Ensuring that all of Hawaii’s keiki receive equal opportunity for success in college, career and life is our highest priority. The state’s economic future and quality of life depends on the education of the children, especially in today’s rapidly changing global economy, where technology has accelerated the rate at which information and knowledge increase.

This sense of urgency compelled key partners in Hawaii—from government, education, civic, faith-based, cultural, philanthropic, and business communities—to join hands and support the state’s Race to the Top application. To achieve transformational and sustainable change in education, community support must be broadened by developing a shared understanding and vision for student success.

On August 24, 2010, U.S. Secretary Arne Duncan announced that Hawaii was a Race to the Top Phase 2 winner. The federal government pledged to invest $75 million in Hawaii over four years and secured its investment with the commitment of educators and stakeholders to execute Hawaii’s blueprint for education reform.

JANUARY 2011 STATUS UPDATE

Race to the Top has served as a rallying call to boldly transform public education and schools across our nation.

With the unprecedented collective support from educators, legislators, policy makers, and community partners, Hawaii continues to move forward with its plan to ensure that every child graduates college- and career-ready.

Hawaii’s comprehensive five-point plan is focused on:

1. Tying high-quality college- and career-ready standards and assessments to a statewide curriculum;
2. Improving longitudinal data collection and use;
3. Cultivating, rewarding, and leveraging effective teaching and leading;
4. Providing targeted support to struggling schools and students; and
5. Aligning organizational functions to support reform outcomes.

The January 2011 Status Update provides plan summaries and progress snapshots for each of Hawaii’s core reform areas.

About Race to the Top:

“In order to win a Race to the Top grant, a state must demonstrate capacity for real, dramatic reform as well as the capacity to achieve these reforms.”

-Arne Duncan, U.S. Secretary of Education

In 2010, the U.S. Department of Education awarded federal stimulus funds to 12 states. The Race to the Top winners are:

Delaware
Tennessee
Florida
Georgia
**Hawaii**
Maryland
Massachusetts
New York
North Carolina
Ohio
Rhode Island
District of Columbia

Designed to “incentivize excellence, drive reform, and promote the adoption and use of effective policies and practices,” Race to the Top is supported by $4.35 billion in American Recovery and Reinvestment Act funds.

For information, visit: [http://www2.ed.gov/programs/racetothetop/index.html](http://www2.ed.gov/programs/racetothetop/index.html)
STANDARDS AND ASSESSMENTS
Tying High-Quality College- and Career-Ready Standards and Assessments to a Statewide Curriculum

<table>
<thead>
<tr>
<th>2011-2015 Objective</th>
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<th>2010-2011 Activities</th>
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</thead>
<tbody>
<tr>
<td>Adopt Common Core State Standards in literacy and mathematics</td>
<td>BOE adopted Common Core State Standards</td>
<td>Align Hawaii standards and benchmarks with college and career readiness</td>
</tr>
<tr>
<td>• Internationally Benchmarked</td>
<td>Crosswalked HCPS III with Common Core State Standards</td>
<td>Provide professional development and instructional materials to teachers</td>
</tr>
<tr>
<td>• In partnership and development with 47 other states, the District of Columbia, and two territories</td>
<td>SMARTER Balanced Assessment Consortium participant and joint-state grant applicant</td>
<td>Collaborate with assessment consortium to develop new assessments</td>
</tr>
<tr>
<td>Adopt statewide common curriculum and assessments</td>
<td>BOE – Hawaii State Board of Education</td>
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</table>

“Despite the incentive to lowball expectations, five states—Hawaii, Massachusetts, Missouri, New Mexico, and Washington—have set their standards at or close to the world-class level, earning them an A.”

---State Standards Rising in Reading but Not in Math, by Paul E. Peterson and Carlos Xabel Lastra-Anadon, for Education Next

ADOPTING COMMON STANDARDS

Hawaii has joined 47 other states, the District of Columbia, and two territories in committing to the Common Core State Standards Initiative (CCSSI), a state-led process to develop internationally benchmarked K-12 standards in English language arts and mathematics that will prepare all students for college and career. Thanks to the Hawaii State Department of Education’s (HIDOE) national leadership in advancing a common set of K-12 standards, the Hawaii State Board of Education (BOE) swiftly approved the draft Common Core State Standards (CCSS) in English language arts and mathematics in May 2010 and the final CCSS in June 2010.

