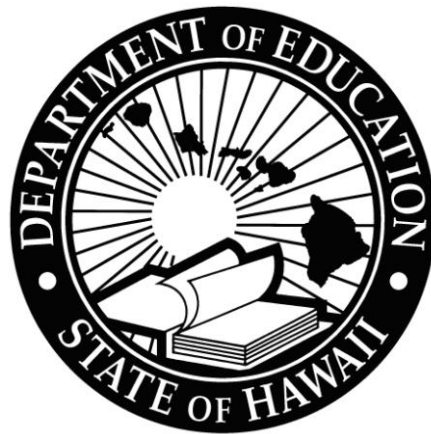# ESEA Flexibility

Request for Window 3

Submitted to the United States Department of Education
September 6, 2012

Hawaii Department of Education
Kathryn S. Matayoshi, State Superintendent of Education
Honolulu, HI 96813-2493

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST	
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State Contact for the ESEA Flexibility Request

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Signature of the Chief State School Officer: X	Date: September 5, 2012

The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.

Hawaii public schools are located on seven of Hawaii's eight main islands. In addition to having diverse student populations and school settings, Hawaii has a unique educational structure as the only state with a P-20 continuum supported by a single statewide K-12 department of education that is both the State Education Agency (SEA) and the Local Education Agency (LEA), as well as a single public higher education system that governs state community and four-year colleges.

The Hawaii Department of Education's (HIDOE) 254 K-12 HIDOE-operated public schools and 32 charter schools collectively make up the 10th largest school system in the nation, serving approximately 180,000 students.[1] Hawaii is also the only state to officially recognize two languages – English and Native Hawaiian. Consequently, 19 of the 286 public schools are Native Hawaiian immersion schools that provide instruction in Native Hawaiian during the early elementary grades. The HIDOE-operated public schools are organized into 42 "complexes," made up of a high school and its feeder schools. Complexes, in turn, are grouped on a geographic basis into 15 complex areas. Each complex area is led by a complex area superintendent (CAS).

HIDOE's unique organizational structure as a single, comprehensive system is provided for in the Hawaii Revised Statutes 302A-1101 authorizing the Hawaii State Board of Education (BOE) to "formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and appoint the superintendent of education as the chief executive officer of the public school system." There is only one LEA that has "public authority legally constituted within" the State of Hawaii "for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools (Elementary and Secondary Education Act of 1965, Section 14101)."

The BOE appoints the superintendent of education (Superintendent), who serves as both the Chief State School Officer and organizational head of HIDOE, which is authorized as the "central support system responsible for the overall administration of statewide educational policy, interpretation, and development of standards for compliance with State and federal laws, and coordination and preparation of a system-wide budget for the public schools" (HRS 302A-1102).

The Superintendent appoints and supervises the 15 CASs who maintain direct supervisory connection to the State's 42 regional K-12 school complexes. Specifically, the CASs oversee personnel, fiscal and facilities support; monitor compliance with applicable State and Federal laws; and, oversee curriculum development, student assessment, and staff development services – all with the goal of increasing student achievement.

The Superintendent also has direct line authority over all employees in both administrative units and schools. The Superintendent, together with the BOE and Governor, negotiates with the

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[1] In this document, all references to "charter schools" have the same meaning as "public charter schools".

collective bargaining unit that represents teachers (the Hawaii State Teachers Association), and the collective bargaining unit representing educational officers, including school principals (the Hawaii Government Employees Association).

To maintain the focus on outcomes and align work across HIDOE, the Superintendent created the Office of Strategic Reform (OSR). OSR serves as a "delivery unit" tasked with leading cross office reform efforts and providing guidance and strategic oversight. For example, OSR staff coordinates the completion of Race to the Top deliverables across the Office of Curriculum, Instruction, and Student Supports (OCISS); the Office of Human Resources (OHR); the Office of Data Governance; and the Office of the Superintendent.

The BOE also oversees the State Public Charter School Commission (the Commission). Currently, the Commission is the only charter authorizer in the state and has the authority to approve, deny, reauthorize, and revoke charter contracts. The charter authorizer is also responsible for the administration of and compliance with the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act of 2001 and applicable federal laws as cited in Act 130, Session Laws of Hawaii 2012. Consequently, the State Board of Education, by way of its authority over all charter authorizers, is responsible for the administration of and compliance with applicable federal laws at charter schools. Although oversight of charter schools is housed within the authorizer, all charter schools receive federal funds via the SEA and, as such, must comply with the requirements of this application, in addition to those imposed by the authorizer.

Nothing in this proposal or its implementation shall interfere with the autonomy and accountability of charter schools in the State as defined by State charter school law and regulations. Specifically, this plan shall be implemented in a manner that protects the authority of charter school authorizers to reauthorize or revoke charters based on the timeframes and performance expectations in their charter contracts and Hawaii law. The identification of a charter school as falling within the category of Priority or Focus schools under the provisions of this flexibility application, and the subsequent improvement planning and implementation of any improvement plan by such a school, shall not be used as evidence to delay or avoid closure if the school is failing to meet the terms of its charter agreement. Further, the autonomy provided to charter schools under Hawaii law and administrative rules and through each school's charter contract shall not be diminished as a result of any charter school's identification as a Priority or Focus school, or the implementation of any improvement plan under this flexibility process.

In addition, nothing in this proposed accountability and support system or its implementation shall interfere with the right of educational associations to assert that certain matters are or are not subject to collective bargaining, consult and confer, input or rights of the Employer.

Hawaii's application to the U.S. Department of Education for ESEA Flexibility builds on a comprehensive and coherent reform agenda that is embedded within our State's Race to the Top plan as well as the updated Hawaii Department of Education Strategic Plan. Key community stakeholders were invited to participate in the ESEA Flexibility development process through numerous mechanisms for stakeholder and community involvement. HIDOE intentionally sought broad based stakeholder support from teachers, principals, and their unions; political leaders; Kamehameha Schools, the Office of Hawaiian Affairs and other Native Hawaiian organizations; businesses; health and parent organizations; institutions of higher education; Hawaii's Charter School Network; the Hawaii P-20 Council; community and private foundations; and the general public.

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☐ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility.*

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs

to support continuous improvement in Title I schools.

☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

Note: HIDOE has provided school level, grade level and student level growth data to all school administrators and teacher leaders. However, the State has not yet done so for English language arts and mathematics teachers in tested grades. HIDOE has implemented a roster verification system to create a high quality student/data link using the Battelle4Kids software so that student growth data are accurately attributed to the right teacher in all tested grades and subjects. Teachers in the 81 schools piloting the new educator effectiveness system will receive their school year 2010-2011 and 2011-2012 classroom and student level growth data in October 2012 following a round of roster verification. A second round of statewide roster verification will occur in April, 2013 at which point all teachers of tested grades and subjects statewide will be provided their classroom specific growth data statewide for 2010-2011 and 2011-2012. This phased-in roster verification approach allows HIDOE to develop accurate student/teacher data links while offering in-depth training alongside the release of student growth data.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☐ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Hawaii is well positioned to continue transformational leaps forward for its students with the flexible, focused resources provided by the State's Race to the Top grant and its proposed next generation accountability and support system. The Hawaii Department of Education (HIDOE) planned and carried out an extensive and wide-ranging series of activities to meaningfully engage and solicit input on this application from teachers, leaders, parents, the public, and other critical stakeholders.

HIDOE believes that these efforts will lead to successful implementation of its flexibility application due to the considerable evidence of "buy-in" from key stakeholders across the state. Teachers, principals, complex area superintendents and other educators have played a key role in helping implement the initiatives outlined in Hawaii's Race to the Top application, including the Common Core State Standards , teacher and principal evaluation, end of course assessments, STEM, data teams, and the K-12 Longitudinal Data System. Throughout the implementation cycle, HIDOE has consistently and deliberately solicited input and feedback to improve these initiatives, all of which inform critical aspects of the State's ESEA Flexibility application (*Attachment 1 and 2*).

During the public outreach period for Hawaii's ESEA Flexibility application, OSR staff conducted in-person meetings with principals, vice principals, and community stakeholders across the islands. The meetings provided an opportunity for focused and engaged feedback directly from the field to the staff responsible for drafting the content of the ESEA Flexibility application. Feedback will also inform the development of a comprehensive implementation support plan.

OSR held meetings on the following dates:
- August 10, 2012: Central Oahu and Maui;
- August 13, 2012: Honolulu and Windward Oahu;
- August 16, 2012: Leeward Oahu; and
- August 22, 2012: Kauai.

A number of formal bodies (listed below) also provided written or in-person feedback. As a direct result of the feedback gained, the State has modified the following aspects of the

application:

- Redefining "Reward Schools" with the label "Recognition Schools" to better reflect the State's culture and values;
- Adjusting the weights for elementary, middle, and high school measures in the Hawaii Academic Performance Index;
- Adjusting the weights attributed to mathematics, ELA and science HSA results;
- Adding Native Hawaiian and Pacific Islander as additional distinct ethnic subgroups;
- Integrating school-level Academic and Financial Plans (AcFin Plans) into the ESEA accountability system;
- Adding more robust interventions and supports for Focus and Priority schools, as informed by best practices in the field and ongoing work with community stakeholders;
- Clarifying language dealing with the expectations for charter schools; and
- Adding information on the State's Native Hawaiian Immersion program.

Outreach efforts to specific organizations are described below.

Educational Leadership Institute (ELI): On July 19, 2012 the State's principals, vice principals and other educational officers gathered together for Education Leadership Institute. The ELI is an annual meeting, at which HIDOE leadership sets its direction for the upcoming school year. As part of the agenda, the major components of the proposed accountability system and the Hawaii Growth Model were presented to the approximately 900 participants. The end of the day survey revealed that 92% of principals agree that the growth model contributes to a more balanced accountability system.

Great Teachers Great Leaders Workgroup (GTGL Workgroup): Since 2009, HIDOE has convened the GTGL Workgroup to explore ways to revamp Hawaii's human resources, evaluation, and talent development systems for principals and teachers. The GTGL Workgroup is comprised of complex area superintendents, principals, and teachers; union leaders; postsecondary leaders; and education advocates. In 2011, the GTGL became a formal standing body to provide advice, recommendations, and ideas throughout the design, piloting, and final version of the educator effectiveness system that will be implemented statewide in school year 2013-2014. Workgroup members received copies of the draft application, a summary document, and an online survey for collecting feedback. HIDOE reached out to workgroup members directly to encourage feedback on the content of the application.

The Office of Governor Neil Abercrombie: HIDOE staff worked with the Governor and his staff to share information on the draft application throughout the development process. On August 20, 2012, HIDOE leadership briefed the Governor on the content of the draft application. The Governor convened the Board of Education, at a Board retreat, to discuss the updated Strategic Plan and how the ESEA Flexibility application aligned with ongoing reform efforts. OSR staff

also worked with the Governor's education policy advisor to review drafts of the application. Specifically, the Governor's advisor participated in discussions on the modeling of the proposed Hawaii Academic Performance Index.

The Hawaii State Board of Education (BOE): The BOE formulates statewide educational policy, adopts student performance standards and assessment models, monitors school success, and appoints the State Superintendent of Education. HIDOE leadership presented the draft application to the full BOE on August 7, 2012 and received in-person feedback on August 21, 2012 from the Governor's Office and individual board members during a BOE retreat.

High School Principals Forum: The High School Principals Forum provides a venue for the State's public high school principals to collaborate and provide guidance to HIDOE on policy decisions with a particular emphasis on those decisions tied to college- and career-readiness. HIDOE leadership and OSR staff attended a High School Principals Forum meeting on August 23, 2012 to present the draft ESEA Flexibility application and receive feedback.

State Instructional Leadership Team: The State's instructional leadership team includes HIDOE leadership, complex area superintendents, and all assistant superintendents. This advisory body meets twice monthly to discuss proposed policy changes and implementation of programs. To gain input on the content of the ESEA Flexibility application, HIDOE leadership and OSR staff attended a State Leadership Team meeting on August 8, 2012. Each of the 15 complex area superintendents reviewed the ESEA flexibility application and provided formal written input on the draft.

School Community Councils (SCCs): School Community Councils are forums for exchanging ideas about how to improve student achievement among a school's stakeholders: principals, teachers, school staff, parents, students, and community members. SCCs are a major part of the overall leadership structure at each school. Members are elected by their peers to advise the principal on specific matters that affect student achievement and school improvement. Their primary role is to participate in the process that ensures that the needs of all students are specifically addressed in the overall education plan for the school. Council members received copies of the draft application, a summary document, and an online survey for collecting feedback. HIDOE reached out to council members directly in order to encourage feedback on the content of the application.

Superintendent's Community of Practitioners Advisory Council Compact: The Superintendent's Community of Practitioners Advisory Council Compact includes principals from all school levels; OCISS staff; a complex area superintendent; and representatives from charter schools, community groups, and the Special Education Advisory Council. This group holds regular, ongoing meetings with HIDOE leadership as a forum to discuss Race to the Top implementation.

To gain input on the content of the ESEA Flex application, OSR staff attended a Community of Practitioners meeting on August 3, 2012.

The Teacher Education Coordinating Committee (TECC): The TECC is comprised of representatives of all institutions of higher education in the State that participate in the preparation of teachers and other education professionals. TECC members received copies of the draft application, a summary document, and information on how to access the public feedback survey.

Education Associations: Both the Hawaii State Teachers Association and Hawaii Government Employee Association received copies of the draft application, a summary document, and information on how to access the public survey.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

In developing this ESEA Flexibility application, a wide range of community members provided input on the proposed school accountability and support system (*Attachment 3*). Mechanisms for gathering input included an online survey, in-person gatherings with community leaders statewide, and discussions with specific parent and various organizations representing the community, parents, labor, business, and philanthropy.

On July 25, 2012, HIDOE released a draft of the application for ESEA Flexibility to the general public. Along with the draft of the application, HIDOE posted a summary document with guiding questions for community input and a survey for gathering feedback on the main [website](). The three week public feedback period ended on August 17, 2012. A total of 71 individuals responded to the survey. Key findings include support for:
- Applying for ESEA Flexibility (82% agreement);
- Redefining the student subgroups that HIDOE reports (79% agreement);
- Drawing upon multiple measures to create a performance index (measures that received greater than 75% support include high school graduation rate, chronic absenteeism, and student attainment and growth); and
- Changing how schools are labeled to include recognition and multiple categories of school performance (94% agreement).

Additional data from the public feedback survey are included in *Attachment 4*. The following organizations and networks reviewed the draft proposal and provided specific feedback:

Family-School Partnership Workgroup: The Family-School Partnership Workgroup focuses on identifying and supporting the implementation of strategies to increase school-community engagement and partnerships. The Workgroup is comprised of HIDOE representatives, the Autism Society of Hawaii, Community Children's Councils, Hawaii Education Matters, HE'E, SEAC, PTSA, TLC, Parents for Public Schools Hawaii, and the Special Parent Information Network. The Workgroup submitted feedback to HIDOE on August 10, 2012.

Harold K.L. Castle Foundation (Castle Foundation): The Castle Foundation works to build resources for Hawaii's future through grant making, convening, and disseminating new ideas and solutions to some of the State's most pressing problems. In particular, the foundation invests in projects to close academic achievement gaps between various student subgroups. HIDOE staff shared copies of the draft application and a summary document with foundation leadership. OSR staff followed up on July 31, 2012 with an in-person meeting to solicit feedback on the content of the draft.

Hawaii Business Roundtable (the Roundtable): The Hawaii Business Roundtable is a statewide public policy organization comprised of CEOs and other senior executives in Hawaii. The Roundtable focuses on education and the economy with an emphasis on the development and implementation of a school accountability system that is grounded in high academic standards. The Roundtable received copies of the draft application and summary document. Members provided feedback using the public feedback survey.

Hawaii Charter Schools Administrative Office (CSAO): The CSAO is a state office that is responsible for the organization, operation, and management of Hawaii's charter school system. The CSAO is not housed within HIDOE, but is attached for administrative purposes. With the passage of Act 130, Session Laws of Hawaii 2012, the CSAO will sunset as the newly created Public Charter School Commission becomes operational. HIDOE has engaged CSAO throughout the drafting process through a small working group. OSR staff met with CSAO leadership on August 6, 2012 and again on August 22, 2012 to solicit feedback. CSAO staff also attended the feedback meetings for charter school principals and vice principals.

The Hawaii P-20 Partnerships for Education and Hawaii P-20 Council: Hawaii P-20 Partnerships for Education is a statewide partnership led by the Early Learning Council, the Hawaii State Department of Education, and the University of Hawai'i System. Hawaii P-20 works to strengthen the education pipeline from early childhood through higher education so that all students achieve success in college and careers. The Hawaii P-20 Council, consisting of 31 key legislative, education, business, philanthropic and community leaders, provides the mechanism for coordinating and collaborating among agencies to address the State's needs for an educated workforce. The P-20 Council also provides community oversight of HIDOE's Race to the Top implementation. Hawaii P-20 is also an essential partner in college-readiness

initiatives and the lead in establishing Hawaii's State Longitudinal Data System, both of which are major components of HIDOE's RTTT grant. To gain input on the content of the ESEA Flex application, staff from the OSR met with Hawaii P-20 leadership on August 22, 2012.

Hawaii Parent Teacher Student Association (PTSA): The PTSA is Hawaii's oldest and largest child advocacy organization. PTSA operates with the goal of improving the lives of children in Hawaii through public education. PTSA is a member of HE'E and was engaged throughout the drafting process. OSR staff set up an ESEA flexibility information booth at the PTSA annual meeting on June 30, 2012. HIDOE also worked with PTSA and HE'E to create an ESEA mailing list specifically for interested parents. PTSA leadership received copies of the draft application and summary document. HIDOE encouraged leadership to share the information with their members and provide feedback using the public feedback survey.

Hawaii Public Charter Schools Network (the Network): The Network works to enable, support, and unify charter schools and the broader charter school sector in Hawaii. Activities of the Network include representing charter schools in communications with the State and each other to provide information and services. The Network also conducts research on educational reform to support charters. Network leadership was engaged throughout the drafting process. OSR staff met with leadership on June 12, 2012 and August 27, 2012 to share the vision for the draft as well as to collaborate on the development of charter specific language for each of the principles. OSR staff also worked with the Network to hold a series of feedback meetings for charter school principals and vice principals throughout the State HIDOE and the Network held meetings on Oahu (August 15, 2012), Hawaii island (August 16, 2012), and Kauai (August 14, 2012).

The Hawaii State Legislature: During the 2011-2012 legislative session, the Hawaii State Legislature passed a Continuing Resolution that requests HIDOE to submit a request for ESEA Flexibility to the U.S. Department of Education. Select members of the legislature who focus on education related issues received copies of the draft application and were encouraged to provide individual feedback to OSR staff.

Hawaii State Public Charter School Commission (the Commission): Currently, the Commission is the sole authorizer of charter schools in the State of Hawaii. The Commission reports directly to the State Board of Education. OSR staff presented the draft application and solicited feedback during a Commission meeting on August 2, 2012. Individual commissioners provided feedback on the draft and, specifically, the language related to charter schools.

Hui for Excellence in Education (HE'E[2]): HE'E promotes a strengthened public education system through valued and empowered families, communities, and schools. HE'E accomplishes this through the collaboration of the over 30 community organizations that are members.

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[2] "Hui" means group or association in Native Hawaiian.

Members share resources and identify opportunities for progressive action in education. HIDOE engaged HE'E members and leadership throughout the drafting process. On July 19, 2012 OSR staff attended a HE'E meeting to present the vision for the draft application. HIDOE then shared copies of the draft application and a summary document with HE'E and directly to the member organizations. HE'E also partnered with HIDOE to engage key community stakeholders during meetings with principals and vice principals described in subsection 1 of the consultation section. HE'E leadership attended the majority of the meetings and assisted in taking and compiling notes to inform changes to the draft.

The Native Hawaiian Educational Outcomes Council (NHEOC): NHEOC includes leadership from the Native Hawaiian community and Native Hawaiian organizations that share a common goal of improving educational outcomes for Native Hawaiian students. Council members received copies of the draft application, a summary document, and an online survey for collecting feedback. On August 24, 2012, OSR staff attended a NHEOC meeting to answer questions about the content of the draft application and gather input.

Special Education Advisory Council (SEAC): SEAC is the State advisory panel as required in the Individuals with Disabilities Education Act. SEAC advises the state superintendent on effective instruction for all eligible children with disabilities. SEAC uses its strength as a broad-based constituency group to play an active and influential role in decisions affecting policies, programs and services that impact students with disabilities. Council members provided written feedback to HIDOE on the draft proposal.

The Learning Coalition (TLC): The Learning Coalition is a non-profit organization focused on increased excellence in Hawaii's public schools. Specifically, TLC works to foster and support a culture of collaboration between families, communities, and schools. HIDOE worked with TLC staff directly to share the direction of the ESEA Flex application, a subsequent draft, and the summary document. TLC members provided feedback via the public feedback survey.

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Hawaii is the only State in the nation to make significant and meaningful progress in all five categories of the 2011 National Assessment of Educational Progress (NAEP): grade 4 and 8 mathematics, grade 4 and 8 reading, and grade 8 science. Compared to other states, Hawaii ranks 11th in growth on the NAEP over time[3]. While these accomplishments are notable, Hawaii remains committed to a cycle of continuous challenge and improvement to further improve teaching and student learning. The Hawaii State Board of Education recently updated the State Strategic Plan, which charts a course towards 2018 and identifies how the State will fully develop the academic achievement, character, and socio-emotional well being of its students to ensure that all students reach their aspirations for college, career, and citizenship.

To achieve these results, Hawaii has focused its theory of action on: high expectations for student achievement and improvement; the use of multiple measures to more authentically define student success; supports for effective teachers and principals, as the instructional

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[3] http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG12-03_CatchingUp.pdf

leaders in their schools; and a focus on resources and supports to the lowest performing schools. As schools demonstrate their success at helping all students meet high expectations, the State believes that these schools should receive increased autonomy. In the 2011-2012 school year, student performance in Hawaii improved across every tested grade in both mathematics and reading on the Hawaii State Assessment (HSA). This milestone provides clear evidence that Hawaii's schools are focused on a core set of instructional priorities and expectations for students despite living and working across seven geographically and culturally distinct islands. Yet, the State's current NCLB era accountability system provides, at best, a narrow snapshot of the true state of student learning and growth.

In submitting this application, HIDOE is seeking approval of its plan to develop and implement a next generation accountability system that is built on multiple measures that more validly reflect school performance and improvements and provide for clearer direction and motivation for school improvement efforts. The accountability system contained within this application explicitly reinforces the college- and career-ready mission set forth within the Hawaii State Board of Education's Strategic Plan. In doing so, the proposal will align the federal accountability system with the goals and strategies in the BOE's updated Strategic Plan.

Building upon HIDOE's current Accountability Workbook, the proposed system also articulates a clear set of student success metrics that collectively reflect the State's expectations for school performance. The proposed approach sets new "stretch" performance goals for schools that are ambitious but realistic. Drawing upon these goals, the proposed accountability system effectively differentiates school performance in a valid, reliable and meaningful way, so that schools in need of improvement receive appropriate support and intervention, and the State's high performing schools receive the recognition and administrative flexibility that they richly deserve.

The proposed accountability system lays out the State's strategies to invest in the development of all educators through rigorous college- and career-ready academic standards and assessments, timely and actionable performance feedback, and mechanisms that build the capacity of the State's 15 complex areas to support school improvement and transformation efforts. The proposed system is also aligned with and supportive of the clear expectations for charter schools relative to their performance and improvement efforts to prepare students for success after high school. This coherent approach across the three ESEA Waiver Principles ensures that Hawaii's schools and educators work towards, and are held accountable for, the preparation of students for success in college and careers.

In setting clear expectations for increased student achievement and instructional excellence, the State is better able to target and reallocate limited federal and state resources towards the schools and educators in need of additional support. The menus of supports and interventions described within this proposal are based upon successful practice and lessons learned within Hawaii's schools that have demonstrated steady performance gains and exited Status.

Roles and responsibilities in the proposed system are clear. Principals as instructional leaders are primarily responsible for leading school improvement efforts. Hawaii's fifteen complex areas provide direct support to schools, especially towards those schools at risk of sliding into a lower performance category. The State provides the accountability framework, all necessary research and development, overall resources for the system, and targeted resources towards the schools in greatest need of improvement. Given the increased support that helps schools focus on college and career readiness, the State will not tolerate schools that fail to improve and will aggressively intervene when necessary.

Hawaii's dedication to accountability, support for educators, collaborative spirit, and determination to continuously improve led to the State's award of a Race to the Top grant and will continue to guide Hawaii in preparing students for success in college and careers. Our children deserve no less.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 5)	i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
	ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need

	remedial coursework at the postsecondary level. (Attachment 5)

1.B   TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

Adoption of College- and Career-Ready Standards
Hawaii has a demonstrated commitment to, and track record for, developing and implementing high-quality, college- and career-ready standards and assessments. In 2006, Hawaii joined the American Diploma Project with the goal of aligning high school expectations with those of college and the workforce. As a result, both Achieve, Inc. and Education Next recognized Hawaii as a leading state for having nationally-competitive standards and assessments (*Attachments 6*).

Participation in the development of the Common Core State Standards (Common Core) was a natural next step in the implementation of a standards-based education system. In June, 2009, Hawaii officially joined a consortium of states, led by the Council of Chief State School Officers and the National Governors Association Center for Best Practices, to develop the Common Core. Educational specialists from HIDOE participated on K-12 standards development feedback groups for both English language arts and mathematics. On June 18, 2010, the BOE adopted the final Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics. As is described in the following subsections, HIDOE has developed a clear implementation strategy to ensure that all students, including English language learners, students with disabilities, and low-achieving students, have access to high quality content and instruction aligned to the Common Core.

Gap Analysis
Following formal adoption of the Common Core, HIDOE conducted a thorough analysis of the degree and depth of alignment between the Common Core and the Hawaii Content and Performance Standards (HCPS). The Office of Curriculum, Instruction, and Student Supports (OCISS) worked with teachers, curriculum coordinators, postsecondary instructors, and State

English language arts and mathematics content panels to inform the analysis. On November 29, 2010, OCISS posted the final standards analysis (crosswalks) on its standards toolkits website (*Attachment 7*).[4] The crosswalks are a starting point for teachers to build a deep understanding of the depth of content and skills that the Common Core demands. The crosswalks also show where there is not alignment between HCPS III and the Common Core. This information was particularly important for informing HIDOE's phased-in implementation strategy, as well as the development of curricular materials such as curriculum frameworks.

Adoption of College- and Career-Ready Diploma Requirements
Taking into account the rigor of the Common Core, the BOE worked with local businesses and higher education representatives to develop and adopt more rigorous graduation requirements for the graduating class of 2016. The result was an amendment of BOE Policy 4540 in September 2011 (*Attachment 8*). The amendment increases course requirements for mathematics and includes new options for students to earn credits by demonstrating subject mastery. In subsequent guidance to the field, the Office of Curriculum, Instruction, and Student Supports provided clear requirements for honors designations with the new policy.

As the State moves forward with implementation of the new diploma requirements, staff from OCISS, the Office of Strategic Reform (OSR), and the Systems Accountability Office (SAO) are participating on two national workgroups related to competency-based opportunities for earning academic credit. OCISS and SAO staff participate in the Smarter Balanced Proficiency-Based Learning Task Force. OSR staff represent on Hawaii on Competency-Based Education Workgroup that is facilitated by Achieve, Inc.

Beginning with the graduating class of 2016, students may now qualify for three honors designations: Academic honors; Career and Technical Education (CTE) honors; and Science, Technology, Engineering, and Mathematics (STEM) honors. Each designation incorporates components of the Common Core. For example, the CTE Pathway Program of Study includes communications standards and benchmarks that are aligned to the Common Core State Standards for English language arts and technical subjects. Where applicable and appropriate, mathematical reasoning and calculation standards and benchmarks are also embedded within the CTE Pathway Program of Study.

Standards-Based Grading
As is described in this section, Hawaii has demonstrated a focus on developing a standards-based education system. The alignment of grading to standards is a natural next step in the implementation of academic content standards. Hawaii's schools have used standards-based report cards since 2005. In school year 2011-2012, grades K-2 implemented an updated report card that is aligned to the Common Core (*Attachment 9*).

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[4] The Standards Toolkit website

Analysis of Linguistic Demands of the Common Core State Standards
The World-Class Instructional Design and Assessment (WIDA) standards have served as the State's English language proficiency (ELP) standards since 2009. In addition to alignment with HCPS III, Hawaii determined the degree and depth of alignment between the Common Core and the World-Class Instructional Design and Assessment (WIDA) standards for English language learners. In March 2011, HIDOE participated in an independent alignment study that evaluated the linkage between the WIDA standards and the Common Core. The results indicate a strong alignment between the two sets of standards. The 2012 edition of the WIDA standards includes representations of language development outside of core content areas as well as connections between content (Common Core) and language strands.

In the 2009-2010 school year, the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs ®) was administered locally for the first time to meet ESEA Title I and Title III requirements to ensure students' progress as they strive to reach proficiency in their English language development.

In addition to an analysis of the linguistic demands of the Common Core for ELLs, HIDOE is also working the Native Hawaiian community to translate the expectations of Common Core to Native Hawaiian for the State's immersion schools. Additional details on related work on assessments in Native Hawaiian are found in the section on transitioning assessments.

Analysis of Learning and Accommodation Factors for Students with Disabilities[5]
To support students with disabilities' (SWDs) access to college- and career-ready standards, Hawaii has focused its efforts on serving SWDs in general education settings. Currently, HIDOE is in the final year of a four year cycle of general supervision reviews focused at the complex area level. Each year has included reviews of documented evidence in the individualized education plan (IEP) that supports placement decisions. Specifically, the reviews identified and analyzed evidence that the IEP team considered placement in general education. As a result of the review process, each complex area is required to submit a complex area improvement plan based on areas in need of improvement. For school year 2013-2014, all IEP teams are required to use a decision making tool to guide data driven decision making relative to placement. This tool will assist the team in considering the appropriateness and benefits of all placement options, beginning with the general education setting. The tool will also be used to identify meaningful supports, supplementary aids, and accommodations.

In addition, HIDOE has launched a statewide initiative to develop best practices through

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[5] For the purposes of this application, the term "students with disabilities" is synonymous with "special education" or SPED students.

implementation and training sites. Details on the initiative, dubbed "Centers of Educational Excellence on Inclusive Practices and Access to Common Core" are in the subsection on professional development for teachers on the Common Core State Standards.

Dissemination of the Common Core State Standards to the General Public
HIDOE has launched a comprehensive communications strategy that includes clear message points, an online portal with information on all reforms (as opposed to separate websites), and communications resources. In November 2010, HIDOE created a website to specifically highlight the reform efforts of Hawaii's public education system. The site serves as a temporary community access portal to keep the public informed about the progress of Hawaii's RTTT initiatives through an e-newsletter subscription service and posting of articles, documents, and reports.

Video messages with news updates are distributed internally and externally through posting on the HIDOE and RTTT websites, as well as on Hawaii Public Television. HIDOE has partnered with Hawaii Public Television to host Viewpoints, a series of 30-minute television segments. The program, targeted to parents, HIDOE staff, and the general public, features monthly discussions on school reform and Race to the Top efforts. During the 2010-2011 school year, multiple episodes of Viewpoints featured Common Core related topics, such as "Common Core Standards – Familiarity," and "Common Core Standards Implementation." The segments are posted at http://www.video.k12.hi.us/viewpoints. In addition, the State's online Common Core Toolkit, which includes all documents related to the transition and implementation of Common Core, is accessible to parents and the public.

Brochures, created by Hawaii Educational Specialists, explain what parents with students entering kindergarteners can do to help prepare students for their first year in the Common Core State Standards. These documents, as well as bookmarks showing Hawaii's timeline for transition, and posters showing the shifts in mathematics and English language arts, have been widely shared at venues such as Community Board Meetings, Parent Teacher Nights and Teacher Education Committee Sessions.

External communication advisors are working with HIDOE to supplement these efforts with a time sensitive communications plan that defines and clarifies reform efforts and "layers" on messages to specific audiences addressing current issues relating to the teacher contract, Common Core, extended learning time, and the updated 2011-2018 BOE Strategic Plan. HIDOE launched the new comprehensive communications strategy and campaign, internally, at the July 19, 2012 statewide Education Leadership Institute. The campaign will launch externally, alongside a new community portal, in 2013. Additional information on dissemination efforts for complex area and school staff is fully described in the section on professional development.

In addition to the ongoing communications efforts tied to Race to the Top, HIDOE is leveraging the Family-School Partnership Workgroup to better identify opportunities for school- community engagement, including a specific focus on developing and implementing robust systems of communication between families and all levels of the education system. The Hawaii State Board of Education's Policy 2403 (Family Involvement), is based on the National PTA standards on school-family partnerships and frame future efforts to engage parents and communities.

HIDOE communications efforts are also supported by those of parent and community organizations across the islands. Over the next two years, The Learning Coalition (described in the consultation section), is planning to hold a series of opportunities for community members to build a deeper understanding of key reform topics such as the Common Core. Through these opportunities, TLC plans to build a cadre of community members who could coordinate with HIDOE to strength communication to the public.

Professional Development for Teachers and Principals on the Common Core
Supporting educators in understanding the depth of content and skills in the Common Core and implications for instructional pedagogy is critical for successful implementation of the Common Core. Recognizing this, HIDOE has deployed a comprehensive plan to support all teachers in providing Common Core aligned instruction within every classroom by school year 2013-2014. To that end, all ELA teachers in grades 11-12 and all Algebra II teachers were required to implement the Common Core in school year 2011-2012. The same year, every K-12 ELA and mathematics teacher adjusted their instructional practice to include the major shifts in the Common Core.[6]

In 2010, Hawaii began implementation of a five phase professional development plan. The plan relies on a tri-level approach, whereby the State provides training to complex area staff, who are then responsible for providing training at the school level. This "tri-level" approach ensures that implementation efforts are aligned from the state to school levels and builds capacity to implement the Common Core at all levels of the education system.

Phase I: Familiarity (October 2010-December 2010)
Phase I helped educators identify the similarities and differences between the HCPS III and the Common Core State Standards. OCISS educational specialists worked closely with expert content panels and used an online analysis tool developed by Achieve, Inc. to create crosswalk documents (described previously in the subsection on gap analysis). The crosswalks supported

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[6]The major shifts in the ELA standards include the use of text dependent questions, exposure to increasingly complex texts, and a focus on the written argument. In math, teachers implemented the standards for mathematical practices.

statewide professional development efforts to help teachers understand the major shifts in the Common Core. In this initial phase, professional development efforts included face-to-face training sessions on the transition to the Common Core for all principals.

Phase II: Understanding (January 2011-March 2011)
Phase II helped educators understand the expectations in the Common Core in greater detail and how this information relates to the content and skills in HCPS III. Professional development efforts included teams of teachers and school leaders from schools across the State to promote shared learning across school staff and to build a cadre of Common Core "experts" for each school. Participants received all training materials, including PowerPoint presentations and videos, after their session. Major portions of the trainings were recorded so that participants would be able to share the recordings during their own training sessions at their schools. The professional development in Phase II reached 1,400 teachers and administrators.

During Phase II, OCISS staff worked with the University of Hawaii's Curriculum, Research Development Group (CRDG) to develop an evaluation and feedback instrument. The instrument contains 12 items on a 4-point Likert scale and a comments section. Each participant completed the evaluation instrument immediately following the Introduction to the Common Core State Standards (CCSS) Initiative session.

Roughly half of the 1,300 respondents indicated they did not understand the key ideas of CCSS prior to the session. By the end of the session, though, 45% indicated general understanding and 20% "understood well enough to share what I know with others at my school." Equal gains in understanding occurred across ELA and mathematics.

Phase III: Internalization (April 2011-July 2011)
Phase III was designed to impart teachers with a deep understanding of how current curricular materials align to the Common Core and to identify instances where supplemental materials may be necessary. As additional support, publishers provided teachers with crosswalks of their curricular materials with the Common Core, a process for deconstructing the standards, and suggestions for pacing across the school year. OCISS provided face-to-face training to all teachers in grades K-2, all ELA teachers in grades 11-12, and all Algebra II teachers. Elementary school teachers received two dull days of training – one day for ELA and one day for mathematics, while secondary teachers received one full day of training.

Phase IV: Incorporation (August 2011-May 2012)
Phase IV focused explicitly on implementation of the Common Core in the classroom. To that end, HIDOE used training sessions, weekly webinars, and the standards toolkit website to deliver training through a train-the-trainer model. Set teams of teachers, content leaders, and

administrators from each complex area received professional development sessions, and resources for running school level trainings.

During Phase IV, HIDOE redesigned the Hawaii standards toolkit website to provide a platform for delivering information and resources on the Common Core. The website has since become a robust clearinghouse of both general and Hawaii-specific Common Core resources. Weekly webinars, focused on formative instructional practices and shifts in the Common Core are also posted on the standards toolkit website. Examples of webinar topics include:

- Using Data to Improve Instruction Reports (formative assessment) to Inform Instruction;
- Data Teams Roles & Functions;
- Incorporating Scientific Inquiry through a STEM-based Curriculum; and
- The Written Argument.

To culminate phase IV, OCISS staff conducted a Common Core "road show" for complex area curriculum leads and K-12 school staff. Between late January and February 2012, eight training sessions occurred across four islands.[7] A similar evaluation and feedback instrument was submitted by each participant immediately following the sessions, containing three items on a 4-point Likert scale and a comments section. The evaluation tested key ideas on

- The major shifts in the Common Core State Standards;
- The K-2 Formative Reading Assessments; and
- The Common Core Resources connected to the Standards Implementation Process Model.

A total of 419 participants attended the trainings, 312 of whom completed surveys that show the following:

Teachers' Understanding of Common Core (percent reporting moderate or high understanding on a 4-point scale):

	I understand the Common Core instructional shifts	I understand K-2 formative reading assessment	I understand the resource set for the Common Core
Before Sessions	84 percent (1 or 2)	79 percent (1 or 2)	75 percent (1 or 2)
After Sessions	87 percent (3 or 4)	85 percent (3 or 4)	89 percent (3 or 4)

Phase V: Sustainability (August 2011-Ongoing)

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[7] Sessions occurred on only four islands for logistical reasons. Complex area curriculum leads from all islands were invited.

Phase V will support all educators to realize full implementation of the Common Core by 2013-2014. During this phase, HIDOE is training principals to conduct job embedded professional development for all teachers, training sessions with partner organizations, and additional resources and support materials.

The hallmark of Phase V is an ambitious plan to provide job-embedded professional development for all teachers across the State via six elementary and five secondary school professional development protocols. In elementary schools, the protocols are designed for all teachers and focus on:

- Research-based strategies for effective, standards-based instruction that includes clear targets and descriptive feedback;
- Understanding the structure of the Common Core and implications for scaffolding instruction;
- Text complexity;
- Written opinion;
- Standards for mathematical practices; and
- Mathematics learning progressions.

In secondary schools, all teachers will be trained on a protocol focused on research-based strategies for effective, standards-based instruction. The remaining protocols are broken into three strands:

- English language arts strand (for ELA teachers): structure of the Common Core for ELA, text complexity, and written argument I and II;
- Mathematics strand (for mathematics teachers): structure of the Common Core for mathematics, modeling in mathematics, and learning progressions; and
- Literacy across the content areas strand (for content area teachers): structure of the Common Core for literacy in history/social studies and technical subjects, text complexity, and written argument I and II.

OCISS trained all principals on the protocols during the summer of 2012. Principals will implement the protocols, based on a sequence recommend by OCISS, during the 2012-2013 school year. Each protocol includes evaluation questions and resources for implementation in the classroom. OCISS will monitor the evaluation data on an ongoing basis to inform any changes to the protocols and to identify areas where additional support is necessary. For subsequent years, OCISS plans to develop and disseminate additional professional development protocols that address access and learning needs specific to special populations. OCISS is working with the CSAO to hold a similar training session for public charter school principals.

Career technical education (CTE) teachers will receive additional training to link content and

industry standards to classroom instruction. Using Stanford University's Design Thinking process, teachers collect feedback from students and industry professionals on the Common Core and CTE career pathway course standards. This feedback will support the redesign of CTE classroom curriculum so that it addresses standards and better engages students.

External Partners
Working with the Common Core Institute, HIDOE is training 40 Common Core "experts." This team provides support to schools to effectively implement the Common Core. The Common Core Institute also partners with HIDOE to run week-long summer institutes for school teams, including ELL and special education teachers. The "experts" take part in a yearlong professional development experience that includes face-to-face practica, bimonthly web-based lectures, and professional readings. Institutes began in July 2012.

To continue to build capacity at the complex areas and on the content panels, HIDOE is partnering with Student Achievement Partners (SAP), a nonprofit organization committed to supporting quality implementation of the Common Core. In December 2012, SAP will send a team to work with Hawaii support staff and teachers on the content of the Common Core, strategies for aligning curricular materials and basal training. The training will consist of two days focused on mathematics and three days focused on ELA. Trainers will include writers of the Common Core standards.

Finally, as part of Phase V, OCISS has created a working group to coordinate professional development efforts across ELL, SPED, ELA, Mathematics, Science, and Social Studies. The working group is meeting to strengthen professional development, beginning with the offerings for the 2013-2014 school year.

Efforts related to Common Core professional development to bridge the gap between K-12 and higher education are at the end of this section.

Professional Development to Support English Language Learners (ELLs)
Hawaii is committed to supporting the success of all students, including ELLs by 2013-2014. Since the 2009-2010 school year, the State has realized significant gains in ELLs' academic achievement, largely due to the ongoing systemic reforms listed above. After a period of relatively stable test scores for active ELL students, the percentage of ELLs that achieved and exceeded proficiency in reading and mathematics rose significantly for each of the past three school years.

