 or more of federal funds.
- Encompasses an examination of a recipient's financial records, financial statements, federal award transactions and expenditures, the general management of its operations, internal control systems, and federal assistance it received during the audit period over a fiscal year.
- No significant findings.



Reports archived on HIDOE website: [bit.ly/ReportFinder](http://bit.ly/ReportFinder)

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## Legacy of Race to the Top

WHAT WE KEPT	WHAT WE DIDN'T KEEP
Hawaii Common Core Standards	Alternative Certification Program for Administrators
Data use and culture	Mandatory End-of-Course Exams
Educator Effectiveness System ( <i>significantly revised with stakeholder input</i> )	Extended Learning Time for all

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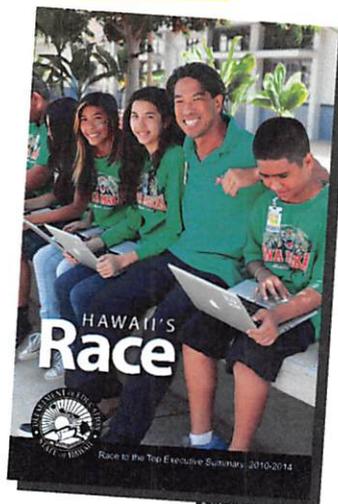
## Reports available on HIDEOE website

[BIT.LY/HIDOERTTT](http://BIT.LY/HIDOERTTT)

- AIR and USED reports
- HIDEOE's RTTT Executive Summary, "Hawaii's Race"

[BIT.LY/REPORTFINDER](http://BIT.LY/REPORTFINDER)

- Search for "Annual Financial and Single Audit Report" to view audits of HIDEOE as required by the U.S. Office of Management and Budget
- AIR and USED reports can also be found using this tool



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