TYING STANDARDS TO ASSESSMENTS

HIDOE seeks to improve the quality of its comprehensive assessment system by continuing to ensure the rigor of its academic and proficiency standards and improving its suite of assessment tools.

To that end, beginning in the 2010-2011 school year, Hawaii State Assessments in reading, mathematics, and science will be administered online instead of with paper-and-pencil test booklets. Additional assessment enhancements include:

- A renewed cable franchise with Time Warner Entertainment, providing business class, high-speed broadband service to HIDOE schools;
- A partnership with Delaware and Oregon to share copyrighted materials to increase the depth and breadth of each state’s assessment test item pool;
• A license agreement with the Organization for Economic Co-Operation and Development to embed Programme for International Student Assessment (PISA) items in the online Hawaii State Assessments (HSA) field test, enabling international benchmarking; and
• An agreement to report student scores in grades 3-8 and 10 using Lexiles—a measure familiar to classroom teachers and administrators because it provides comparable information about students’ reading ability.

Parallel to these enhancements, HIDOE pursued full statewide implementation of build-your-own, rapid time formative assessments through the use of an online repository of high-quality, standards-aligned items known as the Data for School Improvement (DSI) project. The project will be augmented by coordinated professional development. And the result: for the first time ever, all classroom teachers, administrators, and complex area superintendents and staff will have access to a bank of formative assessment items which enable teachers to develop their own assessments, score student responses, and store the results securely on a central server.

COMMITTING TO MULTI-STATE ASSESSMENT DEVELOPMENT

To ensure that Hawaii is internationally competitive, especially in STEM, HIDOE has joined the SMARTER Balanced Assessment Consortium. This consortium is centered on three key design principles:
1. Teacher involvement and professional development;
2. Computer-delivered adaptive testing; and

The SMARTER Balanced Assessment Consortium, consisting of 31 participating states, proposes to develop common summative assessments that can be used as state, district and school accountability instruments. The magic of these tests is threefold: they enable a comparison of performance across states, are reported on a common scale, and promote embedded professional development.

A SMOOTH TRANSITION TO ENHANCED STANDARDS AND ASSESSMENTS:

How will HIDOE ensure a smooth transition to enhanced standards and high-quality assessments? It will not be easy. Hawaii faces the challenge of full and faithful implementation of high expectations for all students – especially for struggling students and schools. The following six steps have been identified to guarantee that all students successfully meet the standards:

1. Implement a rollout plan for the K-12 Common Core State Standards in English language arts and mathematics, including statewide implementation of a consistent common core curriculum and high-quality aligned instructional materials and resources.

   Hawaii’s common core curriculum will be implemented based on the following guiding principles:
   o All schools will be expected to implement a curriculum that is aligned to the Curriculum Framework.
   o HIDOE will house the Common Core Curriculum online to ensure rapid-time access.
   o Teachers, based on their professional judgment, have latitude to supplement the Common Core with units or lessons that engage students.
   o Teachers who develop supplemental plans may submit units to HIDOE for review and distribution to other teachers across the state for use.
   o To ensure fidelity, HIDOE will conduct extensive training on the Common Core and new curriculum materials.
2. Align high school graduation requirements and assessments with college-readiness requirements and state STEM goals, in cooperation with the University of Hawaii (UH) System and private colleges and universities, coordinated by Hawaii’s P-20 partnerships for education.

Hawaii has been working for some time to align high school exit criteria and college entrance requirements through the following efforts:

- Joining Achieve’s American Diploma Project (ADP) Network.
- Developing a BOE “Recognition Diploma” for the graduating classes of 2013 through 2017.
- Pursuing a comprehensive stateside awareness campaign known as “Step Up” to encourage students in the classes of 2013 and 2014 to pledge to “Step Up” to the Recognition Diploma.
- Striking an agreement with mathematics faculty from all campuses in the UH system to begin a three-year trial to use score results from the ADP Multi-State Algebra II End-of-Course Exam to place high school graduates entering the UH system into credit-bearing mathematics courses.
- Developing a curriculum guide for Expository Writing.
- Launching “Running Start,” which provides early college opportunities to qualified high school juniors and seniors.
- Implementing “General Learner Outcomes”—a framework to assess high school seniors.
- Upgrading the requirements of the state’s “regular” high school diploma.