Figure 1A: Reading Proficiency of Recently Exited ELL Students
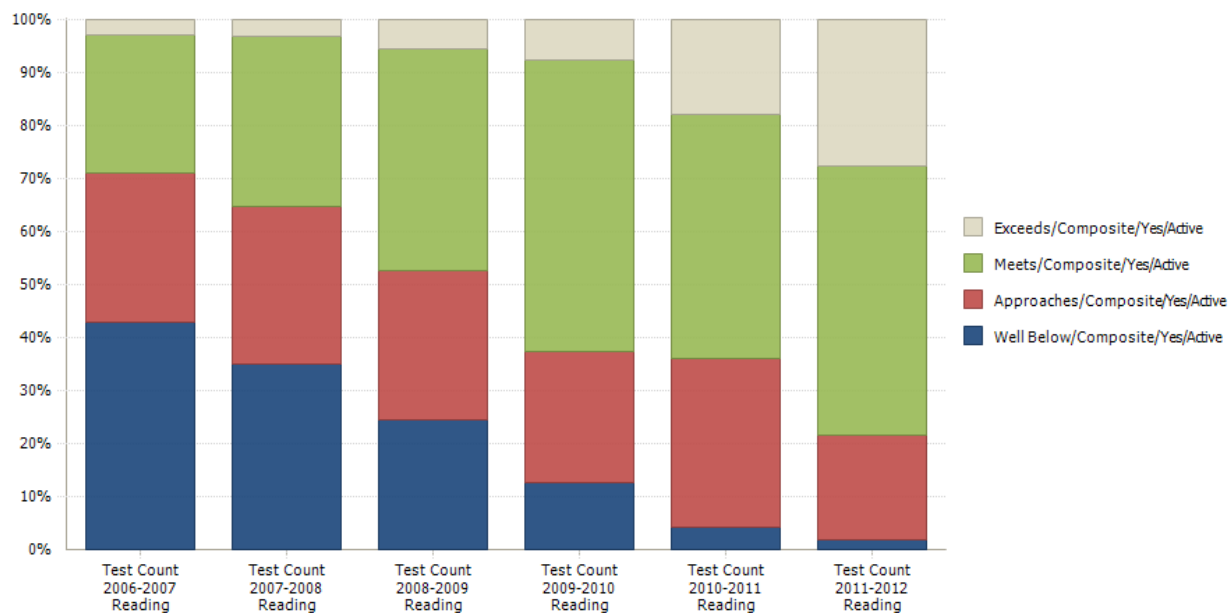
Figure 1B: Reading Proficiency of Active ELL Students
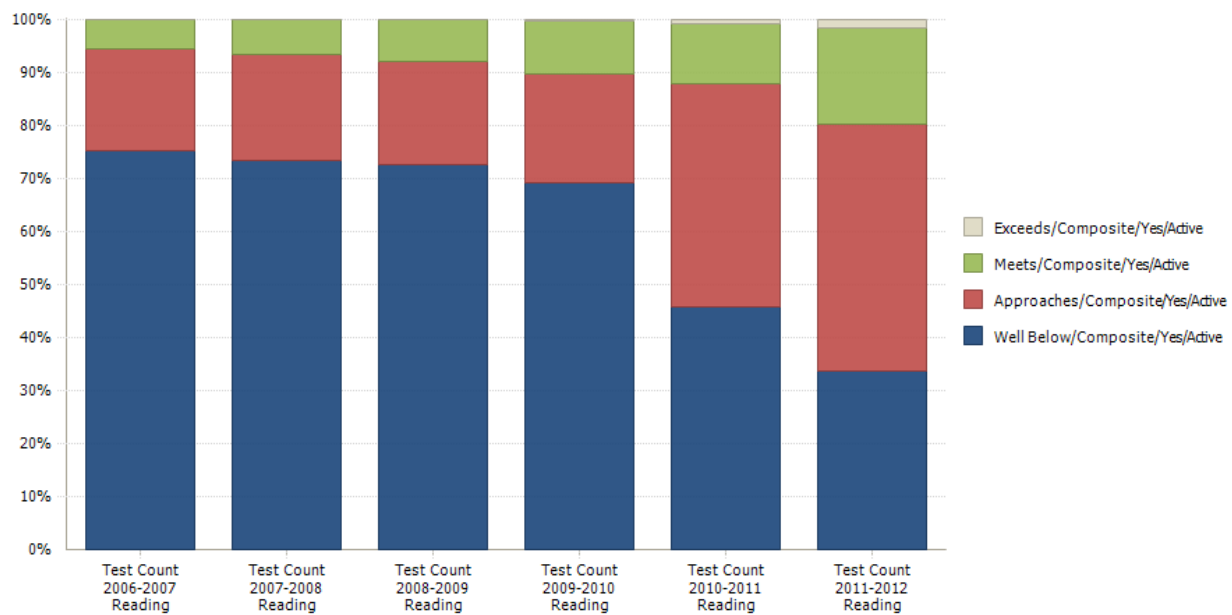
Figure 1C: Mathematics Proficiency of Recently Exited ELL Students
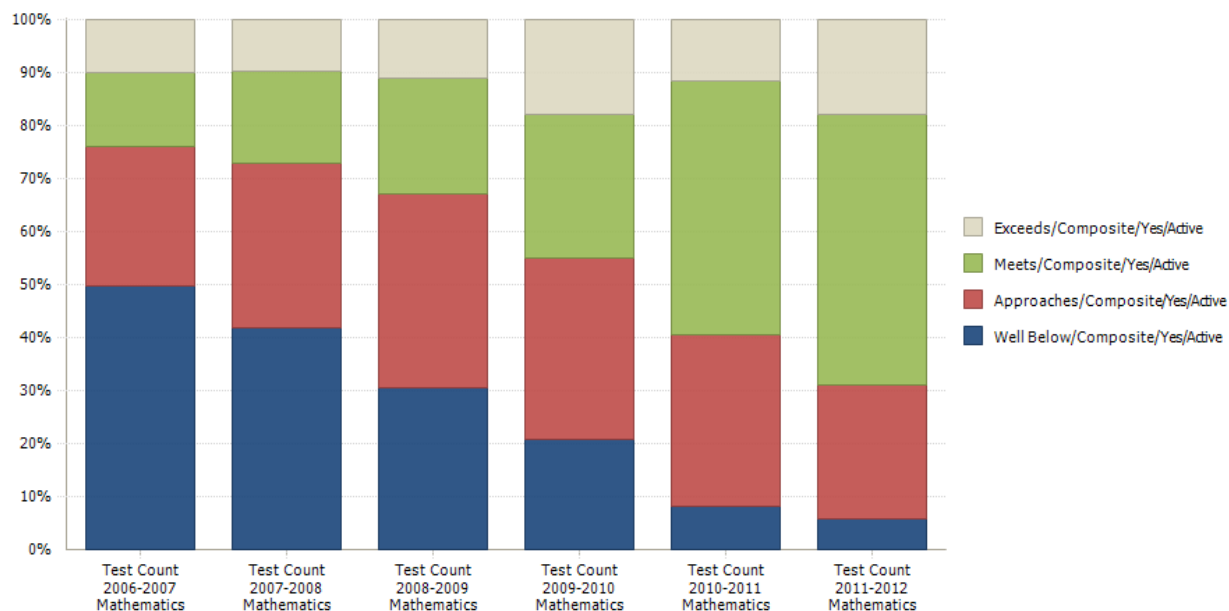
Figure 1D: Mathematics Proficiency of Active ELL Students
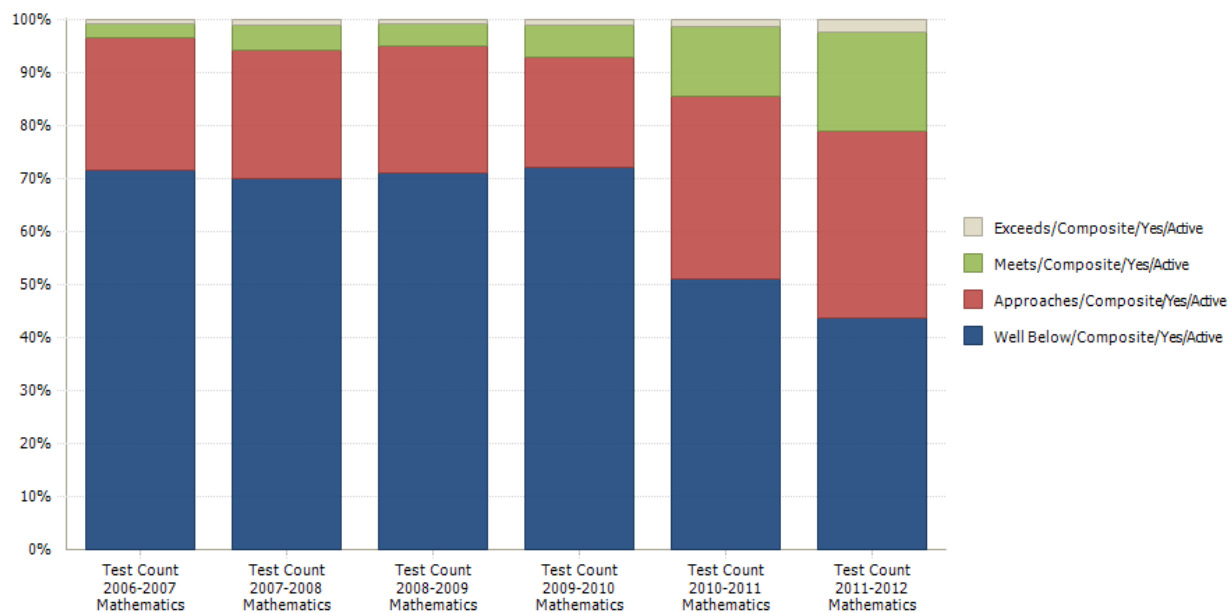
To integrate ELL instructional strategies into professional development offerings, OCISS restructured its internal planning groups to include cross-functional teams consisting of student support specialists and content area, ELL, and special education (SPED) teachers. ELL and SPED teachers will partner with content area teachers to provide coordinated training on the Common Core and the use of aligned WIDA training tools such as the 2012 Amplification of the English Language Development Standards. This approach to professional development ensures that all students receive high quality instruction and intervention strategies appropriate for their individual needs, to maximize learning, and to eliminate academic achievement gaps.

Specifically, HIDOE is implementing four professional development models with the goal of improving instruction for ELLs:

Classroom Instruction that Works for English Language Learners
Since 2010, the Hawaii ELL program has held professional development sessions on the Classroom Instruction that Works for English Language Learners program. These sessions were held in partnership with Mid-continent Research for Education and Learning (McREL). The training series applies nine categories of widely used research-based instructional strategies to the five stages of language acquisition to successfully engage and raise the achievement of ELLs in general education settings.

Guided Language Acquisition Design (GLAD)
The GLAD trainings focus on supporting educators in providing research based instructional strategies for delivery academic content and language using an integrated blended literacy approach. The training has been offered statewide and targeted to schools that are struggling with supporting ELL students. Hawaii is developing a cadre of GLAD trainers to meet demands from the field for additional GLAD training and support.

Multilingual, Cross-cultural, and Academic Development Program (MCAD)
To provide all teacher candidates with the support and background necessary to provide instruction for English language learners, HIDOE worked with TECC to create the Multilingual, Cross-cultural, and Academic Development Program (MCAD).[8] MCAD will support the preparation of all teachers to provide instruction aligned to the Common Core with the requisite knowledge and skills to work with ELLs. The courses are designed for in-service teachers. Course content is aligned with the InTASC Model Core Teaching standards designed by the Council of Chief State School Officers. Moving forward, OCISS is working with the schools of education to use the MCAD to establish criteria for other institutions to develop programs that will ensure in-service teachers are prepared to work with ELLs.

Sheltered Instruction Observation Protocol Model
The State ELL program has also provided teachers with professional development on sheltered instruction for ELL students since 2002. The Sheltered Instruction Observation Protocol Model is a research-based model designed to promote learning for all students, especially ELLs. The intent of the model is to embed critical features of high quality instruction for English Learners in content area teaching. The SIOP Model is a framework meant to bring together a school's instructional program with organizing methods and techniques, and ensure that effective practices are implemented.

An initial introduction to the amplified WIDA standards and their role in supporting

[8] This partnership began in 2003.

implementation of the Common Core will be included in the OCISS Common Core professional development. In response to Title III findings, principals will deliver this integrated professional development to their staff as part of Phase V of Common Core implementation (described above).

The WIDA training will use ongoing online asynchronous supports and in-person professional development opportunities to support the delivery of Common Core training tools. State and complex area staff will provide school level training in accordance with the principals' Common Core training implementation plan.

Moving forward, HIDOE will provide all teachers access to their students' English language proficiency (ELP) levels. Access to this information will provide the necessary baseline information for teachers to identify appropriate differentiation strategies and guide instruction. In preparation, the ELL and Title III team has created an online training module that supports teacher understanding of how to interpret ELP levels.

Professional Development to Support Students with Disabilities
To support achievement of students with disabilities (SWDs), HIDOE has launched multiple professional development and training initiatives. First, during the 2011-2012 school year, all district personnel received professional development on assessment aligned to the Common Core and evaluation, and eligibility training relative to SWDs. In 2012-2013, all specialized services personnel will receive training on similar topics.[9] The trainings emphasize the connection between curriculum, Common Core, and assessments that are used to identify SWDs and to develop subsequent education plans.

HIDOE is also implementing a statewide initiative to develop model implementation and training sites – Centers of Educational Excellence (CEEs) on Inclusive Practices and Access to Common Core. In the first year, three schools were selected as target transformation sites. Each site receives targeted technical assistance and coaching through a six-step implementation process.

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[9] "Specialized services personnel" refer to occupational therapists, physical therapists, speech-pathology therapists, school psychologists, clinical psychologists, and behavioral health specialists.

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┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│ Application Stage │ ──▶ │   Orientation    │ ──▶ │ Installation Stage│
│                   │     │     Stage        │     │                  │
│   Selection       │     │                  │     │ Data Gather, Needs│
│   Process         │     │ Clarifying the   │     │ Assessment and   │
│                   │     │    Vision        │     │ Initial Planning │
└──────────────────┘     └──────────────────┘     └──────────────────┘

┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│  Implementation  │ ──▶ │      Full        │ ──▶ │ Replication Stage│
│     Stage        │     │ Implementation/  │     │                  │
│                  │     │ Sustainability   │     │ District Moves   │
│  Improvement in  │     │                  │     │ Forward          │
│ Action - Supported│     │ CEE as a Training│     │                  │
│  Evolution       │     │   Model          │     │                  │
└──────────────────┘     └──────────────────┘     └──────────────────┘
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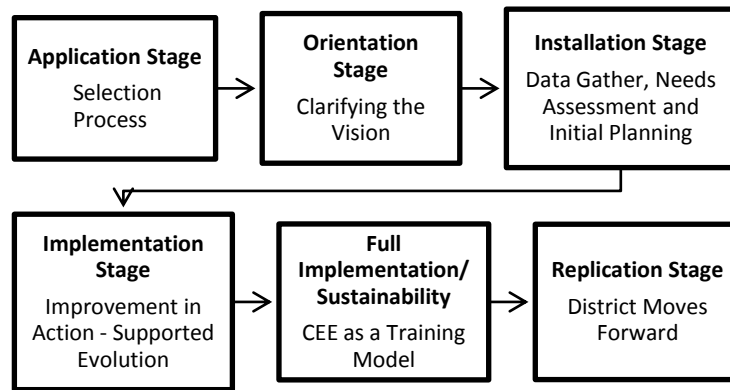
To expand implementation statewide, OCISS is currently developing a standard of excellence framework, process tools to support continuous improvement, and targeted training resources. Ultimately, these schools will align with the school improvement/accreditation process. With support from state level site leads and complex area staff, schools will use the framework to identify and prioritize needs relative to SWDs and create action plans for addressing those needs. The standard of excellence framework is designed for schools to use as an implementation rubric, focusing on indicators in four quadrants: educational infrastructure; instructional capacity; school culture and leadership; and family and community partnerships.

EDUCATIONAL INFRASTRUCTURE
- Procedures and practices that support inclusion of all
- actiive system of staff communication to support and respond to student needs
- Effective utiliztion of staff
- Flexible scheduling
- Service delivery models that ensure the availability of a continuum
- Process for continuous system improvement in place

INSTRUCTIONAL CAPACITY
- Instruction and engagement on Grade Level CCSS
- Appropriate support to ensure learning
- Evidence based/peer reviewed instructional strategies
- Use data to inform instructional decisions
- Universal Design for Learning
- Collaborative service delivery options Available
- Engagement in higher order thinking skills in all instructional activities

SCHOOL CULTURE AND LEADERSHIP
- School community embraces diversity and commits to high student expectations
- Resources aligned to school's inclusive goals
- Site administrator provides leadership that ensures inclusive practices and shared ownership of all students
- Healthy school community relationships among all students

PARENT/COMMUNITY PARTNERSHIP
- Demonstrates effective communication and promotes welcoming environment
- School hosts family and community events
- Families and students participate in instructional and school wide decisions
- Training and resources are available to families

In addition to the framework, HIDOE is developing tools and resources for all schools and,

ultimately, for the community. For example, as an extension of the Instructional Capacity quadrant, HIDOE has designed an action plan to begin development and rollout of implementation rubrics, support tools, and training modules for each of the instructional capacity indicators (listed in graphic above). The action plan is designed as a professional development opportunity for schools that are not targeted CEE transformation sites. The instructional capacity modules focus on the following indicators of success:

- Standards Focused IEPs – Students with IEPs receive instruction and IEPs that are aligned with rigorous grade-level standards such as the Common Core;
- Supplementary Aids/Supports and Accommodations - Students with disabilities have meaningful and effective supplementary aids and supports to enable access to the general education curriculum;
- Evidence Based Strategies - All teachers use evidence-based instructional strategies;
- Universal Design for Learning – All teachers design lessons ensuring accessibility for all students;
- Formative Instruction - All teachers use data to regularly review student progress and inform educational decisions;
- Consultation and Collaborative Teaching Strategies - Services for students with IEPs are provided through collaborative service delivery options; and
- Higher Level Thinking - Learning opportunities that require higher levels of cognitive demand are incorporated into instruction for all students.

To support implementation that results in change to instructional practices, OCISS employs a tri-level approach to professional development. In other words, the State, complex areas, and schools share a constancy of purpose and ownership. Training methodologies include information training with follow up demonstration and job embedded monitored practice. This "train-the-trainer" approach includes a hierarchy of mentoring where the State provides coaching to the complex areas and the complex areas provide coaching to schools. The modules will be implemented over two phases. Phase one will occur during 2012-2013 school year and cover modules 1-4. Phase two will occur during the 2013-2014 school year and cover modules 5-7.

The standard of excellence framework, process tools for continuous improvement, and targeted training resources that are developed through CEEs will be accessible and intended for use by all schools across the state. The results of the CEEs project will ultimately set the standard for best practices on educating SWDs in a general education setting to achieve the rigorous college- and career-ready goals of the Common Core.

Aligning Instructional Materials to the Common Core State Standards
Full implementation of the Common Core requires high quality instruction and assessments, as well as aligned curricular materials that engage students in meaningful learning. When

coupled with high quality instruction, curricular materials are teachers' tools for making the Common Core come alive in the classroom. HIDOE has implemented a multi-pronged approach to support the purchase and use of high quality curricular and instructional materials that are aligned to the Common Core.

First, using the data from the HCPS III and Common Core gap analysis, content area experts in OCISS developed curriculum frameworks for mathematics and ELA. The curriculum frameworks serve as statewide curriculum maps that further explicate the Common Core content and skills that should be taught and mastered, conceptual understandings, domain-specific pedagogy, and suggested interdisciplinary STEM-based curricular and instructional approaches. They include Hawaii's revised General Learning Outcomes (GLOs) and criteria for assessing student proficiency.

In addition, HIDOE is vetting existing curricular materials to make recommendations to the field and, ultimately, purchase core curricular materials for all schools. Criteria and tools were developed for reviewing and selecting instructional materials. The ELA tools and criteria were created by the University of Hawaii's Curriculum, Research, and Development Group[10], in consultation with OCISS content specialists. Mathematics tools and criteria were developed by the Charles A. Dana Center at the University of Texas. HIDOE has contracted with a vendor to vet available curricular materials using, in part, the criteria. Stakeholders from across the State will be involved in the vetting process, scheduled to conclude by Spring 2013. Upon conclusion of the vet, OCISS will begin implementation of a phased in purchase of core curricular and instructional materials for the State.

HIDOE has also posted additional instructional resources and tools on the standards toolkit website, including:
- Videos of classroom learning episodes that demonstrate teaching and learning aligned to the Common Core;
- A series of webinars addressing the major shifts and themes in the Common Core and supportive practices such as formative assessment and data teams;
- Sample curriculum units that are aligned to the Common Core;
- Sample formative assessments such as performance tasks;
- Mathematics grade band overviews and domain progressions; and
- Links to high quality materials from national organizations and other education agencies in other states.

OCISS will continue to post classroom video episodes, model lesson plans, webinars, and resources and tools from national organizations and other states.

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[10] CRDG is a research unit housed at the College of Education at the University of Hawaii.

To support ELL teachers, HIDOE is using a WIDA developed screening tool for reviewing materials alignment to the WIDA standards. The tool is designed to offer a process for publishers, independent correlators, and state education agencies to determine alignment of textbooks, ancillary materials, online resources, and other instructional materials.

Expanding Access to Higher Education Learning Opportunities
All of Hawaii's students have access to courses that prepare them for college and careers. Courses include Advanced Placement (AP), Early Admit, Running Start (RS), and Dual Credit Articulated Program of Study (DCAPS) to the University of Hawaii system. Students can access additional postsecondary courses through online options such as the State's e-school. HIDOE is also working to align CTE Career Pathways with programs of study at Hawaii community colleges; allowing CTE students to earn free community college credits as part of the DCAPS agreement.

In addition to courses, HIDOE works with Hawaii P-10 to use Federal discretionary grants to provide subsidies that increase access to higher education for low-income students. The College Opportunities Program, TRIO, Upward Bound, and GEAR UP programs support low achieving students opportunities for college. Both Running Start and Jump Start Programs allow students who have completed graduation requirements to enroll in the University of Hawaii system. From 2002 to 2012, the GEAR UP Program provided qualifying low-income students with $663,857 to support 1753 tuition and book subsidies. In the Jump Start Program, four partner schools provided $28,530 to subsidize tuition for 13 students. The College Access Challenge Grant provided $5,739 in book subsidies for each student and provided $2,746 in additional support services.

HIDOE has leveraged its Federal Advanced Placement Incentive Program (APIP) grant to grow a robust AP program at 25 secondary schools, representing 56 % of the State's high schools. Through educator professional development, student preparation, business/community involvement and 21st Century learning opportunities, Hawaii will expand AP access and success further for nearly 14,000 low-income students (nearly 30,000 total students). This work will help ensure that low-income and underrepresented students have access to high quality AP courses and support systems that promote their educational success.

As part of the APIP grant, OCISS staff are working to provide the supports and resources necessary to build a core of "Master AP Teachers" who have developed AP curriculum for Saturday preparation sessions in various content areas. The core of master teachers will mentor AP STEM teachers and increase educator effectiveness as schools increase their STEM offerings. These highly qualified and experienced teachers will build a sustained, internal training capacity for all high-poverty campuses. Teachers with at least three years of

experience teaching AP courses and with at least 65% of students achieving examination scores of 3 or higher will become "Master" AP teachers. Master AP teachers will provide guidance to supplement online/virtual training, assist with instructional resources, develop tools and course content, and provide AP teachers with targeted feedback. The emphasis will be upon science, mathematics, and engineering AP courses.

To date, the master teachers have developed three mediated courses – Calculus, Environmental Science, and Physics – for teachers to deepen their understanding of the content and pedagogy of each AP course. The mediated courses are available online for beginning AP teachers. By the conclusion of the project in August 2014, OCISS plans to have at least 35 Master AP Teachers[11]

To create a more robust pipeline of college- and career-ready course offerings, HIDOE is piloting College Board's Pre-AP curriculum (Spring Board®). Lessons learned from the pilot schools will be shared with and replicated in schools across the State in future years. Planned College and AP Awareness Nights help students and parents better understand the college application, financing, and financial aid processes, as well as the benefits of AP for students' college planning and preparation. Expansion of Brain Camp and Saturday AP Prep Sessions provides direct students supports, motivates students to consider college, provides the skills and resources to improve their academic success, and creates intensive and focused opportunities to succeed in AP courses. Implementation of online learning experiences will create communities of practice mediated by trained and informed administrators to provide timely guidance and accurate information through online education.

The impact of these efforts is reported each year by Hawaii P-20 through the annual College and Career Ready Indicators Report. The reports contain data on high school outcomes such as AP course taking, SAT scores, college enrollment, and the percent of students that require remediation in college-level mathematics and English. Reports are produced for every high school, complex area, and the state as a whole.

Bridging the Divide Between K-12 and Higher Education
Hawaii has a strong history of efforts to align K-12 and higher education, facilitated by the State's active participation in the American Diploma Project and the Hawaii P-20 Council. Past efforts include a cross-sector data exchange and analysis via Cal-PASS; agreement on using high school Algebra II test results for placement at UH; a project to develop exemplars of high school exit/college entry level writing; the development of bridge English courses to prepare graduated for college level writing; collaboration with California State University's Early Assessment Program; and a series of summits with K-12 and higher education faculty on to address students' mathematics performance and transition issues.

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[11] There are currently 14, after the end of the first year.

Moving forward, HIDOE is supporting two Hawaii P-20 initiatives that focus on implementing the Common Core and bridging the gap between K-12 and higher education. The first such initiative is Hawaii P-20's effort to develop a statewide definition of college readiness, align K-12 and postsecondary institutions around key transitional courses based on the Common Core, and to build agreement among institutions of higher education to use the Smarter Balanced assessment results as determinants for student readiness for college-level coursework in ELA and mathematics. Hawaii is one of ten states to receive a Core to College grant from the Lumina, William and Flora Hewlett, and Bill& Melinda Gates Foundations, which will continue to support these efforts over the next several years.

Through the Core to College project, Hawaii P-20 has oriented the chief academic affairs officers and chief student affairs officers at the ten University of Hawaii campuses, held a writing summit for K-12 teachers and higher education faculty featuring a lead writer of the Common Core State Standards in English language arts, and hosted a meeting for TECC members to learn more about the Common Core and Smarter Balanced Assessment Consortium assessments. Hawaii P-20 has also worked with the Governor's Office to hold a joint convening of the University Board of Regents and the Board of Education on these topics. With support from HIDOE staff, Hawaii P-20 plans to host a series of summits and trainings beginning this Fall to develop a statewide definition of college readiness and strengthen the alignment between expectations and standards. The first summit, scheduled for September 21, 2012, will engage higher education faculty and administrators on the relevance of the Common Core and SBAC for student success. The event will include representatives from OCISS, OSR, SAO, the College Board, the State Higher Education Executive Officers (SHEEO), and the Smarter Balanced Assessment Consortium. Subsequent trainings and summits will focus on content-specific topics.

Second, Hawaii P-20 is using GEAR UP funds to award grants for projects that will drive regional alignment between K-12 and higher education to ease the transition between high school and postsecondary education for all students. Projects will run from November 1, 2012 through September 1, 2013. Sample potential projects include partnerships between K-12 and higher education faculty to: create Common Core aligned modules for what students need to know and be able to do for success in English 100; create curricular units or lessons aligned to the Common Core; and develop fourth year mathematics courses or interventions to support students who are below grade level in the 11th grade. Although the project is led by Hawaii P-20, OCISS staff participated in early reviews of the Request for Proposals and information on the opportunity was disseminated through HIDOE communications pathways.

Strengthening Teacher and Principal Preparation Programs
Professional development for aspiring teachers and principals must prepare all educators to

teach to the Common Core State Standards. HIDOE is working closely with TECC to bring together teacher education institutions from across the islands. Hawaii educational specialists have presented the State's Common Core transition plan on several occasions and will address the teacher education faculties of several universities during the Fall of school year 2012-2013.

As part of a collaborative professional development experience led by the California University Expository Reading and Writing Program, Hawaii post-secondary English faculty will team with trained K-12 English teachers to provide ongoing training and support to Hawaii's expository writing teachers. Ultimately, the training will help ensure students are successfully placed into credit bearing English courses after high school. Work will begin in Fall 2012 with three symposia across the State. Topics for the symposia include expository writing, community college articulation, and general implications for higher education.

To provide all teacher candidates with the support and background necessary to provide instruction for English language learners, HIDOE has worked with TECC to create the Multilingual, Crosscultural, and Academic Development Program (MCAD).[12] MCAD will support the preparation of all teachers to provide not only instruction aligned to the Common Core, but also the requisite knowledge and skills to work with ELLs. The courses are designed for in-service teachers. Course content is aligned with the InTASC Model Core Teaching standards designed by the Council of Chief State School Officers. Moving forward, OCISS is working with the schools of education to use the MCAD to establish criteria for other institutions to develop programs that will ensure in-service teachers are prepared to work with ELLs.

Principals

The Hawaii Department of Education oversees the State's principal preparation program directly. Specifically, the Department's Professional Development and Educational Research Institute (PDERI) is the division responsible for leadership development of school administrators. PDERI runs pipeline training programs for teacher leaders, aspiring administrators, vice principals and new principals. Each program includes ongoing professional development opportunities are provided to promote the capacity of instructional leaders to effectively manage the transition from Hawaii's current academic standards to the Common Core. For example, all new principals participate in seminars on Supporting Teachers' Growth and Transitioning to the Common Core.

PDERI training modules focus on instruction and promoting school improvement through shifts in school culture. Related modules on the use of data, professional learning communities, formative instruction, and Charlotte Danielson's Framework for Teaching all embed elements of the Common Core State Standards to deepen the understanding of

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[12] This partnership began in 2003.

instructional leaders on the new standards. Administrators build skills and practices to ensure high quality teaching and learning as they engage in professional conversations with colleagues, apply knowledge and theory from university coursework, and hone their skills through reflection and coaching by mentors.

PDERI also organizes an annual symposium to bring together teams of leaders to share their work, systems, and processes related to Common Core implementation. Research-based best practices shared at the symposium inform schools' Academic Financial Plans as they strive to address student success, staff success, and systems of support.

Evaluation of Current Assessments to Increase Rigor and Alignment
Hawaii has a variety of assessment types that will continue through the transition to Common Core. The State administers a high stakes summative test – the HSA in both English and Native Hawaiian (for grades 3 and 4); an English language proficiency assessment for English language learners; performance-based assessments tied to the CTE pathway of studies; and end of course exams. As such, the State has begun work to align assessment systems to the Common Core and, in some instances, bolster existing offerings to provide richer data on student performance.

Hawaii State Assessment
To transition to the Common Core and subsequent SMARTER Balanced assessment in a manner that is fair and reliable, HIDOE will create a bridge assessment for the 2013-2014 school year. In Summer 2012, HIDOE has identified grade levels where minor changes, such as the addition of more Common Core aligned items, are necessary. For grades where the HSA examination has little to no alignment with the Common Core, HIDOE will work its vendor, American Institutes for Research, to develop test items aligned to the Common Core. Hawaii is also working to implement a suite of additional college- and career-ready aligned assessments to compliment its high stakes summative test. Details on this assessment are provided in Principle 2 of the application.

To support the State's Native Hawaiian immersion schools, HIDOE administers the HSA in Native Hawaiian for grades 3 and 4. Initially, assessment items were developed using direct translation. In 2012, HIDOE began working with Native Hawaiian speakers to develop original assessment items in Native Hawaiian. The goal of this effort is to create test items that are rigorous, accurate to Native Hawaiians, and aligned with the Common Core.

English Language Proficiency
For ELLs, annual ELP assessment results are used to establish whether a student has demonstrated English Language Proficiency. The ELP exit level was set based on a study that reviewed ELP levels and content assessment scores of ELLs. When HIDOE moves to the

SBAC assessments, the State may further adjust or validate the proficiency targets through a subsequent study.

Career and Technical Education
All CTE courses will also have course-specific, standards-based, online exams that inform instruction and program improvement. In addition, students completing a CTE program of study can also participate in performance-based assessments. Both assessments are used to determine student achievement of proficiency for CTE career pathway standards and benchmarks, along with CTE certificate(s) of recognition. Students who qualify for State recognition can also compete to receive recognition on a national level through participation in Career and Technical Student Organizations (CTSO) such as SKILLSUSA, DECA, and an Association of Marketing Students.

End of Course Exams
HIDOE already administers an end of course exam in Algebra II and has adjusted the Hawaii State Assessment in Science for high school to serve as an EOC assessment for Biology. HIDOE is working with AIR to develop and deploy additional EOC assessments for Algebra I, Expository Writing, and U.S. History. The full suite of EOC exams will be field tested during the 2012-2013 school year with operational implementation during the 2013-2014 school year.

EOC examinations will count as a portion of the students' course grades. To inform this policy decision, OCISS and SAO staff are coordinating feedback from content panel members and the High School Principals Forum. Following the feedback process, HIDOE leadership will make a final decision on the specific percentage in Fall 2012.

Preparing Teachers of SWDs Whose Students May Take an AA-MAAS
Hawaii does not administer an alternate assessment based on modified academic achievement standards. Hawaii administers an alternate assessment based on alternate academic achievement standards. The terms modified academic achievement standards and alternate academic achievement standards are defined at 34 CFR 200.1 (State responsibilities for developing challenging academic standards).

Timeline for Transition to Common Core

Full implementation of the Common Core requires coordination across several key projects, the major milestones of which are below:

Aligned Curricular Materials	Vet existing curricula and identify approved materials (Spring 2013). Purchase a package of core curricular and instruction materials that is based on the results of the vet and provide training to the field (Beginning phased in approach in Spring-Summer 2013).
Professional Development and Training	Phase I: October 2010 – December 2010; Phase II: January2011 – March 2011; Phase III: April 2011 – July 2011; Phase IV: August 2011 – May 2012; and Phase V: August 2011 – Ongoing.
Implement College and Career Ready Assessments	College- and career-readiness assessments: School year 2013-2014. Suite of EOC exams: School year 2013-2014. Bridge Assessment: School year 2013-2014. SBAC: School year 2014-2015.

Roles and Responsibilities

The Systems Accountability Office (SAO) is responsible for developing and administering the Common Core assessments in conjunction with other Smarter Balanced Assessment consortium States. In addition, SAO is working with AIR to develop and administer the HSA bridge assessment and the suite of EOC exams.

OCISS is responsible for leading implementation and related professional development efforts tied to the Common Core, college- and career-ready diploma requirements, standards-based grading, and access to higher education opportunities.

Expectations for Charter Schools

Consistent with current State law, all charter schools will implement the State's adopted academic standards (Common Core). Implementation efforts should result in curriculum and instruction shall be aligned to the Common Core. Charter schools that are not Priority Schools

retain the autonomy to select a particular curricular and/or instructional approach so long as they are aligned to the Common Core. The authorizer, by way of a charter's initial application and subsequent reauthorization process, approves such approaches. HIDOE will provide charter schools with the same relevant resources and supports afforded to HIDOE-operated public schools. However, the charter schools are not required to participate and may seek professional development independent of what HIDOE provides, at their expense.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 10)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

		set academic achievement standards for those assessments.	

Hawaii has a robust history of implementing college- and career-ready standards and assessments, as evidenced by student performance on the HSA and the NAEP and by evaluations such as Achieve, Inc's review of the Hawaii State Assessment (HSA). In the 2009-2010 and 2010-2011 school years, Hawaii made a strategic decision to improve the HSA by migrating to an online, computer-adaptive format. Online testing provides more flexibility to schools by allowing students up to three opportunities to take the mathematics, reading, or science assessment during the seven month testing window. Scores are available immediately as students complete the test, providing immediate feedback and allowing teachers to better target their instruction.

HSA items are rigorous and aligned with college- and career-ready expectations. Recognizing this, Delaware and Oregon have formally partnered with Hawaii to share copyrighted materials that increase each State's pool of assessment item. HIDOE has also received permission from the Organization for Economic Cooperation and Development to embed Programme for International Student Assessment (PISA) items directly within the HSA.

Given Hawaii's commitment to online computer-adaptive testing, joining the Smarter Balanced Assessment Consortium (SBAC) was a natural next step for the State (*Attachment 10*). SBAC proposes to develop a comprehensive assessment system that includes summative, online computer-adaptive assessments for use as State, district, and school accountability instruments; optional interim assessments to determine student progress to mastery throughout the school year; and formative assessment tools and processes for teachers. As of June 28, 2012, 27 states participate in SBAC, including: Alabama, California, Colorado, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Maine, Michigan, Missouri, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

Hawaii is one of 21 governing States in SBAC, which represents the highest level of commitment and provides HIDOE with a vote on all policy decisions. State representatives direct the executive committee and participate in ten Smarter Balanced work groups. Each State appoints K-12 and higher education leads to coordinate with the Consortium. As a governing State and voting member in SBAC, Hawaii is responsible for providing representatives on two working groups, approving executive committee members, and participating in final decision-making. Hawaii has exceeded these minimum requirements by:

- Chairing the SBAC test design workgroup charged with leading work to develop test specification and blueprints; pilot and field test specifications which includes computer adaptive testing and simulations; and interim testing system specifications.

- Participating in the technology work group, the reporting work group, the IT architecture work group, and the sustainability taskforce.

- Nominating representatives to participate in the content review, bias/sensitivity review, and accessibility review committees.

- Dedicating a teacher involvement coordinator who disseminates information on SBAC to the field, shares opportunities for teacher involvement in test development; coordinates educator involvement; determines appropriate, qualified audiences for SBAC communications; and coordinates feedback with SBAC consultants on the final selection and approval of educator participants.

- Establishing a state level team of technology assessment readiness coordinators to conduct a technology needs assessment of every school and provide regular communication with and training of complex area staff to support the transition to SBAC.

- Serving as one of 11 districts selected to participate in a cognitive lab research project run by SBAC and AIR. This project will examine how students approach and interact with different types of computer-administered assessment items and will inform the development of SBAC assessment items.

The SBAC summative assessment will replace Hawaii's current HSA high-stakes test in the 2014-2015 school year and be delivered during the last 12 weeks of the school year, for grades 3-8 and 11 in ELA and mathematics. Although still under development, the SBAC assessment will be a valid, reliable, and fair measure of student achievement. Scores will be based on student performance from both computer-adaptive items as well as select performance tasks.

HIDOE also plans to use SBAC developed interim assessments and formative tools and processes. Both types of assessments will support teachers with data on student progress to mastery of the Common Core. The interim assessments will be used to monitor student performance throughout the school year to redirect instruction and resources. The formative tools and processes are designed to be embedded in instruction and serve the dual purpose of reinforcing teaching and learning as well as providing for teacher professional development.

SBAC will provide Hawaii with the resources, expertise, and tools to build the next generation of assessment systems to fully measure the depth and breadth of the Common Core and accurately assess student performance against the standards. By collaborating with other States, Hawaii is able to leverage its resources to create a higher quality assessment than what would be available otherwise. The online, computer-adaptive nature of the assessment means that teachers will continue to receive timely information throughout the school year, to identify and respond to their students' academic needs.

In addition to the Smarter Balanced assessments, Hawaii will purchase and implement a suite of

college- and career-readiness assessments that are recognized by institutions of higher education, nationwide. This suite of assessments will be administered during select grades in all secondary schools. The data will inform school performance as well as provide additional measures of student readiness for college and careers. The suite of college- and career-ready assessments is further described in Principle 2 of this application.

Timeline for Transition
In addition to the transition work identified in Principle 1.B, Hawaii plans to field test the Smarter Balanced assessment in school year 2013-2014. This will complement the State's plan to implement the Common Core fully in 2013-2014 with a high stakes assessment, instruction, and curricular materials that are aligned to the Common Core. The Smarter Balanced assessment will be fully operational in Hawaii for school year 2014-2015 as is consistent with the expectations for participating states.

Roles and Responsibilities
Representatives from the Systems Accountability Office (SAO) in HIDOE are the primary point of contact for SBAC. SAO staff coordinate with staff in other offices, as appropriate, to provide feedback on SBAC documents, materials, and policy decisions.

Expectations for Charter Schools
All charter schools will continue to administer the Hawaii State Assessment and, beginning in the 2014-2015 school year, the Smarter Balanced assessment. Assessment results, both attainment and growth, shall be a component of all public charter schools' performance contracts. Charter schools may elect to administer assessments in addition to the State's summative test, as approved by their authorizer. Additional, charter specific assessments, will not be factored into a public charter school's index score for the purposes of the State school accountability system (described in Principle 2 of this application). The authorizer may choose to hold charter schools accountable for performance on the charter specific assessments, as is outlined in Act 130, Session Laws of Hawaii 2012.

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i   Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

To ensure that all students are college- and career-ready, the State proposes to enhance the Hawaii Framework for School Improvement to reflect a more focused partnership between the state, complex areas and school community around school recognition, improvement and transformation. The school improvement/accreditation process will include an ongoing cycle of assessment, planning, implementing, monitoring, and reassessment based on the Hawaii Academic Performance Index. The proposed system will hereafter be termed a "differentiated recognition, accountability and support system" or "proposed accountability and support system."

Context
The State's current accountability system provides differentiated accountability and support for all Title I schools based on (1) student achievement in English/Language Arts and mathematics for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) high school graduation rates for all students and all subgroups; and (3) school performance and progress over time, including the performance and progress of disaggregated subgroups (*Attachment 11*).

HIDOE's NCLB Accountability Workbook was originally approved in 2005; the most recent version of which was amended and approved on November 13, 2011. Subsequently, the Title I office developed a companion document, titled the Hawaii Framework for School Improvement (Framework). The Framework describes the state accountability assessment system, including the methodology to determine Adequate Yearly Progress (AYP) status of schools; Western Association of Schools and Colleges (WASC) Focus on Learning School Improvement Process; and the sanctions and supports for schools for the different stages of No Child Left Behind (NCLB) status. While this system helped usher in a new era of accountability for Hawaii schools, the one-dimensional criterion of proficiency status, resulting classification methods, and related supports fail to adequately capture the strengths and challenges of public schools in

Hawaii.

Differentiated Recognition, Accountability, and Support System
Hawaii's proposed differentiated recognition, accountability, and support system has five key components:

(1) Accreditation from the Washington Association of Schools and Colleges (WASC accreditation);
(2) Multi-indicator classification index comprised of indicators that measure student achievement, student growth, and student readiness for college and careers;
(3) Annual disaggregated reporting of proficiency targets for high- and non-high-needs students as well as specific subgroups;
(4) Methodology and business rules for classifying schools into one of five classification levels; and
(5) Tailored supports and interventions that improve the quality of instruction and preparation of students for success in college and the workplace.

All of Hawaii's public schools, not just those designated as federal Title I schools, will participate in the new accountability system. Since the development of the accountability workbook and subsequent Framework, Hawaii has applied AYP outcomes and resulting NCLB Status for both Title I and non-Title I schools. The State will continue this practice of including non-Title I schools, which will **supplement** the overall number of Title I schools to be identified.[13]

WASC accreditation provides the foundation for Hawaii's proposed differentiated recognition, accountability, and support system through its focus on continuous school improvement through a self study process. HIDOE is working with WASC to update accreditation criteria that are specific to Hawaii.[14] The existing criteria are focused on five categories: school organization; curriculum; instruction; assessment and accountability; and quality support for student personal and academic growth. Currently, all secondary schools in Hawaii are WASC accredited and, therefore, participate in the WASC process of ongoing school improvement. The State Board of Education's Strategic Plan sets a new direction – to implement this school improvement/accreditation process statewide in every public non-charter school (*Attachment 12*).[15]

Through collaboration with WASC, HIDOE will standardize the accreditation protocols and practices statewide and provide training for all schools on this new protocol. Pre-implementation

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[13] Note that the State is increasing the eligibility threshold for Title I status from 35% to 47.2% beginning in the 2013-2014 school year.

[14] The criteria will be updated to align with the content of Hawaii's ESEA Flexibility application, upon approval from the US Department of Education.

[15] Public charter schools may participate in WASC accreditation, but their participation is not required.

activities and professional development will begin in 2012-2013, with the target of all schools receiving accreditation by 2018-2019.

The WASC accreditation process complements Hawaii's key characteristics of effective schools, used to diagnose and guide specific school-level interventions. Drawn from an On-Site School Review process that has led to steady improvement in one of Hawaii's lowest performing complex areas, these characteristics also reflect lessons learned by schools that have successfully exited Restructuring status[16]. All school improvement efforts will be guided by student data trends and critical and consistent diagnostic information. As outcome data trigger the classification of schools into one of five performance levels, feedback from the WASC accreditation process and review of the key characteristics of effective schools will be used to support diagnosis of the root causes underlying school performance.

> Key Characteristics of Effective Schools:
> - Aligned curriculum
> - Instructional practices that challenge and support all students
> - Assessments that improve student learning
> - Leadership for learning
> - Planning for learning
> - Professional development that addresses student learning
> - Connecting and engaging all children
> - A safe and supportive learning environment
> - Positive relationships with families and the community

The second component of the proposed differentiated recognition, accountability, and support system is the Hawaii Academic Performance Index (Hawaii API). Data on student *achievement* in ELA, mathematics, and science; *growth* as measured by the Hawaii Growth Model in ELA and mathematics; and *readiness* for success in college and careers will be employed to calculate a numerical performance index. This proposed approach provides a multi-faceted understanding of how well each school is preparing students for success in college and the workplace.

The third component of the proposed differentiated accountability system involves the disaggregated performance of high needs students. The current NCLB configuration of subgroups means that many vulnerable populations are not captured by the state's current accountability system due to reliability and stability concerns or are counted multiple times. To address these concerns, HIDOE proposes to create a broader "high-needs" category within the student performance index that contains students that are economically disadvantaged, ELLs, and SWDs.

School accountability will be based on two groupings: high-needs and non-high needs. In

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[16] The On-Site School Review relies on high quality research and a rubric based system. First drafted in 2001, the research base and rubrics were updated in 2005 and again in 2009 as the On-Site School Review process was published in The High Performing School: Benchmarking the 10 Indicators of Effectiveness. See: http://www.schoolsynergy.org/services_on-site.asp for additional information.

addition, the proposed accountability system will continue to publicly report on the performance of all major subgroups (e.g. African-American, White, Asian Pacific Islander, Hispanic, American Indian, economically disadvantaged, ELLs, SWDs) as well as an additional change that more accurately reflect the State's demographics – separating Pacific Islander, Asian, and Native Hawaiian into discreet subgroups. The rules that govern the calculation of the Hawaii API guarantee that high ranking schools on the Hawaii API cannot have large achievement gaps among key subgroups of students. This balanced approach to accountability incorporates a higher percentage of low-achieving students within the accountability system while continuing to hold schools accountable for the performance of all critical subgroups. In so doing, the proposed differentiated recognition, accountability and support system creates incentives for schools to provide support that is expected to reduce achievement gaps for all students.

The fourth component of the proposed accountability and support system draws primarily upon the Hawaii API to classify schools into one of five performance levels:
- Level 1: Rewards (termed hereafter as "Recognition");
- Level 2: Continuous Improvement;
- Level 3: Focus;
- Level 4: Priority, supported by OCISS; and
- Level 5: Priority, with support and administrative oversight from the newly created Office of School Transformation.

Recognition Schools, calculated to reflect the top 5% of schools statewide, will be publicly recognized for their accomplishments and earn greater administrative flexibility. *Continuous Improvement* Schools will be asked to draw from a menu of supports to target specific student subgroups and areas for improvement in the annual Academic Financial Plan (*Attachment 13*). Support and accountability for *Focus* and *Priority* schools is detailed below.

The fifth component in the system provides specific, differentiated supports and interventions to the bottom 5% and the next 10% of schools designated as Levels 3, 4, and 5 that collectively comprise the lowest performing schools in the state. By identifying schools as a Focus or Priority school, the State is able to provide targeted supports and interventions based upon the U.S. Department of Education's (ED) seven turnaround principles. To target the appropriate supports and interventions, HIDOE's Office of School Transformation (OST) will coordinate an external team to conduct an external on-site school review that draws upon the key characteristics of effective schools and identifies specific areas of needed improvement. From there, Level 3 Focus schools must choose from among a menu of supports and provide a detailed improvement strategy within their Academic Financial Plan. Level 4 and 5 Priority Schools must implement all the turnaround principles contained within the menu of support and reflect these efforts within the Academic Financial Plan.

Level 3 Focus and Level 4-5 Priority schools also face increased pressure for results. Both

classifications trigger an on-site school review, more intensive academic and financial planning processes, and increased performance scrutiny through ongoing monitoring. For those schools that fail to make measurable improvements and exit status, the State will invoke increasingly directive correction actions. Examples include shifting administrative responsibility from the complex area to the state's newly created OST or dramatic reorganization which may include, but is not limited to, closure or restaffing. By invoking this authority, the State recognizes that certain schools simply lack the conditions for fundamental improvement and that the complex area is insufficiently staffed to meet the needs of an intensive, dedicated turnaround effort. In these situations, the OST will assume administrative responsibility, replacing staff as needed, rigorously implementing proven curricular interventions, and clustering the Level 5 schools to build their collective capacity. Additional information on the OST is contained within the section on Priority schools.

The diagram below identifies the overall system of differentiated accountability that HIDOE believes will better inform targeted supports to improve schools, close achievement gaps, and intervene with special populations.
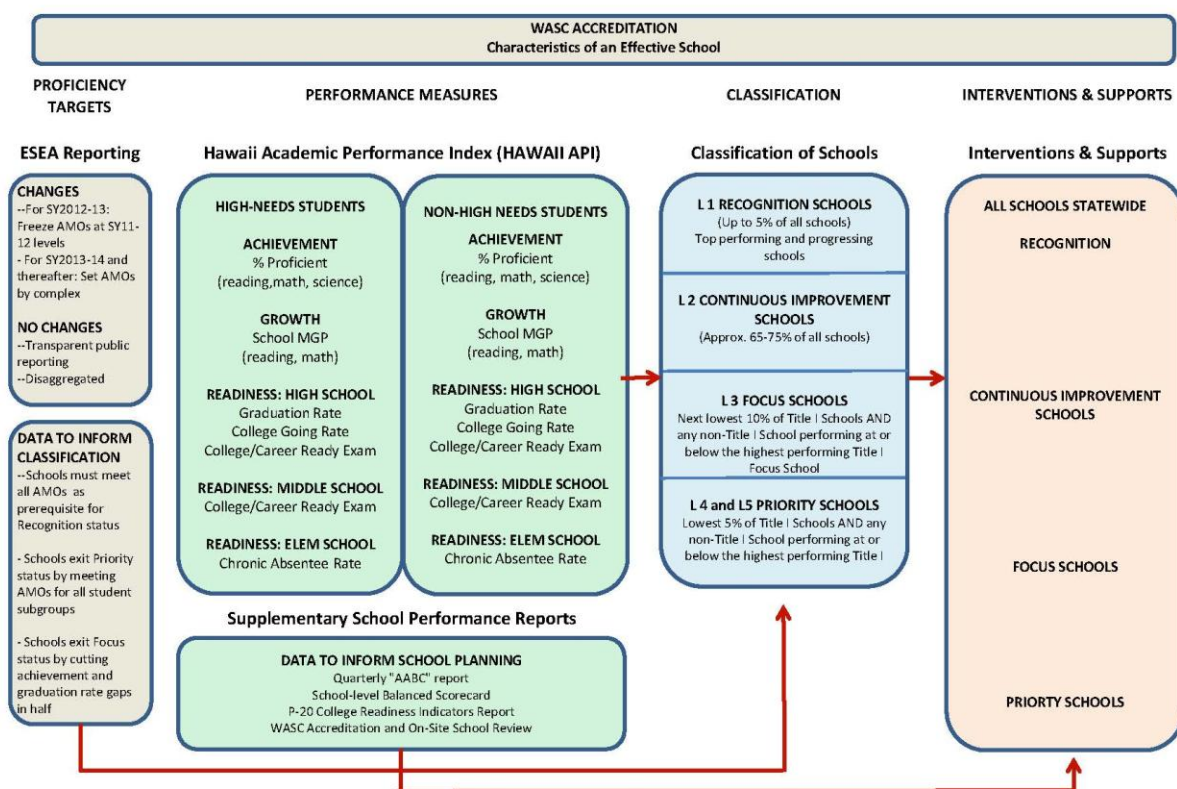
Roles and responsibility
Representatives of HIDOE's Systems Accountability Office (SAO) are the main points of contact for overseeing the administration of a high quality assessment system statewide and

coordinating the implementation of a differentiated accountability system that recognizes, supports and targets key interventions. The Office of Curriculum, Instruction, and Student Support will oversee the menu of supports and interventions, while the state's newly created Office of School Transformation will oversee the support and interventions for the School Improvement Grant schools, and Level 5 Priority schools.

Timeline for Transition
Pending approval of the proposed Flexibility application, the current Accountability Framework as detailed in the state's approved Accountability Workbook will remain in place for the 2012-2013 school year. During this time, HIDOE requests that Annual Measurable Objectives based upon proficiency targets be held constant from the prior school year (2011-2012). This allows for an orderly transition to the proposed system of differentiated recognition, accountability, and support, which will then be implemented for 2013-2014 and contain annual performance targets until 2017-2018. Details of this proposal are contained within Principle 2B.

Expectations for Charter Schools
Charter schools will continue to participate in the state accountability system as well as additional accountability provisions set forth by the charter schools' authorizer via a performance contract. Charter schools are not required to seek WASC accreditation, but may elect to become accredited. The measures set forth in the Hawaii API are aligned with the general components of all charter performance contracts, as set forth in Act 130 Session Laws of Hawaii 2012.

Identification of a charter school as a Focus or Priority school will trigger automatic notification of status and recommendation for a performance review from HIDOE to the school's authorizer. Focus and Priority charter schools are required to develop a 3-year school improvement plan consistent with the expectations of HIDOE-Operated public schools as defined in the principles and Key Characteristics of Effective Schools in the menus of supports and interventions on pages. Charter schools may access the supports and resources provided to HIDOE-operated schools by the Department or elect to contract with an independent third party, other than the authorizer, at their own expense. For Level 3 Focus charter schools and levels 4 and 5 Priority charter schools, the Office of School Transformation shall review any improvement plans developed in consultation with third party providers to ensure that they satisfy the requirements set forth in this application. The charter authorizer shall only review school improvement plans for the sole purpose of identifying any conflicts with the pre-existing performance contract. HIDOE will provide charter schools with relevant resources and supports afforded to HIDOE-Operated public schools. However, charter schools are not required to access these supports and resources and may seek professional development independent of what HIDOE provides.

The identification of a charter school as a Focus or Priority school under the provisions of this application, and the subsequent improvement planning and implementation of any improvement plan by such a school shall not be used as evidence to delay or avoid closure if the school is

failing to meet the terms of its performance contract.

2.A.ii   Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The State's application incorporates Option B in the Flexibility Guidance to include student achievement measures beyond student performance in mathematics and ELA. Specifically, Hawaii proposes to measure and classify school performance more broadly, using the Hawaii Academic Performance Index (Hawaii API). The Hawaii API is comprised of three types of student indicators: achievement, growth, and readiness. Procedures for the collection, analyses and reporting of these data are well defined. The indicators and corresponding measures are rigorous in their comparability across schools statewide.

Moreover, all Hawaii API measures that were not previously part of the state's Accountability Workbook have undergone careful review and evaluation to ensure comparability and standardization across schools in the metrics and scaling employed, administration of measures, collection and reporting of results, and consistency of results across years. All measures are currently ready for incorporation into the Hawaii API, beginning in the 2012-2013 school year. Though weighting of the three indicators varies across elementary, middle, and high schools, the specific weights and expectations within each school type does not vary across schools or complex areas.

The purpose of the Hawaii API is to serve as the primary mechanism by which Hawaii's schools are ranked and sorted for identification as Recognition, Focus, or Priority, all while comprehensively monitoring student performance and preparation to succeed in college and careers. The bar for student and school success is clearly spelled out by the Hawaii API, which contains concrete expectations for elementary, middle, and high schools. In so doing, the composite index provides schools with clear expectations towards preparing all students for success in college, careers, and citizenship.

The following Figure illustrates the specific measures of school performance within the Index:

Figure 2.1. *Hawaii API indicators and corresponding measures*

INDICATOR	HIGH-NEEDS (Econ. Dis., SWD, ELL)			NON-HIGH-NEEDS (All Other Students)		
	Reading	Mathematics	Science	Reading	Mathematics	Science
ACHIEVEMENT (All Schools)	Proficiency	Proficiency	Proficiency	Proficiency	Proficiency	Proficiency
GROWTH (All Schools)	School MGP*	School MGP	N/A	School MGP	School MGP	N/A
READINESS						
(High Schools)	% On-time graduates College going rates College/Career Readiness (11th grade)			% On-time graduates College going rates College/Career Readiness (11th grade)		
(Mid/Int Schools)	College/Career Readiness (8th grade)			College/Career Readiness (8th grade)		
(Elem Schools)	Chronic absentee rate			Chronic absentee rate		

* Median Growth Percentile

Indicator One: Student Achievement
The student achievement indicator is based on the annual Hawaii State Assessment Program proficiency results for reading, mathematics, and science. All students are required to take one of the Program's three assessments: the Hawaii State Assessment (HSA), the Hawaii State Alternate Assessment, or the Hawaii State Assessment in Hawaiian. A substantial majority of students take the HSA, though all three assessments factor towards a school's reading, mathematics, and science proficiency rates. Exams in mathematics and reading are offered in grades 3-8 and 10 while science exams occur in grades 4, 8, and high school via an end of course

Biology exam. With Hawaii's implementation of the Common Core State Standards and a corresponding "bridge" assessment in 2013-2014, Hawaii will phase-in the assessment items provided by SBAC for full implementation statewide in 2014-2015 (the bridge assessment is further described in Principle 1 of this application).

The following graphs illustrate the consistent and substantive gains demonstrated by students participating in the Hawaii State Assessment Program in ELA and mathematics over the past decade. Based on the pattern of student achievement, Hawaii believes increased student performance can most effectively be driven through high proficiency standards and expectations for all students, while monitoring and supporting its lowest achievers.

Percent Proficient Reading, State Summary
Hawaii State Assessment Results
School Years 2002-03 to 2011-12

HCPS II | HCPS III

Year	% Proficient
2003	41%
2004	45%
2005	48%
2006	47%
2007	60%
2008	62%
2009	65%
2010	67%
2011	66%
2012	71%

Reading

Percent Proficient Mathematics, State Summary
Hawaii State Assessment Results
School Years 2002-03 to 2011-12

HCPS II   HCPS III

Year	% Proficient
2003	20%
2004	23%
2005	24%
2006	27%
2007	39%
2008	43%
2009	44%
2010	49%
2011	54%
2012	59%

Mathematics

Percent Proficient Science, State Summary
Hawaii State Assessment Results
School Years 2007-08 to 2011-12

Year	% Proficient
2008	38%
2009	37%
2010	39%
2011	31%
2012	33%

Science

Hawaii acknowledges the challenges associated with science achievement, but believes, as with reading and mathematics, that incorporating science proficiency in the proposed accountability and support system will appropriately raise expectations and result in more consistent gains in student performance.

Indicator Two: Student Growth

The second indicator in the Hawaii API is based on the school median growth percentile in ELA and mathematics,[17] the calculation of which is derived from the Hawaii Growth Model. Growth percentiles are not available for science given the time span between 4th and 8th grade.

The vast majority (92%) of complex area superintendents and principals across the State believe that incorporating student growth data into the proposed accountability system will result in a more balanced model. For them, comparing student performance relative to their academic peers reflects an important philosophical shift towards growth and attainment.

Hawaii has calculated student growth percentiles annually since 2007-2008. To date, this information has not been used for formal school accountability purposes. Based on consistently positive feedback from educators, the State has included growth percentiles as a significant component in its proposed accountability and support system.

In June 2012, Hawaii joined the multi-state consortium led by the Colorado Department of Education and the SchoolView Foundation which now offers HIDOE access to the algorithm code, training materials, and growth data visualization layers. Participation in this consortium will ensure that HIDOE remains at the cutting edge in the use and reporting of growth percentile data.

Under the current AYP system, multi-year pooling to address reliability concerns associated with small n-sizes is employed in proficiency (achievement) calculations. These same concerns hold for Student Growth results. Therefore, the proposed index will include schools' median growth percentile over three years.

In addition to including the school's median growth percentile within the proposed accountability system, Hawaii will also calculate and publish additional metrics that demonstrate a school's growth to standard. At the current time, however, these metrics are intended to be used for formative purposes only.

Professional evaluation systems for school principals and complex area superintendents similarly include the school-level three year median growth percentile as a key outcome measure. By doing so, the State's proposal aligns accountability for schools with accountability for educational administrators and teachers (additional information is available in Principle 3).

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[17] Since 2008, Hawaii has researched and generated school and subgroup growth results via Project SIGMA (School Improvement via Growth Model Analysis) using Colorado's Student Growth Percentile Model. Hawaii expects to further study promising work in the area of adequate school growth toward a criterion standard, as well as to conduct research into the establishment of growth percentile baselines, in lieu of annual re-norming of the model. The adequate yearly growth concept will first be used to inform school improvement efforts before possible incorporation into a future version of the school accountability model.

Indicator Three: Student Readiness for College and the Workplace

The third indicator for elementary and secondary schools is Readiness and contains several measures from within the BOE's new Strategic Plan. For elementary schools, the Readiness indicator is measured by the number of students that are absent for 15 or more instructional days each year (defined as "chronically absence").[18] For middle schools, the Readiness indicator is instead measured by student performance on an 8th grade assessment of college- and career-readiness. For high schools, the Readiness indicator is measured by student performance on an 11th grade college- and career-readiness "anchor" assessment, the school's four-year adjusted cohort high school graduation rate, and the number of graduates that enroll in 2- and 4-year postsecondary institutions.

All the assessments contained within the Hawaii API are administered statewide, with appropriate accommodations provided for ELLs and SWDs. In addition, the summative assessment program provides for an alternate assessment that meets all the terms and conditions of the state's Compliance Agreement with the U.S. Department of Education. Similarly, HIDOE collects statewide information on all necessary student performance data such as chronic absences and college enrollment.

HIDOE is procuring a statewide suite of college- and career- ready assessments to be implemented across grades 8-11 in 2012-2013. The review commit has selected a preferred vendor, but the decision has not yet been announced. Thus, the ESEA Flexibility application avoids mention of a specific assessment system at this time.

HIDOE proposes to further explore, during 2012-2013, the use of additional "bonus points" that could be awarded to high schools within the Hawaii API based upon the percent of students that exceed college- and career-ready expectations by receiving Advanced Placement or International Baccalaureate credit, graduate from high school within five years, earning Running Start dual credit, attaining an Honors diploma, or completing a high quality CTE program of study.

Likewise, the State proposes to explore how to include the status of a school's WASC Accreditation as an additional factor within the Readiness indicator. During 2012-2013, the State will align the WASC Accreditation process to the BOE's Strategic Plan. Following this action, the State will determine whether the aligned accreditation process ought to be included within the Hawaii API to more fully capture the school quality environment that is a necessary pre-condition for student learning.

High-Needs Students Group
The State proposes to calculate a single, unduplicated group of "High-Needs" students

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[18] Absences for medical emergencies, only, are not included in this count.

comprised of economically disadvantaged, SWDs, and ELLs to fairly and systematically evaluate school performance. Hawaii will also calculate performance of all remaining students that are not in the high needs group. HIDOE proposes to embed a gap measure within each of the achievement, growth, and readiness indicators. Holding schools accountable for gaps across all index measures is a fundamental feature of the Hawaii API. Simply put, schools cannot perform well on the Hawaii API if its High-Needs students fail to perform well across all outcome measures.

Two reasons lie behind the decision to create a High Needs subgroup. First, Hawaii's population is such that many schools have subgroups that do not meet the current NCLB/AYP minimum n-size of 40 students and, as a result, many students are currently left out of the accountability calculation. A combined high-needs group will introduce achievement and growth outcomes from many students previously unaccounted for under the NCLB subgroups due to minimum n-size. The following section, *Balancing Transparency and Reliability: Minimum N-Size and Multiyear Pooling*, provides impact data on this issue.

Second, HIDOE believes that schools are ultimately accountable to each of their students and their individual outcomes. Therefore, school performance must equally account for all students within a school across the range of abilities and academic performance. Under the current Accountability Workbook, certain students may be 'attributed' towards a school up to five times while others only once. This differential weighting is unfair to students, teachers, and the school.

The State recognizes that using a single high-needs group may raise concerns over the potential for 'masking' performance of a specific subgroup by aggregating smaller subgroups into one large super subgroup. This concern, however, runs counter to Hawaii's premise that students are the unit of analysis, not subgroups. Focusing only on subgroups may create equity across certain groups of students but almost always creates inequity across students by counting certain students less often than others. Moreover, the State believes that the proposed approach provides sufficient weight and attention to students in traditional low-performing subgroups. Finally, this concern is remedied by the continued practice of publicly reporting on performance for every student subgroup with respect to AMOs as detailed in Section 2B.

The State also recognizes the concerns expressed by schools that have disproportionately small numbers of students within either the High Needs or non High Needs group may distort the Index calculation. In these instances, the State will combine both subgroups and calculate the Index based upon the performance of All Students.

Hawaii's use of the composite index addresses gaps above and beyond the criteria required under Focus and Priority school identification. By independently tracking and equally weighting achievement, growth, and readiness of High-Needs Students, for example, the Hawaii API

accounts for gaps across indicators as a product of absolute versus relative performance.[19]

Gauging the extent to which schools are moving both groups of students towards higher levels of performance is a fundamental feature of the Hawaii API. Under the index, achievement gaps may narrow but this cannot occur at the expense of the non-High Needs student performance. Put simply, a school cannot do well on its Hawaii API ranking without demonstrating both absolute achievement and student growth.

The Hawaii API is applied to all public schools in the State, Title I and non-Title I alike. Index rankings are used in conjunction with, not in lieu of, required ESEA Flexibility criteria which serve as a "check" upon the index calculation. For example, Hawaii's business rules will require that any high school with less than a 70% cohort graduation rate (a deliberately more stringent standard) be automatically classified as Level 3 Focus or Level 4 or 5 Priority school, regardless of overall performance on the Index measures. The information within the Index is intended to be the primary quantitative data source for school improvement initiatives such as academic and financial planning, accreditation, program evaluation, strategic planning, and data driven decision making.

Balancing Transparency and Reliability: Minimum N-Size and Multiyear Pooling
Hawaii API rankings and subsequent classification results must be transparent and consistent over time to ensure the credibility of these outcomes. Yet, the State also understands the need to establish accountability outcomes that are based on a valid representation of each school's students. Balancing the validity and reliability of results is not a new issue for the State. Hawaii believes there are several key n-size issues that are standard practice with current AYP calculations that, if applied to the Hawaii API, may create detrimental, unintended outcomes.[20]

1. When the current n-size of 40 is applied to the Hawaii API and its high-needs and non-high-needs subgroups, 29 (10.1%) schools will not have a high-needs subgroup, and 76 (26.6%) schools will not have a non-high-needs subgroup due to minimum n-size. Negating one-half of the Hawaii API scale when minimum n-size cannot be achieved by one of the two subgroups creates a statistical re-description of school context, that may potentially continue year after year;

2. If one of the subgroups is not calculable, gap outcomes cannot be measured; and

3. Last, and most important, 2,259 students or 3.2% of Hawaii's tested population will not be attributed towards school accountability.

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[19] Absolute performance as measured by a group's actual rates for proficiency, progress, and school completion; versus relative performance or the differences between groups irrespective of performance level.
[20]These outcomes based on 2012 Preliminary AYP data

Hawaii therefore proposes two major policy rules to address these and other exclusion problems.

1. Remove the minimum n-size requirement for all Hawaii API calculations. Hawaii is at a unique juncture to propose a differentiated accountability system that literally accounts for every full school year student. Under Hawaii's current ESEA accountability system, the following students were not counted due to minimum n-size requirements:

Figure 2.2: 2012 AYP statewide subgroup and student exclusion counts

Subgroup/Student Not Counted	ELL	SPED	Free and Reduced Price Lunch	African American	Asian/ Pacific Islander	Hispanic	American Indian	White	FSY Tested Students: State Total
# of schools with subgroups n < 40	260	228	41	281	24	275	285	204	285
# of students n < 40	2463	4531	996	1218	578	2689	373	3095	70,494

To address issues of volatility as well as the potential for very large margins of error, Hawaii proposes the use of multi-year pooling for up to three years in those instances when the number of tested students is too small to meet accepted standards of practice. To determine how many years to pool, an n-size of 30 will be applied. In these situations, the State will seek to pool data for two years though a third year may be necessary for the State's smallest schools. If, after three years of data (current and prior two years), an n-size of 30 cannot be reached, the results will then be reported and used within the Hawaii API[21] calculation. Hawaii believes this bold approach literally accounts for every full school year student across the state.

As an example, a school with 500 students may have 400 students that are in tested grades, have been enrolled for the full school year, and took the test. Of these 400 students, 200 are high-needs students and the other 200 are non-high-needs students. Each subgroup is independently processed for the Hawaii API indicators: achievement, growth, and readiness. Upon completion of scoring for each subgroup across the three indicators, the high-needs and non-high-needs scores are summed and the school's total Hawaii API score is produced. This index score includes the performance of all 400 students regardless of how many are in either subgroup as there is no application of a minimum n-size to exclude any student from contributing towards the school's Index.

2. Move from the current definition of Full Academic Year (FAY) to a Full School Year (FSY) upon which students are deemed eligible to be counted towards a school's

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[21] This proposed n-size of 30 is not an exclusion threshold for reliability purposes, but rather a rule to determine how many years of data to pool.

proficiency rate. The current FAY definition stretches from May of one school year to the following May, and thus FAY bridges two school years. The FSY window encompasses enrollments from the beginning of the school year on the official enrollment count date (August) through the end of the school year (May). Hawaii anticipates this change will dramatically increase the number of students counted towards schools' proficiency rates as well as other growth and readiness measures comprising the Hawaii API.

Using enrollment counts from the 2011-12 school year, a change from FAY to FSY increased students counted towards schools' proficiency by 18,206 students, an increase of 25.8%.

These increases are largely due to the inclusion of fifth and sixth grade elementary school students transitioning to middle and intermediate schools. Students transferring into the system at the beginning of a school year will also benefit from this move from FAY to FSY.

Calculating The Hawaii Academic Performance Index
Scores on the Hawaii API will range from 0 to 360, based on two student groups, each with three indicators ranging from 0 – 60. The following figure provides an overview of how the index is scored.

HAWAII API scale range by school, group, indicator, measure:
HAWAII API scale range at a school (0 – 360)

High-Need Students (0 – 180)   **Non-High-Need Students (0 – 180)**

- **Achievement indicator (0 – 60)**
  - Reading (0 – 24)
  - Mathematics (0 – 24)
  - Science (0 - 12)

- **Growth indicator (0 – 60)**
  - Reading (0 – 30)
  - Mathematics (0 – 30)

- **Readiness indicator (0 – 60)**
  - Graduation rate (High Schools, 0 – 20)
  - College going rate (High Schools, 0 – 20)
  - College- and career-readiness assessment (High Schools, 0 – 20)
  - College- and career-readiness assessment (Mid/Inter, 0 – 60)
  - Chronic absentee rate (Elem, 0 – 60)

- **Achievement indicator (0 – 60)**
  - Reading (0 – 24)
  - Mathematics (0 – 24)
  - Science (0 - 12)

- **Growth indicator (0 – 60)**
  - Reading (0 – 30)
  - Mathematics (0 – 30)

- **Readiness indicator (0 – 60)**
  - Graduation rate (High Schools, 0 – 20)
  - College going rate (High Schools, 0 – 20)
  - College- and career-readiness assessment (High Schools, 0 – 20)
  - College- and career-readiness assessment (Mid/Inter, 0 – 60)
  - Chronic absentee rate (Elem, 0 – 60)

Subsequent sections describe how the State proposes to calculate each of the three indicators within the Index: achievement, growth and readiness. Each section concludes by providing a school example that illustrates the proposed calculation.

Calculating the Hawaii Academic Performance Index: Achievement

Hawaii proposes to base its achievement measures on the percent of high-needs and non-high-needs students that meet or exceed proficiency. The percent proficient is an absolute measure of achievement that is consistent with Hawaii's achievement history and focus on raising proficiency rates. This measure, coupled with separate, independent tracking of the percent of High-Needs Students that meet proficiency essentially requires schools to demonstrate high rates of achievement from both subgroups in order to demonstrate adequate performance on the achievement indicator.

However, calculation of the achievement indicator on the index is not based on a dichotomous criterion attainment of a proficiency target. Rather, the indicator reflects the percent of students that meet or exceed proficiency. This definition of achievement is expected to encourage schools to help all students attain proficiency, alleviating incentives for focusing on "bubble students," intentional or otherwise. This approach to proficiency attainment, in conjunction with the growth and readiness indicators comprising the Hawaii API, is a dramatic shift from the "all or nothing" concerns brought about by the status model frequently associated with the current Accountability Workbook.

The Achievement indicator is calculated using the reading and mathematics proficiency rates multiplied by a factor of 24 while science proficiency rates are multiplied by a factor of 12. The differential factor is a result of far fewer grades that are tested in science. Reading, mathematics, and science scores are then aggregated to collectively reflect a school's overall achievement indicator value.

The following example calculates the school achievement indicator for an elementary school:

High-Needs Students	Non-High-Needs Students
Reading proficiency = 70% or 0.70	*Reading proficiency = 75% or 0.75*
Math proficiency = 60% or 0.60	*Math proficiency = 65% or 0.65*
Science proficiency = 50% or 0.50	*Science proficiency = 55% or 0.55*
Reading and math achievement factor = 24	*Reading and math achievement factor = 24*
Science achievement factor = 12	*Science achievement factor = 12*
Reading achievement indicator = 0.70 x 24 = 16.80	*Reading achievement indicator = 0.75 x 24 = 18.00*
Math achievement indicator = 0.60 x 24 = 14.40	*Math achievement indicator = 0.65 x 24 = 15.60*
Science achievement indicator = 0.50 x 12 = 6.00	*Science achievement indicator = 0.55 x 12 = 6.60*

Achievement Indicator for this subgroup
16.80 + 14.40 + 6.00 = 37.20 points

Achievement Indicator for this subgroup
16.80 + 14.40 + 6.00 = 40.20 points

Achievement Indicator for this school = 37.20 + 40.20 = 77.40 points

Calculating the Hawaii Academic Performance Index: Growth

Like the achievement and readiness indicators, the growth indicator is converted to a scale of 0 – 60 points for high-needs and non-high-needs students. Growth is derived from reading and mathematics school median growth percentiles. The State therefore proposes to award set points based upon five categories of the school's performance on the median growth percentile. Each category was derived by aggregating 2011-12 median growth percentiles into quintile performance bands.

TABLE 2.3. *Growth indicator scoring rubric*

CATEGORY	READING		MATHEMATICS	
	MGP	Points	MGP	Points
VERY HIGH GROWTH	> 61	30	> 63	30
HIGH GROWTH	55 – 61	20	56 – 63	20
AVERAGE GROWTH	49 – 54	15	49 – 55	15
LOW GROWTH	43 –48	10	41 – 48	10
VERY LOW GROWTH	< 43	0	< 41	0

Reading and mathematics receive equal weight in the calculation. Again, the growth indicator is calculated for a hypothetical school:

High-Needs Students	**Non-High-Needs Students**
Reading growth MGP = 67 *Rubric value for reading MGP of 67 = 30*	*Reading growth MGP = 51* *Rubric value for reading MGP of 51 = 15*
Math growth MGP = 59 *Rubric value for math MGP of 67 = 20*	*Math growth MGP = 48* *Rubric value for math MGP of 48 = 10*
Growth Indicator score for this subgroup ***30 = 20 = 50.00 points***	***Growth Indicator score for this subgroup*** ***15 + 10 = 25.00 points***

Calculating the Hawaii Academic Performance Index: Readiness

Readiness is calculated differently for high, middle/intermediate, and elementary schools. High school readiness is calculated by multiplying the school's adjusted cohort graduation rate, college going rate, and the percent of students meeting the readiness benchmarks on the 11th grade college- and career-ready anchor assessment each by a factor of 20. These scores are summed to form the readiness indicator. For middle/intermediate schools, the readiness indicator is a result of performance on the 8th grade college- and career-ready assessment multiplied by a factor of 60.

For elementary schools, chronic absenteeism is defined as the percentage of students that are absent for 15 or more school days a year, excluding those absences that are attributed to a medical emergency. For this metric, the following rubric is used to calculate the readiness indicator. Each category was derived by aggregating elementary school students that were chronically absent in 2011-2012 into quintile performance bands.

TABLE 2.4. *Rates of chronic absenteeism*

CATEGORY	Chronic Absenteeism	
	% of Students Chronically Absent*	Points
VERY LOW ABSENTEEISM	< 10	60
LOW ABSENTEEISM	10 – 14	40
AVERAGE ABSENTEEISM	15 – 19	20
HIGH ABSENTEEISM	20 – 24	10
VERY HIGH ABSENTEEISM	> 24	0

* Defined as absent 15 or more instructional days in a school year.

The following example demonstrates the readiness calculation for a hypothetical high school.

High-Needs Students	Non-High-Needs Students
Graduation rate = 85% or 0.85	*Graduation rate = 90% or 0.90*
College going rate = 77% or 0.77	*College going rate = 79% or 0.79*
11th grade CCR anchor assessment = 62% or 0.62	*11th grade CCR anchor assessment = 72% or 0.72*
Readiness factor = 20	*Readiness factor = 20*
Readiness Indicator score for this subgroup *(0.85x20) = (0.77x20) = (0.62x20) = 44.80 points*	*Readiness Indicator score for this subgroup* *(0.90x20) = (0.79x20) = (0.72x20) = 48.20 points*

Readiness Indicator points for this school = 44.80 + 48.20 = 93.00 points

Weighting the Index Calculation

Hawaii proposes to weigh elementary and middle school indicators more heavily towards achievement and growth, as the primary purpose of these school divisions is to prepare students to meet content-based grade span expectations. High schools, on the other hand, have increased responsibility for specifically preparing students to enter and succeed in college and the workforce. For high schools, the State proposes to weight readiness more heavily than achievement and growth in the Index calculation. Given that the Hawaii API indicators are scale range equivalent and comparable within school types, Hawaii proposes the following weighting scheme:

TABLE 2.5. *Proposed Hawaii API indicator weight percentages*

SCHOOL TYPE	WEIGHT BY INDICATOR		
	Achievement	Growth	Readiness
ELEMENTARY	35%	55%	10%
MIDDLE/INTERMEDIATE	30%	50%	20%
HIGH SCHOOL OR OTHER CONFIGURATION W/GRADE 12	25%	20%	55%

Calculating the Hawaii Academic Performance Index: Overall

Once the weights are applied to each indicator, the points are aggregated into index scores for High Needs and Non-High Needs students. Scores for the High Needs and Non High Needs subgroups are then aggregated into an overall Index score for the school. The following example shows how the individual indicators are aggregating into point totals with the weighting factors then applied to determine a school's overall Index score for High Needs and Non-High Needs

students.

High-Needs Students	Non-High-Needs Students
Achievement Indicator = 35 points *Growth Indicator = 50 points* *Readiness Indicator = 25 points*	*Achievement Indicator = 55 points* *Growth Indicator = 40 points* *Readiness Indicator = 40 points*
Achievement Weight = 25% *Growth Weight = 25%* *Readiness Weight = 50%*	*Achievement Weight = 25%* *Growth Weight = 25%* *Readiness Weight = 50%*
Achievement Indicator (weighted) *35* (.25/.3333) = 26.25 points*	*Achievement Indicator (weighted)* *55* (.25/.3333) = 41.25 points*
Growth Indicator (weighted) *50 * (.25/.3333) = 37.50 points*	*Growth Indicator (weighted)* *40 * (.25/.3333) = 30.00 points*
Readiness Indicator (weighted) *25 * (.5/.3333) = 37.50 points*	*Readiness Indicator (weighted)* *40 * (.5/.3333) = 60.00 points*
Total Hawaii API points for this subgroup ***26.25 + 37.50 + 37.50 = <u>101.25 points</u>***	***Total Hawaii API points for this subgroup*** ***16.80 + 14.40 + 6.00 = <u>131.25 points</u>***

Hawaii API points for this school = 101.25 + 131.25 = <u>232.50 points</u>

The State's proposal weights these two distinct subgroups equally. By fully including all students within the accountability system, counting them once, and weighting the two major subgroups equally, the State believes that sufficient attention will be paid to the lowest-performing students.

2.B   SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☒ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the	☐ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and

and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs *(Attachment 14)*	end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Hawaii proposes to set Annual Measureable Objectives (AMOs) in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years, making 2017-2018 the target year. However, for the first of the six years (school year 2012-2013) Hawaii proposes to set AMOs at the same level as the 2011-2012 school year, to allow for orderly transition. For the second of the six years (the 2013-2014 school year), Hawaii proposes to set AMOs at the level equivalent to the second of six years using the methodology proposed above. This approach would continue through the 2017-2018 school year.

One of the most effective aspects of NCLB has been the identification of underperformance by specific subgroups. Although Hawaii proposes to classify school performance primarily based on a composite index, the State intends to continue setting AMOs on an annual basis, holding schools accountable for meeting participation and proficiency targets, and publicly reporting this information by overall performance and by the traditional AYP disaggregated subgroups along with tracking for Asians, and Native Hawaiians, and Pacific Islanders. This approach ensures that data for traditionally lower performing subgroups such as SWDs, and ELLs are readily available to the public and for schools to use towards targeted planning and intervention efforts.

All schools will continue to receive annual outcomes reports that compare subgroup performance to the benchmark targets set by 2011-2012 AMOs. The comparison will be based on the business rules outlined in Hawaii's current ESEA Accountability Workbook (November 14, 2011) and subsequent amendments.

The State intends to set AMOs by school complex (a high school and its feeder middle and elementary schools) rather than a single statewide target, with every school and subgroup within the complex expected to meet or exceed the complex-wide AMO. This approach reinforces the importance of vertically articulating curriculum, instruction, and assessments across the K-12 continuum, with the ultimate goal of preparing all students for college, careers, and citizenship. The approach also applies greater rates of expected annual progress towards schools in lower performing complexes, which is appropriate as these schools have farther to travel on the road to college and career readiness for all of their students.

For the purposes of setting AMOs as benchmark performance targets, Hawaii's charter schools will each be responsible for meeting annual AMO performance targets for the complex in which the school is geographically located. As the new charter school authorizer increases capacity and begins implementation of charter school performance contracts, HIDOE will investigate the feasibility of aligned AMOs for charter schools with those in the performance contracts.

The following illustrates the proposed approach using actual 2011-2012 HSA performance data:

- In 2011-2012, 57.7% of students in the Farrington complex met or exceeded proficiency targets on the Reading HSA assessment, while 84.9 % of students in the Kalani complex met or exceeded proficiency targets on the Reading HSA assessment. Based on these proficiency rates, targets are established over six years beginning with 2012-13 through 2017-18 to reduce by one-half, the students that are not proficient within the complex.

Complex	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Farrington	Current AMO	61.9%	66.2%	70.4%	74.6%	78.9%
Kalani	Current AMO	86.4%	87.9%	89.4%	90.9%	92.5%

The complete list of complex AMOs can be found in *Attachment 14*.

Reporting on Participation and Proficiency for Disaggregated Subgroups

Annual Measurable Objectives are applied to all students as well as disaggregated subgroups for each school in the State. However, Hawaii will adjust the definition of these subgroups to more accurately reflect the State's demographic composition. The State proposes to continue to set annual AMO targets and publicly report performance data on African-American, White, Hispanic, American Indian, and Asian/Pacific Islander students, while adding three new distinct reporting categories specifically for students of Asian, Native Hawaiian and Pacific Islander ancestry. To make even finer distinctions among ethnic subgroups, educators and the public will be granted access to aggregated student performance data within the State's Longitudinal Data System that are based on additional ethnicities beyond these seven.

In addition to publicly reporting on schools' performance against these benchmark targets, Hawaii proposes to use the data to inform the classification of schools. No school can be named a Level 1 Recognition school, for example, if it fails to meet AMO targets for any of its student subgroups. All schools with achievement gaps between different student subgroups are expected to use these data in targeting supports and interventions towards the underperforming subgroups.

The State intends to maintain the current NCLB-era requirement that at least 95% of every subgroup must participate in the HSA program. For those schools that have one or more subgroups whose participation in the testing program falls beneath this threshold, the State proposes to automatically code this subgroup as non proficient. This means, for example, that a school whose African American and Pacific Islander students miss the participation threshold will automatically receive 0 points for all non-participating students within these subgroups during the index calculation.

In taking this approach to setting annual performance targets that represent specific "stretch" goals for schools in each complex, Hawaii's application for ESEA flexibility aligns to and effectively reinforces the strategic direction set by the Hawaii State Board of Education. The BOE's updated Strategic Plan contains stretch goals for student performance that are differentiated based upon prior performance. Creating an integrated cycle of school planning with results-based school accountability is a potent tool in Hawaii's arsenal to improve systemic performance.

Supplementary School Performance Reports
The Hawaii API and public reports on disaggregated subgroup performance are supplemented by three School Performance Reports that serve as core data sources for the decision-making and strategic planning process required of each school. HIDOE has required that each school form an Academic Review Team (ART). The ART is a group of administrators and teacher leaders, within the school, that collectively sets direction via the AcFin Plan, reviews data, and makes mid-course corrections when necessary. The Academic Review Team is expected to

review the following:

- The quarterly "AABC" report which identifies four leading indicators - trends in academic achievement, student attendance, behavior and course marks. These data, updated quarterly, are used by schools to formatively gauge performance and make mid-course corrections.
- A report provided to each school and complex area that contains the relevant school-level lagging indicators derived from the BOE's Strategic Plan, such as teacher qualifications and 9th grade retention.
- An annual P-20 college readiness indicators report for secondary schools that contains data on students' readiness for college, postsecondary enrollment and success.

Guidance from the State requires each school's ART to use these three reports to identify and track specific needs and supports above and beyond the school rankings generated by the Hawaii API. For schools in Hawaii, all priority strategies and interventions must be set within an annual Academic Financial Plan, which is informed by the aforementioned quantitative data as well as diagnostic information from the on-site school review.

Classifying School Performance using Hawaii's Academic Performance Index
Under this proposal, Hawaii's schools will no longer be classified according to NCLB sanctioned status levels (e.g., Planning for Restructuring, Restructuring, etc). Instead, the Hawaii API will classify schools into Recognition, Continuous Improvement, Priority, and Focus Schools. The classifications will drive the application of recognition, supports and interventions. Additional data on how each of the student subgroups perform will supplement the differentiated classification of schools and also result in specific interventions and supports defined within the Academic Financial Plan. The figure below illustrates the process for identification of Recognition, Continuous Improvement, Focus, and Priority schools.

Figure 2.6. *Identification of Recognition, Continuous, Focus, and Priority schools*

Identification of Recognition Schools

- 5% of all schools counted?
  - Yes → Maintain for other classification
  - No → Highest ranked HI API school
    - High-Performance Criteria met?
      - No → High-Progress Criteria met?
        - No → Maintain for other classification
        - Yes → Report as Hawaii Recognition School
      - Yes → Report as Hawaii Recognition School

Identification of Priority Schools

- Title I School?
  - No → HI API at or below 5th percentile of Title I School?
    - No → Maintain for other classification
    - Yes → Report as Hawaii Priority School
  - Yes → Bottom 5% on HI API?
    - No → SIG schools?
      - Yes → Report as Hawaii Priority School
      - No → Graduation Rate < 70% over 3 years?
        - Yes → Report as Hawaii Priority School
        - No → Meet at least 3 of 15 ACFIN targets
          - Yes → Maintain for other classification
          - No → (to Identification of Focus Schools)
    - Yes → Report as Hawaii Priority School

Identification of Focus Schools

- Title I School?
  - No → HI API at or below 10th percentile of Title I school?
    - No → (continue)
    - Yes → Report as Hawaii Focus School
  - Yes → Bottom 10% on HI API?
    - Yes → Report as Hawaii Focus School
    - No → Meet at least 5 of 15 ACFIN targets
      - No → Report as Hawaii Focus School
      - Yes → Grad. rate < 70% over 2 yrs?
        - Yes → Report as Hawaii Focus School
        - No → Achievement gap ≥ 40%?
          - Yes → Report as Hawaii Focus School
          - No → Grad. gap ≥ 20%?
            - Yes → Report as Hawaii Focus School
            - No → Report as Continuous Improvement School

2.C   REWARD SCHOOLS

2.C.i   Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Hawaii's theory of action behind the designation of Recognition schools is as follows: by incentivizing high performance and progress among all schools statewide, the proposed accountability system will help high performing schools aspire to exceed the current AYP standard. Moreover, by highlighting best practices that are shared with all schools, particularly Priority and Focus Schools, the entire system will benefit from the lessons learned within the Recognition schools.

Schools will be identified as a Recognition school based upon status as a *High- Performing* School or *High-Progress* School. Recognition schools demonstrate outright levels of high achievement by meeting all the criteria for either category. Beginning with the highest ranked Hawaii API school, all public schools are evaluated against criteria for high-performing schools, listed below:

1. Consistent, high rates of proficiency, defined as meeting or exceeding AMOs across all applicable subgroups;
2. High graduation rates, defined as the highest 10% of all high schools but not below the graduation rate AMO;
3. Narrowing of achievement gaps, based on the narrowing of the Hawaii API proficiency indicator score between a school's High-Needs group that is comprised of an unduplicated count of disadvantaged, SWDs, and/or ELL students, compared against the non-High-Needs group (all other students). Adequate narrowing of the gap is based on a 10% or greater reduction between the groups (current versus prior year). Note that the State will apply an additional business rule to the calculation so that schools cannot be classified for Recognition status if the 10% gap reduction occurs by lowering the performance of the non-High-Needs subgroup.

    Index achievement gap example:

    2012 Non-High-Needs Group = 55 Proficiency Index Score = 55
    2012 High-Needs Group = 47 Proficiency Index Score = 47
    2012 Achievement Gap = (55 - 47)/55 = <u>14.54%</u>

2011 Non-High-Needs Group Proficiency Index Score = 50
2011 High-Needs Group Proficiency Index Score = 40
2011 Achievement Gap = (50 - 40)/50 = 20.00%

2012 vs. 2011 Gap = (((50 - 40)/50) - ((55 - 47)/55)) / (50 - 40)/50 = 27.27%
Improvement

4. Meeting Academic Financial Plan performance targets, defined as a school that meets or exceeds at least ten of the fifteen student outcome performance targets contained within the BOE's Strategic Plan: Goal 1 (Student Success).

Top rated schools on the Hawaii API that meet all four of these criteria are eligible for Recognition school status as a *high-performance* School. If a school does not meet all of these criteria, the school is then evaluated against the *high-progress* schools criteria, beginning with the highest ranked Hawaii API schools not selected under *high-performance* criteria:

1. Substantial achievement growth, defined as schools demonstrating increases of 15% or higher for All Students proficiency over three years (current year versus two years prior);
2. Highest increases in graduation rates, defined as the top 10% of high schools that demonstrate a 10% increases over three years (current versus two years prior); and
3. Narrowing of achievement gaps, based on the narrowing of the Hawaii API proficiency indicator score between a school's High-Needs group that is comprised of an unduplicated count of Disadvantaged, SWD, and/or ELL students, compared against the non-High-Needs group (all other students). Adequate narrowing of the gap is based on a 10% or greater reduction between the groups (current versus prior year).

Top rated schools that meet all three of these criteria are eligible for Recognition school status as a *high-progress* School. This process is repeated until a total of no more than 5% of all Hawaii schools (Title I and non-Title I) are identified, or until all schools have been evaluated for Recognition School status.

Figure 2.7. *Recognition school identification flowchart*
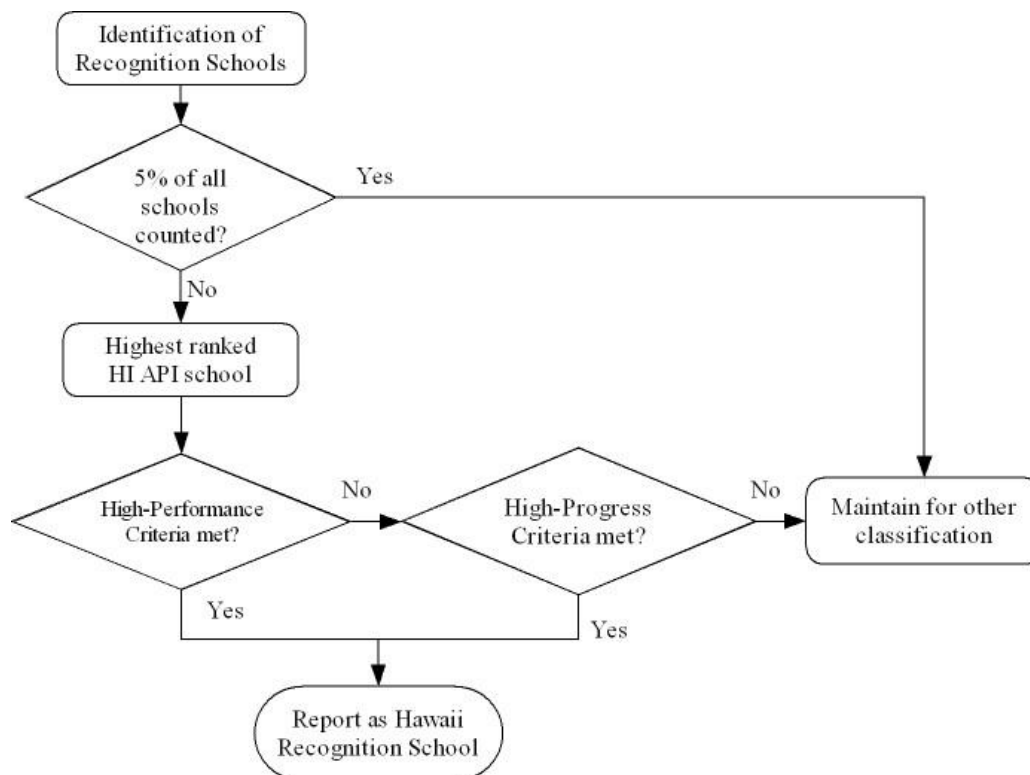
The State's list of Recognition Schools can be found in Table 2.