3. Analyze the capacity of schools to ensure equitable access to the internationally-benchmarked expectations, standards and graduation requirements, and develop a plan to act on those capacity gaps.

To give all students access to rigorous high school courses that prepare them for college and career, HIDOE will conduct a series of inventories to assess the readiness of schools to provide the necessary facilities, equipment, technology, human resources, and infrastructure.

4. Develop, identify, or acquire, and implement high-quality formative and interim assessments.

HIDOE will implement three types of assessments that will ultimately help educators diagnose student learning strengths and gaps and shape differentiated instruction based on data:

- Summative Assessments: Common Core Assessments and End-of-Course Exams.
- Formative Assessments: Various classroom assessment sources, such as Data for School Improvement.
- Interim Assessments: Assessments to evaluate students’ knowledge and skills relative to a specific set of standards.

5. Develop or acquire and deliver high-quality professional development to support the transition to the common core state standards.

Hawaii’s ultimate success in helping students achieve world-class common curriculum standards depends on increasing the skill levels of Hawaii’s current and teaching force. Thus, HIDOE will support teachers by offering an array of professional tools, including:

- The CCSS Implementation Toolkit.
6. Modify statewide response to intervention programs to prevent academic failure and remediation for all students and especially high-need students.

To do this, the HIDOE Office of Curriculum, Instruction and Student Support (OCISS) will ensure that all teachers are trained in providing timely and appropriate intervention for all students. Strategic professional development plans will also be implemented.
## DATA SYSTEMS

*Improving Longitudinal Data Collection and Use*

<table>
<thead>
<tr>
<th>2011-2015 Objective</th>
<th>2010-2011 Outcome</th>
<th>2010-2011 Activities</th>
</tr>
</thead>
</table>
| **Put real-time student data** in the hands of people who need it most  
• Teachers and Principals  
• Educational Leaders  
• Parents  
• Community members and partners  
• Policy makers | Data Governance Research agenda  
Formative benchmark-based assessments to monitor progress of all students  
Web-based secure user interface with data warehouse | Implement Data for School Improvement project  
Effect HSA On-line multiple opportunities for students and data for teachers  
Introduce school dashboard to administrators  
Conduct needs assessment of Information Technology Infrastructure  
Convene HPERC (Hawaii Partnership for Educational Research Consortium) meeting  
Submit America COMPETES Act documentation |

Hawaii has had a unique student identifier in place for more than 20 years and has a single system. Compared to other states with hundreds of different systems in use, HIDOE’s expanded collection and user-friendly dissemination of data at full scale statewide will be uniquely achievable if given full financial support.

--Hawaii’s Race to the Top application, page 84

### IMPLEMENTING A STATEWIDE LONGITUDINAL DATA SYSTEM

Thanks to years of ongoing system improvements, HIDOE currently has the capacity to access and use historical and longitudinal data for all students.

Hawaii has met 11 of the 12 elements of the America COMPETES Act and achieved its target of fulfilling the final element in Fall 2010. While HIDOE has been collecting robust sets of longitudinal data for decades, the state’s *Common Education Agenda* intentionally puts data front and center by enhancing collection from pre-school through postsecondary to enable further analyses and smarter decision making.

### BUILDING AN INTEGRATED STATEWIDE INFRASTRUCTURE

To effectively support its education goals, HIDOE has an ambitious plan to build on its statewide infrastructure in order to quickly meet the state’s changing education needs. The implementation of HIDOE’s data plan will give stakeholders—including educators, administrators, community organizations, government agencies, certification programs, parent advocates, and students—the access and ability to use data to achieve positive student outcomes.

HIDOE has pinpointed six specific projects that will turn the concept of an integrated statewide infrastructure into a reality. Those projects are aimed at combining multiple systems into a common and accessible data portal for users. They include:
1. **K-12 Longitudinal Data Supporting Student Success:** Combines robust but disparate student, program, teacher and school data into one integrated data warehouse. Dashboard rollout began July 2010.