Rewards for Level One Recognition Schools
The State will reorient all existing academic achievement awards such as Blue Ribbon Schools and the associated financial incentives to the Recognition school classification. Doing so will convey a consistent message of expectations to the field and the public at large. HIDOE will offer six additional benefits to those schools classified as a Recognition school:
- Annual recognition by the Governor, Hawaii State Legislature, and State Board of Education;
- The State will provide a strong recommendation to the WASC accreditation committee for the full 6-year school accreditation;
- Exemption from certain kinds of administrative monitoring and operational requirements via consultation with the CAS and state;
- Freedom to develop a three-year Academic Financial Plan;
- Additional flexibility to consolidate funds to the extent allowable under Federal law and regulatory guidelines (though Recognition schools will continue to be monitored to ensure all fiduciary responsibilities are met);
- Priority to be profiled in the ELI, which provides a statewide forum for high performing schools to showcase their organizational development and student success

models.

2.D PRIORITY SCHOOLS

2.D.i   Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Hawaii views Priority schools as those with the most obvious performance challenges that merit the full suite of interventions and support by federal and state resources and directive to improve. Specifically, Priority schools are identified from the bottom 5% of Title I schools on the Hawaii API. In 2012, 219 of 286 schools (77%) were Title I schools. Non-Title I schools are also identified as Priority schools if their Hawaii API rank is equal to or below the highest ranked Title I Priority school. Schools identified as Priority schools demonstrate any one of the following: (1) Persistently low achievement; (2) persistently low high school graduation rates; (3) designation as a Tier I or Tier III School under the School Improvement Grant (SIG) program that is implementing a school intervention model; or (4) failure to meet at least three of a school's fifteen student outcome performance targets contained within the Academic Financial Plan.

Following the calculation of each school's Academic Performance Index, the bottom 5% of all Title I schools are placed within the Priority schools category, followed by non Title I schools whose overall API score is equal or below that of the highest ranked Title I school. Then, four additional criteria are applied and any school that meets any of these criteria not already on the list are added:

1. Persistently lowest achieving, defined as the bottom 5% of schools with the lowest Index rankings over three years;
2. Persistently low high school graduation rates, defined as all schools with an adjusted cohort graduation rate of less than 70% over the most recent three years; or
3. Any SIG schools that are implementing a school intervention model.
4. Schools that fail to meet or exceed at least three of the fifteen student outcome performance targets contained with the school's Academic Financial Plan targets that pertain to the State Board of Education's Strategic Plan: Goal 1 (Student Success).

Hawaii recognizes the ESEA Flexibility criteria for Priority and Focus schools are not conjunctive as previously applied for its Recognition schools. For Priority and Focus schools, the single criterion that must be met is the minimum number of schools identified. However, by applying this minimum number using Hawaii's API as the first criterion before any other, Hawaii anticipates its classification approach will capture the intended characteristics of Priority and Focus school types above and beyond the minimum number requirement.

Due to multiple criteria and minimum identification requirement of 5% of all Title I schools, the following selection procedures will be employed:

1. Select the lowest Hawaii API ranking Title I schools* until a school count equal to 5% of all Title I schools is reached.
2. Identify all non-Title I schools* ranked at or below the highest ranked Title I school selected in Step 1.
3. Select any high school (Title I or non-Title I) with a high school graduation rate less than 70% over three years using the Adjusted Cohort Graduation Rate (ACGR) methodology.[22]
4. Select schools that fail to meet at least three of the fifteen performance targets contained within the school's Academic Financial Plan pertaining to the Hawaii State Board of Education's Strategic Plan: Goal 1 (Student Success).
5. Select any Tier I or Tier III SIG school that is implementing a school intervention model.

* To meet the goal of identifying *persistently low performing schools*, the State proposes building in 3 years of Hawaii API data for these criteria.

All schools identified in steps 1-5 are classified as either Level 4 or Level 5 Priority schools. Level 4 Priority schools will remain under the administrative control of the complex area superintendent; Level 5 Priority schools will be overseen by the Department's newly created Office of School Transformation with direct line authority to the Deputy Superintendent, acting as the Department's Chief Academic Officer. All schools within the Priority schools category will first be classified as Level 4 Priority. Those schools that fail to make meaningful gains within 1-2 years of being identified will be moved to Level 5 Priority status based upon the Deputy Superintendent's determination that more intensive oversight and accountability is

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[22] As mandated by the October 2008 Title I federal regulations, states are required to compute Adequate Yearly Progress (AYP) as the third academic indicator for high schools, at both the "All Students" and "subgroup" levels. This will result in expanding the 37-cell model to a total of 45 potential cells for high schools. The ACGR differs from Hawaii's traditional cohort tracked graduation rate in that incoming students to a school are counted in the ACGR from grade 9 through 12.

necessary.

The following figure describes the identification process in more detail:

Figure 2.8. *Priority school identification flowchart*
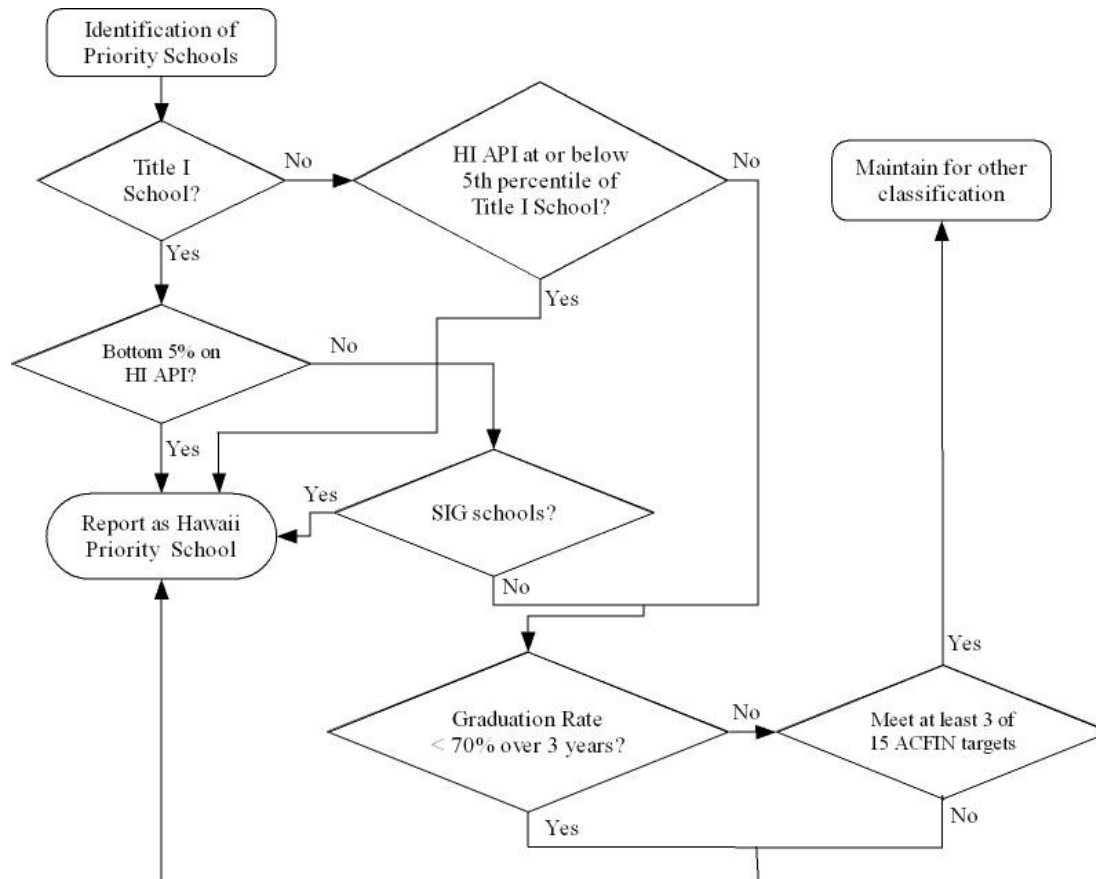
The State's list of Priority schools can be found in Table 2.

Supports and Interventions for Level Four and Level Five Priority Schools

Designation as a Priority school means that the school receives all the supports and interventions that meet the U.S. Department of Education's "turnaround principles" and are specific to the challenging task of school transformation. The Office of School Transformation (OST), as an arm of the Deputy Superintendent, will conduct the timely on-site school review process directly. Based on student performance data and diagnostic findings from the review, Priority schools will be led through a facilitative process by OST and the complex area superintendent to identify systemic interventions that improve the academic achievement of all students within that school.

The result will be a one-year Priority Academic and Financial Plan that clearly identifies how the school will address all identified deficiencies. The plan must specifically discuss how the school will tightly manage instruction across all core academic courses and identify priority activities

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which will be the focus of school resources, time, and funds. Similar to the schools within the RTTT Zone of School Innovation, the Priority Academic Financial Plan must first be approved by the complex area superintendent and then the Deputy Superintendent.

Priority schools must participate in at least one of the supports and interventions for each of ED's "turnaround principles." For example, Priority schools will be asked to improve their teacher effectiveness by receiving additional flexibility to recruit staff (including a two week "head start" during the teacher transfer and assignment period and priority access to the entire pool of vice principal candidates within the Superintendent's leadership training program, when vacancies arise). In addition, the principal of the Priority school, together with the complex area superintendent, will receive intensive coaching and mentorship provided directly by the Office of School Transformation and based on the needs of the school. OST will also provide targeted leadership development for administrators, professional development for teachers, and reduce administrative reporting requirements for the school.

All school-level Academic Review Teams within Priority schools are expected to participate in a professional learning network, to be facilitated by the OST. Priority schools will be provided with academic mentors in mathematics, reading, and science that work with teachers to develop standards based lesson plans, provide feedback on observed lessons, and use student work to help faculty adjust their pedagogy. Finally, all schools must implement an extended school day and year, pending available funds, in a manner similar to that undertaken by the State's 18 schools in the Zones of School Innovation in school year 2012-2013.

Informed by the on-site school review, Priority schools must identify at least one intervention option to meet each of the turnaround principles. The intervention options identified below are drawn from the interventions found most effective in improving the State's low performing schools as well as the new reforms catalyzed by the Race to the Top grant. All supports and interventions will begin following the school's identification as a Level 4 or 5 Priority School following the end of the 2013-2014 school year and be provided for three years. Note, though, that not all supports and interventions are required to be implemented for the full three year cycle. Should a Priority school wish to sequence the supports and interventions in this way they must indicate so within the Academic Financial Plan.

Taken together, the following interventions are likely to increase the overall quality of instruction, improve the effectiveness of the school's teachers and leaders, and improve student achievement for all identified student subgroups:

HIDOE Menu of Supports and Interventions

Principle	Characteristics of Effective	Intervention Options

	Schools	
Providing strong leadership	Leadership for learning	• Review the performance of the current principal and replacing the individual if such a change is warranted or providing intensive, targeted professional development for school leaders on how to turnaround low performing schools. • Training in the School Administrator Model so the principal can better act as an instructional leader. • An assigned principal mentor. • Additional operational flexibility in hiring teachers and vice principals, such as priority access to the entire pool of vice principal candidates. This approach will provide struggling schools with access to a larger talent pool from which to select.
Ensuring teachers are effective and able to provide improve instruction	Planning for learning; Professional development that addresses student learning	• Reviewing the performance of the staff and retaining only those determined to be effective and have the ability to be successful in the turnaround effort. • Preventing teachers rated as Marginal or below from transferring to the school. • Priority "two week" head start to interview and make offers to new staff. • Providing job-embedded, ongoing professional development by Academic Mentors that reflects the needs identified by the educator effectiveness system. • Data coaches to work with grade-level or content specific data teams in identifying performance trends and shaping curricular interventions.
Redesign the school day, week, or year	Connecting and engaging all children; Planning for learning	• Schools will analyze how school time is currently used based on total allocated minutes, minutes allocated for class time, and actual minutes dedicated to instructional time. • Based on the results, the Academic Financial Plan may redesign the school day to increase class time in a manner that includes strategies to maximize the class time that is dedicated to innovative methods for delivery of instruction, and/or extend the school

		day or year in a manner that demonstrates an increase in instructional time with innovative methods of delivering instruction. All strategies must reflect at least one of the promising practices of the National Center for Time and Learning. • Plans must identify how educators will be provided with sufficient time to collaborate on a data team and access professional development opportunities.
Strengthen the school's instructional program	Aligned curriculum; Instructional practices that challenge and support all students	• Implement state approved curricular materials aligned to the Common Core, including primary instructional materials. • Implement a rigorous, research-based curriculum for content areas outside of ELA and mathematics that is aligned to the Common Core, where applicable. • Should the school's performance reveal specific deficiencies in math or science, STEM coaches will be provided to help teachers implement the Common Core.
Using data to inform continuous improvement	Assessments that improve student learning; Planning for learning	• Schools will conduct an audit of existing data teams using the *Guidelines for Professional Learning* to identify specific areas for improvement. o Work with state level data coaches to establish a more effective school level structure for data analysis.
Establish a school environment that improves safety and discipline	A safe learning environment; Connecting and engaging all children	• Schools will conduct an analysis of implementation status of school-wide response to intervention with the goal of measuring the effectiveness of interventions and teacher understanding of how to use student data. The audit should include a review of how the school is using early warning data and the effectiveness of student interventions. • Schools will conduct a review of existing extracurricular offerings for equity of access.
Engage families and communities	Positive relationships with families	• Incorporate strategies to identify and work with community partners in the school Academic Financial Plan.

	and the community; A safe and supportive learning environment; Connecting and engaging all children	• Review existing communication processes to develop a comprehensive plan that is grounded in the National PTA standards for engaging families and communities, includes multiple languages (based on student body demographics), includes multiple delivery methods (hard copy and electronic), and includes strategies for follow up with families. • Incorporate student interests and family and cultural backgrounds as part of curriculum planning with the goal of increased student achievement and engaging community partnerships. • In Priority Schools, the Office of School Transformation will work with the relevant School Community Councils and, when applicable, the parent community networking centers,[23] to identify areas of weakness and develop recommendations for strengthening implementation.

Priority schools face pressure for results and more stringent accountability expectations. Level 4 Priority schools will be administratively led by the complex area superintendent for up to two years, with oversight and performance monitoring by the Office of School Transformation. For Priority schools that fail to make significant progress, after the requisite structure, supports, interventions, and oversight have been provided, the State will invoke the full range of consequences If significant progress is not made, the school will either be closed, or moved to Level 5 Priority status. This means that the Office of School Transformation will take over administrative leadership of the school directly, unless the Deputy Superintendent acting as the system's chief academic officer decides that extenuating circumstances are present.

Roles and Responsibility: the Office of School Transformation
The newly created Office of School Transformation is a critical component of the State's ambitious plan to redesign its accountability and support system (*Attachment 15*). This high-profile office is patterned after the Recovery School District in Louisiana and the Achievement School District in Tennessee. The theory of action underlying this effort is that the geographically-based complex area structure is insufficient to manage the intensive transformation effort of certain, persistently underperforming schools. By creating a separate administrative unit with state-wide oversight, the State can tightly focus program support on its lowest performing schools. This new office, with state-wide oversight over relatively specific

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[23] Not all schools have a parent community networking center.

program issues, will complement the current complex area management structure that fixes responsibility for a much broader range of school operational issues within a more limited geographic boundary.

An assistant superintendent with the equivalent authority to a complex area superintendent leads the office and reports directly to the deputy superintendent. The purpose of this office is to provide intensive transformation support to the persistently low performing schools identified as Level 4 or 5 Priority schools. Responsibility for overseeing School Improvement Grants and other similar Federal and State efforts falls within the office. The office will be staffed by at least four high-level educational officers, who will identify and coordinate supplementary support from external consultants and vendors.

The assistant superintendent of school transformation will develop and execute the State's strategy for take over and dramatically improving the performance of the State's lowest performing schools. The primary functions of the office fall within four categories: oversight, facilitation, human capital, and support. The office will conduct the on-site school review for all Priority schools, select interventions alongside the school's ART, negotiate all vendor contracts, identify and place teacher and leader candidates to serve in Priority schools, coordinate a professional learning community comprised of ARTs from all Priority schools, and provide instructional support and professional development as required.

The Office of Strategic Reform will incubate the Office of School Transformation, as OSR has itself progressed through a recent two-year growth process as a newly created office within the State's bureaucratic structure. The OST is intended to be established and operated pursuant to current management and executive authority, fully leveraging the Superintendent's authority to reconstitute struggling schools (Act 148, 2011 Session Laws of Hawaii). By forging a tight connection to the Office of Strategic Reform, the State ensures that the work of the Office of School Transformation reflects the priorities and promising practices contained within the BOE's Strategic Plan and HIDOE's Race to the Top application.

2.D.iv   Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Timeline Milestones for Priority Schools
Schools identified as a Priority school will receive all the supports and interventions necessary to fulfill the turnaround principles for a minimum of three years regardless if the school exits Priority school status within those three years. Schools exiting Priority school status that are re-identified within three years of the initial identification will either be closed or placed

within the Level 5 Priority status, based on the discretion of the Deputy Superintendent. This approach distributes implementation of the supports and interventions in a balanced way so that school improvement efforts are not all concentrated in the later years of the timeline.

July 2012 – July 2013	• Redesign Comprehensive Needs Assessment protocol around On-Site School Review framework (OSR). • Redesign Priority Academic and Financial Plan (OSR). • Create the Office of School Transformation; hire and train necessary staff (OSR).
July 2013 – September 2013	• Conduct On-Site School Review of Focus Schools and write Report of Findings (OST). • Facilitate schools through process to prioritize needs and to revise the Priority Academic and Financial Plans (OST). • Revise current Academic and Financial Plans to meet all Priority requirements and submit for re-approval by CAS and Deputy Superintendent (Priority schools).
January 2014 – August 2014	• Allocate funds to Priority Schools (Office of Fiscal Services). • Provide required supports and resources (OST). • Implement Priority Academic and Financial Plans (Priority Schools). • Monitor fidelity of implementation (CAS, OST).

2.D.v   Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Criteria for Schools to Exit Status

The State will update the list of schools designated as Priority schools each year based on the selection criteria described in the prior section. All schools that receive intensive supports and interventions will be included in the list submitted to ED each year and count against the 5% minimum. However, Priority schools will be eligible to change classification when their annual performance meets two specific exit criteria.

The first exit criterion for exit is that the school can no longer fall within the bottom 5% on the Index. For the second exit criterion, the Priority school must successfully meet the annual AMO for all student subgroups. While the current NCLB system requires schools to make Adequate Yearly Progress for two consecutive years in a row to exit NCLB Sanctions, HIDOE proposes to allow schools the opportunity to exit Priority school status each year.

Once a school is identified as a Priority school, HIDOE is committed to provide a minimum of three years of supports and interventions regardless of whether a school exits status within the three-year period. A one-year exit window potentially allows for a larger number of schools to receive necessary supports. Put differently, schools exiting status will enable other schools not previously identified as Priority schools to become classified as a Priority school and receive assistance. For Priority schools that exit status, and are subsequently once again classified as a Priority school the following year, the timeline on the three year window of supports will re-start.

This approach ensures that the schools that are able to successfully exit Priority status have made significant progress in improving academic achievement. In demonstrating this progress, the State is satisfied that the identified school is likely to sustain improvement efforts once the cycle of intensive supports and interventions is complete.

2.E FOCUS SCHOOLS

2.E.i   Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Designation as a Level 3 Focus school means that the school's overall performance on the Hawaii Academic Performance Index is low, with a sizeable academic achievement gap between the High Needs and Non-High Needs student subgroups. For these schools, some or all of the interventions being provided to Priority schools will be made available.

Focus schools are identified, in large part, based on the lowest overall performance on the Hawaii API of schools not already identified as a Priority school. Specifically, Level 3 Focus schools are drawn from the 10% of Title I schools above the Level 4 and 5 Priority schools on the Hawaii API in conjunction with the criteria below. Non-Title I schools are also identified as Focus schools if their Hawaii API rank is equal to or below the highest ranked Title I Focus school.

Schools identified as Focus schools may also demonstrate any one of the following: (1) A 70% or less graduation rate; (2) large within-school achievement gaps, based on the achievement and growth indicators; (3) large within-school graduation rate gaps; or (4) schools with a subgroup or subgroups with persistently low achievement or graduation rates reflected by multiple years of low Hawaii API ranks.

The specific criteria are as follows:

1. The next lowest 10% of Hawaii API ranking Title I schools.
2. Non-Title I schools ranked at or below the 10th percentile Title I school.
3. All high schools with a graduation rate of less than 70% over two consecutive years;
4. All schools with the largest within school academic achievement gaps as determined by mathematics, science, and ELA performance on the State's HSA test; specifically, a 50% gap between the Hawaii API Proficiency Indicator Score between a school's Non-High-Needs and High-Needs Groups constitutes this criterion.

Index academic achievement gap example that results in Focus designation:

Non-High-Needs Group Academic Performance Index Score = 51
High-Needs Group Academic Performance Index Score = 18

Academic Achievement Gap = (51 - 18)/51 = 65%

5. All high schools with the largest within school gaps in high school graduation rate; specifically, a 20% gap between a school's Non-High-Needs and High-Needs Groups constitutes this criterion.

Graduation rate gap example that results in Focus designation:

Non-High-Needs Group High School Graduation Rate = 88%
High-Needs Group High School Graduation Rate = 67%

Graduation Rate Gap = (.88 - .67)/.88 = 23.86%

Criteria 4 and 5 (achievement and graduation rate gaps) are not direct measures of the Hawaii API but rather a "check" to ensure that that performance on specific subgroup indicators is not masked within the overall High-needs category. For this reason, these criteria will be applied to all schools (Title I and non-Title I).

6. Schools that fail to meet at least five of the fifteen performance targets within the school's Academic Financial Plan that pertains to the Hawaii State Board of Education Strategic Plan: Goal 1 (Student Success).

Selection Process

The following selection procedures will be employed to identify at least 10% of all Title I schools into the Focus Schools category.

1. Select the lowest Hawaii API ranking Title I schools until a school count equal to 10% of all Title I schools is reached.
2. Identify all non-Title I schools ranked at or below the highest ranked Title I school selected in Step 1.
3. Select any school (Title I or non-Title I) that fails to meet seven of the fifteen performance targets contained within the AcFin Plan Goal 1 (Student Success).
4. Select any high school (Title I or non-Title I) with a high school graduation rate of less than 70% over two years.
5. Select any school (Title I or non-Title I) that has an academic achievement gap of 50% or larger between the High Needs and Non-High Needs subgroups.
6. Select any high school (Title I or non-Title I) that has a graduation gap of 20% or larger between the High Needs and Non-High Needs subgroups.
7. Adding to schools selected in Steps 1-4, select from Title I schools with the lowest Hawaii API ranking over a 3 year period until a school count equal to 10% of all remaining Title I schools is reached, inclusive of schools selected in Steps 1-4.
8. Identify all non-Title I schools ranked at or below the highest ranked three year Hawaii API score selected in Step 5.

Figure 2.8. *Focus school identification flowchart*
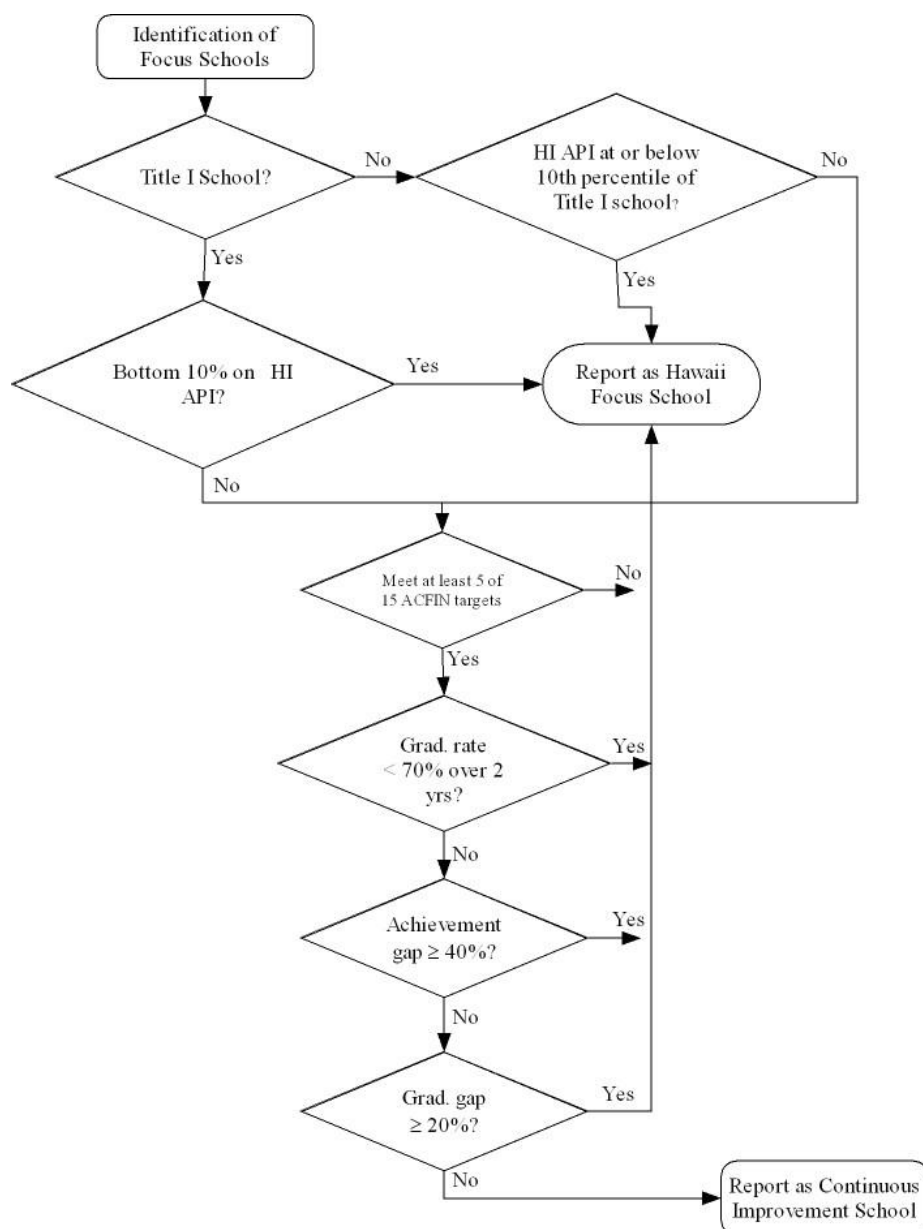
The State's list of Focus schools can be found in Table 2.

Supports and Interventions for Level 3 Focus Schools
Hawaii's proposed accountability and support system enables the State to develop and deploy dedicated, high quality Teams for School Improvement (TSI) that provide triaged support in preventing Focus schools from entering Priority school status. Support will begin for the 2013-2014 school year. The TSIs are led by the Office of Curriculum, Instruction and Student Support (OCISS) and will be comprised of personnel from the state office, complex areas, and external providers with demonstrated expertise in school improvement, curriculum,

instruction, assessment, parent/community involvement, ELLs, SWDs, and student support. TSIs will be deployed to all Focus schools to conduct an external review, help the school identify the necessary interventions in its improvement plan, and implement the school improvement strategies.

Similar to Priority schools, identification as a Focus school will trigger an on-site school review conducted by the TSI team to diagnose the root causes for the underperformance. The review process will assess evidence for how many benchmarks of an effective school are being met and identify trends in student performance data, with priority upon persistently low performing student subgroups. The review will results in a diagnostic analysis that clearly determines the areas of need. When necessary, TSIs may also provide direct assistance to schools that lack the capacity to analyze and synthesize data, and rank order needs.

The TSI team will use the review findings to facilitate the school's Academic Review Team through a guided school improvement process to determine the appropriate supports, interventions, and corrective actions the Focus school will incorporate into the Focus Academic Financial Plan (AcFin).

All Focus schools are required to develop a comprehensive, one-year plan that incorporates interventions tied to at least one of ED's turnaround principles. Included in the Focus AcFin Plan are the intensive supports and actions necessary to implement immediate and effective school strategies for the identified area(s) of need. Focus AcFin Plans will be approved by the complex area superintendent.

Each school's Academic Review Team is responsible for monitoring implementation of the plan and making mid-course corrections as necessary. The TSI team will observe the school's ART on a quarterly basis and provide targeted feedback and support to help the team improve their use of data and overall effectiveness as a leadership team.

Interventions and Supports for Level 3 Focus Schools
The goal for the State's 15 complex areas is for Focus schools to build the internal capacity to institutionalize leadership and instructional management systems and best practices that will enable them to exit status and sustain improvements in student achievement. HIDOE's proposed system of school level interventions is aligned to the following characteristics of effective schools:
- Providing strong leadership;
- Ensuring that teachers are effective and able to improve instruction;
- Redesigning the school day, week, or year;
- Strengthening the school's instructional program;
- Using data to inform instruction and for continuous improvement;

- Establishing a school environment that improves safety and discipline; and
- Providing ongoing mechanisms for family and community engagement.

Ongoing support will be provided by TSI members. The team will be configured and deployed based on the specific needs of the school and strategically assigned based on which team member's expertise are similar to the characteristics of the identified school, administrators and teachers to help facilitate and expedite systemic changes. The duration of supports and interventions will be included in the CAS approved improvement plan.

HIDOE-operated schools are expected to choose from the following menu of supports and intervention options, informed by their student performance data and on-site school review diagnostic[24]:

HIDOE Menu of Supports and Interventions

Principle	Characteristics of Effective Schools	Intervention Options
Providing strong leadership	Leadership for learning	• Review the performance of the current principal and replacing the individual if such a change is warranted or providing intensive, targeted professional development for school leaders on how to turnaround low performing schools. • Training in the School Administrator Model so the principal can better act as an instructional leader • An assigned principal mentor • Additional operational flexibility in hiring teachers and vice principals, such as access to the entire pool of vice principal candidates. This approach provides struggling schools with access to a wider talent pool.
Ensuring teachers are effective and able to provide improve instruction	Planning for learning; Professional development that addresses student learning	• Reviewing the performance of the staff and retaining only those determined to be effective and have the ability to be successful in the turnaround effort • Preventing teachers rated as Marginal or below from transferring to the school

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[24] Charter schools are required to align their plans to the principles and sub-principles outlined above, but are not required to implement the specific interventions listed. However, they may choose to do so.

		• Priority "two week" head start to interview and make job offers to teachers • Providing job-embedded, ongoing professional development by Academic Mentors that reflects the needs identified by the educator effectiveness system. • Data coaches to work with grade-level or content specific data teams in identifying performance trends and shaping curricular interventions
Redesign the school day, week, or year	Connecting and engaging all children; Planning for learning	• Analysis of how school time is currently used based on total allocated minutes, minutes allocated for class time, and actual minutes dedicated to instructional time • Based on the results, AcFin Plans may redesign the school day to increase class time, include strategies to maximize the class time that is dedicated to innovative methods for delivery of instruction, and/or extend the school day or year in a manner that demonstrates an increase in instructional time with innovative methods of delivering instruction. All strategies must reflect at least one of the promising practices of the National Center for Time and Learning. • Plans must identify how educators will be provided with sufficient time to collaborate on a data team and access professional development opportunities
Strengthen the school's instructional program	Aligned curriculum; Instructional practices that challenge and support all students	• Implement state approved core curricular materials, including primary instructional materials that are aligned to the Common Core. All other content areas must offer a rigorous, research-based instructional program. • Should the school's performance reveal specific deficiencies in math or science, STEM coaches will be provided to help teachers implement the Common Core.
Using data to inform	Assessments that improve	• Audit of existing data teams using the *Guidelines for Professional Learning* to identify specific

continuous improvement	student learning; Planning for learning	areas for improvement. Support from complex area specialists to build the capacity of existing school data teams and/or coaches with the goal of establishing a more effective school structure for data analysis.
Establish a school environment that improves safety and discipline	A safe and supportive learning environment; Connecting and engaging all children	- Schools will conduct an analysis of the implementation of a school-wide RtI model with the goal of measuring the effectiveness of interventions and teacher understanding of how to use student data. The analysis should focus on the use of early warning data and the effectiveness of student interventions. - Based on the RtI analysis, schools will identify areas of weakness and strategies for improvement.
Engage families and communities	Positive relationships with families and the community; A safe and supportive learning environment; Connecting and engaging all children	- Incorporate strategies to identify and work with community partners in the school AcFin plan. - Review existing communication processes to develop a comprehensive plan that is grounded in the National PTA standards for engaging families and communities, includes multiple languages (based on student body demographics), multiple delivery methods (hard copy and electronic), and incorporates strategies and accountability for follow up with families. - Incorporate student interests and family and cultural backgrounds in their curriculum planning with the goal of increased student engagement.

Focus schools face more stringent accountability expectations. School leadership will join with the TSI team to evaluate the effectiveness of their interventions and strategic actions through the annual on-site school review. In addition, the percent of Focus schools that exit status will be included as a key criterion in each complex area superintendent's annual performance evaluation. Focus schools that fail to measurably improve their performance—despite receiving intensive supports and interventions—are subject to the full range of consequences.

Implementation of the Focus Academic Financial Plans

TSI teams will provide each school with a team member who will serve as the school improvement lead (SIL) to help the school support teachers and administrators. Specifically, the designated team lead will coordinate internal supports from the State and complex area such as academic, data and STEM resource staff, as well as trainings on topics such as Common Core State Standards and Literacy for Learning. The team lead will also coordinate targeted assistance from special education, comprehensive student support system or English language learner specialists drawn from the State and/or complex area. Finally, the team lead will draw upon the state's array of services provider contracts to provide external supports when necessary.

Participation in certain trainings will be mandatory when schools are identified as Focus schools due to persistent underperformance of specific subgroups. For example, Focus schools with persistent SWD gaps will be required to participate in GLAD and/or Differentiation training. Doing so will support the school in creating a culture of inclusion. When these deficiencies are identified by the on-site school review, the Focus AcFin Plan must specifically illustrate how the school will take responsibility to address the needs of these low achieving students and identify clearly the roles and responsibilities of teachers in meeting those needs.

OCISS will regularly convene TSI team members as a professional learning community to network, share effective practices and school results, receive on-going professional development and training to support and improve their skills to provide schools with effective technical assistance. Other state and complex area members will observe and partner with the TSIs to gain the knowledge, skills and experiences necessary to replicate and sustain the model and process over time.

Accountability, Monitoring and Reporting

Each school's Focus AcFin Plan will be approved by the complex area superintendent. The TSI team will then enter into a collaborative agreement with the school's ART on how to monitor the progress of the goals and objectives of the Plan. Progress will be reported by the school administrator to the complex area superintendent and school community council on a quarterly basis.

The school's administrator will be evaluated annually by the complex area superintendent. Pursuant to HRS 302-1004, principals that receive multiple ratings lower than "Effective" will either be transferred or terminated from the position.

Beginning in 2013-2014 all classroom educators will be evaluated annually; those that receive a rating of "Marginal" will be provided with an additional year of job-embedded professional development guided by an Individual Learning Plan. No teacher rated "Marginal" will be

allowed to transfer to a Priority or Focus school.

Charter schools may elect to contract with a third-party vendor to conduct the self-study and develop the required 3-year improvement plan, at their own expense. However, the Office of School Transformation will review the final improvement plan to ensure that it satisfies the requirements outlined in this waiver. Additionally, the charter school authorizer will review the plans for contradictions with the pre-existing performance contract.

Timeline Milestones
Based on the identification of Focus schools, State and complex area specialists will implement the school improvement process beginning 2013-2014:

July 2012 – July 2013	- Redesign Comprehensive Needs Assessment protocol around On-Site School Review framework (OCISS). - Redesign Focus AcFin Plan (OSR). - Identify and hire TSI team (OCISS). - Train TSI members (OCISS) - Coaching Strategies and Techniques - School Improvement Process - Linking Schools to Resources
August 2013 – December 2013	- Identify Focus schools. - Conduct On-Site School Review of Focus schools (TSI). - Write Report of Findings (TSI) - Schools receive written Report of Findings - The designated TSI Leads assist the schools to prioritize their needs within the revised Focus Academic and Financial Plans. - Revise Academic Financial Plan to meet Focus Academic and Financial Plan criteria. - Submit for approval to CAS (Focus Schools).
January 2014 – August 2014	- Initiate subgroup specific trainings for complex area and state team members (TSI/OCISS). - Allocate funds to Focus schools (Office of Fiscal Services). - Implement Focus Academic and Financial Plans (Schools) - Provide targeted supports and resources - Monitoring fidelity of implementation of Focus Academic and Financial Plans (CASs, TSI). - Quarterly Progress Meetings (led by CAS).

2.E.iv   Provide the criteria the SEA will use to determine when a school that is making significant
          progress in improving student achievement and narrowing achievement gaps exits focus
          status and a justification for the criteria selected.

The Process to Exit Status
The State will update the list of schools designated as Focus schools each year based on the
selection criteria described in the prior section. Focus schools are eligible to exit Focus status
when their annual performance meets specific exit criteria. All schools that receive intensive
supports and interventions will be applied to the 10% minimum identification count; yet will
have the opportunity to exit status when their annual performance meets two specific exit
criteria.

For a Focus school to exit Focus status it must meet two criteria. First, the school can no
longer be ranked within the bottom 15% on the index. Second, as schools are identified for
Focus school status based primarily on a sizeable achievement gap, the school must also cut
the gap on the achievement indicator in half. This means that a school where the gap in
proficiency between High Needs and Non-High Needs students is 50% must halve the gap to
no more than 25% in the subsequent year to exit status. High schools face two additional exit
criteria: the school's overall high school graduation rate must exceed 70%, and the school
must halve the gap in high school graduation rates between High Needs and Non-High Needs
students. In other words, the school's performance must satisfactorily address all the criteria
by which the school was first identified as a Focus school.

While the NCLB system requires schools to make AYP for two consecutive years in a row to
exit NCLB Sanctions, HIDOE proposes to allow schools the opportunity to exit status each
year. The one-year exit window will more quickly allow for a larger number of schools to be
classified as Focus schools and receive the necessary supports and assistance.

This approach ensures that the schools that are able to successfully exit Focus status have
made significant progress in improving academic achievement. In demonstrating this progress,
the State is satisfied that the school is likely to sustain improvement efforts once the cycle of
intensive supports and interventions is complete.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

The list below was generated using available data sets. In some instances, proxy data were used where 2011-12 data were currently unavailable (specifically, the college and career readiness assessment). The final classification of schools as Recognition, Focus or Priority may change once the full 2012-13 run of data is complete.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
State of Hawaii	*Hauula El*	*150003000002*		E	
State of Hawaii	*Kailua El*	*150003000008*			X**
State of Hawaii	*Kaneohe El*	*150003000013*	A		
State of Hawaii	*Kapunahala El*	*150003000014*	A, B		
State of Hawaii	*Laie El*	*150003000017*	A		
State of Hawaii	*Maunawili El*	*150003000019*	A, B		
State of Hawaii	*Waiahole El*	*150003000025*			F
State of Hawaii	*de Silva El*	*150003000027*	A		
State of Hawaii	*Hilo High*	*150003000029*			F
State of Hawaii	*Hilo Inter*	*150003000030*		E	
State of Hawaii	*Hookena El*	*150003000035*			X
State of Hawaii	*Kau High & Pahala El*	*150003000038*		E	
State of Hawaii	*Laupahoehoe H&E*	*150003000046*			F
State of Hawaii	*Naalehu El*	*150003000048*		E	
State of Hawaii	*Waiakea High*	*150003000052*			F
State of Hawaii	*Baldwin High*	*150003000056*			F
State of Hawaii	*Iao Inter*	*150003000059*		C	
State of Hawaii	*Kamehameha III El*	*150003000061*			X
State of Hawaii	*Kualapuu El*	*150003000066*			X
State of Hawaii	*Lahainaluna High*	*150003000069*			F
State of Hawaii	*Molokai High*	*150003000075*			F
State of Hawaii	*Wailuku El*	*150003000080*			X
State of Hawaii	*Kalaheo El*	*150003000083*			X
State of Hawaii	*Kapaa El*	*150003000084*			X
State of Hawaii	*Kauai High*	*150003000086*			F
State of Hawaii	*Kekaha El*	*150003000088*			X
State of Hawaii	*Koloa El*	*150003000090*			X
State of Hawaii	*Niihau*	*150003000091*		X	
State of Hawaii	*Wilcox El*	*150003000094*			X

State of Hawaii	HSDB**	150003000096		C, D1, E	
State of Hawaii	Olomana	150003000098		D1	
State of Hawaii	Castle High	150003000100			F
State of Hawaii	Waianae High	150003000110		D1	
State of Hawaii	Palisades El	150003000116	A		
State of Hawaii	Nanakuli H&I	150003000117		D1	
State of Hawaii	Momilani El	150003000120	A		
State of Hawaii	Makakilo El	150003000123			X
State of Hawaii	Barbers Point El	150003000135			X
State of Hawaii	Pearl Harbor El	150003000153			X
State of Hawaii	Waipahu Inter	150003000158			X
State of Hawaii	Waipahu El	150003000159			F
State of Hawaii	Waipahu High	150003000161			F
State of Hawaii	Helemano El	150003000171	A, B		
State of Hawaii	Haleiwa El	150003000172	A, B		
State of Hawaii	Aliamanu Mid	150003000174			X
State of Hawaii	Aiea El	150003000178			F
State of Hawaii	Waikiki El	150003000182	A		
State of Hawaii	Royal El	150003000185	A		
State of Hawaii	Lincoln El	150003000197	A		
State of Hawaii	Lanakila El	150003000202	A		
State of Hawaii	Kaimuki High	150003000212		D1	
State of Hawaii	Jefferson El	150003000213	A, B		
State of Hawaii	Hokulani El	150003000214	A, B		
State of Hawaii	Dole Mid	150003000222			X
State of Hawaii	Nahienaena El	150003000237			X
State of Hawaii	Kamaile Academy PCS	150003000240		C, E	
State of Hawaii	Maui Waena Inter	150003000241			X
State of Hawaii	Kaumualii El	150003000242			X
State of Hawaii	Keonepoko El	150003000244		E	
State of Hawaii	Honokaa El	150003000249		C	
State of Hawaii	Konawaena Mid	150003000252			X
State of Hawaii	Kamalii El	150003000253			X
State of Hawaii	Mililani Mid	150003000256			X
State of Hawaii	Kapolei Mid	150003000259		C	
State of Hawaii	Waters of Life	150003000264			X
State of Hawaii	West Hawaii Explorations	150003000265			X

State of Hawaii	Kula Aupuni Niihau	150003000269		C	
State of Hawaii	Thompson Academy	150003000274			F
State of Hawaii	Hakipuu	150003000275		D1	
State of Hawaii	Kamakau	150003000276		D1	
State of Hawaii	Kihei Charter School	150003000279		X	
State of Hawaii	Niihau o Kekaha	150003000280		C	
State of Hawaii	Hawaii Academy	150003000282		D1	
State of Hawaii	Ka Umeke Kaeo	150003000283		C	
State of Hawaii	Ka Waihona o ka Naauao	150003000286			X
State of Hawaii	Ehunuikaimalino	150003000287		D1	
State of Hawaii	Kua o ka La	150003000288			F
State of Hawaii	Molokai Middle	150003000290		C	
State of Hawaii	Kona Pacific	150003000293			X
State of Hawaii	Kawaikini	150003000294		C, D1	
State of Hawaii	Hawaii Technology Academy	150003000295		X	
State of Hawaii	Ewa Makai Mid	150003000296		C	
TOTAL # of Schools:					

* Priority and Focus school graduation rate thresholds are set at less than 70% for Hawaii schools.

** An "X" denote schools classified due to supplemental Hawaii criteria in addition to federal requirements.

Total # of Title I schools in the State: 219
Total # of Title I-participating high schools in the State with graduation rates less than 70%: 12

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F   PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F   Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The Hawaii Department of Education (HIDOE) oversees a statewide accountability system for all Hawaii public schools. Thus, certain State and complex area resources are made available to all schools, regardless of status as a Title I school.

Schools that are not classified as Recognition, Focus, or Priority schools are termed "Continuous Improvement Schools," a category that will contain approximately 65-75% of the schools in the State. Disaggregated subgroup participation and proficiency rates calculated under the current system of ESEA reporting will continue to pinpoint concerns with under-participating and under-performing subgroups. The Hawaii Academic Performance Index for these schools and the performance of all student subgroups will also be calculated and publicly reported.

HIDOE will use the performance data of disaggregated subgroups to further differentiate across these schools in order to effectively inform improvement efforts. Every school in this category will be required to maintain WASC school accreditation. A key component of this process is the school's completed self-assessment against the nine key characteristics of effective schools that are embedded within the AcFin template and process. The resulting Academic and Financial Plan must reflect specific strategies and interventions that address 1) those characteristics found lacking in the self-assessment, and 2) any student subgroups that are underperforming relative to the annual AMOs.

Making the instructional shifts demanded by the Common Core and improving student achievement inevitably require new ways of providing support to educators to change instructional practices, above and beyond professional development. To proactively address underperforming subgroups, all schools are expected to implement a Response to Intervention (RtI) approach to identify students at risk of failure and the instructional strategies needed to improve these students' achievement.

Traditionally, RtI is used as a screening method for SWDs only. However, the State is implementing this system for all students statewide. RtI uses real time student data to flag students at risk of falling off track and includes tiers of targeted interventions, is critical for supporting teachers in how to match instruction to student need. To that end, HIDOE is implementing the Comprehensive Student Support System (CSSS) as the next phase of ongoing

RtI work. CSSS is an enhanced RtI model that combines an early warning data system with three tiers of interventions and supports based on student data and complemented with a warehouse of formative assessment tools.

When fully implemented, schools will have access to early warning data on student attendance, behavior, and course grades. Based on that data, teachers and principals can work together to assign students to a "tier" with corresponding interventions and supports. Ongoing monitoring of student data will serve to not only track student progress, but will also provide valuable information on the effectiveness of the interventions. Complex areas and schools are ultimately responsible for developing a menu of research-based interventions.

Requesting Targeted Support
Continuous Improvement schools may access the same supports as those provided to all identified Priority and Focus schools, if determined necessary by the on-site school review and pending available funds. Complex area superintendents (CASs) or principals may request support based on school needs as a preventive action. Doing so allows schools that are not identified as Priority or Focus schools to receive additional State and complex area assistance to take the necessary and immediate corrective actions to improve the school's performance.

Grounded in the self-assessment, schools are able to receive assistance to make the critical and essential changes to school leadership and management systems. Under the supervision of the CAS, these supports are embedded at the school to provide direct and timely services to all members of the administration, faculty and staff until the school is able to sustain the desired results.

Using the Hawaii Academic Performance Index to Identify Performance Gaps
The Hawaii API in conjunction with the classification requirements of the proposed accountability system is designed to identify schools with significant pockets of underperformance in student achievement, growth, and readiness for college and the workplace. The Index approach recognizes and accounts for disparities between different student populations, but in and of itself, lacks the precision to disentangle the effects of individual subgroups on school performance. By using disaggregated participation and proficiency targets, the accountability system identifies specific achievement gaps.

All schools not identified as Recognition, Focus, or Priority schools will be classified as Continuous Improvement schools. By classifying schools as Continuous Improvement and providing additional data about the performance of all student subgroups, the State equips schools with a clear picture of overall performance and achievement gaps. Schools can then plan their instructional program and financial investments accordingly.

2.G   BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G   Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

    i.   timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

    ii.   ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

    iii.   holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

For HIDOE's persistently low-performing Title I schools to dramatically improve, the Department's Office of Curriculum, Instruction and Student Support (OCISS) must build the capacity of complex areas and schools to implement a change process. Doing so requires OCISS to reorganize traditional operations. In preparation for the U.S. Department of Education's approval of the proposed accountability and support system, HIDOE's leadership team has begun to conduct a full review of OCISS' focus and functions, how each section operates, and how services are delivered in support of helping to complex areas and schools to meet the student outcome targets contained within the Strategic Plan.

For example, the State Board of Education has charged OCISS with setting a process to meet each of the major milestones contained within the BOE's Strategic Plan Goal of graduating all students ready for college and the workplace. During the 2012-2013 school year, OCISS will develop implementation plans on each of the major student outcomes contained within the Strategic Plan: reading and mathematics proficiency, graduating high school ready for college and the workplace; equity in achievement; and postsecondary enrollment. Through this process, OCISS will fine-tune the high-leverage reform strategies associated with each goal, identify the associated delivery chain and key feedback loops and estimate the impact of each strategy upon the goal. Much of this work will require collaborative development of a framework of systemic and embedded supports to orchestrate the necessary change at the school level.

Roles and Responsibility: the Office of Curriculum, Instruction and Student Support

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A key strategy contained within the implementation plans is the creation of Teams for School Improvement (TSI) to provide direct services to complex areas and their schools. Personnel will be recruited to these teams with expertise in school improvement, standards-based education in mathematics, language arts, and science as well as expertise in data use, formative assessment and instruction. Other personnel from OCISS and complex areas will be deployed as needed with the TSIs to Focus schools based upon the identified needs from the On-Site School Review.

In the short term, these schools will benefit from additional personnel resources. The TSIs will coordinate and provide professional development on the change process and develop the protocol so state and complex area services/initiatives are integrated and coordinated at the school level.

In the longer term, OCISS will develop and implement the targeted strategies contained within the State Board of Education's Strategic Plan by re-orienting the current scope of services. Doing so will advance the Board of Education's strategic direction and help develop key systems and leadership capacity within schools and complex areas to orchestrate the change process themselves. Examples of these strategies include:

- Implement college- and career-ready standards linked to a coherent and coordinated curriculum with instructional and assessment practices supportive of a conducive learning environment;
- Establish Academic Review Teams and grade and content-specific data teams to improve student achievement;
- Provide student support and differentiated interventions based on "early warning data" for all students;
- Work with agencies to coordinate wraparound services that address non-school factors that impede student success; and
- Offer professional development that builds educator's effectiveness and meets specific needs identified by strand-level student data and the educator effectiveness system.

Coaching and training will be provided to the identified schools through partnerships between OCISS, WASC, complex area personnel, and external professional services providers. For Focus schools, dedicated TSIs will institutionalize a school improvement process by building the capacity of the school leadership and the school staff to facilitate the turnaround process. Based upon identified needs, the TSIs will provide training and coaching for school personnel on the different stages of implementing the change process.

OCISS will provide additional services in support of complex area efforts to help every school create an effective ART, form Data Teams across grade spans and content areas, use formative

assessment to guide instruction, and use early warning data to guide targeted strategies and interventions. By re-envisioning the roles and responsibility of the Office of Curriculum, Instruction and Student Support, the State will better prepare complex areas and school to successfully implement the core strategies identified in the Board of Education's Strategic Plan.

Use of Funds

The Department is formally requesting a waiver from Section 1116(b) (5)(A) and (B) and (6) (F) that require schools to offer Supplemental Educational Services and School-Choice to certain students. In addition, the Department also requests a waiver of ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program. Together, this additional flexibility will enable the Department to use 21st CCLC funds to support activities during the school day, and repurpose funds previously dedicated towards Supplemental Education Services and Public School Choice to expand the menu of supports to all Title I Focus and Priority schools. To sustain the approach, funds will also be utilized to build HIDOE's capacity to support these schools by developing the TSI teams that partner with external professional services providers or complex area superintendent to train and coach the school leadership teams in how to drive the turnaround reforms.

Quality of Professional Services Providers

OCISS's Special Programs Management Section (SPMS) will oversee the support provided to schools, with particular attention to Focus schools. External providers will initially be contracted to expedite the school improvement process while TSI teams are being created. During this period, TSI teams will shadow the external consultants and be coached on the improvement and transformation processes and strategies.

SPMS will coordinate with HIDOE's Procurement Office to solicit formal Request for Proposals (RFPs) from external service providers. The RFPs are evaluated using research based criteria and approved for a range of school improvement service providers, such as leadership development, standards-based instruction, professional development, assessment system support, monitoring of school progress, and family/parent/community support.

The RFP process applies rigorous criteria to review specific evidence of a service provider's record of success in working with schools that have documented significant improvement over time. RFPs are solicited annually, affording a means by which the State can monitor the quality of service providers who are available to work with schools. In addition, all comprehensive service providers are required to meet quarterly with the SPMS office and submit quarterly progress reports on each school that they partner with. There are ongoing meetings and school visits with service providers and complex area superintendents to monitor

school progress.

SPMS has a proven track record of effectively working with external professional services providers over the past seven years. The significant improvement of SIG schools cited above is an example of partnerships with professional services providers that are carefully selected to address the specific needs of those schools. Schools that once reported proficiency levels in single digit percentages have shown significant gains toward proficiency in reading and mathematics on the State's assessment in a majority of the schools that have established partnerships for a period of two to five years.

Evaluation of Impact
Complex area superintendents will be required to present a bi-annual progress report for each Priority and Focus school under their administrative oversight to a state performance panel led by the Deputy Superintendent. The Office of School Transformation will be required to participate in the same routine for Level 5 Priority schools under its administrative purview. The presentation will include data on:
- findings from the On-Site School Review and resulting strategies identified in the Academic and Financial Plan;
- academic performance of students on the Hawaii Academic Performance Index for each Priority and Focus school;
- status of implementation of the Academic and Financial Plan; including challenges, accomplishments, and next steps; and the development of systems); and
- descriptive evidence of intensive and embedded services provided to the school.

By establishing this performance management routine, the State will clearly set and manage the expectations for school improvement contained within the proposed accountability and support system. Timely and comprehensive monitoring of complex area and school implementation of the interventions contained within the Academic and Financial Plans, with a specific examination of leading and lagging indicators, is likely to result in improved student learning in all schools, especially those with large academic achievement gaps among student subgroups.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A   DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (*Attachment 16*) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (*Attachment 17*); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

As of April 17, 2012, the State Board of Education formally adopted all of the guidelines for local teacher and principal evaluation and support systems consistent with Principle Three. These guidelines are consistent with those set forth under 3.A.ii in the *Review Guidance* (pp. 18-19). Evidence of adoption of these guidelines is included with the State's waiver request (*Attachments 16 and 17*).

The guidelines build on the current PEP-T evaluation for teachers and PEP-SL evaluation for administrators. HRS 302A-638 calls for the State to conduct annual evaluations of teachers and educational officers. In addition, complex area superintendents and HIDOE's State Superintendent, Deputy Superintendent and assistant superintendents all receive annual evaluation ratings as well. Of note, evaluations for the State's leadership team were the first to give considerable weight to meeting student outcomes.

BOE guidelines seek to do the same for teachers and principals. The teacher and principal evaluation guidelines were developed as part of a broader framework aimed at increasing the quality of instruction and improving student achievement. Specifically, the guidelines underpin Hawaii's Teacher Quality Standards (*Attachment 18*) and the Profile of an Effective School Leader which are adapted from the 2011 Interstate Teacher Assessment and Support Consortium (INTASC) Standards and 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards.

The guidelines, based upon lessons learned in the first year of the teacher evaluation pilot (2011-2012 school year), set the stage for the 2012-2013 school year when the teacher evaluation pilot increases from the 18 schools in the Zones of School Innovation (ZSI) to 81 schools. This second year of the educator effectiveness system (EES) pilot represents a wide range of student demographics. Participating schools joined as a complex area, meaning that a high school and its feeder schools will simultaneously pilot the EES. The 2012-2013 school year also marks the launch of a new principal evaluation system. By the 2013-2014 school year, both the teacher and principal evaluation models will be implemented statewide with consequences to begin in 2014-2015. This implementation timeline is consistent with Hawaii's Race to the Top Scope of Work and the guidance for this application.

Improving Instructional Quality and Increasing Student Achievement
Hawaii's theory of action for this work reflects a deeply held belief that teachers and principals are the State's most valuable resource for increasing student achievement. If these professionals are provided with consistent performance feedback and targeted professional development, then they are better able to continuously improve their instructional practice and leadership. What follows is a discussion of how this theory of action is being operationalized across the Islands.

First and foremost, the teacher and principal evaluation guidelines are intended to foster and institutionalize the development of new, dynamic evaluation and support systems. At the heart of this new evaluation and support system is the belief that high quality instruction must occur in order for all students to graduate college- and career-ready and strong leadership needed for schools to become centers of learning and inquiry. With the adoption of policy by the BOE, the guidelines lay out an aligned system of professional expectations that build on annual evaluations of the state superintendent, assistant superintendents, and complex area superintendents already based on student performance outcomes.

Hawaii does not view its educator effectiveness system in isolation; rather, the system also serves to drive a broader set of performance management strategies. Providing clear, timely, and useful performance feedback to teachers and principals is the lynchpin of the HIDOE's complete reorganization of all human resource functions to create the context, culture, and

conditions for a singular focus on student learning gains. For Hawaii, strategically managing the talent across the islands means using the feedback and evaluation data generated by the new system to change the way in which teachers and leaders are recruited, retained, granted tenure, mentored and professionally developed, compensated and rewarded.

The teacher and principal guidelines shift Hawaii's evaluation models towards an equal focus on professional *practice* and student *learning and growth*. By 2013-2014, both evaluation models must include student growth percentile data. For teachers, the growth calculation will also include student learning objectives that represent high priority goals for teams of teachers set collaboratively with the principal. For principals, the growth calculation will also include at least one outcome measure connected to the school's performance expectations that is collaboratively set with the complex area superintendent. We believe that this emphasis on student learning will result in significant improvements to instructional quality.

The teacher evaluation model being piloted in 2011-2012 and 2012-2013 includes five selected elements from Charlotte Danielson's classroom observation protocol. Each element reflects the State's Teacher Quality Standards and was selected, in large part, based upon their alignment to behaviors that increase instructional quality and student achievement. The evaluation pilot also includes the Tripod Student Survey which research has shown to have a strong correlation to increased student achievement. The survey was first conducted in 2011-2012 within the 18 schools in the ZSI.

Involvement of Teachers and Principals

For a new performance management system to have the desired effect, teachers, principals, and other stakeholders must broadly define and agree upon what they are expected to know, be able to do, and ultimately, be judged against. To date, HIDOE has consulted widely with key stakeholder groups (described earlier), made a number of implementation changes as a result and formalized a Memorandum of Understanding with the HGEA that guides the process and framework for both parties to collaboratively redesign the existing principal evaluation system.

Three of the four components within the teacher evaluation model were selected based upon recommendations from teachers and their representatives. More than 80 educators formed the first Great Teachers Great Leaders (GTGL) workgroup, comprised of teachers, principals, union leaders, community foundation and higher education representatives, and Department employees. The group met weekly over a period of months spanning 2009 and 2010 to draft the evaluation design included the State's Race to the Top proposal that the Hawaii State Teachers Association (HSTA) and HGEA formally supported. The group specifically instructed HIDOE to include the student voice in the evaluation process, which resulted in HIDOE choosing the Tripod student survey instrument.

In July 2011, HIDOE invited national experts at the request of HSTA to specifically discuss the treatment of non-tested grades and subjects. Based upon feedback from HSTA and other educators, HIDOE has included student learning objectives within the teacher evaluation model.

In the lead up to launch the pilot evaluation system in 2011-2012, HIDOE staff held focus groups with teacher leaders from the eighteen schools mentioned above. Two classroom observation models were presented –Charlotte Danielson's Framework for Teaching and Robert Marzano's Teacher Evaluation Model. Following extensive discussion, educators unanimously voted to use Danielson's protocol for classroom observations.

The framework for the revised principal evaluation design was based upon input from a number of principals who identified the student learning metrics that were of highest priority. Based upon this input, the overall framework and collaborative design process was negotiated with the HGEA in April, 2012. Public input and review were provided during the state Board of Education's consideration of the new teacher and principal evaluation policy.

However, stakeholder input has not ended with the passage of the Board policy. HIDOE has invested considerable time and effort to improve internal communications around the EES and to make mid-course implementation corrections based upon key feedback from educators. To increase educators' awareness of the system design and implementation expectations, for example, HIDOE leadership visited every school within the 18 ZSI last school year to present information and answer participant questions about the teacher evaluation design. Late last school year, HIDOE leadership were joined by leaders from HGEA on a road show to present the principal evaluation design to principals within the seven participating complex areas.

Three key stakeholder groups continue to provide regular feedback on the evaluation model and implementation efforts:

Complex Area Superintendent Roundtable
The Complex Area Superintendent Roundtable is comprised of the seven complex area superintendents for the 81 pilot schools in 2012-2013. This group provides input into the development and implementation of the educator effectiveness system and engages teachers and leaders at the schools sites in the process; and makes design recommendations regarding the broader system of supports that must be mobilized behind this effort. The Roundtable meets monthly. Specific decisions made include having complex area support staff join principals during classroom observation trainings; how to conduct teacher-level roster verification that is needed for an accurate student-teacher data link; and, the protocols used for helping principals and teacher leaders understand their student growth percentile data. The

Roundtable also set teacher and principal expectations for the second year pilot, made specific adjustments to the training plan, and identified which complexes would develop Student Learning Objectives.

The Teacher Leader Workgroup

The Teacher Leader Workgroup is comprised of decorated teachers and leaders (e.g. National Board Certified, Milken award winners), members of both unions, a complex area superintendent, the Deputy Superintendent, teacher preparation program representative and a State level administrator from the Office of Human Resources. This group provides critical input into the design of the overall model; offers perspective from the field, suggests ways to avoid potential pitfalls in implementation; and supports the continuous improvement of the educator effectiveness model through a periodic evaluation of its efficacy. The Workgroup set the Levels of Professional Learning that govern the State's training plan and has identified the evidence for HIDOE to collect in verifying that teachers and leaders have successfully meet each level of learning.

The Great Teachers Great Leaders Task Force

Input from this group has guided communications efforts and defined the implementation questions and data to be collected within the End-of-Year report. Both the GTGL Task Force and Teacher Leader Workgroup contain participants from HSTA and HGEA.

Other Engagement Efforts

As a result of feedback from the Great Teachers Great Leaders Task Force, HIDOE developed a comprehensive change management plan for teacher effectiveness to ensure that all stakeholders receive timely and accurate information about the new educator effectiveness system, and have multiple opportunities to provide feedback to HIDOE at key stages of development and implementation. In addition to the aforementioned efforts, HIDOE has prepared and disseminated to educators background materials, talking points, FAQs, monthly video messages by HIDOE leadership, and dedicated email address and narrated PowerPoint presentations. These materials are all publicly posted on HIDOE's website.

 Members of HIDOE's performance management team facilitated discussions with complex area superintendents and principals in the 18 ZSI schools to reflect on the first year's implementation of the teacher evaluation model. The qualitative findings were presented in an end of year report that contains implementation recommendations for year two. Based on the feedback from educators, HIDOE has set has set clear performance expectations for the 81 schools that will participate in the second year pilot of the evaluation system. Specifically, HIDOE leadership instructed all participating complex area superintendents that every classroom teacher is expected to:

- Attend training on the classroom observation and integrated educator effectiveness

system;
- Receive at least two full cycle classroom observations per year (one per semester);
- Survey students from at least two classrooms using the Tripod student survey instrument (once in the Fall and once in the Spring);
- Verify student rosters at the beginning of October and end of May;
- Receive Student Growth Percentile data for all of their students (in tested grades and subjects)
- Develop two Student Learning Objectives (specific to participating schools and specific content areas)

One reoccurring concern expressed by educators in the field and complex area superintendents during the first year of the EES Pilot was the lack of common understanding of the EES components amongst educators across the state. Moreover, many expressed a lack of understanding of how the four components worked together. Reflecting on this feedback, the State, with input from complex area superintendents, set a Roadmap for Professional Growth and Learning that contains four levels of knowledge for teachers, administrators and complex area staff. The purpose of this document is to identify the annual expectations that guide all professional training efforts as well as mechanisms to determine whether these knowledge development expectations have been met.

Next, the State created and is delivering a large scale teacher training to demonstrate the connectedness of the EES components and help educators understand how to apply the data generated from the evaluation towards instructional improvements as well as the connection with the expectations in the Common Core. To date, HIDOE has delivered fourteen sessions of "EES Integration" training to 1162 teachers from the 63 schools that are new to the pilot. Post-training survey data indicate that 100% of respondents agreed they have a basic understanding of all EES components.

Teachers, principals and complex area superintendents outside of the pilot evaluation schools have provided input on the evaluation model as well. HIDOE leadership has solicited feedback from all complex area superintendents during his regular monthly meetings. HIDOE recently presented the Hawaii Growth Model to all 880 principals and vice-principals at the July 19, 2012 ELI and asked whether the model should factor into individual and school accountability systems. In a follow-up survey, 92 % of the participants agreed that the growth model contributes to a more balanced evaluation approach. Following this presentation, HIDOE conducted seven half-day training sessions on the Growth Model with over 300 principals and vice-principals across four islands; via survey, participants again expressed significant understanding and support. HIDOE has also invited feedback during several briefing sessions for HSTA representatives and board members on the evaluation design. Finally, HIDOE has established a dedicated email address for educators to propose feedback or ask questions on

the evaluation design.

Despite these collaborative efforts, Hawaii has experienced a very public dispute over the teachers' master contract. The genesis of the dispute, however, is not based on performance-based evaluation but labor savings sought by the Governor to balance the State's operating budget during the 2011-2013 biennium; the same period as the two-year pilot development for the new evaluation system. An independent survey of 250 public school educators, conducted by Ward Research Center in March 2012, confirmed this fact; the majority of respondents felt they lacked information about the evaluation system but were not necessarily opposed to including student learning and growth.

While the State and HSTA continue to be open to a new master agreement and ratified an agreement to extend learning time in the ZSI, the State is proceeding with the two-year pilot under existing authority in Hawaii Revised Statutes (HRS 302A-638; HRS 89-9(d)) as well as a prior collective bargaining agreement MOU which is continued under the "final agreement" implemented for teachers without ratification for 2011-2013. At the school-level, HIDOE continues to work collaboratively with teachers, HSTA representatives and other stakeholders to develop and pilot a system that meets the State's goals of improving student outcomes.

State Guidelines for the Teacher and Principal Evaluation and Support System
Hawaii's guidelines for teacher and principal evaluation and support systems are consistent with Principle 3. Specifically, six design principles undergird the development and implementation of Hawaii's new teacher and principal evaluation systems:
- Continual improvement of instruction;
- Differentiating instructional performance;
- Using multiple measures to determine student performance levels;
- Regular teacher and principal evaluations
- Clear, timely, and useful feedback; and
- Informing personnel decisions.

Continual Improvement of Instruction
The guidelines require that teachers and principals receive the support and feedback necessary to continually improve instructional practice and leadership. The supports specifically provided to those teachers that work with SWDs and ELLs are specifically detailed in Principle 1. For 2012-2013, teachers in grades K-2 and 11-12 English language arts and mathematics are now teaching based on the Common Core. Feedback from the teachers in the pilot evaluation clearly shows that the pedagogical knowledge, skills, and dispositions are very different and require continuous feedback and improvement. Again, the supports specifically provided to teachers and leaders around the shifts in the Common Core are detailed in Principle 1.

By standardizing an instructional improvement language through the classroom observation protocol, soliciting student feedback, setting learning objectives for students and schools, and incorporating student growth data, the new teacher and principal evaluation system will explicitly provide the means by which educators continually reflect with their peers and supervisor to improve their craft. The guidelines call for teachers to receive feedback from multiple classroom observations each year, participate in a structured process to collaboratively set and monitor student performance targets with their principal, and to receive feedback from students on their performance. Guidelines also stipulate that targeted training support must be provided.

Evaluation guidelines also denote that training supports be differentiated by professional status. Identification as a "Marginal" teacher, for example, is intended to be a transitional, limited-duration status. The guidelines and current collective bargaining agreement mandate that those teachers rated as "Marginal" or below are provided extra support, targeted professional development and coaching. Probationary teachers rated as "Marginal" have one year to improve their performance to "Effective." During this time, the State is required to provide greater supports and coaching.

The process for working with principals rated as "Marginal" or below is similar. Support and coaching are provided and, if the principal does not improve, the individual is removed from the position and reassigned or terminated.

Differentiating Instructional Performance
The guidelines call for the new evaluation model to provide at least four ratings for both teachers and principals: "Highly Effective," "Effective," "Marginal," and "Unsatisfactory." The guidelines also state that 50 % of the weighting must be based on student growth and learning.

During the 2012-2013 school year, HIDOE will review multiple weighting and scoring scenarios for the teacher and principal evaluation models. Analysis of empirical data collected during the pilot will inform decisions about how multiple components are to be combined into overall effectiveness ratings that sufficiently differentiate performance among educators at different levels of practice. The Center for Assessment, the State's contracted vendor, will provide psychometric support to inform this endeavor. BOE guidelines require that HIDOE annually review the evaluation system's effectiveness; the review will occur in partnership with educators and their representatives.

During this time, HIDOE will also work with HSTA and HGEA to create a fair and expeditious appeals process through which teachers and principals can appeal their

performance rating.

Using Multiple Measures to Determine Student Performance Levels
The guidelines call for the evaluation design to be based 50 % on measures of teacher and principal practice and 50 % on multiple measures of student growth and learning. State Board of Education guidelines call for student growth percentiles and student learning objectives to measure student growth while Tripod student survey and classroom observations measure practice. Based upon these guidelines, schools in the 2011-2012 and 2012-2013 teacher evaluation pilot are implementing the following four components of the teacher evaluation model:

Incorporating Student Performance: Student Growth Percentile (SGP)
Hawaii has adopted Student Growth Percentiles based on Colorado's Growth Model. Student growth percentiles are a way of measuring a student's performance against that of his or her academic peers. HIDOE has calculated SGPs for every tested student (ELA and mathematics grades 3-8 and 10) since 2008, including ELLs and SWDs. The median of the SGPs of all students within a particular classroom, grade-level, school, complex area, and State is then reported as a Median Growth Percentile and is the growth metric used when aggregating SGPs. Having several years of data significantly increases the validity of the academic peer comparisons.

To ensure a clean student/teacher data link, HIDOE adopted the Battelle4Kids Roster Verification process and software. Over a two week period in late 2011-2012, a cross-office team worked with registrars, teachers and principals at the 81 schools in the pilot to accurately match all students to teachers of tested grades and subjects. A total of 58,230 student/teacher records were generated. Following roster verification, teachers added 117 students, deleted 2,045 students, and administrators added 89 teachers, thereby increasing the overall strength of the student/teacher linkage for these 81 schools.

HIDOE will expand roster verification efforts to the 81 schools in the pilot from October-November 2012 and include *all* teachers, not only those from tested grades and subjects. HIDOE, working the Center on Assessment, has begun to calculate SGP data based on State student assessment results from the 2011-2012 school year. Similar to last year, the data will be presented using static "bubble" and "fan" charts within PDE3. The release is expected to occur in early October 2012. Following the release, HIDOE will launch another round of training and support to these teachers and administrators. In the Spring of 2013, HIDOE will complete roster verification for all schools statewide in preparation for calculating SGPs during the 2013-2014 statewide implementation of new teacher and principal evaluation systems.

HIDOE has simultaneously entered into a formal Memorandum of Understanding with 18

other States and now has access to much more sophisticated visualization layers. Working with the SchoolView Foundation, HIDOE has set a new project plan to merge the SGP visualization layers into the State's Longitudinal Data System which will allow stakeholders to access a more nuanced set of information (for example, isolating the growth percentiles of all ELL students at a school or comparing median growth percentiles across school complexes). The design and implementation is expected to run through the 2012 calendar year.

Incorporating Student Performance: Student Learning Objectives (SLOs)
As previously mentioned, Student Learning Objectives are the mechanism to gauge the performance of teachers in non-tested grades and subjects, based upon recommendations from the teachers union and a history of educators and administrators working together to develop annual "SMART" performance goals. The first phase of the SLOs development work was completed in June 2012, following a series of meetings with staff from OHR, content experts from OCISS, and several principals. The purpose of the first phase was to clearly identify how teacher level SLOs fit within the overall school planning and improvement cycle. As a result, HIDOE has identified a multi-step process that begins with the each school's Academic Review Team examining performance data, and then cascades from school-wide priorities to grade-level priorities and ultimately setting student performance goals for individual educators. This approach ensures that the SLOs are informed by, and broadly aligned to, the priorities of the school reflected in the Academic Financial Plan.

HIDOE completed the second phase of SLOs development in July 2012, when content experts from OCISS gathered to write exemplar SLOs. The purpose of this phase was to apply the guidance they had developed to their own practice. As a result, OCISS created a set of 32 SLO exemplars across nine content areas and multiple grade spans to guide pilot schools in prioritizing learning content based on actual student need, identifying assessment tools and protocols for measuring progress. Complex area superintendents then volunteered seven school complexes (a high school and feeder elementary and middle schools) that each wanted to develop, pilot, and refine SLOs across three grades in one content area. In setting up a mechanism for educators within pilot schools to create and implement the SLO process with support from complex areas and the central office, HIDOE leverages the particular expertise that resides at the school level. These schools will develop the "item bank" of SLOs over the course of the year that all schools will draw on in 2013-2014.

HIDOE has developed a year-long project plan that reflects this decentralized approach, sought, and received feedback on the plan from the USDE's Reform Support Network. The project timeline calls for the State to create the necessary set of tools (assessment validation, guidance documents, indicators of high quality SLOs, approach to scoring, and training materials), then to train alongside complex area staff, and finally to field test the development and implementation of SLOs using both content and technical panels to validate the results. To

implement statewide by the 2013-14 school year, the State has begun to include the remaining complex areas and schools in training sessions.

Three key outcomes are expected for the pilot year:
1) Produce and refine guidance on effective 'pre-assessment' methods and how teachers can set performance goals for students regardless of the quality of available data.
2) Create expertise among schools and complex areas about how assessment tools can be used to measure progress or attainment in key content areas where there are gaps
3) Identify the supports necessary for teachers and principals to successfully implement the SLO process

Incorporating Teacher Practice: Tripod Student Survey
The TRIPOD student survey is being used during the two-year pilot to capture students' experience with key dimensions of classroom life and teaching practice. The student survey measures multiple domains of teaching practice and student engagement. According to research from the Bill & Melinda Gates Foundation's Measures of Effective Teaching project, the survey results are highly valid predictors of student achievement. Every student in participating schools, including those who are ELLs and SWDs, took the TRIPOD student survey once in 2011-2012 and will take the survey twice in 2012-2013.

Incorporating Teacher Practice: Classroom Observation Protocol

Pilot evaluation schools use a common classroom observation protocol based on Charlotte Danielson's Framework for Teaching. The protocol focuses on five key components of the framework that reflect Hawaii's Teacher Quality Standards: establish a culture for learning (Element 2b); managing student behavior (Element 2d); using questioning prompts (Element 3b); engaging students (Element 3c) and using assessment in instruction (Element 3d). This approach provides a structured and consistent language for instructional improvement. Following the pilot, HIDOE will standardize the classroom protocol across all schools statewide.

HIDOE has invested considerable training resources to ensure that teachers and administrators speak a common instructional language. All principals and vice-principals receive five full days of training. Trainings cover the content and protocol of the observation; how to hold the post-observation conferences; and calibration training. Between April-August 2012, for example, HIDOE sponsored 43 full day training sessions that introduced teachers and leaders to the Framework for Teaching. Sessions were led by trainers from the Danielson Group or Kamehameha Schools (which also uses the Framework for performance evaluations). Collectively, these sessions informed nearly 1,500 educators. For teachers, the goal was to provide information on the five domains of effective professional practice and the overall observation and feedback cycle. Based on results from a feedback survey instrument,

participating teachers left the trainings with sufficient content information and felt generally positive about the professional development.

Administrators received even more intensive training than teachers. During the same time period, HIDOE sponsored 15 two-day observer skills courses for 116 administrators. The purpose was to establish the evaluator's role in setting up the pre-conference, scribing notes and labeling during the conference, and debriefing the feedback with teachers in post-conference reflection. The goal of these trainings was to prepare each administrator to observe classrooms in the 2012-2013 school year. Those administrators who did not complete the training schedule required to do by September 15, 2012. Staff from OHR, OCISS, and complex areas participated in both the teacher and administrator trainings to build their capacity as future trainers.

HIDOE contracted Cross & Joftus to conduct the first round of Inter-Rater Reliability training in 2011-2012. They found that evaluators that observed the same teacher had 83% inter-rater agreement, notably higher than the Bill & Melinda Gates Foundation's Measures of Effective Teaching project which averaged 77% reliability. HIDOE will offer additional Inter-Rater Reliability calibration training, by first having administrators score classroom practice based on video lessons then pairing administrators with certified trainers in observing live classrooms and calibrating their findings. Feedback from principals and teachers, gathered in exit surveys during the observation trainings and focus groups during Summer 2012, are extremely positive. The training is supplemented with site licenses to access on-line video training modules and professional development by Charlotte Danielson. Support staff such as resource teachers and full-release mentors are trained alongside evaluators so they can better provide targeted support

To support the leaders that elected to join the year two educator effectiveness pilot, the Hawaii Business Roundtable raised funds to donate almost 194 iPad tablets to administrators in the 63 year 2 pilot schools. The iPads contain the classroom observation software so that administrators can more easily log the observations as they occur and teachers can receive immediate feedback from the observation.

Validity and Reliability
Before the EES system is used to inform high stakes decisions, HIDOE will test the validity and reliability of each component within the system to ensure that the measures selected are based on factors which improve student learning, that outcomes do indeed measure the teacher quality standards they were intended to measure, and to ensure that the accompanying protocols and implemented in a consistent and high-quality manner. In addition, HIDOE will engage its technical advisory committee (TAC) to review the outputs of the evaluation and ensure the weighting and scoring framework of the overall system meet technical standards.

Upon completion of Pilot Year II, HIDOE must be prepared to make critical policy decisions regarding the overall design of the model, how each component will be weighted, key differences for different types of teachers/instructional responsibilities, and additional modifications to implementation strategy for state-wide scale-up in the 2013-2014 school year. Upon completion of 2013-2014, HIDOE must establish that the EES – its measures, protocols, and implementation – is a valid and reliable system that can fairly assess the effectiveness of educators.

During the two year pilot period, HIDOE will test out the validity and reliability of each component within the EES. HIDOE has created a "data framework," which is intended to help evaluate, support and inform decisions regarding design, implementation, and validity/reliability of the EES. The data collection and analytical processes in the framework were mapped out specifically to meet the validity and reliability requirements described in the following two sections.

Reliability
Reliability refers to the consistency or stability of a measure. The evaluation plan as outlined in the data framework will assess the reliability of the measures of teacher effectiveness based on a system influenced by growth estimates and other teacher practice measures (e.g. student perception surveys, teacher observations, etc.)

The data collection and analytical work mapped out in the data framework include tracking the consistency of estimates across classes and content areas within year and across years for the growth estimates and for the other teacher practice measures. Even with a level of uncertainty about the true variation in performance, dramatic shifts in results will almost certainly signal a troubling lack of stability that will erode the usefulness of the outcome measure.

In addition, the collection process mapped out in the data framework addresses the requirements outlined by Glazerman et al. (2011) to produce a quantitative measure of the extent to which the model can reliably classify educators as "effective" given thresholds set by policy makers for exceptionality and tolerance. Exceptionality refers to the target cut-off used for decision making (e.g. identify the top 20% of performers.) Tolerance is a measure of the probability of a classification error. Given these parameters, and as captured in the information below, calculations for each measure will include a series of correlations measuring year to year relationship of growth scores with three values: 1) the full evaluation scores (growth and practice measures added together) 2) the teacher practice component and 3) the growth component alone.

Validity
If reliability addresses the extent to which the model provides a consistent answer, validity

asks, "is the answer correct?" Stated another way, to what extent are the results credible and useful for the intended purposes? The validity claim is framed against six essential questions:

1. Is the teacher evaluation model appropriately sensitive to differences?
2. Are the results associated with variables not related to effectiveness?
3. Are the classifications credible?
4. To what extent are attribution claims supported?
5. Are the results useful for improvement?
6. Are negative consequences mitigated?

The first question addresses the extent to which the model differentiates outcomes among teachers. Consider that many education leaders have questioned the results of traditional qualitative evaluations of educator effectiveness due largely or even almost entirely to the fact that teachers were overwhelmingly classified as effective. Similarly, a model in which very few educators receive commendable results will be out of sync with expectations and the credibility of the results will be suspect. Therefore, it is important to examine the distribution of results to determine if the outcomes are sensitive to differences and if the dispersion is regarded as reasonable.

Second, it is important to examine the distribution of scores with respect to variables that should not be strongly associated with effectiveness. For example, if there is a strong negative relationship between student poverty and educator effectiveness this suggests that effective teachers are those that teach relatively affluent students. Similarly, if there is a strong positive relationship between a student's prior year achievement and teacher performance, this indicates that the most effective teachers are those in classrooms where the students started out as high performing. Such findings are implausible and erode credibility of the model.

The third question calls for examination of performance classifications with respect to external sources of evidence that should be correspondent with quality performance. For example, one would expect a higher percentage of teachers who are national board certified to be classified as effective compared to those who are not. Similarly, at least a moderately strong relationship should exist between qualitative indicators of performance[25] (e.g. observations, performance evaluations etc.) and value-added growth scores.

Another critical component to a comprehensive validity evaluation is the extent to which a link between student performance and educator effectiveness can be established. As discussed in a previous section of this document, this requires a multifaceted approach starting with the ability to logically define the teacher/ leader of record and create connections in the state data system that takes into account factors such as diverse learning environments and student transition. Additionally, this requires an examination of the extent and influence of missing data. Finally, the research should include analyses to determine the sensitivity and bias of

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[25] Provided there is sufficient variability in these indicators.

model results under various conditions.

Question six relates to a prominent claim in Hawaii's theory of action – that results will be useful to promote improvement in student achievement. There are at least two components to assess this claim 1) professional practice and 2) evidence of outcomes. Professional practice refers to the collection of evidence to demonstrate educators can and do put the growth and performance results to use to improve practice. This may include documentation of training/development on interpretation and use of results and information from surveys or focus groups in which educators can consistently identify specific practices to demonstrate a constructive change in instruction or other educational behaviors. Evidence of outcomes refers to data that indicate that such practices improve student achievement.

Finally, a validity evaluation should address the extent to which unintended negative consequences are mitigated. For example: narrowing the curriculum, reduced professional cooperation, educator transition/ attrition, or cheating on standardized tests. Some of these threats could be examined via survey data or focus groups, whether others may be explored with extant data. Importantly, ongoing initiatives to gauge the extent to which positive outcomes outweigh potential negative side effects will bolster the consequential validity of this initiative and provide a mechanism to promote continuous improvement. Although the elements in the data framework are focused on the data collection and metrics used to evaluate teachers during the pilot years, it is the intention of HIDOE to ensure that the evaluation of the system extends beyond the pilot to ensure that: instructional practices are improving; to ensure that adequate supports are in place to meet the needs of struggling teachers; and that ultimately, student learning continues to improve across all schools.

Stakeholder Input
HIDOE will convene a series of meetings with stakeholders to ensure that the validity and reliability of the system are under continuous review during the pilot years. A technical advisory committee (TAC) will review results during each phase specified in the data framework. The TAC will help determine sufficiency of evidence collected to build a valid system of teacher effectiveness and will provide recommendations to continuously improve upon and refine the set of metrics and performance cuts used to differentiate the performance of teachers.

In addition to input from the TAC, ongoing stakeholder meetings with principals, teacher leaders and community groups (e.g. the Teacher Leader Workgroup and Great Teachers Great Leaders Taskforce) will be organized at each phase to ensure that the design of the system is deemed to be fair and valid. Input from these groups will be critical to help determine whether the profiles of teacher effectiveness identified under the evaluation system align with their understanding of effective teachers, and to undertake deeper investigations of the measures when inconsistencies emerge. In addition, input from these groups will be solicited to design a

fair and credible appeals process which would include establishing criteria of considering additional evidence to factor into the evaluation of a teacher.

Regular Teacher and Principal Evaluations
Hawaii Revised Statute §302A-638 calls for HIDOE to annually evaluate every teacher and principal. BOE guidelines build upon this expectation by reinforcing that every teacher and principal must receive a performance evaluation rating each year. Every principal currently receives an annual performance rating. However, while probationary teachers currently all receive an annual rating, tenured teachers are currently rated only once every five years, unless their principal specifically puts them on an evaluation cycle. The first year that every teacher statewide receives a formal rating is 2013-2014.

Principal Evaluation
BOE guidelines call for the principal evaluation system to equally weight principal *practice* and *performance*. Practice must be evaluated based on the ISLLC Education Leadership Policy Standards, while performance is based on school-wide median growth percentiles and one to two additional student outcome measures that must reflect the school's strategic priorities as reflected in the Academic Financial Plan.

Complex area superintendents will continue to evaluate principal practice. The form will update the current PEP-SL process to reflect ISLLC 2011 standards. Principal performance will be evaluated by using five performance bands of school-wide median student growth percentile. Additionally, the complex area superintendent and principal will work together to choose one to two school-wide student outcome measures from a negotiated menu (examples include ACT results and college enrollment) and set student learning targets.

For high schools, principal performance will weigh the student outcome measures more heavily than the median growth percentiles; for elementary and middle schools, growth and the additional student outcomes will be equally weighted. This approach accounts for growth data that are only available for the tenth grade in high schools. All principals will receive mid- and end-of-year feedback. The new evaluation design will be pilot tested within the 81 pilot schools in 2012-2013 and implemented statewide in 2013-2014.

Clear, Timely, and Useful Feedback
Hawaii expects to improve the quality of teaching and school leadership through more explicit expectations, providing a "stretch goal" for educators to strive to attain Highly Effective status, providing targeted supports for educators rated as Marginal or Unsatisfactory, and removing ineffective ("Unsatisfactory") educators when adequate and fair support have been unsuccessful in facilitating effectiveness. This will be accomplished through the implementation of the wide array of school and educator improvement initiatives described in

the proposed accountability and support system. Additionally, Hawaii's improvement design provides for the systematic monitoring of progress and the evaluation of outcomes and clear, timely, and useful feedback to stakeholders.

Timely feedback on performance is key to meeting these expectations. For teacher evaluation, all teachers must be observed at least once per semester and classroom observations are immediately followed by a post-observation feedback session. In addition, student survey data will be returned in January and June giving educators an opportunity for formative feedback. Similarly, the student learning objective process calls for a mid-year review between the teacher(s) and administrator to gauge whether students are on-track and identify any mid-course corrections that may be needed. Student growth data are unfortunately only available following the end of year administration of the HSA summative assessment.

For the principal evaluation, complex area superintendents meet at the beginning of the school-year to set performance targets for each school and principal. They meet again at the mid-point of the school year to provide formative performance feedback, and a third time at the end of the academic year to provide the final evaluation rating, evidence, and identified improvement targets.

Technology can be a potent ally in differentiating support. HIDOE has built a software tool called PDE3 around the State's teacher and principal evaluation system. The software contains teacher and principal evaluation data, including classroom observation findings, student growth percentiles, student survey data, student learning objectives and the overall evaluation rating. The software contains a record of all professional development currently offered by the State and complex areas, tagged to facilitate searching. Soon, principals will be able to easily suggest key follow up supports that are based on demonstrated need for teachers. Similarly, complex area superintendents can identify targeted professional development courses, and additional coaching for administrators.

Professional responsibility to improve is an important component to the State's theory of action. PDE3 will contain a template that every educator will use to create a Professional Growth Plan. The PGP will contain the educator's evaluation rating and data, the identified Hawaii Teacher Quality Standards upon which the educator intends to focus for the next school year, and concrete actions the educator will take to meet these goals. School administrators will be required to sign off on each educator's Professional Growth Plan.

The State intends to provide professional development more in line with educator's demonstrated needs now that the first round of educator effectiveness data have been analyzed. Following the 2011-2012 pilot of the new teacher evaluation design, HIDOE analyzed all professional development offerings and has prioritized trainings for 2012-2013

that better meet the identified needs of teachers and principals. For example, additional trainings on the use of formative instruction will be provided to help principals create Academic Review Teams of teacher leaders. Each year thereafter, the State intends to set professional development priorities in the Fall for the forthcoming school year.

Informing Personnel Decisions

State Board of Education guidelines call for evaluation judgments to not just drive decisions on professional development and needed supports, but also to support decisions related to tenure, compensation, removal and exit.

Hawaii is committed to lengthening the probationary period for new teachers to ensure that there is adequate time to evaluate their effectiveness before they earn the benefits of tenure. Under the State's current contract with the HSTA for 2009-2011, licensed teachers achieve tenure after two years of satisfactory service—doubling the previous requirement of one year from earlier contracts. Board Policy 5100 sets an expectation that tenure will be earned by ensuring that all teachers must demonstrate two consecutive years of being rated as "Effective" or higher before receiving tenure.

Hawaii is likewise committed to awarding principals tenure only after they demonstrate effectiveness in executing their responsibilities. For principals in Hawaii, the route to tenure is already performance based. Principals achieve tenure in their positions after a minimum of three years of receiving satisfactory evaluations as an administrator. In addition, if a principal achieves tenure in a position as an elementary school principal, and then becomes a middle school principal, he or she must start over with an additional year of probation during which the Complex Area Superintendent supports and evaluates the principal before determining tenure. If the same principal becomes a high school principal, he or she must serve another probationary year and be deemed satisfactory at the new level to achieve tenure.