2. **Longitudinal Data Informing Cradle to Career Development:** Creates a fully operational statewide longitudinal data system. End users will have access to data from early childhood programs, institutions of higher education, and state agencies, as well as expanded charter school data.

3. **Data for School Improvement (DSI):** Provides teachers access to a rich formative assessment item bank. When fully developed DSI will promote professional learning communities whereby teachers can share best practices, design interventions and engage in collegial conversations about student work.

4. **Ensuring Data Quality and Widespread Use:** Promotes policies and procedures governing data-related matters for HIDOE—a necessity when high-stakes policy and personnel decisions are reliant upon consistent, uniform and high-quality data.

5. **Leveraging Research to Guide Policy Development and Decision-making:** Formalizes and focuses data partnerships on educational research questions that are timely and meaningful to HIDOE’s reform initiatives, many of which are based on collaborative research projects and tied to Hawaii’s Partnership for Educational Research Consortium (HPERC).

6. **Accountability at All Levels – The Balanced Scorecard:** Helps assure that HIDOE activities in the Race to the Top are achieving the desired results at the classroom level. The Balanced Scorecard serves as the on-going accountability piece.

**Making Data-Driven Decisions to Improve Student Achievement**

HIDOE is fully committed to increasing educators’ and instructional leaders’ access to high-quality data to improve student learning opportunities and performance. To that end, HIDOE provides rapid-time data to educators and leaders to inform instructional strategies, management decisions, and program decisions. What follows is a look at how data can be used by specific parties:

**Teachers:** To increase available tools for teachers, including access to Data for School Improvement (DSI) which contains a bank of formative assessments in English language arts and mathematics standards and benchmarks. This will assist teachers with differentiating instruction based on student performance. It will also give them access to grade-level curricula, aligned to common core state standards and linked to model lessons, differentiated instruction, and extended learning scenarios.

**Administrators and Leaders:** To help inform critical decision-making processes through the use of clear dashboards that will include a diverse set of indicators such as at-risk and early warning, on-track for graduation, teacher-student performance, and STEM cohort performance.

**HIDOE administrators:** To improve the effectiveness of teachers, principals and programs through a guided intentional and informed process of allocating resources and managing performance.

**Researchers:** To increase access to data through a formalized partnership known as the Hawaii Partnership for Educational Research Consortium—with the aim of pursuing research to improve instruction that leads to increased student success.
**GREAT TEACHERS AND LEADERS**  
_Cultivating, Rewarding, and Leveraging Effective Teaching and Leading_

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<tr>
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<tbody>
<tr>
<td>Annual performance-based evaluation of effectiveness for teachers and principals, including student/school learning growth as significant factor in evaluation criteria</td>
<td>Negotiated evaluation tools and incentives</td>
<td>HIDOE, HSTA, and HGEA participate in educator effectiveness forums</td>
</tr>
<tr>
<td>Employment, retention, assignment, and compensation all tied to effectiveness</td>
<td>Highly qualified and effective teachers and leaders at schools.</td>
<td>Outline and develop new alternative routes to principal and teacher certification (Working on administrative rules for principals)</td>
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<td>Performance pay for principals and teachers</td>
<td>Begin Interest-based collective bargaining</td>
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<td></td>
<td></td>
<td>Negotiate incentivized compensation and placement procedures for Innovation Zone schools.</td>
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Key stakeholders and policymakers in Hawaii...are all fortuitously aligned behind the goal of designing and immediately scaling up a fair and reliable way to measure principal and teacher effectiveness—by examining gains in student learning and by using this new evaluation system to support and improve the quality and equitable distribution of Hawaii’s educator workforce statewide.

---Hawaii’s Race to the Top Application, Page 107

**GREAT TEACHERS AND LEADERS: ESSENTIAL FOR SUCCESS**

Teachers have the single greatest impact on student success in the classroom. Similarly, principals have a significant impact on teachers’ ability to effectively deliver instruction. That’s why key Hawaii stakeholders—including the state Legislature, teachers union, principals union and HIDOE—agree that principal and teacher effectiveness performance measures, which recognize gains in student learning, should be designed and immediately scaled up in a fair and reliable way.