Hawaii also has broad authority to remove staff rated as "Unsatisfactory." The current collective bargaining agreement between HSTA and HIDOE allows for teachers deemed "Unsatisfactory" on their performance evaluation to be terminated, regardless of tenure status. For principals, the Department has the authority to appoint and remove such personnel as may be necessary for carrying out its duties and to regulate their duties, powers, and responsibilities, when not otherwise provided by law (HRS §302A-1114). The Superintendent, under School Code Regulation 5109, has the authority to remove any employee "for the good of the department." While this authority has not been widely used in the past, the current Superintendent is committed to using this authority when necessary and appropriate.

Some changes to tenure and termination procedures for both teachers and principals likely will need to be re-examined through the collective bargaining process. However, HIDOE believes

the current policies in place provide latitude for supervisors to ensure that ineffective educators are not awarded tenure and consistently ineffective, tenured educators are removed or terminated.

Likewise, recognizing effective teachers and principals through compensation decisions communicates the importance and value that the State places on its educator talent pool. Board Policy 2055 lays the foundation for the next collective bargaining agreements with HSTA and HGEA to consider educator effectiveness and incent those educators deemed highly effective.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B   Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The Hawaii Department of Education is a single, unitary SEA/LEA. As such, the Department's process for ensuring that the only LEA in the State develops, adopts, pilots, and implements with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines is the same process as described above in Section 3A. In other words, there is no separate process for reviewing and approving different teacher and principal evaluation designs – the Hawaii Department of Education is building a single statewide teacher and principal evaluation system consistent with the guidelines issued by the State Board of Education.

As a unitary SEA/LEA, the State must focus equal attention on policy development and policy implementation. The recently completed departmental reorganization now places the 15 complex area superintendents directly under the office of the deputy superintendent. This action provides clearer line authority to consistently implement academic priority strategies statewide.

Building the Capacity of Complex Areas to Implement
As the implementation of a new educator effectiveness system increases in size and scope, OHR is shifting to a support role while complex areas begin to lead implementation efforts. To support this transition, OHR is building a library of tools and materials, training a cadre of complex area support staff, facilitating a monthly professional learning community, all in advance of launching a statewide training schedule.

Complex area staff have been provided key training tools and materials. For example, the training on the Hawaii Growth Model is now accompanied by an overview slide deck for principals, a Hawaii Growth Model Users Guide, and an activity to help participants process the growth data. Similarly, HIDOE developed a slide deck for "EES Integration" training, worksheet activity with SLO examples, and Tripod case study activity. These materials are all developed so that staff from other state offices, complex areas, and schools can turnkey their own training and support sessions and are available on-line. As future trainings are developed, these too will be made available for statewide use.

Each complex area superintendent participating in the second year evaluation pilot was asked to name 2-8 staff as key points of contact to deliver future training and provide ongoing school-level support. Staff received three days of teacher training on the EES and the Hawaii Growth Model. On August 27, 2012, OHR convened this group for the first time. Survey results showed that complex area staff, on average, were "somewhat comfortable" presenting the components of the system. OHR will continue to convene this group once per month to provide tools and materials as needed, report-out data, gather feedback, determine additional resources needed, and problem-solve on shared challenges. The goal of this effort is to develop the understanding of complex area staff ahead of teachers and principals so they can serve as the primary trainers and support for schools.

Many teachers and leaders in year two pilot evaluation schools still need to receive training on the Educator Effectiveness model. The State will provide ten additional days of observer training for administrators, twelve days of overview training for teachers, followed by eight half day sessions of integrated "EES Integration" training. At this point, complex areas will have primary responsibility for providing all future trainings. HIDOE will continue to build the capacity of complex area staff by co-presenting and providing targeted feedback. The schedule of complex area support is aligned to the implementation schedule of the EES:

August	**September**	**October**	**November**	**December**
Train the Trainer: EES Components (SGP, Tripod, SLOs, BFK)	a) Supporting Principal Readiness on Danielson Framework & b) How to use SGP reports in data teams	Train the Trainer: SLO implementation	a) Supporting school implementation of BFK, Tripod & SLOs b) Making connections with EES data (Tripod, SGP, Danielson) for continuous school-wide	Train the Trainer: Principal and Teacher data-driven decision making based on Tripod results

			improvement	
January	**February**	**March**	**April**	**May**
a) Supporting high quality SLOs b) Targeted support for Danielson classroom observations	a) Structuring and supporting teacher end-of-year reflections b) BFK refresher	Using EES data to set 13/14 school goals and plan strategically	Preparing for Educator Rating of Effectiveness for 13/14	No meeting

The monthly professional learning community facilitated by OHR will coordinate overall implementation by asking complex area teams to regularly report progress using their data from school implementations and provide feedback from schools. This is a forum for describing what is working in pilot schools, and to receive real-time, face-to-face direction for the EES components. It is also one of HIDOE's primary opportunities for feedback on as the implementation effort unrolls.

Reviewing and Approving Teacher and Principal Evaluation and Support Systems
The State will provide guidance and technical assistance to complex areas and schools at every stage of the evaluation effort. Given HIDOE's unique statewide SEA/LEA status, HIDOE does not need to approve complex area systems as there will be only one teacher and principal evaluation system. In addition, key elements of the teacher evaluation system (namely, student survey and student growth percentiles) and principal evaluation system (namely, school wide median growth percentiles and student outcome measures) will be implemented centrally. This means that quality will not change across schools and complex areas. Other aspects of the evaluation systems – classroom observations, student learning objectives, and principal practice rely in large part on the supervisory setting and reinforcing expectations for quality implementation.

To monitor overall fidelity of implementation, the OHR will provide complex area superintendents with quarterly summary reports of schools within their complex area on the number and quality of classroom observations and on student learning objectives. An annual end of year exceptions report will also identify any teachers or administrators that fail to receive an overall performance rating. In addition, OHR will annually calibrate evaluators' judgments on the classroom observation model, contract with experts to spot-check classroom observation evidence against the evaluation rating, and use content experts to annotate student learning objectives for revision when they fail to meet quality standards.

This effort will be aided by a technology platform, already under development, designed to allow central office staff and complex area superintendents to monitor implementation

progress within every school statewide. For example, the system will flag schools where the pace of classroom observations is off-track, allowing administrators to intervene. Similarly, the system will flag large disparities that occur across multiple components. Again, HIDOE will design protocols to evaluate and address these situations.

Involvement of Teachers and Principals
As evidenced in the response at Principle 3A, teachers, principals, and their representatives are consistently involved in helping shape the design of the evaluation model. All principals, for example, were asked by their complex area superintendents to consider joining the second year pilot as a complex area. Principals of the 63 schools in the 2012-2013 pilot volunteered to join the 18 schools in the ZSI, motivated by the chance to directly inform development of the evaluation model.

As articulated in its Race to the Top Scope of Work, HIDOE elected to pilot test the evaluation design over two years before expanding the model statewide. Scaling up the implementation effort over several years avoids taxing limited training capacity and provides a clear mechanism to learn and make needed mid-course corrections before the evaluation system becomes attached to high stakes.

The 2012-2013 pilot involves approximately one-third of all public schools within HIDOE and seven of the fifteen complex areas. Participant schools serve urban and rural populations, students that are high- and low-performing as well as high- and low-poverty, schools designated as SIG Tier I and III. Several schools that serve highly specialized populations (e.g. incarcerated youth, Hawaiian immersion, deaf and blind students) also participate. HIDOE is therefore confident that the sample represented by these pilot schools is sufficiently broad that the feedback provided by a wide range of educators can be generalized to represent that of the Department as a whole in anticipation of full, statewide implementation of the BOE's guidelines in school year 2013-2014.

For both the pilot in 2012-2013 and statewide implementation beginning in 2013-2014, HIDOE will ensure that teachers working with special populations such as SWDs and ELLs are fully included in the statewide teacher evaluation design. These teachers will be provided targeted supports based upon their performance evaluation data. Rules governing teacher evaluation within specific instructional situations such as team teaching within an inclusion classroom will be published and monitored.

Valid Measures Related to Increasing Student Achievement and School Performance.
The evaluation measures used by all Complex Areas will be the same. Thus, the statewide process outlined in Principle 3A to ensure the measures are valid and reliable will apply to all schools and complex areas.

Key Milestones to Implement State Board of Education Policy 2055

Component	SY 2011-2012 (18 schools)	SY 2012-2013 (81 schools)	SY 2013-2014 (statewide)	SY 2014-2015 (statewide)
Classroom Observations (adapted from Danielson Framework)	Pilot year one schools conduct observations	Both pilot cohorts conduct observations	All schools implement observations	All schools implement observations
Student Survey (Tripod design)	Survey administered to students in March	Surveys administered twice per year	Surveys and reports for all students	Surveys and reports for all students
Student Learning Objectives	N/A	Pilot implementation within both pilot cohorts	Full implementation	Full implementation
Student Growth Percentiles	Reports issued by March	Reports for both pilot cohorts	Reports for all students	Reports for all students
Effectiveness Rating as rating of record	NO	NO	YES	YES
Effectiveness Rating tied to personnel action	NO	NO	NO	YES

Roles and Responsibilities

HIDOE's Deputy Superintendent serves as the project sponsor responsible for the overall implementation of the new educator effectiveness system. Under his leadership, OHR manages the day to day implementation of all projects related to the new system. As the pilot evaluation system enters the second year of implementation, OHR is transitioning direct responsibility of school-level implementation to complex area superintendents and their

support staff.

Likelihood of Success
The policies enacted by the Hawaii State Board of Education set a clear expectation that every teacher and principal will receive an annual evaluation rating beginning in 2013-2014. In preparation for that point, the Department has launched a carefully designed two-year pilot (2011-2012 and 2012-2013) to determine the validity and reliability of the various evaluation components and scale up training and supports as may be needed. By taking this systematic approach, HIDOE intends to "stress test" the evaluation design and build capacity within the central office and complex areas to implement an evaluation model that supports and enhances educator effectiveness through constructive feedback and continuous improvement.

Expectations for Charter Schools
As is outlined in Board of Education Policy 2055, charter schools are responsible for implementing an educator evaluation system that contains student outcomes. Charter school governing boards may elect to implement the state developed educator evaluation system and, in doing so, would receive access to the resources and supports available to DOE-operated schools. Charter school governing boards may also elect to develop and implement their own educator evaluation system that meets the criteria outlined in Board Policy 2055. Details of the evaluation system and alignment to Board Policy 2055 should be included in the charter school initial application and application for reauthorization. The authorizer, as the oversight body, is responsible for monitoring schools' adherence to their charter contract, including the implementation of an educator evaluation system.

Summary: Hawaii's Model of School Improvement and Turnaround

Classification of Schools	Tri – Level Support System		
	State Level	**Complex Area Level**	**School Level**
All Schools (Levels One – Five)	Partnership with WASC training for all schools --→ • School improvement specialist designated for schools		
Level Three Focus Schools	**Strategic Model of Support to Gap Groups** Teams for School Improvement (TSI)--→ TSI will consist of members from State, Complex Area, and/or School levels: • TSI Lead • Title I School Improvement Team Lead • Data Coaches • Content Coaches (e.g. SPED, ELL, Reading, Math, etc) May include external professional services provider ---------------------------------→ Implementation and Monitoring of the Continuous School Improvement Process :→ • Conduct On-Site School Review • Develop or Revise Focus AcFin plan • Support Implementation of Focus AcFin Plans • Provide Targeted Services as needed • Monitor/Report		
Level Four and Five Priority Schools	**Comprehensive Model of School Turnaround** Teams for School Improvement (TSI)--→ TSI will consist of members from State, Complex Area, and/or School levels: • Office of School Transformation liaison • Title I School Improvement Linker • Data Coaches • Content Coaches (e.g. SPED, ELL, Reading, Math, etc) May include external professional services provider ---------------------------------→ Implementation and Monitoring of the Continuous School Improvement Process: → • Conduct On-Site School Review • Develop or Revise Priority AcFin plan • Support Implementation of Priority AcFin Plans • Build systems for school turnaround • Provide intensive, embedded services • Monitor/Report		

Attachments

Attachment 1: Notice to LEAs

Fw: ESEA Flex Outreach
Stephanie Shipton
to:
stephanie_shipton
09/05/2012 03:03 PM
Show Details

From: Ronn Nozoe/SUPT/HIDOE
To: Bill Arakaki/KAUAIDO/HIDOE@HIDOE, Patricia Park/CENDO/HIDOE@HIDOE, Teri Ushijima/CENDO/HIDOE@HIDOE, Lea Albert/WINDO/HIDOE@HIDOE, Suzanne Mulcahy/WINDO/HIDOE@HIDOE, Calvin Nomiyama/HONDO/HIDOE@HIDOE, Ruth Silberstein/HONDO/HIDOE@HIDOE, Bruce Anderson/MAUIDO/HIDOE@HIDOE, Lindsay Ball/MAUIDO/HIDOE@HIDOE, Valerie_Takata/HAWAIIDO/HIDOE@notes.k12.hi.us, Mary Correa/HAWAIIDO/HIDOE@HIDOE, Art Souza/HAWAIIDO/HIDOE@HIDOE, Rodney Luke/LEEDO/HIDOE@HIDOE, Heidi Armstrong/LEEDO/HIDOE@HIDOE, ███████████████,
Cc: Kathryn_Matayoshi/SUPT/HIDOE@notes.k12.hi.us, David Wu/OITS/HIDOE@HIDOE, Joyce Y Bellino/OIS/HIDOE@HIDOE, Doug Murata/OHR/HIDOE@HIDOE, Stephen Schatz/SUPT/HIDOE@HIDOE, Amy Kunz/OFS/HIDOE@HIDOE, Presley Pang/SUPT/HIDOE@HIDOE, Ray L'Heureux/OSFSS/HIDOE@HIDOE, Alexander Harris/SUPT/HIDOE@HIDOE
Date: 07/25/2012 05:42 AM
Subject: ESEA Flex Outreach

Good morning,

We have completed the first full draft of our proposal to USDE for flexibility under the Elementary and Secondary Education Act. The full draft is below, as is a brief summary of the proposal. Please review the draft beginning on page 14 of the document, paying special attention to Principle 2 that begins on page 36. The third document is a feedback form so that you can provide us with specific reactions to policy decisions that need to be made. Please send your completed feedback form to AS Schatz by August 1st.

Thank you!

[attachment "ESEA Flex Draft for Public Comment.pdf" deleted by Rodney Luke/LEEDO/HIDOE] [attachment "Supporting Flex Summary.pdf" deleted by Rodney Luke/LEEDO/HIDOE] [attachment "ESEA.CAS Feedback Form.docx" deleted by Rodney Luke/LEEDO/HIDOE]

Attachment 2: Comments on Request Received from LEAs

Complex Area Superintendent:

Overall Comments:

- Very impressed with the tri-level alignment of the Department.

Policy Question	CAS Feedback and Input
Assessment measures and data points contained within the Index	• Using multiple measures of academic achievement is the most important piece; especially student growth. • Student achievement, student growth, and readiness for college and careers are good indictors at this time.
Are AP, IB, Running Start, Honors Degrees, and program of study the right ways to earn "bonus points" in the Index?	• Yes, these programs go above and beyond the HCPS and Common Core standards are a "bonus." • These are only good if they are consistently offered across the state. • The bonus points for the career segment need to be developed so these place a greater balance on the index.
Which student sub-groups should we report on?	• All sub groups should be 'reported' so that we can determine if there is a particular status or ethnicity that is underperforming. • Separating Asian/Pacific Islander will be crucial for giving helpful information as Asian and Pacific Islanders may have different needs to be addressed.
Equal weighting between High Needs and non High needs?	• Poverty and ethnicity should not matter. Some populations may be more difficult to get to targets but is possible. • Yes, fairer system of accountability.
Use school's 3 year average to calculate growth score?	• Yes • More equitable way of determining a student or teacher's growth.
Weighting across elementary, middle and high schools?	• The difference between elementary, middle, and high schools seems to be calibrated according to the level of academics and taking into account CCR. • Indicators of readiness appear minimal.
Benefits of being named a Reward School	• Reward school sounds odd. "Thriving" school?
Focus schools: should we raise the 60% high school threshold that triggers	• Yes, should raise to 75%

automatic designation as Focus?	
Teams for School Improvement and tri-level support design	• No comment – think it's a great process.
On-Site School Review process	• No comment – think it's a great process.
Connection to Ac/Fin plan cycle	• This is key. No longer will the academic plan be viewed as a task to complete and then sit on a shelf for the remainder of the year. More time and attention will be spent on creating this document and monitoring the progress of the enabling activities.
Focus School Supports and Interventions	• Love the idea of moving away from providers. • Need to work on recruiting excellent teachers (and lots of them) because all schools need highly effective teachers.
Priority School Supports and Interventions	• Good for feedback and support. • Must not neglect ongoing support to excellent schools.
Continuous Improvement School Supports and Interventions	• All schools should be engaged in continuous improvement.
Building school and complex area capacity	• For the first time, I think that the alignment among the state office, the complex area and the school level is clear. This brings cohesion to such a large school system as well as clarity of expectations. • Need additional financial resources to improve and sustain. • Individual schools can emulate what has started with their complex.
Redirecting SES funds towards Title I supports and 21st Century funds towards during-school time	• Yes but also think that the after school supports can be very beneficial. Some things just cannot be done during the limited school day. •
Other ways to reduce administrative or operational burdens	• Please have all employees follow email protocol when sending out information. • Human resources.

Attachment 3: Notice and Information Provided to Public

reformat

News Release

P.O. Box 2360
Honolulu, HI 96804
Phone: 586-3232
Fax: 586-3234

Department of Education   **State of Hawaii**

Contact: Sandy Goya
Date: July 30, 2012

Hawaii DOE Releases Draft ESEA Flexibility Application for Public Comment

The Hawaii State Department of Education (DOE) has notified the U.S. Department of Education of its intent to file an application for ESEA (Elementary and Secondary Education Act) Flexibility on September 6, 2012.

"Hawaii is taking another bold step forward to transform education," said Superintendent Kathryn Matayoshi. "ESEA Flexibility will provide our schools, parents, students, and the community with a rigorous alternative to the current No Child Left Behind one-size-fits-all approach and redefine academic success beyond Adequate Yearly Progress."

If Hawaii's application for ESEA Flexibility is approved, it will:
• Support ongoing efforts to raise expectations for students and better support educators;
• More accurately and fairly identify schools' strengths and areas for improvement;
• Target interventions and support strategies to reward high-performing schools and address areas for school improvement;
• Support effective instruction and leadership; and
• Be implemented for school year 2013-14.

In the upcoming weeks, the DOE will be engaging and soliciting input from diverse stakeholders and communities in the development of its request. Visit hawaiidoe.org to view Hawaii's draft ESEA Flexibility application and to comment on the draft proposal via a DOE online survey. Survey comments are due no later than August 17, 2012.

The U.S. Department of Education has offered each state educational agency this voluntary opportunity to request flexibility regarding specific requirements of the federal No Child Left Behind Act of 2001 in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Learn more about ESEA Flexibility at hawaiidoe.org or http://www.ed.gov/esea/flexibility.

Source contact:
DOE Office of the Deputy Superintendent and Office of Strategic Reform

Attachment 4: Public Survey and Feedback

Feedback on Draft ESEA Flexibility Application

1. Should the Department apply for this flexibility?

		Response Percent	Response Count
Yes		82.2%	60
No		17.8%	13
	Why or why not?		37
	answered question		73
	skipped question		1

2. Should the Department change the subgroups? If so, what subgroups would be more appropriate? Should the category "Asian/Pacific Islander" be separated into two categories? Should the two groups be further refined and, if so, into what groups?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Should the Department change the current subgroups?	51.1% (24)	27.7% (13)	12.8% (6)	6.4% (3)	2.1% (1)	47
Should the Asian/Pacific Islander subgroup be separated into two?	44.7% (21)	29.8% (14)	17.0% (8)	4.3% (2)	4.3% (2)	47
Should the Asian and Pacific Islander designations be further defined (for example: Asian would be broken down to different Asian ethnicities)?	38.3% (18)	14.9% (7)	29.8% (14)	12.8% (6)	6.4% (3)	47

	Other? What subgroups would be most appropriate?	18
	answered question	47
	skipped question	27

3. Should the Department change how schools are labeled?

		Response Percent	Response Count
Yes		93.6%	44
No		8.5%	4
	Why or why not?		29
		answered question	**47**
		skipped question	**27**

4. Should a new school accountability system include multiple measures of school/student performance such as graduation rates, attendance, test scores from that year, and growth in student performance over multiple years? Of the measures listed, which are the most important?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Graduation Rates	71.7% (33)	21.7% (10)	6.5% (3)	0.0% (0)	0.0% (0)	46
Attendance	58.7% (27)	26.1% (12)	13.0% (6)	0.0% (0)	2.2% (1)	46
Test Scores (Current Year)	39.1% (18)	34.8% (16)	13.0% (6)	13.0% (6)	0.0% (0)	46
Test Scores (Student Growth Over Time)	67.4% (31)	26.1% (12)	2.2% (1)	4.3% (2)	0.0% (0)	46

What other measures should the Department include? Why?	27
answered question	**46**
skipped question	**28**

5. What sorts of incentives or recognitions should high-performing schools be eligible for?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Freedom to decide how to spend their money.	47.8% (22)	28.3% (13)	19.6% (9)	4.3% (2)	0.0% (0)	46
Public events with key stakeholders in the state.	28.3% (13)	23.9% (11)	37.0% (17)	2.2% (1)	8.7% (4)	46
Blue Ribbon recognition.	41.3% (19)	26.1% (12)	28.3% (13)	2.2% (1)	2.2% (1)	46
Additional money.	44.2% (19)	18.6% (8)	23.3% (10)	7.0% (3)	7.0% (3)	43

	Response Count
Of the incentives listed, which would be most effective? Why? What other incentives could the Department offer?	26

answered question	46
skipped question	28

6. Education partners such as businesses, parents, nonprofits, and community organizations can provide a wealth of resources and supports for schools and students. How should schools partner with the community? How can schools better communicate with parents? What types of activities such as events, communications, or meetings could schools use to better engage parents?

	Response Count
	35
answered question	35
skipped question	39

Attachment 5: Evidence of Formal Adoption of the Common Core

State of Hawaii Race to the Top, Phase II Application
Amendment regarding adoption of common standards

On June 17, 2010, the Hawaii State Board of Education approved the adoption of the Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects and the Common Core State Standards (CCSS) for mathematics. (See highlighted text on page 11 for evidence.)

The effective date of adoption is June 17, 2010, and the approved compliance date (i.e., classroom implementation of the CCSS) will be effective beginning with school year 2011-2012. (See page 13 for evidence.)

1B: Hawaii BOE Adoption of Common Core (2 of 20)
Note: please refer to highlighted text on pages 10-11
for common core adoption evidence

Board of Education
State of Hawai'i, Department of Education

Board of Education Business Meetings

P.O. Box 2360 Honolulu, HI
96804
(808) 586-3332
Fax: (808) 586-3433

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✉**Email the BOE**

**STATE OF HAWAII
BOARD OF EDUCATION**

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**GENERAL BUSINESS MEETING
Thursday, June 17, 2010
Queen Liliuokalani Building, Board Room
Honolulu, HI**

Minutes

ATTENDANCE

BOARD OF EDUCATION

Garrett Toguchi, Chairperson (Excused)
Dr. Lei Ahu Isa, First Vice Chairperson (Excused)
Karen Knudsen, Second Vice Chairperson
Janis Akuna
Dr. Eileen Clarke
Mary Cochran, Esq.
Margaret Cox
Breene Harimoto
Donna Ikeda
Kim Coco Iwamoto, Esq.
Carol Mon Lee, Esq.
Kelly Maeshiro
John Penebacker
Herbert Watanabe

Alison Kim, Senior Analyst
Alexandre Da Silva, Public Affairs Officer

DEPARTMENT OF EDUCATION

Kathryn Matayoshi, Interim Superintendent
Stafford Nagatani, Executive Assistant to the Superintendent
Diana Niles-Hansen, Assistant Superintendent, OHR
Randolph Moore, Assistant Superintendent, OSFSS
David Wu, Assistant Superintendent/Chief Information Officer, OITS
Sandra Goya, Director, Communications Branch, SUPT
Dewey Gottlieb, Resource Teacher, OCISS
Katherine Sakuda, Education Specialist, OCISS

Susan Sato, Student Activities, OCISS
Petra Schatz, Education Specialist in Language Arts, OCISS

HAWAII STATE PUBLIC LIBRARY SYSTEM

Richard Burns, State Librarian

OTHERS

COL Stephen Mann, Board Military Representative Liaison
Holly Shikada, Deputy Attorney General

I. Call to Order

The general business meeting of the Board of Education (Board) was called to order by Board Second Vice Chairperson Karen Knudsen at 3:33 p.m. in the Board Room, Queen Liliuokalani Building.

II. Board Recognition of Achievements

The Board honored several individuals and organizations for their contributions to public schools.

On behalf of the Board, Ms. Akuna recognized the Hands of Hope Foundation (HHF) and called on Mr. Stan Hirose, a retired businessman and founder of HHF. The Board conveyed its appreciation to HHF and its members for their selfless dedication to public education. A Board of Education Recognition Certificate and lei were presented to Mr. Hirose.

On behalf of HHF's Board of Directors and its volunteers, Mr. Hirose thanked the Board for the recognition. Mr. Hirose stated that $300,000 has been given to the community through HHF and none of the money has been used for administrative costs because various professions have donated their time and services to the foundation.

On behalf of the Board, Ms. Knudsen recognized Americorps Vista and called upon Mr. Ryan Hamilton, Mr. Daniel Pope, Ms. Angela Dang, Ms. Haley Belofsky, Ms. Sylvia Cini, Mr. James Chen, Ms. Justine Farnsworth, Mr. Nathan Harold, and Ms. Yvette Lacobie. Board of Education Recognition Certificates and lei were presented to each of the honorees.

Mr. Ryan Hamilton thanked the Board for the recognition. He stated that the students appreciate the help of Americorps Vista, and Americorps Vista appreciates the Board.

On behalf of the Board, Ms. Iwamoto recognized the Senior Volunteer Program (RSVP) and called upon Mr. John McGuire, a retired physical education teacher, RSVP volunteer for nearly 15 years, and recipient of the 2009 RSVP Outstanding Volunteer Award. The Board also recognized Mr. Eric Chang, also a recipient of the 2009 RSVP Outstanding Volunteer Award, who could not attend this evening. Mr. Chang has worked at Pauoa Elementary School for several years as a tutor, servicing grades K-5 students in language arts and math. The Board thanked Mr. McGuire and Mr. Chang for all they do for public education and students. Board of Education Recognition Certificates and lei were presented.

Mr. McGuire thanked his wife and teachers for their support and extended his appreciation to the Board for the recognition.

On behalf of the Board, Mr. Harimoto recognized the Chamber of Commerce of Hawaii (Chamber) and called upon Mr. Jim Tollefson, Chamber President and CEO; Mr. Bruce Coppa, Chair of the Chamber's Education Committee; and Ms. Sherry Menor-McNamara, Chamber Vice President of Business and Advocacy. The Chamber was recognized for being a strong advocate of community engagement in the public schools through its support of the Department's Volunteers and Partners Program. Board of Education Recognition Certificates and lei were presented.

Mr. Tollefson thanked the Board for the recognition and attributed the Chamber's success to its great team. Mr. Tollefson shared that the Chamber was the first Chamber in the United States to take on the Senior Project and would like this to continue.

Mr. Coppa recognized Ms. Judy Nagasako, Education Specialist, of the Department of Education's Corporate and Community Partnerships Office, for being an integral part of the process.

On behalf of the Board, Ms. Iwamoto honored Mr. Kelly Maeshiro, the 2009-2010 Board Student Member, and commended him for being a model of academic excellence, student leadership, and service in the public school system.

Mr. Maeshiro thanked his constituents for allowing him to serve on the Board, thanked Board staff for its diligent work, and thanked all Board members, for whom he has gained immeasurable respect and gratitude. Mr. Maeshiro stated that it has been his honor to work among these very dedicated individuals.

Recess was called at 3:53 p.m. for picture-taking, presentation of lei, and congratulations.

The meeting was called back to order at 4:01 p.m.

III. Minutes

A. Minutes

Ms. Akuna moved, and Ms. Lee seconded, that the Board of Education approve the minutes of the general business meeting held on June 3, 2010, and the executive session held on June 3, 2010.

By friendly amendment, Ms. Iwamoto stated that the last sentence of the third paragraph on page 19 of the June 3, 2010, general business meeting minutes should reflect: "On the other hand, the Department is currently using state funds to subsidize summer school tuition, which are resources that are going only to people who can afford $160 or $190."

The main motion, as amended, carried unanimously with Ms. Akuna, Dr. Clarke, Ms. Cox, Mr. Harimoto, Ms. Iwamoto, Ms. Knudsen, Ms. Lee, and Mr. Watanabe voting aye.

B. Personnel Appointments

None.

C. Contracts

None.

IV. Reports

A. Board Officers and Board Committee Chairpersons

Ms. Akuna stated that the Committee on Budget & Fiscal Accountability met on Monday, April 26, 2010. The next meeting will be on Monday, June 28, 2010, at 3:00 p.m. in the Board Room. The agenda will include: (1) a presentation on the Department of Education's single and financial audit for Fiscal Year Ending (FYE) June 30, 2009; (2) action on the Hawaii State Public Library System's Capital Improvement Program; (3) an update on the American Recovery and Reinvestment Act (ARRA) State Fiscal Stabilization Funds (SFSF); and (4) action on the proposed Board "Fee for Service Policy."

Ms. Akuna, reporting for Mr. Penebacker, stated that the Committee on Administrative Services met on Monday, June 14, 2010. The next meeting will be held on Monday, July 12, 2010. The agenda will include: (1) discussion on the presentation by the Harold K.L. Castle Foundation on "Strengthening Hawaii's Principal Pipeline: Voices from the Field Report"; (2) deferred action on the proposed Board "Standardization Policy"; (3) discussion and recommendation for action on approval for public hearings on proposed Chapter 63, Hawaii Administrative Rules, Civil Service Rules; and (4) discussion on the Office of Human Resources (OHR) redesign in executive session.

Ms. Knudsen stated that the Committee on External Affairs met on June 9, 2010. The committee received: (1) a presentation on the School Year (SY) 2009-2010 Board community meetings, and began discussion on the Board community meeting calendar for SY 2010-11; (2) an update on the new Board web site; and (3) an update on public complaints in executive session. The next meeting will be on Wednesday, September 8, 2010, at 3:00 p.m. in the Board Room.

Ms. Lee stated that the Committee on Legislation, Public Charter Schools & Public Libraries meeting scheduled for Wednesday, June 23, 2010, is cancelled. Staff will be polling members for the July meeting.

Ms. Lee stated that the Ad Hoc Committee on Superintendent Search Process met on April 28, 2010. The committee reviewed what was discussed at the April 16, 2010, Board Workshop on the superintendent search process in which Dr. Donald McAdams of the Center for Reform of School Systems (CRSS) was present. The Board took action on the committee's recommendation on the superintendent search process at the May 6, 2010, general business meeting. The Board is proceeding with the search. Board staff prepared a scope of services for the hiring of a consultant to help the Board develop a profile. Ms. Lee and Dr. Clarke are reviewing the consultant proposals that were submitted as of last Monday. A draft of an ad and job description for the superintendent position have been developed. Ms. Lee is working with OHR to be sure the Board is complying with personnel requirements. A draft of the ad and job description will be placed on all Board members' desks. The ad hoc committee is also working on a web page for

individuals who are interested in applying for the superintendent position.

Ms. Cochran stated that the Committee on Curriculum Instruction & Student Support meeting has been changed from Tuesday, June 8, 2010, to Thursday June 24, 2010. The agenda will include: (1) presentation and discussion by the Department's principals group and a counselor request; (2) presentation and discussion of Hawaii P-20 relating to the Step-Up Diploma; and (3) discussion and recommendation for Board action on proposed Board Policy 4540, "High School Graduation Requirements and Commencement Policy," which is needed for the Race to the Top (RTTT). The Department is requesting to make the Board Diploma the main diploma.

The next meeting of the Ad Hoc Committee on Special Programs will be on Tuesday, June 22, 2010, in the Board Room. The agenda will include: (1) presentation and discussion on the Hawaiian Studies Program Review and Hawaiian Immersion Program; and (2) discussion and recommendation for Board action on proposed amendments to Board Policy 2160, "Special Education and Related Services Policy."

B. Board Executive Director Report

The Board Interim Executive Director's report is reflected in Attachment A.

C. Superintendent

Ms. Kathryn Matayoshi, Interim Superintendent, reported on items in the InfoExchange. (Attachment B)

Ms. Matayoshi stated that since the last general business meeting, there is no new information to report on ARRA, SFSF, and RTTT. The Department is continuing to see what other opportunities come up as the federal government continues to issue rules about other grant opportunities. A Superintendent's Briefing will be held on the RTTT next week for Board members.

D. State Librarian

Mr. Richard Burns, State Librarian, presented a report to the Board. (Attachment C)

The Rotary Club of Lahaina, Better Brands wine distributor, and the Royal Lahaina Resort are presenting a fundraiser to support Lahaina Public Library. The event "Savor the Sunset" will be held at Royal Lahaina Resort on Thursday, July 8, 2010, from 5:30 p.m. to 8:00 p.m.

E. Charter School Review Panel

None.

F. Military Representative

Colonel Stephen Mann reported that the Joint Venture Education Forum strategy group meeting will be held on July 8, 2010, at 9:00 a.m. at the Oahu Veterans Center. All Board members are invited to attend.

Colonel Mann stated that as another school year closes, on behalf of the United

States Pacific Command, Admiral Robert Willard would like to thank educators, administrators, school staff, and Board members for the outstanding support that is provided throughout the year to military children.

G. Hawaii State Student Council

On behalf of the Hawaii State Student Council (HSSC), Ms. Nicole Manzano, a recent graduate of Mililani High School, presented the HSSC report. HSSC's report is reflected in Attachment D.

Ms. Iwamoto asked whether there are any schools that will not able to attend the State Leadership Workshop (SLW) conference.

Ms. Susan Sato, HSSC Advisor, Student Activities, OCISS, stated that some schools could not find the resources to attend, but the majority of schools are represented. The majority of Neighbor Island schools will be attending; however, some smaller schools will not be able to attend due to lack of funding.

Ms. Knudsen stated that HSSC issues regarding security guard training and unsatisfactory conditions of school restrooms have been raised several times. These issues will be discussed at a Committee on Special Programs meeting or taken up with the Superintendent; however, a report on these matters will be submitted to HSSC.

Starting next year, HSSC will develop a platform of issues rather than looking at individual issues to have a broader scope on big issues affecting schools.

H. Other Boards, Commissions, Councils

None.

J. Board Members' Concerns

Ms. Cox asked that the Board be informed of on-going Data for School Improvement mandatory training. Ms. Cox stated that this is a bank of questions that teachers can go to, based on Hawaii Content and Performance Standards III to develop tests so students acquire the materials needed to reach specific benchmarks.

Ms. Cox was told that the Board will work on Board Policy 4540, but heard today that the Principals Task Force is also working on Board Policy 4540. Ms. Cox stated that the Department of Education (Department) has established another task force for the new diploma that includes Hawaii P-20 and others. Ms. Cox does not know who has the decision-making powers because the Board was not informed about the processes going on at the same time.

Ms. Cox referred to an article that appeared in the June 6, 2010, Honolulu Star-Advertiser newspaper, which stated that "96.7 percent of the principals surveyed do not believe that there is effective communication between the Board and the schools." She advised all Board members to read the article and see what the Board can do to address the issue. Ms. Cox feels there should not be a gap between what the Board and principals are doing.

Dr. Clarke attended the Task Force Meeting during which time critical issues were

discussed. Attendees heard principals' concerns and provided principals' with thoughts on how to prepare for presentations to the Board. Dr. Clarke stated that principals are struggling with clarifying and standardizing weighted credit for advanced courses. Dr. Clarke stated that most high school secondary principals agree with providing credit for the Advanced Placement (AP) courses and International Baccalaureate (IB) credits, but there is difficulty with Running Start. The task at hand is for principals to come together because they are currently split down the middle. Ms. Cox and Dr. Clarke informed them that it is important to come to a consensus.

Mr. Maeshiro stated that HSSC would like follow up on its request to have a complex area superintendent at district HSSC meetings.

Referring to the statements regarding communication, Mr. Maeshiro stated that in addition to needing better communication at schools, the Department itself needs better communication from the school level to state level within the Department. He suggested that perhaps the Board needs a policy or guidelines to improve communication.

Mr. Maeshiro asked for follow up on former Board Student Member Jonathan Allens' proposed Fine Arts Policy. Mr. Maeshiro heard the proposed policy was in the Consult and Confer (C&C) process that is supposed to be for 45 days.

Ms. Iwamoto echoed Mr. Maeshiro's concern about the proposed Fine Arts Policy.

Ms. Knudsen asked the Department to find out the status of the proposed Fine Arts Policy.

Mr. Watanabe questioned whether the minutes of the general business meeting minutes are circulated to the complex area superintendents (CASs). Mr. Watanabe stated that putting the minutes on the web site is great, but CASs will not look at minutes online. He suggested a hard copy of the minutes go out to the field.

Mr. Watanabe stated that regarding the closure of Keakealani Outdoor Education Center and the transfer to Volcano School of Arts and Sciences Public Charter School, he is concerned that the Department has not only Keakealani Outdoor Education Center but Ellison S. Onizuka Museum that must be maintained until everything is transferred in order to prevent vandalism.

Mr. Harimoto commented on the article in the newspaper regarding communications between the Board and schools. He stated that it is not a matter of holding general business meetings in the various communities because real discussion takes place in community meetings and other forums. Mr. Harimoto feels the Board needs to listen and solicit input more effectively.

Mr. Harimoto stated that in May 2010, a community meeting in Waipahu was used as a forum to raise awareness of wellness to school communities, which was supported by several organizations and businesses in Waipahu. Mr. Harimoto would like this forum to be a model to promote wellness to other communities. He stated that Kapolei and Pearl City requested a similar forum and today the U.S. Army Corp of Engineers at Fort Shafter also requested a similar meeting. Mr. Harimoto feels this is timely to address wellness, childhood obesity, and Type II diabetes topics.

Mr. Harimoto thanked Mr. Maeshiro for his service, asked him to keep in touch, and wished Mr. Maeshiro the best of luck.

Mr. Harimoto stated that schools hit record marks in scholarships.

Mr. Harimoto stated that there are wonderful things happening in schools beyond testing, and appreciates schools having functions like May Day and Spring Songfests.

Mr. Harimoto stated the Board made a lot of tough budget decisions this past year and many good programs were not funded. He stated that the Department must call on communities to step forward and help during this difficult time. He shared an example where Pearl City Foundation has stepped forward to fund the Parent Project for the next school year through a grant of $3,000.

Mr. Harimoto stated that he has repeatedly discussed some of the Board's internal issues and problems. He is frustrated and discouraged that requests to have items placed on the agenda or to receive specific responses have not been addressed. He stated that he has brought to the attention of the Board, Board By-law and policy, and Sunshine Law violations.

Ms. Ikeda sympathizes with Mr. Harimoto's feelings regarding his requests. She believes that all Board members are not treated equal and therefore, the Board is not getting the best from everyone.

With regard to the newspaper article on communications between the Board and schools, Ms. Ikeda feels that this is a wake up call for the Board. Ms. Ikeda stated that one area where communication did not occur was when the principals' task force was discussing the Career and Technical Education (CTE) designation and the Board passed a policy on CTE without feedback from principals on what was being proposed, why, and how it would be implemented.

Ms. Ikeda stated that from everything she has seen, heard, and read, school districts that win awards for making great strides or changes are districts that have taken the effort to work from the bottom up rather than the top down. She stated that the Board has not done that.

Ms. Ikeda thanked Mr. Harimoto for following up on the wellness program. She stated that Mr. Harimoto attended many of the National Association of State Boards of Education conferences on wellness and it is good to see that he is taking what was taught and sharing the information.

Ms. Ikeda has not received a response from the superintendent regarding the requirement that teachers and volunteers sign a form assuming liability when school facilities are used after hours. She stated that people in athletics are not required to sign an assumption of liability form and so she does not understand why people working on academic subjects are required to do so. Ms. Ikeda would like an immediate response as to what the policy is and why the Department is implementing it.

Referring to the communication issue, Ms. Knudsen stated that when the Board resumes its general business meetings in the community, it is difficult to communicate with school staff during the formal part of the meeting. She stated that meal time is a great opportunity for the Board to sit and talk with principals,

school staff, and members of the community in an informal setting.

V. Executive Session on Personnel, Collective Bargaining, and Legal Matters

A. Mid-Year Progress Report of the State Librarian
B. Discussion/Action on Collective Bargaining and Personnel Matters Related to the Department of Education and the Hawaii State Public Library System
C. Consultation With the Attorney General on Legal Matters

Ms. Akuna moved, and Ms. Lee seconded, that the Board of Education go immediately into executive session to: (1) discuss the mid-year progress report of the State Librarian; (2) discuss/take action on collective bargaining and personnel matters related to the Department of Education and the Hawaii State Public Library System; and (3) consult with the Attorney General on legal matters.

The motion carried unanimously with Ms. Akuna, Dr. Clarke, Ms. Cochran, Ms. Cox, Mr. Harimoto, Ms. Ikeda, Ms. Iwamoto, Ms. Knudsen, Ms. Lee, and Mr. Watanabe voting aye.

The meeting recessed at 4:50 p.m. and was called back to order at 6:38 p.m.

VI. Requests and Petitions from the Public, Including Input on Board Action Items

Ms. Knudsen noted that a written testimony was received. The testimony is reflected in Attachment E.

VII. Recommendations for Action

A. Discussion/Action on the Name of the New Middle School In Ewa (Committee on Administrative Services)(Attachment F)

By direction of the committee, Mr. Penebacker moved that the Board of Education approve the name, "Ewa Makai Middle School," for the new middle school in Ewa.

Mr. Penebacker asked for the Board's concurrence based on Board Policy 6750, which is a process for naming schools. Mr. Penebacker stated that the correct process was followed. Mr. Penebacker stated that this is a community-based recommendation coming from the principal and confirmed by the complex area superintendent.

Ms. Cox asked if the new Ewa Makai Middle School will follow a middle school philosophy.

Mr. Penebacker clarified that the Committee on Administrative Services did not address that question but looked at it purely from a facilities' perspective.

Ms. Knudsen asked Interim Superintendent Matayoshi if Ewa Makai Middle School is following the middle school philosophy.

Ms. Matayoshi stated that she does not know if there is anyone here tonight prepared to discuss this to the level of detail that the Board would like. Ms. Matayoshi asked if the Board would be willing to approve the name of the school today, and at a future meeting have the principal of Ewa Makai Middle School in attendance to answer any additional questions from all Board members.

Mr. Harimoto suggested that the Board approve the name of Ewa Makai Middle School with the understanding that if the school is not following the middle school philosophy, the Board can rescind its approval.

Ms. Cochran stated that the recommendation memo states that "all agree that Ewa Makai Middle will be the best name that ties in the area history and the educational goals of the new school."

The motion carried with Ms. Akuna, Ms. Cochran, Ms. Cox, Mr. Harimoto, Ms. Ikeda, Ms. Iwamoto, Ms. Knudsen, Ms. Lee, Mr. Penebacker, and Mr. Watanabe voting aye. Dr. Clarke voted nay. There were no abstentions.

B. Discussion/Action on Adopting the Common Core Standards *(Chairperson)* (Attachment G)

Ms. Akuna moved, and Ms. Lee seconded, that the Board of Education approve the adoption of the Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects and the Common Core State Standards for mathematics.

Ms. Cox stated that the social studies standards are still in development, so she is not sure if the motion is correct. She stated that there are items under language arts that would be sent over to social studies.

Ms. Petra Schatz, Education Specialist in language arts, Office of Curriculum, Instruction and Student Support (OCISS), and Mr. Dewey Gottlieb, Education Specialist in mathematics, OCISS, were called to answer questions from the Board.

Ms. Petra Schatz stated that these are English language arts and literacy standards. She stated that there are also literacy standards written for social studies, history, science, and technical subjects. Ms. Schatz stated that these are not written on the content of social studies and science, but are reading and writing processes that would be important in social studies and science. Ms. Schatz stated that there is a separate section meant for content area teachers that discuss reading and writing strategies and skills that are important for secondary content area teachers.

Mr. Harimoto asked Interim Superintendent Matayoshi to assure the Board that she and her staff are confident and comfortable with this, and that the Board should approve the adoption of the Common Core Standards.

Ms. Matayoshi stated that she can say with confidence that there are no red flags that the Board should be concerned with.

Ms. Cox stated that this is the right direction. She stated that the only red flags that were raised by principals had to do with implementation and finding resources for implementation. Ms. Cox stated that there are no red flags on the Common Core Standards themselves.

Ms. Lee asked what the approximate cost is to change all textbooks.

Ms. Matayoshi stated that the Department is not planning to change all textbooks at this time because the Common Core Standards are closely aligned with the

current standards.