**ACCURATELY MEASURING STUDENT GROWTH**

To rapidly achieve scale, Hawaii will use tools already at its fingertips that can measure actual student learning and target high-quality professional development to teachers and principals based on real, identified needs. These tools can also link various incentives and human resource decisions to performance. This enables Hawaii to begin measuring educator and administrator effectiveness immediately and use the initial schools in HIDOE’s Zones of School Innovation as demonstration sites. Concurrently, HIDOE will begin to rollout coaching, professional development, and system supports to improve teacher and leader effectiveness. Because the stakes are high, Hawaii state leaders are committed to an extensive consultative process to help steer policy steps and decisions.
TYING STUDENT PERFORMANCE FAIRLY TO EDUCATOR EVALUATIONS

Student gains matter. To demonstrate their commitment to student success, HIDOE and the Hawaii State Teachers Association (HSTA) have agreed to negotiate how educators will be evaluated, guided by the following criteria:

- 50 percent based on student learning gains from the HSA and other assessments.
- 50 percent based on teacher practice as rated by multiple observers; stakeholder satisfaction; teacher knowledge and skills as measured by professional growth; and school-based leadership and service.

Similarly, a new principal evaluation also will be negotiated with the Hawaii Government Employees Association (HGEA). It will be based on:

- Student learning; school-wide student growth as measured by the HSA and student success in transitions.
- Supplemental measures:
  - Promotion of a positive climate for learning and an atmosphere of caring and respect for all students and members of the school community
  - Leadership in school and instructional improvement based on observations by complex area superintendents, peers and trained observers and evidence of attracting, developing and retaining high proportion/numbers of effective teachers
  - High standards of professionalism: principal’s knowledge and skills
  - Management of full scope of administrator responsibilities: managerial skills

Complementary to these efforts, HIDOE plans to ramp up embedded professional development opportunities and adopt a more sophisticated approach to classify teacher effectiveness.

For teachers, HIDOE will move away from today’s current system of three ratings (Satisfactory, Marginal, and Unsatisfactory) to a system of four ratings (Exemplary, Effective, Marginal, and Unsatisfactory). For principals, HIDOE’s evaluation system will remain the same—using five categories to differentiate performance.

A CLOSER LOOK AT EDUCATOR RATINGS:

Exemplary: Exemplary teachers and principals should facilitate more than a year’s worth of growth for their students and will be able to demonstrate this level of effectiveness over multiple years.

Effective: HIDOE expects all teachers and principals to be effective. Effective teachers facilitate, at a minimum, one year’s worth of learning growth for students at their school.

Marginal: The “Marginal” identification is intended to be a transitional, limited-duration status. Marginal teachers, including beginning teachers, will receive support to improve and will be encouraged to work in a school that fits their skills and styles. Within the designated time period, marginal teachers will either become effective because their students are making at least one year’s worth of growth and their practices are effective, or, if not, those teachers will be downgraded into the unsatisfactory category.

Unsatisfactory: Those marginal teachers who fail to make at least one year’s worth of growth. Under the collective bargaining agreement, those teachers who are rated by their principals as marginal or lower are provided extra support and targeted professional development, moved to annual rating, and given guidance through coaching and mentoring.
CONDUCTING ANNUAL EVALUATIONS AND REWARDING PERFORMANCE:

Educators will be evaluated on an annual basis and HIDOE and HSTA have agreed to redesign the compensation system to recognize performance. Tenure will also be modified from two years to three years, and tenured teachers must earn an evaluation of “Satisfactory” or “Effective” for three years in a row.

While compensation details still need to be negotiated, informal discussions with the teachers union have identified the following attributes:

- Modest annual cost-of-living increases could be provided for novice teachers getting started and teachers rated at least “Effective”;
- Ratings of “Effective” may be the primary basis for compensation increases;
- Ratings of “Exemplary” could unlock additional classifications for teachers—such as new-teacher coaches and instructional leaders—and yield more significant compensation increases, bonuses, or other incentive payments; and
- Early in their tenure, “Effective” teachers may receive compensation increases for developing their knowledge and skill to improve their professional practice—however, further increases for experienced teachers would be based on demonstration of effectiveness in teaching, not on professional development.