The motion carried unanimously with Ms. Akuna, Dr. Clarke, Ms. Cochran, Ms. Cox, Mr. Harimoto, Ms. Ikeda, Ms. Iwamoto, Ms. Knudsen, Ms. Lee, Mr. Penebacker, and Mr. Watanabe voting aye.

VIII. Adjournment

The meeting was adjourned at 6:48 p.m.

Submitted for Approval

_____

CAMILLE M. MASUTOMI
Interim Executive Director

Approved by the Board

_____

GARRETT TOGUCHI
Board Chairperson

Attachments

Attachment A Board Executive Director Report

Attachment B Superintendent's Report

Attachment C State Librarian's Report

Attachment D Hawaii State Student Council

Attachment E Written testimony received

Attachment F Recommendation memo on the Name of the New Middle School In Ewa

Attachment G Recommendation memo on Adopting the Common Core Standards

LINDA LINGLE
GOVERNOR

BOARD OF EDUCATION

KATHRYN S. MATAYOSHI
INTERIM
SUPERINTENDENT

ATTACHMENT G

STATE OF HAWAI'I JUN 15 '10 :52
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

June 17, 2010

TO: The Honorable Garrett Toguchi, Chairperson
         Board of Education

FROM: Kathryn S. Matayoshi, Interim Superintendent

SUBJECT: **Discussion/Recommendation for Board Action on Approval of the Common
         Core State Standards for English Language Arts and Mathematics**

1.   **RECOMMENDATION**

It is recommended that the Board of Education (Board) approve the adoption of the Common
Core State Standards (CCSS) for English Language Arts (ELA) & Literacy in History/Social
Studies, Science, and Technical Subjects and the Common Core State Standards for
Mathematics.

2.   **RECOMMENDED EFFECTIVE DATE**

It is recommended that the adoption of the CCSS be effective upon approval by the full Board,
at its June 17, 2010 meeting.

3.   **RECOMMENDED COMPLIANCE DATE**

It is recommended that compliance with the Board approval (i.e., classroom implementation of
the CCSS) be effective beginning with school year 2011-2012.

4.   **DISCUSSION**

a.   Conditions leading to the recommendation

To develop the standards, the Council of Chief State School Officers (CCSSO) and the
National Governors Association (NGA) Center worked with representatives from
participating states, a wide range of educators, content experts, researchers, national
organizations, and community groups. The following is the timeline of the development of
the standards:

*   Winter 2009 -- NGA and CCSSO propose a project to develop common state standards
    in ELA and mathematics.

The Honorable Garrett Toguchi
June 17, 2010
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- Spring 2009 -- Governors and Commissioners of Education from 48 states, two territories, and the District of Columbia agree to support the project.
- June 2009 to January 2010: Drafts of College- and Career-Readiness and K-12 Standards are released to states; states submit several rounds of comment on successive drafts.
- March 10, 2010-April 2, 2010: Public release of draft on Common Core website and public comment period.
- June 2, 2010: The National Governors Association and the Council of Chief State School Officers released the final *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* and *Common Core State Standards for Mathematics*. The final documents, as well as supporting materials, are available at http://www.corestandards.org.

b. Previous action of the Board on the same or similar matter

The Board has adopted the draft version of the Common Core Standards for English Language Arts and Mathematics on May 20, 2010 at the General Business Meeting.

c. Other policies affected

BOE Policy 2015 (Hawaii Content and Performance Standards).

d. Arguments in support of the recommendation

The English language arts and mathematics standards represent a set of expectations for student knowledge and skills that will result in high school graduates who are prepared for success in college and careers. CCSS is an opportunity to not only establish common expectations for teaching and learning between states, but further, it provides leverage to move forward and be innovative on behalf of students and teachers.

In addition, the Common Core State Standards are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need to be globally competitive.

The final documents are similar to previous versions. Changes made to the March 2010 draft were refinements that improved the overall quality, coherence, and clarity of the standards documents. The title for the English Language Arts has been expanded to more accurately portray the integration of reading and writing in social studies, science and technical subjects.

Furthermore, the final version includes additional resources, including statements about the application of the standards to students with disabilities and English language learners, a FAQ, the validation committee report, and other supporting documents. These can be accessed at the website listed above.

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e.   Arguments against the recommendation

   None

f.   Findings and conclusion of the Board committee

   To be determined.

g.   Other agencies or departments of the State of Hawaii involved in the action

   None

h.   Possible reaction of the public, professional organizations, union, DOE staff and/or others to the recommendations

   The capacity of the system to fully support teachers to be able to implement the standards with fidelity will be called into question. However, the plan for implementing the standards is the central focus of the state's Race To The Top (RTTT) application, and thus, the system has a plan in place to be proactive and responsive to implementation issues that must be addressed.

i.   Educational Implications

   The Common Core State Standards will enable participating states to:
   • Articulate to parents, teachers, and the general public expectations for students;
   • Align textbooks, digital media, and curricula to the internationally benchmarked standards;
   • Ensure professional development for educators is based on identified needs and best practices;
   • Develop and implement an assessment system to measure student performance against the common core; and
   • Evaluate policy changes needed to help students and educators meet the common core standards expectations.

j.   Personnel implications

   None

k.   Facilities implications

   None

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l.   Financial implications

If Hawaii is awarded an RTTT grant, the financial support will exist for the system to be able to move forward with the implementation plan. If Hawaii is not awarded an RTTT grant, the system will need to rely on existing resources and personnel to support schools and teachers with implementation of curricula aligned to the CCSS.

5.   **OTHER SUPPLEMENTARY RECOMMENDATIONS**

None.

KSM:KS:kp

c: Office of Curriculum, Instruction and Student Support

Refinements to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
A Comparison of the March 2010 Draft to the June 2010 Final
www.corestandards.org/the-standards

Major Refinement	Example	March 2010 Draft	June 2010 Final
Fuller attention is paid to technical reading and writing.	Change in Title Grade 6: Reading Standards for Science To Grade 6: Reading Standards for Science and Technical Subjects	Common Core Standards for English Language Arts and Literacy in History/Social Studies and Science Integrate information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph or table).	Common Core Standards for English Language Arts and Literacy in History/Social Studies , Science and Technical Subjects Integrate quantitative or technical information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph or table).
Text complexity is treated as a goal that does not overly constrain students.	Grade 2: Reading Standards for Literature	Read literature independently, proficiently, and fluently within the grade 2-3 text complexity band; read texts at the high end of the range with scaffolding as needed.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2-3 text complexity band independently and proficiently.
The grade-by-grade progressions are clarified rendering them smoother and clearer.	Grade 1: Reading Standards for Informational Text	Describe how a text groups information into general categories (e.g., cows, pigs, and horses are farm animals).	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Extra steps were taken to ensure that K-2 materials are developmentally appropriate.	Kindergarten: Reading Standard for Literature	Retell familiar stories.	With prompting and support, retell familiar stories, including key details.
The richness of multimedia literacy and global diversity is expanded.	Grade 7: Speaking and Listening Standards	Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Refinements to the Common Core State Standards for Mathematics
A Comparison of the March 2010 Draft to the June 2010 Final Document
www.corestandards.org/the-standards

	March 2010 Draft	June 2010 Final Document
Domains for grades K-5	1. Number: Counting and Cardinality 2. Number: Operations and the Problems they Solve 3. Number: Base Ten 4. Number: Fractions 5. Measurement and Data 6. Geometry	1. Counting and Cardinality 2. **Operations and Algebraic Thinking** 3. Number and Operations in Base Ten 4. Number and Operations: Fractions 5. Measurement and Data 6. Geometry
Developmentally appropriate grade-level placement and clarification of the teaching and learning expectations	K.NBT.6: Understand that the two digits of a two-digit number represent amounts of tens and ones.	1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and some ones. c. The decade numbers refer to a group of tens (and 0 ones).
Domains for grades 6-8	1. Ratios and Proportional Relationships 2. The Number System 3. Expressions and Equations 4. Functions 5. Geometry 6. Statistics and Probability	1. Ratios and Proportional Relationships 2. The Number System 3. Expressions and Equations 4. Functions 5. Geometry 6. Statistics and Probability
Streamlining the progression of a mathematical idea across grade-levels	7.RP.6: Understand that percentages are rates per 100. 7.RP.7: Find a percentage of a quantity; solve problems involving finding the whole given a pat and the percentage.	6.RP.3c: Find a percent of a quantity as a rate per 100; solve problems involving find the whole given the part and percent.
Conceptual Categories for grades 9-12	1. Number and Quantity 2. Algebra 3. Functions 4. Modeling 5. Statistics and Probability 6. Geometry	1. Number and Quantity 2. Algebra 3. Functions 4. Modeling 5. Statistics and Probability 6. Geometry
Increasing the degree of clarity and coherence	• Summarizing Categorical and Measurement Data • Probability Models	• Interpreting Categorical and Quantitative Data • Making Inferences and

of the Statistics and Probability conceptual category	- Independently Combined Probability Models - Make Inferences and Justifying Conclusions Drawn from Data - Conditional Probability and the Laws of Probability - Experimenting and Simulating Model Probabilities - Using Probability to Make Decisions	Justifying Conclusions - Conditional Probability and the Rules of Probability - Using Probability to Make Decisions

Attachment 6: External Feedback on Hawaii's Academic Content Standards

Achieve

January 6, 2010

Superintendent Patricia Hamamoto
Hawaii Department of Education
1390 Miller St.
Honolulu, HI 96813

Dear Superintendent Hamamoto:

Achieve is pleased to verify Hawaii's participation in the Achieve Alignment Institute and the American Diploma Project (ADP) Assessment Consortium. These initiatives were both designed at the request of the ADP Network states in order to meet the challenge of better preparing young people for success in postsecondary education and their careers.

In 2007, Hawaii joined the third cohort of states in the Achieve Alignment Institute to engage employers and postsecondary faculty with K-12 in upgrading the state's academic standards in English language arts and mathematics. Achieve completed a final Quality Review of the resulting alignment of the *Hawaii Content and Performance Standards (HCPS III) for Mathematics and Language Arts* with proposed upgrades and found them to be intellectually demanding and well-aligned with the ADP Benchmarks concluding that, "If Hawaii students master the *HCPS III* with proposed upgrades, they will likely be well prepared for both college and career success." In addition to being rigorous, Achieve reviewers found the *HCPS III* also meet criteria of high quality that include coherence, focus, specificity, clarity/accessibility, and measurability. Specifically, in mathematics, Achieve found the standards to be well aligned not only to the ADP Benchmarks' Algebra strand but also to the *ADP Algebra I and Algebra II End-of-Course (EOC) Exam Content Standards.* Hawaii's proposed upgrades for Algebra I and Algebra II address all of the benchmarks in the *ADP Algebra I and II EOC Exam Content Standards*, and in a few instances content standards from optional Algebra II EOC modules.

In 2007, Hawaii joined 15 other states in the ADP Assessment Consortium. Hawaii has been involved in the development of both the Algebra I and II End-of-Course Exams. In the second year of administration of the ADP Algebra II exam in 2009, Hawaii was one of only three states (along with Arkansas and Indiana) that required students taking an Algebra II course in the spring of 2009 to take the ADP Algebra II end-of-course exam. A total of 6,291 students representing 87% of those eligible in Hawaii, took the exam.

These states are evaluating how a rigorous Algebra II assessment can reinforce their college- and career-ready policies. For example, Hawaii, while not currently requiring all students to take Algebra II, includes the course as part of its Board Recognition Diploma and is working with postsecondary institutions and employers to create incentives for students to complete the more rigorous, "opt-up" curriculum. Postsecondary institutions plan to use the student's ADP Algebra II assessment score as part of the placement process. According to Hawaii Board of Education Policy 4540, governing entering freshmen in 2009, who *choose* to pursue the Board of Education (BOE) Recognition Diploma will be required to earn 4 credits in mathematics including Algebra I, Geometry, and Algebra II or the equivalent, in addition to "meeting the standard on the Algebra II end-of-course exam."

In conclusion, Hawaii has made progress on the ADP policy agenda to align high school standards, assessments and coursework with college and career expectations and to be accountable for results. Achieve anticipates releasing its fifth annual report, *Closing the Expectations Gap, 2010* in late February or early March of this year. Barring any developments in early 2010, Hawaii's progress adopting the ADP policy agenda will appear as follows:

- The state has aligned the *HCPS III* standards in English and mathematics with college and career readiness and their final adoption is linked to the state's plan as one of 48 states that have signed a memorandum of understanding to review and likely adopt the Common Core State Standards when available. The Common Core Initiative is a collaborative effort of the Council of Chief State School Officers (CCSSO), the National Governors Association (NGA), Achieve, the College Board and ACT.
- While Hawaii has not adopted college- and career-ready graduation requirements for all students, there remains the aspiration to establish the Board Recognition Diploma as the default diploma or program of study for incoming ninth graders.
- As a member of the ADP Algebra II Assessment Consortium, the state will begin using these assessment results for postsecondary placement purposes in the fall 2010.
- Hawaii plans to begin matching individual student level records from K-12 and postsecondary – and eventually employers – on an annual basis via a P-20 data system that includes indicators of college and career readiness. The state also continues to build such indicators into their reporting and accountability systems.

Hawaii has taken important steps toward better preparing young people for success in postsecondary education and in their careers. My Achieve colleagues and I look forward to continuing to support your efforts to ensure that Hawaii's students are prepared for the real world demands they will face upon graduation.

Regards,

Laura Slover
Vice President for Content & Policy Research,
Achieve

State Standards Rising in Reading but Not in Math

Most state standards remain far below international level, with Tennessee, a Race to the Top Winner, at the very bottom

By *Paul E. Peterson* and *Carlos Xabel Lastra-Anadón*

| | |

Fall 2010 / Vol. 10, No. 4
Podcast: Paul Peterson and Chester E. Finn, Jr. talk about why Tennessee and Delaware were the big winners of round 1 of Race to the Top.

Much ado has been made about setting high standards over the past year. In his first major address on education policy, given just two months after he took the oath of office, President Barack Obama put the issue on the national agenda. They ought "to stop lowballing expectations for our kids," he said, adding that "the solution to low test scores is not lowering standards—it's tougher, clearer standards." In March 2010, Secretary of Education Arne Duncan accused educators of having "lowered the bar" so they could meet the requirements set by the federal education law, No Child Left Behind (NCLB), which requires that all students be proficient in reading and math by the year 2014.

Current conversations about creating a common national standard largely focus on the substantive curriculum to be taught at various grade levels. Even more important, we submit, is each state's expectations for student performance with respect to the curriculum, as expressed through its proficiency standard. Curricula can be perfectly designed, but if the proficiency bar is set very low, little is accomplished by setting the content standards in the first place.

To see whether states are setting proficiency bars in such a way that they are "lowballing expectations" and have "lowered the bar" for students in 4th- and 8th-grade reading and math, *Education Next* has used information from the recently released 2009 National Assessment of Educational Progress (NAEP) to evaluate empirically the proficiency standards each state has established. This report is the fourth in a series in which we periodically assess the rigor of these standards (see "Johnny Can Read...in Some States," *features*, Summer 2005; "Keeping an Eye on State Standards," *features*, Summer 2006; and "Few States Set World-Class Standards," *check the facts*, Summer 2008).

The 2009 NAEP tests in reading and math were given to a representative sample of students in 4th- and 8th-grade in each state. NAEP, called "the nation's report card," is managed by the Department of Education's National Center for Education Statistics and is currently the "gold standard" of assessments. Its proficiency standard is roughly equivalent to the international standard established by those industrialized nations that are members of the Organisation for Economic Co-operation and Development (OECD). If a state identifies no higher a percentage of students as being proficient on its own tests than NAEP does, then the state can be said to have set its standards at a world-class level. To ascertain objectively whether state standards are high or low, and whether they are rising or falling, we compare the percentage of students deemed proficient by each state with the percentage proficient as measured by NAEP. The state assessment data used in this report consist of those compiled in 2009 by the 50 states and the District of Columbia.

States have strong incentives not to set world-class standards. If they do, more of their schools will be identified as failing under NCLB rules, and states will then be required to take corrective actions to bring students' performance up to the higher standard. As a result, the temptation for states to "lowball expectations" is

substantial. Perhaps for this reason, a sharp disparity between NAEP standards and the standards in most states has been identified in all of our previous reports. In 2009, the situation improved in reading, but deteriorated further in math.

Every state, for both reading and math (with the exception of Massachusetts for math), deems more students "proficient" on its own assessments than NAEP does. The average difference is a startling 37 percentage points. In Figure 1, we provide a uniform ranking of the rigor of state standards using the same A to F scale used to grade students (see sidebar for the specifics on the methodology we used).

Strength of State Proficiency Standards, 2009 (Figure 1)

	4th Grade		8th Grade		Overall Average				Change in Proficiency Standards
	Math	Reading	Math	Reading	2003	2005	2007	2009	2003 to 2009
Massachusetts	A	A	A	A	A	A	A	A	+8.2
Missouri	A	A	A	A	A	A	A	A	+4.8
Washington	A	A	B+	A	C+	C	B-	A	+33.8
Hawaii	B+	A	B	A	B	B+	B+	A	+9.2
New Mexico	B+	A	B	A		B-	C+	A	+19.4*
New Hampshire	B	A	B-	A			B-	B+	New
Vermont	B	A	B-	A	B-		B	B+	+15.9
Minnesota	B-	A	C+	B+			B-	B	New
Maine	B-	A	C+	B+	A	A	B-	B	-11.5
Montana	B-	A	C+	B+	C-	C+	C	B	+50.5
New Jersey	B-	A	C+	B	C	C	C	B	+36.1
Rhode Island	B-	A	C+	B	B-	B-	C+	B	+2.9
Colorado	C+	B+	C+	B	D	D	B-	B-	+57.0
Utah	C	B-		C+		D+	D+	C+	+40.3*
Nevada	C	B-	C	C+		C	C	C	+2.2*
Indiana	C	B-	C	C+	C-	C-	C	C	+22.1
District of Columbia	C	B-	C	C+		C		C	+5.8*
West Virginia	C	B-	C	C+		D-	D-	C	+46.7*
Ohio	C	B-	C	C+	C+	C	C-	C	-5.3
Oklahoma	C	C+	C-	C	F	D-	F	C	+44.4
Kentucky	C	C+	C-	C	B-	C+	C	C	-17.3
Florida	C	C+	C-	C	C	C	C+	C	-5.0
Wyoming	C	C+	C-	C	A	A	C	C	-41.3
Mississippi	C	C+	C-	C	D-	D-	D-	C	+38.5
California	C	C+	C-	C	B	B	B	C	-35.3
Wisconsin	C	C+	C-	C	D	C-	C-	C	+28.9
Alaska	C	C+	C-	C	D+	D+	D	C	+22.1
South Dakota	C	C+	C-	C	C-	D+	C-	C	+18.5
Pennsylvania	C	C+	C-	C	C	C	C	C	-2.3
North Dakota	C-	C+	C-	C	C	C	C	C	-8.9
North Carolina	C-	C	D+	C	D-	D-	D+	C	+32.8
Connecticut	C-	C	D+	C	C-	C	C	C	+7.2
Iowa	C-	C	D+	C		D+	C-	C-	+9.0*
Oregon	C-	C	D+	C		C	C-	C-	-13.7*
Kansas	C-	C	D+	C	C-	C-	C-	C-	-2.5
Delaware	C-	C	D+	C	C	C-	C-	C-	-4.1
Georgia	D+	C	D+	C	D-	D-	F	C-	+24.2
Arkansas	D+	C	D	C-	C+	B	C+	C-	-32.2
Louisiana	D+	C	D	C-	C-	C	C-	C-	-2.4
South Carolina	D+	C	D	C-	A	A	A	C-	-65.2
Virginia	D+	C	D	C-	D+	D+	D+	D+	+4.2
Idaho	D	C-	D	C-	D+	D	D+	D+	-2.1
Maryland	D	C-	D	D+	C+	C	C	D+	-39.1
Arizona	D	C-	D	D+	B-	D+	C-	D+	-48.5
New York	D	C-	D-	D+	C	C	C+	D	-36.9
Texas	D	C-	D-	D+	F	D+	D	D	+14.5
Illinois	D	D+	D-	D+	C	C	D	D	-30.5
Michigan	F	D	F	D	C	C-	D	D-	-27.8

Racing to the Top?

Ironically, Tennessee received an F and had the lowest standards of all states, despite the fact that it is one of the two winners in the first phase of the bitterly contested Race to the Top (RttT) competition sponsored by the Obama administration's Department of Education. Indeed, Tennessee has had the lowest standards of all states since 2003. Based on its own tests and standards, the state claimed in 2009 that over 90 percent of its 4th-grade students were proficient in math, whereas NAEP tests revealed that only 28 percent were performing at a proficient level. Results in 4th-grade reading and at the 8th-grade level are much the same. With such divergence, the concept of "standard" has lost all meaning. It's as if a yardstick can be 36 inches long in most of the world, but 3 inches long in Tennessee.

Delaware, the other RttT First Phase winner, also had below-average standards, for which we awarded a grade of C- and ranked it 36th of the 50 states and the District of Columbia. Delaware claimed that 77 percent of its 4th-grade students were proficient in math, when NAEP shows that only 36 percent were. In 8th-grade reading, Delaware said 81 percent of its students were proficient, but NAEP put the figure at 31 percent.

From these findings one might conclude that the Obama administration is having a huge policy impact by getting states like Tennessee and Delaware to set standards they have been unwilling to establish in the past. But Tennessee earned almost full marks (98 percent) on the section of the competition (weighted a substantial 14 percent of all possible points) devoted to "adopting standards and assessments," even though its standards have remained extremely low ever since the federal accountability law took hold. The proof will be in the pudding. If Tennessee and Delaware and other states now shift their standards dramatically upward, RttT will win over those who think it is performance, rather than promises, that should be rewarded.

Disparities in State Standards

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. Notice that we award grades purely for the expected standard for performance, not actual proficiency. New Mexico earned the same mark as Massachusetts, even though only about one-quarter of its students are proficient, while half of Massachusetts students score at that level. The two deserve equal grades, however, because both are rigorous in their expectations. Another eight states—Colorado, Maine, Minnesota, Montana, New Hampshire, New Jersey, Rhode Island, and Vermont—earned a B for their standards.

President Obama is undoubtedly correct, however, in suggesting that many states are "lowballing expectations." Of the remaining 38 states, 27 earned a C, and 8—Arizona, Idaho, Illinois, Maryland, Michigan, New York, Texas, and Virginia—a D. Three states—Alabama, Nebraska, and Tennessee—had such low standards that we awarded them an F. All of the states that earned grades of F have been ranked D or below in all three of our previous reports. This suggests that once a standard, however low, has been set, it tends to persist—another reason to be concerned about promises from Delaware and Tennessee.

Changes in Standards

Secretary of Education Duncan is not altogether correct in suggesting that educators are lowering the bar, however. Figure 2 shows that in 2009 the differences between state and NAEP standards shrank by 0.08 standard deviations as compared to the average for the three prior surveys. This is a reversal of the trend of declining standards we

Rising Standards? (Figure 2)

Standards are clearly increasing overall in reading but not in math. Conversely, they are converging in math but not in reading.

		Change in Standards since 2003 (All States)	Convergence in Standards since 2003 (All States)
OVERALL			
	2003	–	1.00
	2005	-0.15	0.97
	2007	-0.11	0.91
	2009	0.08	0.91

observed between 2003 and 2007.

Eight states improved the overall rigor of their assessments by a full letter grade or more since 2007: Georgia, Mississippi, Montana, New Jersey, New Mexico, Oklahoma, Utah, and West Virginia. By contrast, we gave just four states—Alaska, California, New York, and South Carolina—grades that were at least a full letter grade worse than they received in 2007.

The reversal in the overall trend is, however, driven wholly by an improvement in the rigor of reading assessments, which set expectations that are higher by 0.49 standard deviations in 4th grade and by 0.26 standard deviations in 8th grade. As a matter of fact, 17 states increased the rigor of their 4th-grade reading assessments by a whole letter grade since 2007, and 17 states did the same for 8th grade. But math standards have slipped by 0.12 standard deviations in 4th grade and by 0.31 in 8th grade. This means that at least some of the state-reported improvements in mathematics proficiency are misleading.

Converging on a De Facto National Standard?

Most changes to standards, as we noted, have been fairly small: only 12 states have made changes to their standards that alter their standing by a whole letter grade. But since our last report two states, Hawaii and South Carolina, have made major alterations to state assessments. The results of these moves have been at odds: while Hawaii's increased alignment with NAEP raised its grade from a B+ in 2007 to an A, South Carolina dropped from an A to a C-.

States nonetheless seem to be continuing their trajectory of convergence toward standards of similar rigor in math (which, given the slipping standards noted above, constitutes a downward convergence), but are more divergent in reading since 2007, particularly in 4th grade. If the convergence of math standards were to continue, we could gradually attain something like a national standard. But it would take a great deal of national patience to achieve a national standard by convergence creep.

In this report, as in previous ones, we assess the rigor of standards that states set. This is an important task, as it reminds states that whether students have or have not learned cannot be a matter of how the test is designed and where the "proficiency line" is drawn. Rather, setting high standards for proficiency is the first step in the journey toward actually improving the learning of a high percentage of students. According to NAEP, less than one-third of students are proficient in reading and a similar proportion in math nationwide. For the sake of the children of this country, we should be doing much better than that.

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Attachment 7: Crosswalks between HCPS III and the Common Core

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.	HI.1.R.2.5 (LA.1.2.5) Constructing Meaning: Ask and answer who, what, when, why, where, and how questions about what is read	3	
1	CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	HI.1.R.2.4 (LA.1.2.4) Constructing Meaning: Restate important information or ideas from a variety of texts	1	The CCSS asks for more than the grade 1 HCPS III benchmark. The CCSS combines expectations that can be found in HCPS III grades K-2.
1	CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.	HI.1.R.3.1 (LA.1.3.1) Literary Elements: Identify the basic story elements of character and setting	2	The CCSS goes beyond HCPS III asking to "describe," and also includes "major events."
1	CC.1.R.L.4 Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.2.R.3.3 (LA.2.3.3) Literary Elements: Identify basic characteristics of familiar genres (e.g., stories, poems, textbook)	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.L.6 Craft and Structure: Identify who is telling the story at various points in a text.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.	HI.1.R.3.1 (LA.1.3.1) Literary Elements: Identify the basic story elements of character and setting	1	The CCSS standard goes beyond by asking to "describe" using story illustrations and details.
1	(not applicable to literature)	N/A	N/A	N/A
1	CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.3.R.3.2 (LA.3.3.2) Interpretive Stance: Compare characters, settings, and plots of two or more stories	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.	HI.1.R.2.5 (LA.1.2.5) Constructing Meaning: Ask and answer who, what, when, why, where, and how questions about what is read	3	
1	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.	HI.1.R.2.4 (LA.1.2.4) Constructing Meaning: Restate important information or ideas from a variety of texts	1	The CCSS also asks for identification of the "main topic."

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.I.5 Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	HI.1.R.2.1 (LA.1.2.1) Understanding Text Structures: Explain how a title page, illustrations, and key words can convey information HI.1.R.1.15 (LA.1.1.15) Locating Sources/Gathering Information: Recognize the specific information offered by different parts of a book	1	
1	CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	HI.1.R.2.1 (LA.1.2.1) Understanding Text Structures: Explain how a title page, illustrations, and key words can convey information	1	HCPS III is a pre-skill for the CCSS.
1	CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.	HI.1.R.2.1 (LA.1.2.1) Understanding Text Structures: Explain how a title page, illustrations, and key words can convey information HI.1.R.2.4 (LA.1.2.4) Constructing Meaning: Restate important information or ideas from a variety of texts	1	
1	CC.1.R.I.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.	No HCPS III benchmark at this grade level. Rleated benchmark at another grade level: HI.3.R.3.1 (LA.3.3.1) Interpretive Stance: Explain main ideas or events that develop the author's message or underlying theme.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	No HCPS III benchmarks at this grade level. Related benchmark at another grade level: HI.3.R.3.2 (LA.3.3.2) Interpretive Stance: Compare characters, settings, and plots of two or more stories	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	HI.R.1.1.1 (LA 1.1.1) Recognize the differences between letters, words, and sentences HI1.R.1.2 (LA 1.1.2) Recognize that specific sequences of letters represent spoken wordsHI.1.R.3 (LA 1.1.3) Recognize that capitalization and punctuation are used to distinguish sentences in print materials	2	
1	CC.1.R.F.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	HI.1.R.1.3 (LA.1.1.3) Concepts of Print: Recognize that capitalization and punctuation are used to distinguish sentences in print materials	3	
1	CC.1.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	HI1.R. 1.1.4 (LA 1.1.4) Segment and blend onset-rimes, HI.R.1.1.5 (LA 1.1.5) Segment and blend individual phonemes, HI.1.R.1.1.6 (LA 1.1.6) Orally substitute and manipulate phonemes	1	HCPS III does not address words and syllables.
1	CC.1.R.F.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.F.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	HI.1.R.1.5 (LA.1.1.5) Phonemic Awareness: Segment and blend individual phonemes	2	The CCSS inlcudes consonant blends, also specifies "blending" only.
1	CC.1.R.F.2.c Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.F.2.d Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	HI.1.R.1.5 (LA.1.1.5) Phonemic Awareness: Segment and blend individual phonemes	2	The CCSS asks student to "segment" only.
1	CC.1.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	HI.1.R.4.7 (LA 1.1.7) Decode words with consonant blends and words with letter combinations	1	
1		HI.1.R.1.8 (LA 1.1.8) Use common word parts to decode new words		
1	CC.1.R.F.3.a Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	HI.1.R.4.7 (LA 1.1.7) Decode words with consonant blends and words with letter combinations	1	
1	CC.1.R.F.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.K.R.1.7 (LA.K.1.7) Alphabetic Understanding: Decode one-syllable words	2	This CCSS is a new learning expectation for this grade level.

* Degree of Match 1= WEAK (major aspects of the CC not addressed in HCPS III); 2= GOOD (minor aspects of the CCSS not addressed in HCPS III); 3= EXCELLENT   39/4/2012

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.R.F.3.c Phonics and Word Recognition: Know final -e and common vowel team conventions for representing long vowel sounds.	HI.1.R.1.10 (LA.1.1.10) Alphabetic Understanding: Produce common letter combinations	1	
1	CC.1.R.F.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	No HCPS III benchmark at this grade level. Related benchmark at another grade level. HI.2.R.1.3 (LA.2.1.3) Alphabetic Understanding: Apply syllabication and knowledge of word structure to recognize two- and three-syllable words	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.F.3.e Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables.	No HCPS III benchmark at this grade level. Related benchmark at another grade level. HI.2.R.1.3 (LA.2.1.3) Alphabetic Understanding: Apply syllabication and knowledge of word structure to recognize two- and three-syllable words	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.F.3.f Phonics and Word Recognition: Read words with inflectional endings.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.2.R.1.2 (LA.2.1.2) Alphabetic Understanding: Use structural clues to read compound words, contractions, possessives, and inflectional endings	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.2.R.1.4 (LA.2.1.4) Vocabulary and Concept Development: Identify grade-appropriate high-frequency words	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	HI.1.R.1.14 (LA.1.1.14) Fluency: Read aloud with reasonable accuracy and at an appropriate rate while adhering to end punctuation	2	The HCPS III benchmark doesn't explicitly say "to support comprehension."
1	CC.1.R.F.4.a Read grade-level text with purpose and understanding.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.	HI.1.R.1.14 (LA.1.1.14) Fluency: Read aloud with reasonable accuracy and at an appropriate rate while adhering to end punctuation	2	The CCSS is the same as the HCPS III benchmark except that it includes "expression."
1	CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	HI.1.R.1.9 (LA 1.1.9) Use meaning-based word recognition strategies to read words	1	

* Degree of Match 1= WEAK (major aspects of the CC not addressed in HCPS III); 2= GOOD (minor aspects of the CCSS not addressed in HCPS III); 3= EXCELLENT   49/4/2012

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	HI.1.W.4.1 (LA.1.4.1) Range of Writing: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: * descriptions about familiar people, places, events, or experiences * non-fiction formats that explain or give basic information about familiar topics * reflections on learning; HI.1.W.5.1 (LA.1.5.1) Meaning: Focus on a single topic in a piece of writing; HI.1.W.5.4 (LA.1.5.4) Clarity: Use descriptive words when writing about people, places, things, or events	1	This CCSS standard is specific to writing an "opinion piece."
1	CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	HI.1.W.4.1 (LA.1.4.1) Range of Writing: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: * descriptions about familiar people, places, events, or experiences * non-fiction formats that explain or give basic information about familiar topics * reflections on learning; HI.1.W.5.1 (LA.1.5.1) Meaning: Focus on a single topic in a piece of writing; HI.1.W.5.2 (LA.1.5.2) Meaning: Add simple descriptions and details to develop a topic; HI.1.W.5.4 (LA.1.5.4) Clarity: Use descriptive words when writing about people, places, things, or events	1	The CCSS specifies an "informative/explanatory" piece.
1	CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	HI.1.W.4.1 (LA.1.4.1) Range of Writing: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: * descriptions about familiar people, places, events, or experiences * non-fiction formats that explain or give basic information about familiar topics * reflections on learning	1	The CCSS specifies a "narrative" piece.

* Degree of Match 1= WEAK (major aspects of the CC not addressed in HCPS III); 2= GOOD (minor aspects of the CCSS not addressed in HCPS III); 3= EXCELLENT   59/4/2012

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1		HI.1.W.5.1 (LA.1.5.1) Meaning: Focus on a single topic in a piece of writing HI.1.W.5.2 (LA.1.5.2) Meaning: Add simple descriptions and details to develop a topic HI.1.W.5.3 (LA.1.5.3) Design: Add titles and sequence ideas to organize writing HI.1.W.5.4 (LA.1.5.4) Clarity: Use descriptive words when writing about people, places, things, or events		
	Begins in grade 3	N/A	N/A	N/A
1	CC.1.W.5 Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
	Begins in grade 4	N/A	N/A	N/A
	Begins in grade 3	N/A	N/A	N/A
1	CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	HI.1.O.6.2 (LA.1.6.2) Discussion and Presentation: Use appropriate social conventions (e.g., waiting one's turn, raising a hand, apologizing) in various large and small group situations	2	

* Degree of Match 1= WEAK (major aspects of the CC not addressed in HCPS III); 2= GOOD (minor aspects of the CCSS not addressed in HCPS III); 3= EXCELLENT   6/4/2012

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.	HI.1.O.6.4 (LA.1.6.4) Critical Listening: Ask questions for clarification	3	
1	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	HI.1.O.6.4 (LA.1.6.4) Critical Listening: Ask questions for clarification	1	The CCSS asks that students also "answer" questions.
1	CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	HI.1.O.6.4 (LA.1.6.4) Critical Listening: Ask questions for clarification. HI.1.O.6.5 (LA.1.6.5) Critical Listening: Use basic listening skills to focus attention on speaker and respond to a message	2	When combining these two HCPS III benchmarks, they make a good match with this CCSS standard.
1	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	HI.1.O.7.3 (LA.1.7.3) Clarity: Use clear and appropriate vocabulary when speaking	2	
1	CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	HI.1.O.7.4 (LA.1.7.4) Clarity: Use complete sentences when speaking	2	The CCSS contains more specific details through the Language standards.
1	CC.1.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.1.a Conventions of Standard English: Print all upper- and lowercase letters.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.K.W.4.3 (LA.K.4.3) Spelling and Handwriting: Write upper-and lower-case letters independently, attending to form and spatial alignment	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.1.b Conventions of Standard English: Use common, proper, and possessive nouns.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.

* Degree of Match 1= WEAK (major aspects of the CC not addressed in HCPS III); 2= GOOD (minor aspects of the CCSS not addressed in HCPS III); 3= EXCELLENT   79/4/2012

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.L.1.c Conventions of Standard English: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	No HCPS III benchmarks at this grade level. Related benchmarks at another grade level: HI.2.W.4.2 (LA.2.4.2) Sentence Structure and Grammar: Form and use the following grammatical constructions correctly when editing writing: * correct word order when constructing complete sentences * declarative, interrogative, and exclamatory sentences * plural forms of regular nouns * adjectives HI.3.W.4.2 (LA.3.4.2) Sentence Structure and Grammar: Form and use the following grammatical constructions correctly when editing writing: * imperative sentences * past, present, and future verb tenses * subject-verb agreement with single-word subject * plural forms of irregular nouns * adverbs	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.1.e Conventions of Standard English: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.1.f Conventions of Standard English: Use frequently occurring adjectives.	No HCPS III benchmarks at this grade level. Related benchmark at another grade level: HI.2.W.4.2 (LA.2.4.2) Sentence Structure and Grammar: Form and use the following grammatical constructions correctly when editing writing: * correct word order when constructing complete sentences * declarative, interrogative, and exclamatory sentences * plural forms of regular nouns * adjectives	N/A	This CCSS is a new learning expectation for this grade level.
	CC.1.L.1.g Conventions of Standard English: Use frequently occurring conjunctions (e.g., and, but, or, so, because).	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
	CC.1.L.1.h Conventions of Standard English: Use determiners (e.g., articles, demonstratives).	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.

* Degree of Match 1= WEAK (major aspects of the CC not addressed in HCPS III); 2= GOOD (minor aspects of the CCSS not addressed in HCPS III); 3= EXCELLENT   89/4/2012

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.L.1.i Conventions of Standard English: Use frequently occurring prepositions (e.g., during, beyond, toward).	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.2.W.4.2 (LA.2.4.2) Sentence Structure and Grammar: Form and use the following grammatical constructions correctly when editing writing: * correct word order when constructing complete sentences * declarative, interrogative, and exclamatory sentences * plural forms of regular nouns * adjectives	N/A	This CCSS is a new learning expectation for this grade level.
	CC.1.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.2.a Conventions of Standard English: Capitalize dates and names of people.	HI.1.W.4.3 (LA.1.4.3) Punctuation, Capitalization, Spelling, and Handwriting: Print legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences HI.1.W.4.5 (LA.1.4.5) Punctuation, Capitalization, Spelling, and Handwriting: Edit writing to correct capitalization: * the pronoun I and proper names	2	The CCSS includes capitalizing dates.
1	CC.1.L.2.b Conventions of Standard English: Use end punctuation for sentences.	HI.1.W.4.3 (LA.1.4.3) Punctuation, Capitalization, Spelling, and Handwriting: Print legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences HI.1.W.4.6 (LA.1.4.6) Punctuation, Capitalization, Spelling, and Handwriting: Edit writing to correct use of the following punctuation: * periods as end marks	3	

FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.L.2.c Conventions of Standard English: Use commas in dates and to separate single words in a series.	No HCPS III benchmark at this grade level. Relatd benchmark at another grade level: HI.3.W.4.4 (LA.3.4.4) Punctuation, Capitalization, Spelling, and Handwriting: Edit writing to correct use of following punctuation: * commas in letters, dates, addresses, and items in a simple series * apostrophes in contractions and singular possessives * quotation marks and commas or end marks in direct quotations and dialogue	N/A	This CCSS is an new learning expecatation for this grade level.
1	CC.1.L.2.d Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.2.W.4.3 (LA.2.4.3) Punctuation, Capitalization, Spelling, and Handwriting: Spell grade-appropriate high-frequency words and words with basic short-vowel, long-vowel, and consonant-blend patterns	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.2.e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	HI.1.W.4.4 (LA.1.4.4) Punctuation, Capitalization, Spelling, and Handwriting: Use letter-sound knowledge and segmenting strategies to spell unfamiliar words	3	
1	CC.1.L.3 Begins in grade 2	N/A	N/A	N/A
1	CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	No HCPS III benchmarks at this grade level. Relatd benchmark at another grade level: HI.4.R.1.1 (LA 4.1.1) Use new grade-appropriate vocabulary, including homophones and homographs, learned through reading and word study, including root words, affixes, and word origins	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.4.b Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.	No HCPS III benchmark at this grade level. Related benchmark at anotehr grade level: HI.4.R.1.1 (LA.4.1.1) Vocabulary and Concept Development: Use new grade-appropriate vocabulary, including homophones and homographs, learned through reading and word study, including root words, affixes, and word origins	N/A	This CCSS is a new learning expectation for this grade level.

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FIRST GRADE ENGLISH LANGUAGE ARTS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III-DRAFT

Grade	CCSS Standard	Matched HCPS III Benchmark	Match*	Comments
1	CC.1.L.4.c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.4.R.1.1 (LA.4.1.1) Vocabulary and Concept Development: Use new grade-appropriate vocabulary, including homophones and homographs, learned through reading and word study, including root words, affixes, and word origins	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	No HCPS III benchmark at this grade level.	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.5.a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	HI.1.R.1.11 (LA.1.1.11) Vocabulary and Concept Development: Recognize grade-appropriate categories of words	1	The CCSS goes beyond by asking students to "sort" words rather than just "recognize" them.
1	CC.1.L.5.b Vocabulary Acquisition and Use: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	HI.1.R.1.11 (LA.1.1.11) Vocabulary and Concept Development: Recognize grade-appropriate categories of words	1	The HCPS III benchmark is a pre-skill to this CCSS standard.
1	CC.1.L.5.c Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at home that are cozy).	HI.1.R.1.13 (LA.1.1.13) Vocabulary and Concept Development: Use previous experiences to understand words in texts	1	The CCSS goes beyond HCPS III, asking students to identify the connection, making their "previous experiences" overt.
1	CC.1.L.5.d Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	No HCPS III benchmark at this grade level. Related benchmark at another grade level: HI.2.R.1.6 (LA.2.R.1.6) Vocabulary and Concept Development: Identify relationships among common synonyms and antonyms	N/A	This CCSS is a new learning expectation for this grade level.
1	CC.1.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	HI.1.R.1.12 (LA.1.1.12) Vocabulary and Concept Development: Use new grade-appropriate vocabulary introduced in stories and informational texts	1	The CCSS goes beyond to include vocabulary aquired through conversations, also, specifying "frequently occurring conjunctions".

Common Core State Standards for Mathematics

Grade 1: The Big Picture

Domains	Operations and Algebraic Thinking	Number & Operations in Base Ten	Measurement and Data	Geometry
Clusters	• Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract within 20 • Work with addition and subtraction equations	• Extend the counting sequence • Understand place value • Use place value understanding and properties of operations to add and subtract	• Measure lengths indirectly and by iterating length units • Tell and write time • Represent and interpret data	• Reason with shapes and their attributes
Mathematical Practices	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.	5. Use appropriate tools strategically. 6. Attend to precision.	7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

In Grade 1, instructional time should focus on four critical areas:

1. *Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20*
   - Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as <u>counting on</u> two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. *Developing understanding of whole number relationship and place value, including grouping in tens and ones*
   - Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. The compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

3. *Developing understanding of linear measurement and measuring lengths as iterating length units*
   - Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. (Note: students should apply the principle of transitivity of measurement to make direct comparisons, but they need not use this technical term.)

4. *Reasoning about attributes of, and composing and decomposing geometric shapes*
   - Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

GRADE 1 MATHEMATICS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III

Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g. comparing sets, counting on, counting backwards, doubles, doubles plus one). 1.10.1: Use objects, pictures, words, and number sentences to represent and solve numerical problem situations involving addition and subtraction.	3	Learning opportunities should build on students' prior knowledge of and experience with addition and subtraction (and composing and decomposing numbers) from Kindergarten. Using relevant contexts and relating numbers to the items they represent will help students to make sense of what the objects and equations represent. Also, for clarification of the phrase, "with unknowns in all positions," refer to Table 1 of the Glossary (page 88) in the official CCSS for Mathematics document (a PDF of the document may be downloaded at www.corestandards.org/the-standards.
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.10.1: Use objects, pictures, words, and number sentences to represent and solve numerical problem situations involving addition and subtraction. *Related benchmark at another grade level: 2.2.1: Recognize situations involving addition and subtraction and represent the situation with a number sentence.*	1	The CC standard specifies three distinctly different components than the related HCPS3 benchmarks: word problems, addition of 3 whole numbers, and the use of a symbol for an unknown quantity in an equation.
1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.)	No HCPS3 benchmark at this grade level. *Related benchmark at another grade level: 3.2.4: Use properties of addition of whole numbers (e.g. associative, commutative) to solve problems.*	N/A	This Common Core Standard is a new learning expectation for this grade level. This CC standard is about understanding and applying the notion that you can put addends together in any order and get the same result. Although, 1.2.1 (HCPS III) appears to be related, 1.2.1 is more about the inverse relationship between addition and subtraction (which is addressed in CC standard 1.OA.4).