DEPLOYING THE BEST EDUCATORS TO THE STATE’S NEEDIEST LOCATIONS

In an effort to cultivate the best educators and deploy them in the state’s most in-need locations, HIDOE will provide highly qualified teachers working in Zones of School Innovation with $3,000 and highly effective principals with $10,000. All highly effective teachers will be offered a 20 percent increase in pay. Finally, the state will work to fully leverage its effective teachers through an increased use of distance learning collaborations.

INDUCTING NEW TEACHERS

HIDOE recognizes the importance of providing necessary support for the state’s newest teachers – to ensure they are successful. To that end, beginning in Fall 2011, HIDOE will implement a new set of Teacher Induction Program Standards across its 15 complex areas. All complex areas will manage their own induction programs. Induction programs must:

- Demonstrate a three-year pathway of supports for every novice teacher and include multiple co-teaching and observation opportunities;
- Pair each novice teacher with an experienced mentor teacher;
- Adhere to a maximum ratio of 15:1 for inductees to experienced mentor;
- Provide novice teachers with content-specific support;
- Include four formative reviews per year along with a formal more comprehensive review;
- Contain an individualized professional development plan; and
- Identify new teacher evaluators, with a description of support for those evaluators.
TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS
Providing Targeted Support to Struggling Schools and Students

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<th>2011-2015 Objective</th>
<th>2010-2011 Outcome</th>
<th>2010-2011 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify 5% of lowest performing schools</td>
<td>All secondary schools in “planning for restructuring” include in their plans required actions to become College- and Career-Ready (CCR)</td>
<td>Provide all students with rigorous, interest-focused, CCR course options (e.g., Signature School)</td>
</tr>
<tr>
<td>Provide additional resources strategically targeted to ensure dramatic student achievement gains</td>
<td>Expansion of dual credit courses</td>
<td>Enter into partnerships with community partners and organizations</td>
</tr>
<tr>
<td>Consider all options to improve student outcomes • Including change of personnel • School closure</td>
<td>Enhanced and expanded Adequate Yearly Progress (AYP) response team analysis to include CCR</td>
<td>Deploy OHR “Pods” a.k.a. Regional Service Centers</td>
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<tr>
<td></td>
<td></td>
<td>Form Zone specific (Nanakuli-Waianae and Kau-Keaau-Pahoa) workgroups</td>
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</table>

“HIDOE wants all public school students to have the education they need and deserve and will ensure that its lowest-performing schools improve dramatically.”

--Hawaii’s Race to the Top Application, page 163

ENSURING SUCCESS FOR ALL STUDENTS

The Hawaii State Department of Education (HIDOE) seeks success for all students. To that end, it is committed to working closely with schools and community partners to pursue effective strategies to turnaround the state’s lowest performing schools. The end goal: ensuring that all students have access to first-class educational opportunities and are prepared for college, career and life.

That said, there are currently 3,257 students enrolled in the state’s six “Priority Schools”—the state’s lowest performing 5 percent—and nearly 11,000 students enrolled in schools that occupy Zones of School Innovation (ZSI). The ZSIs are priority schools, plus neighboring or feeder schools (including charter schools) in the Nanakuli-Waianae complexes (Leeward Oahu) and the Kau-Keaau-Pahoa complexes (East Hawaii). HIDOE is determined to make a difference for those students—and ultimately all students in Hawaii’s public schools—by turning itself around first, to properly facilitate turnaround strategies across Hawaii’s lowest-performing schools.

IMPLEMENTING CHANGE: THE PLAN

How will Hawaii see to it that its lowest-performing schools improve dramatically? Simply put, the state has mapped out a comprehensive three-point plan aimed at equipping identified schools with the strategies, resources, supports and guidance necessary for rapid improvement. The plan acknowledges that the state’s persistently lowest-achieving schools cannot be turned around through episodic, sporadic and unfocused technical assistance at the school level. Rather, systemic change and state-level support is required. Simultaneously, local community engagement and ownership is a necessity.
Driven by these guiding principles, HIDOE plans to pursue the following three-point plan to turn around the state’s lowest-achieving schools:

1. **Create the Office of Strategic Reform** (OSR) and identify a turnaround partner to help evaluate the leadership, oversight, and progress in Priority and ZSI schools;
2. **Establish conditions for success in the ZSIs** by implementing “Reform Action Plans” and providing additional operational, curricular, and family/student supports; and
3. **Monitor implementation and evaluate** intervention efforts to identify successful practices that might be replicated in other schools and complex areas.

The theory of change for this plan is anchored in 1) community support necessary to ensure successful implementation and sustainability and 2) high standards and supports for students and teachers.

What follows are specific details of this plan.

**#1: Create an Office of Strategic Reform**

To provide necessary state-level capacity, HIDOE is creating the **Office of Strategic Reform** (OSR) and staffing it with a director, known as the **Executive Assistant for School Reform** (EASR), to work across partners to implement a **Reform Action Plan** in the ZSIs. To ensure robust efforts, the EASR will contract an external lead turnaround partner who will audit the quality and fidelity of school turnaround initiatives and implementation. The HIDOE’s **Office of Curriculum, Instruction and Student Support** (OCISS) will be charged with working closely with complex area superintendents to guide interventions, conduct trainings, and develop tools and protocols for Priority Schools and ZSIs. Additionally, OCiSS will help train and coach school administrators and state leadership to direct school turnaround. OCiSS **School Improvement Teams** (OCiSS, SIT) will also assist with project management functions, protocols, best practices, and turning lessons learned into a usable framework for HIDOE and its rural and urban communities.

Locally, this turnaround work will be executed with a special attentiveness to community partnerships and school and community preparation. The following steps will be taken:

- **School Community Council** meetings or other school or community forums will be used to build community support and a shared vision and move forward with the work.
- Schools will conduct internal assessments to reveal strengths and growth areas.
- OCiSS, SIT will deploy its AYP Response Team to conduct a comprehensive needs assessment of all aspects of the school.

The work will culminate in a meeting of the **Recommendation Committee**—consisting of the deputy superintendent, complex area superintendents, the EASR and the lead turnaround partner—charged with helping to identify the most appropriate and effective action step. Ultimately, the superintendent will determine what action and federal intervention model will be used and when.

Once a course of action is identified, school teams—with technical assistance from the lead turnaround partner, OCiSS, SIT and OSR—will engage in strategic implementation planning. Their work will be guided by two-year performance agreement success measures, which will include absolute and growth measures plus other measures such as high school graduation rates. A minimum of 50 percent of the measures will be common to all Priority Schools and ZSI schools, and the remaining indicators can be tailored to specific local school needs.

All actions and strategies must be research-based, target the root causes for the lack of improvement, and provide comprehensive supports for non-academic needs of students. If, after two years, a school does not meet its benchmarks, the **Recommendation Committee** will recommend that the
superintendent take stronger action. For schools realizing increased performance and moving into “good standing,” Academic Achievement Awards will be used to help them maintain the momentum. $50,000 and $100,000 awards will be made to elementary and secondary schools, respectively.

#2: ESTABLISH CONDITIONS FOR SUCCESS IN ZONES OF SCHOOL INNOVATION

To ensure successful implementation of Reform Action Plan elements, HIDOE has identified support through the following priorities:

- **Highly Qualified and Highly Effective Teachers to Support College- and Career-Ready Goals**—providing incentives to top-rated principals ($10,000) and teachers ($3,000) that are “Highly Qualified” and work at or take an assignment at one of the high-needs schools in the ZSI.
- **Facilities Infrastructure to Support College- and Career-Ready Goals**—giving ZSI schools priority implementation of HIDOE’s science and math capacity plan.
- **Teacher and Leader Performance Measurement Demonstration**—implementing a performance measurement system for teachers and leaders first in ZSIs, rolled out concurrently with coaching, professional development, and system supports.
- **Building and Utilizing Technology to Extend the Reach of Effective Teachers**—using video-conferencing and e-course technology to provide students in ZSIs exposure to more highly qualified teachers.
- **Teacher Training, Mentoring and Induction**—providing induction training to all teacher mentors.
- **Differentiated Professional Development Opportunities**—giving ZSI schools first choice for using the Data for School Improvement system, implementing the State’s Literacy for Learning and Response to Intervention initiatives and, eventually, implementing the Common Core standards.
- **Increasing the Number of Turnaround Leaders and Teachers**—releasing a HIDOE-initiated RFP aimed at training and certifying principals for the state’s turnaround schools.
- **Distribution of Highly Effective Teachers in ZSI Schools**—distributing highly effective teachers in all subjects—particularly STEM—in the ZSIs. Incentive pay, targeted recruitment strategies, and financial incentives are in the works.
- **Best-in-State Practices**—sharing and spreading best practices from the highest-performing schools in the state to ZSIs, Tier III schools and all schools.

Additionally, human resource units will be established in each ZSI, to manage and appropriately staff the schools, provide job-embedded professional development, facilitate preferential placement of high qualified teachers and leaders, and ensure additional capacity to implement high-quality standards-based instruction and assessments.

Finally, ZSI students and their families will benefit from:

- Increased **early childhood education support** through subsidies aimed at helping young children enter kindergarten ready for success.
- Resources enabling **extended learning opportunities** through a longer school day and school year.
- Expanded **student engagement efforts** to identify students at risk of dropping out. Programs such as New Tech High and other STEM initiatives will be enhanced.
- Enhanced **comprehensive supports** that address specific barriers to learning and other non-academic issues that have bearing on student success.
#3: **On-Going Monitoring and Evaluation**

Through points #1 and #2, Hawaii is poised to provide an unprecedented amount of resources, flexibility and incentives to Priority Schools and ZSIs to enable swift school turnaround. In turn—to guarantee a return on investment and accountability for results—the state is ramping up its monitoring and evaluation processes. The following steps will be taken to guarantee progress:

- A formal monitoring process will occur every two years until Priority Schools meet targets or are forced to close. Priority schools can receive resources and will be monitored for six years.
- EASR staff and OCISS, SIT will conduct quarterly visits to participating schools, including classroom visits and interviews and provide technical assistance and advice on implementation and the identification and removal of barriers.
- OCISS, with the lead turnaround partner, will conduct annual monitoring and technical assistance visits to ensure high-quality implementation and compliance with federal guidelines.
- The state leadership team will also conduct random on-site visits to gather information and observe classrooms.
- Finally, an external evaluator will be contracted to conduct an independent evaluation of the intervention efforts to link programmatic inputs to student outcomes.
HIDOE is poised to reconfigure itself to align with the major elements of its Race to the Top education reform plan. Successful reconfiguration requires HIDOE to change how it approaches human resource management, information technology, curriculum, student support, resource allocation, and performance management to support the reforms advanced in Race to the Top. But this reconfiguration is bigger than HIDOE – it will ultimately impact the future of Hawaii’s keiki.

Major commitments include:

- The Hawaii State Teachers Association and the Hawaii Government Employees Association have committed to negotiate with the state to attain the goals of Race to the Top.
- Hawaii’s public schools and community partners are committed to ensuring positive outcomes for all students.
- The Hawaii P-20 Council, including legislative, business, early education, philanthropic, and community leaders, has set a goal for 55 percent of Hawaii’s working age adults to have a two- or four-year college degree by 2025. Learn more about the Council at p20hawaii.org.
- Kamehameha Schools (KS) is working with the HIDOE to close the achievement gap for Native Hawaiian students. In 2008-09, KS invested $24.9 million to support HIDOE efforts with Hawaiian Focused Charter Schools, and has committed to continuing its support for programs serving communities with Native Hawaiian students. This support includes programs such as New Tech High Project based at Nanakuli and Waianae high schools.
- Hawaii Community Foundation, a statewide public foundation dedicated to investing in people and solutions that benefit every island community, has pledged staffing resources to support specific Race to the Top goals and activities. Help with giving by visiting hawaiicommunityfoundation.org.

Partnerships with both public and private sectors of the community are essential to transforming Hawaii’s public schools, improving student achievement, and achieving sustainable change. We must work together to develop a shared vision of student success and embrace the collective responsibility for that success. Thus, engaging and building community support will continue to play a vital role in transforming our public schools and, ultimately, in the success of our nation’s and our state’s economic future.