* Degree of Match: 1 = WEAK (major aspect of the CC not addressed in HCPS III); 2 = GOOD (minor aspect of the CC not addressed in HCPS III); 3 = EXCELLENT

GRADE 1 MATHEMATICS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III

Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.	1.2.1: Demonstrate that addition and subtraction of whole numbers can undo each other. 1.10.1: Use objects, pictures, words, and number sentences to represent and solve numerical problem situations involving addition and subtraction.	2	The intent of CC.1.OA.4 is for students to develop flexibility in applying the inverse relationship between addition and subtraction (although students need not use the formal term "inverse"). For example, consider the following word problem: *There are 9 monkeys at the zoo, some are big and some are small. If 3 of the monkeys are small, how many are big?* Students should understand that there are two ways to think about and represent the relationship between the quantities in the problem: both 9 - 3 = _____ or 3 + _____ = 9.
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1.1.1: Count whole numbers up to 100 in a variety of ways (e.g., skip counts by 2's, 5's, 10's). 1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g. comparing sets, counting on, counting backwards, doubles, doubles plus one).	3	For this CC standard, the learning opportunities should build upon students' prior knowledge and experiences with counting, addition and subtraction. Instruction should be designed to purposefully build students understanding of the relationship between counting and addition and subtraction.
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as • counting on; • making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); • decomposing a number leading to a ten (for example, 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); • using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and, • creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g. comparing sets, counting on, counting backwards, doubles, doubles plus one). 1.2.1: Demonstrate that addition and subtraction of whole numbers can undo each other.	2	The CC standard emphasizes the use of efficient strategies that will help students to develop fluency and expertise over time. Students should progress from "counting on" as a strategy to more efficient strategies such as "making ten", using "doubles", and fact families for addition and subtraction. These strategies provide students with a critical foundation for the mathematics they will be studying in future grades.

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GRADE 1 MATHEMATICS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III

Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	No HCPS3 benchmark at this grade level.	N/A	This Common Core Standard is a new learning expectation for this grade level. This CC standard expects that students will understand that the equal sign is a symbol to indicate equivalence; it represents a relationship between two quantities. Developing this understanding provides a critical foundation for students' later mathematical experiences with solving equations and dealing with algebraic expressions. Students should have numerous experiences (including concrete and semi-concrete representations) to develop an understanding of the concept of equivalence (e.g., using the notion of balance).
1.OA.8	Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.	1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g. comparing sets, counting on, counting backwards, doubles, doubles plus one). 1.10.1: Use objects, pictures, words, and number sentences to represent and solve numerical problem situations involving addition and subtraction. 1.3.1: Recall single-digit addition facts.	1	Learning opportunities should build on students' prior knowledge of and experience with addition, subtraction (and composing and decomposing numbers), and equivalence (from Kindergarten and other grade 1 standards). Learning opportunities should include a variety of equations, with the symbol for the unknown quantity appearing in any position. This CC standard is closely related to (and thus, builds off of) 1.OA.4. CC standard 1.OA.4 describes an expectation to "understand" an important mathematical idea, while 1.OA.8 describes an expectation of applying that understanding to perform a task or skill.
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1.1.1: Count whole numbers up to 100 in a variety of ways (e.g., skip counts by 2's, 5's, 10's).	2	

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GRADE 1 MATHEMATICS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III

Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	1.1.3: Represent whole numbers up to 100 in flexible ways (e.g., relating, composing, and decomposing numbers).	1	This CC standard provides a critical foundation for understanding not only number names, but place value. Students should have numerous learning opportunities to develop the understanding that is described in these learning expectations to provide students with a foundation that is needed for several other standards in grade 1 as well as in subsequent grades. This is the first learning expectation in CCSS where students are using "10" as a unit (i.e., understanding that "1 ten" is made up of 10 ones). This CC standard builds upon the Kindergarten standard K.NBT.1. Grade 1 teachers should refer to this related Kindergarten standard to scaffold instruction appropriately.
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	1.1.3: Represent whole numbers up to 100 in flexible ways (e.g., relating, composing, and decomposing numbers).	1	Building on standard 1.NBT.2, this CC standard extends students' number sense so that they can apply their conceptual understanding (of place value) in a way that helps them to make comparisons between quantities.
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g. comparing sets, counting on, counting backwards, doubles, doubles plus one). 1.2.1: Demonstrate that addition and subtraction of whole numbers can undo each other.	2	This CC standard builds on students' prior experiences and background knowledge regarding addition and place value. For example, as students previously learned the strategy of "making ten" for adding single-digit numbers, learning opportunities should be provided to extend students' understanding to develop fluency with the "make the nearest ten" strategy for addition of larger numbers. Students should gradually become less reliant on "counting on" strategies and develop fluency with more efficient strategies for addition of larger numbers (for example, applying the strategy of "partitioning"). In this CC standard, the phrase, "and sometimes it is necessary to compose a ten" implies that students will be able to use "regrouping" as a strategy (which is a strategy was not explicitly addressed in HCPS III grade 1 benchmarks).

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GRADE 1 MATHEMATICS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III

Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g. comparing sets, counting on, counting backwards, doubles, doubles plus one).	2	
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g. comparing sets, counting on, counting backwards, doubles, doubles plus one). 1.2.1: Demonstrate that addition and subtraction of whole numbers can undo each other.	2	Looking forward to grade 2, students must develop fluency with this; a second grade expectation builds upon this standard expecting students to apply this strategy to larger numbers. Grade 1 teachers should refer to grade 2 CC standard 2.NBT.8.
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	No HCPS3 benchmark at this grade level. *Related benchmark at another grade level: K.4.1: Compare and order objects according to length, weight, capacity, area, and volume.*	N/A	This Common Core Standard is a new learning expectation for this grade level.
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	1.4.1: Measure with multiple copies of standard (e.g., inch tiles, foot-long lengths of string) or non-standard (e.g., paper clips, pencils) units of the same size.	3	This CC standard is focused on using non-standard units of measurement.
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	1.4.3: Tell time to the half-hour and quarter hour.	3	
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1.11.1: Collect and organize information using concrete objects and pictures. 1.12.1: Interpret data using simple language (e.g. more, less, fewer, equal).	3	This CC standard expects that students will be able to organize data into tables and represent the information in simple bar graphs.

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GRADE 1 MATHEMATICS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III

Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.	1.5.2: Identify attributes and parts of common two- and three-dimensional shapes. *Related benchmark at another grade level: 2.5.1: Compare and sort two- and three-dimensional shapes according to selected attributes.*	1	This CC standard builds on students prior experiences and first grade teachers should refer to the Kindergarten standards in the Geometry domain. CC standard K.G.5 expected student to "build shapes," for example, using sticks and clay balls.
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")	No HCPS3 benchmark at this grade level.	N/A	This Common Core Standard is a new learning expectation for this grade level.
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1.1.2: Identify representations of simple fractions (e.g., one-half, one-third, one fourth).	2	This CC standard provides a concrete representation of and a rudimentary introduction to the concepts of division (partitioning into "equal shares") and fractions.

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MATHEMATICS: HCPS III Benchmarks Mapped to the Common Core State Standards

GRADE 1

HCPS III Code	HCPS III Benchmark	Related Common Core Standard
1.1.1	Count whole numbers up to 100 in a variety of ways (e.g., skip counts by 2's, 5's, 10's)	1.OA.5, 1.NBT.1
1.1.2	Identify representations of simple fractions (e.g., one-half, one-third, one fourth)	1.G.2
1.1.3	Represent whole numbers up to 100 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens as a unit	1.NBT.1, 1.NBT.2, 1.NBT.3
1.2.1	Demonstrate that addition and subtraction of whole numbers can undo each other	1.OA.4, 1.OA.6, 1.NBT.4, 1.NBT.6
1.3.1	Recall single-digit addition facts	1.OA.8
1.3.2	Use a variety of strategies to solve number problems involving addition and subtraction (e.g., comparing sets, counting on, counting backwards, doubles, doubles plus one)	1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.4, 1.NBT.5, 1.NBT.6
1.4.1	Measure with multiple copies of standard (e.g., inch tiles, foot-long lengths of string) or non-standard (e.g., paper clips, pencils) units of the same size	1.MD.2
1.4.2	~~Identify the value of coins and count coin combinations (using like coins) to a dollar~~	None
1.4.3	Tell time to the half-hour and quarter-hour	1.MD.3*
1.4.4	~~Identify measurement tools that could be used to measure length, capacity, and weight~~	None
1.5.1	~~Identify basic three-dimensional geometric solids (e.g., cube, sphere, rectangular prism)~~	None
1.5.2	Identify attributes and parts of common two- and three-dimensional shapes	1.G.1
1.6.1	~~Identify symmetrical shapes found in the real world~~	None
1.8.1	~~Use directional words to locate an object or place (e.g., left, right, near, far)~~	None
1.9.1	~~Extend, create, and describe repeating patterns~~	None
1.10.1	Use objects, pictures, words, and number sentences to represent and solve numerical problem situations involving addition and subtraction	1.OA.1, 1.OA.2, 1.OA.4, 1.OA.8
1.11.1	Collect and organize information using concrete objects and pictures	1.MD.4
1.12.1	Interpret data using simple language (e.g., more, less, fewer, equal)	1.MD.4

* There are no CC standards in Grade K addressing concepts of telling time (whereas HCPS III did have a Grade K benchmark dealing with telling time). Standard 1.MD.3 is the first learning expectation regarding time in the Common Core.

Attachment 8: Hawaii State Board Policy 4540

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4540

Note: This version of Board Policy 4540, High School Graduation Requirements and Commencement, shall take effect School Year 2011-2012, and shall apply to students beginning with the incoming eighth grade class.

4540

HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT
POLICY

A. Requirements for High School Graduation. The purpose of high school graduation requirements is to establish rigorous standards of learning that will enable all public school students to meet the vision of a Hawaii public school graduate. All Hawaii public school graduates will:

· Realize their individual goals and aspirations;
· Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
· Exercise the rights and responsibilities of citizenship; and
· Pursue post-secondary education and/or careers.

Students who demonstrate proficiency in the State Standards and General Learner Outcomes in the required courses or proficiency based equivalents shall receive a Hawaii High School Diploma. Proficiency shall be determined in accordance with established Department of Education procedures.

The minimum course and credit requirements to receive a high school graduation diploma are:

Course Requirements	Hawaii High School Diploma
English	4.0 credits including English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) or *newly-developed CCSS proficiency based equivalents
Social Studies	4.0 credits including Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit) or *newly-developed proficiency based equivalents
Mathematics**	3.0 credits including Algebra 1 (1 credit), Geometry (1 credit) or *newly-developed CCSS proficiency based equivalents
Science	3.0 credits including Biology and laboratory sciences (2 credits) or *newly-developed proficiency based equivalents
World Language Fine Arts Career and Technical Education	2.0 credits in one of the specified programs of study or *newly-developed proficiency based equivalents
Physical Education	1.0 credit or *newly-developed proficiency based equivalent
Health	0.5 credit or *newly-developed proficiency based equivalent
Personal/ Transition Plan	0.5 credit
Electives	6.0 credits, may include 1.0 elective credit for Senior Project or *newly-developed proficiency based equivalents
Total	24.0 credits

A Hawaii High School Diploma shall be issued to students who meet the course and credit requirements.

High school diplomas may be granted to 16-year-olds and 17-year-olds who have qualified for graduation through adult schools.

*DOE will establish a process for developing and approving all proficiency-based equivalents similar to the process followed for all other new Authorized Courses and Code Numbers.

** A series of courses that satisfy the minimum learning expectations for all students as delineated in the College and Career Readiness Standards that are encompassed by the Common Core State Standards (CCSS) for Mathematics.

The graduation requirements for students with disabilities shall be determined by the student's Individualized Education Program (IEP).

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department of Education. Students shall be permitted to participate in commencement exercises if they: (1) meet the requirements for a diploma or a certificate; (2) have fulfilled their financial obligations; and (3) meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

Note: This version of Board Policy 4540, Graduation and Related, shall apply to students graduating in School Years 2005-2006, 2006-2007, 2007-2008, and 2008-2009. See Board Policy 4540, High School Graduation Requirements and Commencement, which shall take effect School Year 2006-2007, and shall apply to students beginning with the incoming ninth grade class.

4540

GRADUATION AND RELATED
POLICY

A. Requirements for Graduation. The minimum requirements for graduation from high school, grades 9-12, are:

1. Twenty-two (22) credits of the following courses.

a. English 4.0 credits
Social Studies 4.0 credits
Mathematics 3.0 credits
Science 3.0 credits
Physical Education 1.0 credits
Health 0.5 credits
Guidance 0.5 credits

b. Elective credits (6)

2. Demonstrated mastery of essential competencies.

a. Competencies are the basic standards of proficiency required of students who have completed course and credit requirements.

b. Mastery shall be determined in accordance with established Department procedures.

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department. Students shall be permitted to participate in commencement exercises if they (1) meet the requirements for a diploma or a certificate, (2) have fulfilled their financial obligations, and (3) meet other conditions, established by the Department, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127
Approved: 5/47; Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97

Note: This version of Board Policy 4540, High School Graduation Requirements and Commencement, shall take effect School Year 2006-2007, and shall apply to students beginning with the incoming ninth grade class.

4540

HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT
POLICY

A. Requirements for High School Graduation. The purpose of high school graduation requirements is to establish rigorous standards of learning that will enable all public school students to meet the vision of a Hawaii public school graduate. All Hawaii public school graduates will:
· Realize their individual goals and aspirations;
· Possess the attitudes, knowledge, and skills necessary to contribute positively and
compete in a global society;
· Exercise the rights and responsibilities of citizenship; and
· Pursue post-secondary education and/or careers without need for remediation.

Students who demonstrate proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses shall receive a high school diploma. Students who meet additional requirements established by the Board of Education shall receive a Board of Education Recognition Diploma. Proficiency shall be determined in accordance with established Department of Education procedures.

The minimum course and credit requirements to receive a high school graduation diploma and the minimum course and credit requirements to receive a Board of Education Recognition Diploma are:

Course Requirements	High School Diploma	Board of Education Recognition Diploma
English *	4.0 credits	4.0 credits
Social Studies **	4.0 credits	4.0 credits
Mathematics	3.0 credits	3.0 credits
Science	3.0 credits	3.0 credits
World Language Fine Arts Career and Technical Education	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses
Senior Project	Not required	1.0 credit
Physical Education ***	1.0 credit	1.0 credit
Health	0.5 credit	0.5 credit
Personal/Transition Plan	0.5 credit	0.5 credit
Electives	6.0 credits	6.0 credits
Total	24.0 credits	25.0 credits

* English shall include English Language Arts 1 (1.0 credit) and English Language Arts 2 (1.0 credit).

** Social Studies shall include Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit).

*** Physical Education shall include required Physical Education (0.5 credit) and a required Physical Education elective (0.5 credit).

A Board of Education Recognition Diploma shall be issued to students who meet the course and credit requirements and attain a cumulative grade point average (GPA) of 3.0 or higher.

High school diplomas may be granted to 16-year-olds and 17-year-olds who have qualified for graduation through adult schools.

The graduation requirements for students with disabilities shall be determined by the student's Individualized Education Program (IEP).

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department of Education. Students shall be permitted to participate in commencement exercises if they: (1) meet the requirements for a diploma or a certificate; (2) have fulfilled their financial obligations; and (3) meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127
Approved: 5/47; Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97, 6/04

Note: This version of Board Policy 4540, High School Graduation Requirements and Commencement, shall take effect School Year 2009-2010, and shall apply to students beginning with the incoming ninth grade class.

4540

HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT
POLICY

A. Requirements for High School Graduation. The purpose of high school graduation requirements is to establish rigorous standards of learning that will enable all public school students to meet the vision of a Hawaii public school graduate. All Hawaii public school graduates will:

· Realize their individual goals and aspirations;
· Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
· Exercise the rights and responsibilities of citizenship; and
· Pursue post-secondary education and/or careers without need for remediation.

Students who demonstrate proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses shall receive a high school diploma. Students who meet additional requirements established by the Board of Education shall receive a Board of Education Recognition Diploma. Students who meet additional requirements established by the Board of Education and attain a cumulative grade point average (GPA) of 3.0 or higher shall receive a Board of Education Recognition Diploma with Honors. Proficiency shall be determined in accordance with established Department of Education procedures.

The minimum course and credit requirements to receive a high school graduation diploma, the minimum course and credit

requirements to receive a Board of Education Recognition Diploma, and the minimum course and credit requirements to receive a Board of Education Recognition Diploma with Honors are:

Course Requirements	High School Diploma	Board of Education Recognition Diploma (Voluntary)	Board of Education Recognition Diploma with Honors (Voluntary)
English	4.0 credits including English Language Arts 1 (1 credit) and ELA 2 (1 credit)	4.0 credits English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) or the equivalent*	4.0 credits English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) or the equivalent*
Social Studies	4.0 credits including Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)	4.0 credits including Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)	4.0 credits including Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)
Mathematics	3.0 credits	4.0 credits including, as a minimum, Algebra 1, Geometry, and Algebra II or the equivalent	4.0 credits including, as a minimum, Algebra 1, Geometry, and Algebra II or the equivalent
Science	3.0 credits	3.0 credits including 2.0 credits in Biology, Chemistry, and/or Physics	3.0 credits including 2.0 credits in Biology, Chemistry, and/or Physics
World Language Fine Arts Career and Technical Education	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses
Senior Project	Not required	1.0 credit	1.0 credit
Physical Education	1.0 credit including required Physical Education (0.5 credit) and required Physical Education elective (0.5 credit)	1.0 credit including required Physical Education (0.5 credit) and required Physical Education elective (0.5 credit)	1.0 credit including required Physical Education (0.5 credit) and required Physical Education elective (0.5 credit)
Health	0.5 credit	0.5 credit	0.5 credit
Personal/ Transition Plan	0.5 credit	0.5 credit	0.5 credit
Electives	6.0 credits	5.0 credits	5.0 credits
Total	24.0 credits	25.0 credits	25.0 credits
Other		Meet standard on Algebra II End of Course Exam	Meet standard on Algebra II End of Course Exam

*Advanced Placement Language and Composition, Advanced Placement Literature and Composition, and International Baccalaureate Language A1 Higher and Standard Levels can be used to meet the Expository Writing requirement.

A Board of Education Recognition Diploma shall be issued to students who meet the course and credit requirements.

A Board of Education Recognition Diploma with Honors shall be issued to students who meet the course and credit requirements and attain a cumulative grade point average (GPA) of 3.0 or higher.

High school diplomas may be granted to 16-year-olds and 17-year-olds who have qualified for graduation through adult schools.

The graduation requirements for a high school diploma for students with disabilities shall be the same as students without disabilities. The student's Individualized Education Program (IEP) shall determine the services and supports required by students with disabilities to pursue a high school diploma or a certificate of completion.

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department of Education. Students shall be permitted to participate in commencement exercises if they: (1) meet the requirements for a diploma or a certificate; (2) have fulfilled their financial obligations; and (3) meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127
Approved: 5/47; Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97, 6/04, 03/06/08, 6/21/11, 10/04/11

http://www.hawaiiboe.net/policies/4500series/Pages/4540.aspx

Attachment 9: Standards Based Report Card

Kindergarten Standards-Based Report Card

v 4.0.26

Status Report

. Elem School

School Year 2011 - 2012

Quarter 1	07/26/2011	to	09/30/2011
Quarter 2	10/10/2011	to	12/16/2011
Quarter 3	01/03/2012	to	03/09/2012
Quarter 4	03/19/2012	to	05/25/2012

Honolulu, HI

Principal:

Phone: (808

STATE OF HAWAII
Department of Education

STUDENT NAME: (Last name, First name, Middle initial)

ID# _____   Grade Level: 91 (K)   Teacher:

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year to Date
Absent	0	1	0	0	1
Late	0	0	2	0	2
Days Present	43	44	45	47	179

Purpose Of Reports

This report is designed to inform you about the student's progress towards achieving the Hawaii Content and Performance Standards and/or the Common Core State Standards. The Standards establish high and challenging expectations for all students; describe what students should know, be able to do, and care about; and serve as the basis for curriculum, instruction, and assessment in Hawaii's public schools. The curriculum for each content area is based on the standards relevant to the area. This report, however, cannot communicate everything you might possibly want to know about your child's current progress. This report should be considered with other information you receive from the school such as your child's homework, the open house, conferences, and descriptions of the content taught in your child's grade level. Communication between the family and school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher or counselor. You may also complete the parent comment section and return it to the teacher.

General Learner Outcomes (GLOs): The six General Learner Outcomes are the essential goals of standards-based learning for students in all grade levels.

GLO Ratings: 4 = Consistently 3 = Usually 2 = Sometimes 1 = Rarely

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
GLO 1: Self-Directed Learner The ability to be responsible for one's own learning	2	2	2	2
Works independently and asks for help when needed				
Organizes workplace and materials				
Makes productive use of class time				
Sets goals				
GLO 2: Community Contributor The understanding that it is essential for human beings to work together	3	3	3	3
Participates cooperatively and appropriately with others to achieve shared goals				
Shows respect and recognizes the feelings of others				
Follows school and classroom rules				
Makes good choices				
GLO 3: Complex Thinker The ability to demonstrate critical thinking and problem-solving strategies	3	4	4	4
Uses prior knowledge and experiences to solve problems				
Explains answers and makes adjustments				
Solves problems in different ways				

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
GLO 4: Quality Producer The ability to recognize and produce quality performance and quality products	2	3	3	3
Strives to complete work neatly and correctly				
Sets and strives toward learning goals				
GLO 5: Effective Communicator The ability to communicate effectively	3	3	3	4
Speaks effectively in front of a group				
Listens attentively to gain understanding				
Follows directions				
Contributes effectively through speaking, drawing and writing				
GLO 6: Effective and Ethical User of Technology The ability to use a variety of technologies effectively and ethically	3	4	4	4
Uses school materials/tools properly (e.g., books, computers, TV, DVD, crayons, pencils, scissors, glue, etc.)				
Uses various technology to find information				
Uses various technology to create new products				
Explains how technology is used every day				
Uses technology in a responsible manner				

School ___ Elem School   School Year 2011 - 2012   (For Kindergarten

Status Report Scale	Proficiency Level Descriptors
MP = Meets with Proficiency	Demonstrates acceptable achievement of the targeted benchmarks/standards.
DP = Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks/standards.
NY = Not Yet	Requires more time and experiences; and shows limited achievement of the targeted benchmarks/standards.
/ = Not Applicable at this time	Has not been graded at this time. A grade will be given by the end of the year.
SC = See Teacher Comments	

Language Arts

Reading

	Q1	Q2	Q3	Q4	Yr
With prompting and support, ask and answer questions about key details in a text.	/	MP	MP	MP	MP
With prompting and support, retell familiar stories including key details.	/	MP	DP	MP	MP
With prompting and support, identify characters, setting, and major events.	/	MP	MP	MP	MP
With prompting and support, ask and answer questions about unknown words.	/	MP	MP	MP	MP
Identify common types of text and the parts of a book.	/	/	MP	MP	MP
With prompting and support, name and define the roles of a text's author and illustrator.	/	MP	MP	MP	MP
With prompting and support, describe the relationship between the illustrations and the text.	MP	MP	MP	MP	MP
With prompting and support, identify the reasons an author gives to support points in a text.	DP	MP	MP	MP	MP
With prompting and support, compare and contrast texts on the same topic and characters in familiar stories.	/	/	/		MP
Actively engage in group reading activities with purpose and understanding.	/	/	MP	MP	MP
Recognize that spoken words correspond to printed words and are read from left to right and top to bottom and are separated by spaces in print.	/	/	MP	MP	MP
	DP	DP	MP	MP	MP

Recognize and name upper case letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
[X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X]

	Q1	Q2	Q3	Q4	Yr
	MP	MP	MP	MP	MP

Recognize and name lower case letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z
[X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X][X]

	Q1	Q2	Q3	Q4	Yr
	MP	MP	MP	MP	MP
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	/	/	MP	MP	MP
Decode grade level words and read high frequency words by sight.	/	/	MP	MP	MP

Associate sounds with letters taught:

a b c d e f g h i j k l m n o p q r s t u v w x y z
[X][X][X][ ][X][X][X][X][X][X][X][X][X][X][X][ ][X][X][X][X][X][X][X][X][X][X]

	Q1	Q2	Q3	Q4	Yr
	MP	MP	MP	MP	MP
Read emergent-reader texts with purpose and understanding.	/	/	MP	MP	MP

Writing

	Q1	Q2	Q3	Q4	Yr
Use a combination of drawing, dictating, and writing to create opinion pieces, informative/explanatory texts, and narratives.	/	/	DP	MP	MP
With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers.	/	/	/	MP	MP
With guidance and support from adults, explore digital tools such as the Internet to produce and publish writing. Participate in group research and writing projects.	/	/	/	MP	MP
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	/	/	/	MP	MP
	/	/	/	MP	MP

Speaking and Listening

	Q1	Q2	Q3	Q4	Yr
Participate in small and large group conversations about kindergarten topics and texts with peers and adults.	MP	MP	MP	MP	MP
Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions.	MP	MP	MP	MP	MP
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	MP	MP	MP	MP	MP
Describe familiar people, places, things, and events and with prompting and support, provide additional details.	/	/	MP	MP	MP
Add drawings or other visual displays to descriptions to provide additional detail.	/	/	MP	MP	MP
Speak audibly and express thoughts, feelings, and ideas clearly.	MP	MP	MP	MP	MP

Language

	Q1	Q2	Q3	Q4	Yr
Use grade appropriate conventions of standard English grammar, punctuation, and usage when writing or speaking.	/	/	/	MP	MP
With guidance and support from adults, explore word relationships and use new words and phrases.	/	/	MP	MP	MP

Status Report Scale	Proficiency Level Descriptors
MP = Meets with Proficiency	Demonstrates acceptable achievement of the targeted benchmarks/standards.
DP = Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks/standards.
NY = Not Yet	Requires more time and experiences; and shows limited achievement of the targeted benchmarks/standards.
/ = Not Applicable at this time	Has not been graded at this time. A grade will be given by the end of the year.
SC = See Teacher Comments	

Mathematics

Counting and Cardinality

	Q1	Q2	Q3	Q4	Yr
Count to 100 by ones and by tens.	DP	DP	NY	MP	
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	/	MP	MP	MP	MP
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.	MP	MP	MP	MP	MP
Understand the relationship between numbers and quantities, including the following: when counting a set of objects, the last word in the counting sequence names the quantity for that set and that each successive number name refers to a quantity that is one larger.	/	MP	MP	MP	MP
Given a number from 1-20, count out that many objects. Use counting to answer questions such as, "How many objects are there?"	MP	MP	MP	MP	MP
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	/	MP	MP	MP	MP
Compare two numbers between 1 and 10 when presented as written numerals.	/	MP	MP	MP	MP

Operations and Algebraic Thinking

	Q1	Q2	Q3	Q4	Yr
Represent addition and subtraction in a variety of ways (e.g., concrete objects, actions, images, equations, etc.)	/	/	/	MP	MP
Solve addition and subtraction word problems and add and subtract within 10 (use objects or drawings to represent the problem).	/	/	/	MP	MP
Decompose (i.e., "break apart") numbers less than or equal to 10 into pairs in more than one way and record each pair using a drawing or equation.	/	/	/	DP	DP
Find the number that "makes 10" when added to a given number and record the answer with a drawing or equation.	/	/	/	MP	MP
Fluently add and subtract within 1-5.	/	/	/	MP	MP

Number and Operations in Base Ten

	Q1	Q2	Q3	Q4	Yr
Show and understand that numbers from 11 to 19 represent a group of ten ones and 1, 2, 3, 4 ... or 9 ones.	/	/	/	MP	MP

Measurement and Data

	Q1	Q2	Q3	Q4	Yr
Describe measurable attributes of objects (e.g., length or weight).	/	MP	MP	MP	MP
Directly compare two objects to decide which object has more or less of a common attribute (e.g., the lengths of 2 pencils) and describe the difference.	/	MP	MP	MP	MP
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	/	MP	MP	MP	MP

Geometry

	Q1	Q2	Q3	Q4	Yr
Describe objects in the environment using names of shapes and describe the positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	/	/	MP	MP	MP
Correctly name shapes regardless of their orientations or size.	/	/	DP	MP	MP
Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").	/	/	MP	MP	MP
Analyze and compare two- and three-dimensional shapes and describe their similarities and differences.	/	/	DP	MP	MP
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	/	/	MP	MP	MP
Combine simple shapes to form larger shapes.	/	/	MP	MP	MP

Other Subjects

	Q1	Q2	Q3	Q4	Yr
Science	MP	MP	MP	MP	MP
Social Studies	MP	DP	MP	MP	MP
Visual Arts	MP	MP	MP	MP	MP
Performance	MP	MP	MP	MP	MP
Health	MP	MP	MP	MP	MP
Physical Education	DP	DP	DP	DP	DP
World Languages: Not Offered	MP	MP	MP	MP	MP
Career and Technical Education	/	/	/	MP	MP

Attachment 10: Race to the Top Assessment MOU

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming to initiate a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

The signatory states shall be referred to as "Lead States" and hereby authorize Oregon to be the signatory for the Lead States in entering into MOUs with additional states that desire to participate under the same terms (Participating States). The terms of the MOU among the Lead States and between the Lead States and subsequent Participating States are set forth below.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.

2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.

3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
    a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
    b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
    c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
    d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
    e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
    f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
    g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
    h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
    i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
    j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.

l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.

m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.

n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.

o. States in the Consortium will share common security protocols regarding test items.

p. States in the Consortium will work with their Institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Lead State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)

DEC 3 1 2009

Signature   Date

Patricia Hamamoto   Superintendent of Education
Print Name   State of Hawaii

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

Page 2 of 2

Attachment 11: Peer Review of Hawaii State Assessment

Final Peer Review Notes

June 10, 2012

HSA for Reading, Mathematics, Science

EVIDENCE REQUIRED FOR PEER REVIEWS

OF ASSESSMENT SYSTEMS

UNDER TITLE I OF THE

ELEMENTARY AND SECONDARY EDUCATION ACT

United States Department of Education

NCLB Assessment System Review

Critical Element 3.1. In the chart below indicate your State's current assessment system in reading /language arts and mathematics in grades 3 through 8 and for the 10-12 grade range using the abbreviations to show what type of assessments the State's assessment system is composed of: (a) criterion-referenced assessments (**CRT**); or (b) augmented norm-referenced assessments (**ANRT**) (augmented as necessary to measure accurately the depth and breadth of the State's academic content standards and yield criterion-referenced scores); or (c) a combination of both across grade levels and/or content areas. Also indicate your current assessment system in science[1] that is aligned with the State's challenging academic content and achievement standards at least once in each of the grade spans 3-5, 6-9, and 10-12. A State may have assessments in reading or language arts depending on the alignment to the State's content standards; both are not required. Please indicate, using the abbreviations shown, the grades and subject areas with availability of native language assessment (**NLA**) or various alternate assessments (**AA-GLAS** for an alternate assessment for students with disabilities based on grade-level standards; **AA-LEP** for an alternate assessment for students with limited English proficiency based on grade-level standards, **AA-MAS** for an alternate assessment for eligible students with disabilities based on modified academic achievement standards; and/or **AA-AAS** for an alternate assessment for students with the most significant cognitive disabilities based on alternate achievement standards).

Chart of State Assessment System Aligned to Content Standards for school year 2020-2011 by Subject, Grade, and Type of Assessment

Grades	3	4	5	6	7	8	9	10	11	12
Math	CRT	CRT	CRT	CRT	CRT	CRT		CRT	CRT	
Alternate	AA-AAS	AA-AAS	AA-AAS	AA-AAS	AA-AAS	AA-AAS		AA-AAS		
Hawaiian	CRT	CRT								
Reading	CRT	CRT	CRT	CRT	CRT	CRT		CRT		
Alternate	AA-AAS	AA-AAS	AA-AAS	AA-AAS	AA-AAS	AA-AAS		AA-AAS		
Hawaiian	CRT	CRT								
Language arts										
Alternate										
Native Lang.										
Science		CRT			CRT	CRT			CRT	
Alternate		AA-AAS			AA-AAS	AA-AAS			AA-AAS	
Hawaiian		CRT								

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[1] Science assessments were not due until the 2007-08 school year.

SECTION 1: CONTENT STANDARDS

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
1.1 (a) Has the State formally approved/adopted, by May 2003, challenging academic content standards in reading/language arts and mathematics that – • cover each of grades 3-8 and the 10-12 grade range, _or_ • if the academic content standards relate to grade ranges, include specific content expectations for each grade level? AND (b) Are these academic content standards applied to _all_ public schools and students in the State?	Hawaii indicated that their content standards in Reading, Mathematics, and Science have remained the same since School Year (SY) 2005-2006. These standards are the foundation for all items found within the Hawai'i Statewide Assessment Program (HSAP). HI provided their Common Core Standards Timeline. Evidence: 020 – Common Core State Standards Timeline Decision Letters U. S. Department of Education of October 30, 2007 and November 13, 2008 show that Section 1: Content Standards were approved in Reading/LA, Mathematics, and Science.	Hawaii provided documentation to meet this requirement.
1.2 Has the State formally approved/adopted, academic content standards in science for elementary (grades 3-5), middle (grades 6-9), and high school (grades 10-12)? This must be completed by school year 2005-2006.	Decision Letters U. S. Department of Education of October 30, 2007 and November 13, 2008 show that Section 1: Content Standards were approved in Reading/LA, Mathematics, and Science.	Hawaii provided documentation to meet this requirement.
1.3 Are these academic content standards challenging? Do they contain coherent and rigorous content and encourage the teaching of advanced skills?	Decision Letters U. S. Department of Education of October 30, 2007 and November 13, 2008 show that Section 1: Content Standards were approved in Reading/LA, Mathematics, and Science.	Hawaii provided documentation to meet this requirement.
1.4 Did the State involve education stakeholders in the development of its academic content standards?	Decision Letters U. S. Department of Education of October 30, 2007 and November 13, 2008 show that Section 1: Content Standards were approved	Hawaii provided documentation to meet this requirement.

in Reading/LA, Mathematics, and Science.

SECTION 1: CONTENT STANDARDS
Summary statement

Hawaii has met the requirements of SECTION 1: CONTENT STANDARDS.

SECTION 2: ACADEMIC ACHIEVEMENT STANDARDS

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
2.1 Has the State formally approved/adopted challenging academic achievement standards in reading/language arts and mathematics for each of grades 3 through 8 and for the 10-12 grade range? These standards were to be completed by school year 2005-2006. Has the State, through a documented and validated standards-setting process, approved/adopted modified academic achievement standards for eligible students with disabilities? If so, in what subjects and for which grades? Has the State approved/adopted alternate academic achievement standards for students with the most significant cognitive disabilities? If so, in what subjects and for which grades? Note: If alternate or modified academic achievement standards in reading/language arts or mathematics have not been develop/adopted and approved, then the alternate assessments for all students with disabilities must be held to grade-level academic achievement standards.	Hawaii State Board of Education Minutes Approving the Online HSA Cut Scores and Proficiency Levels, October 2010, page 11. Evidence: 021 – BOE Meeting Minutes	Hawaii provided documentation to meet this requirement.

| 2.2 Has the State formally approved/adopted academic achievement descriptors in science for each of the grade spans 3-5, 6-9, and 10-12 as required by school year 2005-06?

Has the State formally approved/adopted academic achievement cut scores in science for each of the grade spans 3-5, 6-9, and 10-12 as required by school year 2007-08?

Has the State formally approved/adopted modified academic achievement standards in science? If so, for which grades?

Has the State formally approved/adopted alternate academic achievement standards for students with the most significant cognitive disabilities in science? If so, for which grades?

Note: If alternate or modified academic achievement standards in science have not been adopted and approved, then all students with disabilities must be held to grade-level academic achievement standards. | Hawaii State Board of Education Minutes Approving the Online HSA Cut Scores and Proficiency Levels, October 2010, page 11.

Evidence:
021 – BOE Meeting Minutes | Hawaii provided documentation to meet this requirement. |
| 2.3 1. Do these academic achievement standards (including modified and alternate academic achievement standards, if applicable) include for each content area –
(a) at least three levels of achievement, including two levels of high achievement (proficient and advanced) that determine how well students are mastering a State's academic content standards and a third level of achievement (basic) to provide information about the progress of lower- | **Academic achievement standards?**

(1.a) Levels of Achievement
Grade span 3-5 _x_Yes ___ No   Grade span 6-9 ___ x_Yes ___ No   Grade span 10-12 ___ x_Yes ___ No

The Hawaii Department of Education (HIDOE) established four academic achievement standards, performance level descriptors, and cut scores for | Hawaii provided documentation to meet these requirements. |

	achieving students toward mastering the proficient and advanced levels of achievement; *and*	Reading, Mathematics, and Science in July 2010.
		
		1(a) HSA has four achievement levels in Reading, Mathematics, and Science.
		  ○ PL4-Exceeds Proficiency
		  ○ PL3-Meets Proficiency
		  ○ PL2-Approaches Proficiency
		  ○ PL1-Well Below Proficiency
		
		Evidence:
		006 - 2010-11 Technical Report, Volume 6: Standard Setting, Sections 2.2 (Performance Level Descriptors) and 2.3 (Performance Standards).

(b) descriptions of the competencies associated with each achievement level; *and*	(1.b) Descriptors Grade span 3-5 Grade span 6-9 Grade span 10-12 _x_Yes ___No x_Yes ___No _x_Yes ___No Evidence: 006S - 2010-11 Technical Report, Volume 6: Standard Setting 017 – HSA Performance Level Descriptor Peers noted that the descriptors were well articulated across levels and grades.
(c) assessment scores ("cut scores") that differentiate among the achievement levels and a rationale and procedure used to determine each achievement level?	(1.c) Cut Scores Grade span 3-5 Grade span 6-9 Grade span 10-12 x_Yes ___No x_Yes ___No _x_Yes ___No Evidence: 006 - 2010-11 Technical Report, Volume 6, Tables 11, 12, and 13. (2) Approved by Board or Other Authority

Grade span 3-5 x Yes ___ No   Grade span 6-9 x Yes ___ No   Grade span 10-12 x Yes ___ No
Evidence: 021 – BOE Meeting Minutes

Modified academic achievement standards? N/A for this review.

(1.a) Levels of Achievement
Grade span 3-5 ___ Yes ___ No   Grade span 6-9 ___ Yes ___ No   Grade span 10-12 ___ Yes ___ No

(1.b) Descriptors
Grade span 3-5 ___ Yes ___ No   Grade span 6-9 ___ Yes ___ No   Grade span 10-12 ___ Yes ___ No

(1.c) Cut Scores
Grade span 3-5 ___ Yes ___ No   Grade span 6-9 ___ Yes ___ No   Grade span 10-12 ___ Yes ___ No

(2) Approved by Board or Other Authority
Grade span 3-5 ___ Yes ___ No   Grade span 6-9 ___ Yes ___ No   Grade span 10-12 ___ Yes ___ No

Cite evidence:

Alternate academic achievement standards? N/A for this review

(1.a) Levels of Achievement
Grade span 3-5 ___ Yes ___ No   Grade span 6-9 ___ Yes ___ No   Grade span 10-12 ___ Yes ___ No

		Hawaii provided documentation to meet this requirement.
2. If the State has adopted either modified or alternate achievement standards, has it developed guidelines for IEP teams to use in deciding when an individual student should be assessed on the basis of modified academic achievement standards in one or more subject areas, or assessed on the basis of alternate achievement standards?	(1.b) Descriptors Grade span 3-5 ___ No Grade span 6-9 ___ Yes ___ No Grade span 10-12 ___ Yes ___ No (1.c) Cut Scores Grade span 3-5 ___ Yes ___ No Grade span 6-9 ___ Yes ___ No Grade span 10-12 ___ Yes ___ No (2) Approved by Board or Other Authority Grade span 3-5 ___ Yes ___ No Grade span 6-9 ___ Yes ___ No Grade span 10-12 ___ Yes ___ No 2. Evidence: 025 – Participation Guidelines	
2.4 With the exception of students with disabilities to whom modified or alternate academic achievement standards apply, are the grade-level academic achievement standards applied to *all* public elementary and secondary schools and *all* public school students in the State?** [**OSEP guidance and NCLB requirements indicate that a student placed in a private school by a public agency for the purpose of receiving special education services must be included in the State assessment and their results attributed to the public school or LEA responsible for the placement.]	"All public school and public charter school students in grades 3–8 and 10 are required to participate in the Hawai‘i State Reading and Mathematics Assessments. Students in grades 4, 8, and 10 are also required to participate in the Hawai‘i State Science Assessment." Evidence: 001 Vol. 1-Annual Report, Page 5.	
2.5 How has the State ensured alignment between challenging academic content standards and the academic achievement standards?	Evidence: 006 – 2010-11 Technical Report, Volume 6: Standard Setting, Sections 2.1 to 2.3.	Hawaii must submit documentation that the State has ensured alignment between challenging academic content

		standards and the academic achievement standards.
If the State has adopted modified academic achievement standards, how has the State ensured alignment between its grade-level academic content standards and the modified academic achievement standards?		
If the State has adopted alternate academic achievement standards, how has the State ensured alignment between its academic content standards and the alternate academic achievement standards?		
2.6 For each assessment, including alternate assessments, provide documentation of the standard setting process. Describe the selection of panelists, methodology employed, and final results. How did the State document involvement of diverse stakeholders in the development of its academic achievement standards and its modified and/or alternate achievement standards, if any? If the State has adopted alternate or modified academic achievement standards, did the State's standards-setting process include persons knowledgeable about the State's academic content standards and special educators who are knowledgeable about students with disabilities?	On July 19–23, 2010, HIDOE and AIR convened a diverse panel of 129 educators and stakeholders to recommend performance standards on the computer-adaptive HSA. Performance standards were recommended for Reading in grades 3–8 and 10, Mathematics in grades 3–8 and 10, and Science in grades 4, 8, and 10. HIDOE used the Bookmark procedure (Mitzel, Lewis, Patz, & Green, 2001). In order to create an item booklet that was representative of the item pool at each grade/content area, HI randomly selected 60 items for each grade/content chosen based on a sampling procedure. HIDOE recruited the panelists for the workshop, representing a broad cross-section of teachers, parents, and community leaders. Evidence: 006 – 2010-11 Technical Report, Volume 6: Standard Setting	Hawaii provided documentation to meet this requirement. Peers noted that the interpolated span is somewhat broad; however, given that the standard setting committee was allowed to examine the Ordered Item Booklet for each grade level after interpolation and make adjustments accordingly seemed appropriate. The panelists also examined all available data including standards, Performance Level Descriptors, impact data, national and international performance expectations through NAEP/PISA.

	006-Appendices A and B

SECTION 2: ACADEMIC ACHIEVEMENT STANDARDS
Summary statement

Hawaii must submit documentation that the State has ensured alignment between challenging academic content standards and the academic achievement standards. (2.5)

SECTION 3: STATEWIDE ASSESSMENT SYSTEM

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
3.2 If the State's assessment system includes assessments developed or adopted at both the local and State level, how has the State ensured that these local assessments meet the same technical requirements as the statewide assessments? (a) How has the State ensured that all local assessments are aligned with the State's academic content and achievement standards? (b) How has the State ensured that all local assessments are equivalent to one another in terms of content coverage, difficulty, and quality? (c) How has the State ensured that all local assessments yield comparable results for all subgroups? (d) How has the State ensured that all local assessments yield results that can be aggregated with those from other local assessments and with any statewide assessments? (e) How has the State ensured that all local assessments provide unbiased, rational, and consistent determinations of the annual progress of schools and LEAs within the State?	**NOTE: This item applies only to a state that employs local assessments. This includes alternate assessments.** State's assessment system includes local assessments in science? ___ Yes __x_ No **If NO, skip to 3.3. If YES, cite evidence:**	
3.3 If the State's assessment system employs a matrix design—that is, multiple forms within a content area and grade level-- how has the State ensured that: (a) All forms are aligned with the State's academic content and achievement standards and yield comparable results? (b) All forms are equivalent to one another in terms of content coverage, difficulty, and quality? (c) All assessments yield comparable results for all	**NOTE: This item applies only to a state system that employs multiple test forms.** Hawaii indicated that the Online HSA is a computer adaptive test that does not use a matrix design. The item-selection algorithm is designed to meet	Hawaii does not use a matrix design.

subgroups?	the requirements of blueprint satisfaction and match-to-ability for the operational items and to yield an efficient, scientifically sound, representative random sample for the field-test items. Although the HSA adapts the test from items within the item bank, they are not considered to be multiple fixed forms. Evidence: 002 – 2010-11 Technical Report, Volume 2: Test Development, Section 2.2 (Item Selection Algorithm) 004 – 2010-11 Technical Report, Volume 4: Reliability and Validity, Section 4 (Evidence of Comparability) 001 – 2010-11 Technical Report, Volume 1: Annual Technical Report, Section 3.3 (Summary of Adaptive Algorithm) ___ Yes __x__ No **If NO, skip to 3.5. If YES, cite evidence:**	
3.4 How has the State ensured that its assessment system will provide coherent information for students across grades and subjects? (a) Has it indicated the relative contribution of each assessment to ensure alignment to the content standards and determining adequate yearly progress?	Evidence: 004 – 2010-11 Technical Report – Volume 4: Reliability and Validity, Section 3.4 (Alignment of HSA Item Banks to the HCPS III Content Standards and Benchmarks) 004 – 2010-11 Technical Report – Volume 4: Reliability and Validity, Section 4 (Evidence of	Hawaii provided documentation to meet the requirements for (a)-(c).

	Comparability)
(b) Has the State provided a rational and coherent design that identifies all assessments, including those based on alternate achievement standards and modified achievement standards if any, to be used for AYP?	(b) "The Hawaii State Reading, Mathematics, and Science Assessments are required components of the statewide student assessment program. Students' scores in reading and mathematics are included in schools' Adequate Yearly Progress (AYP) results. The Hawaii State Science Assessment is a required component of the statewide student assessment program for the NCLB participation report even though the students' scores are not included in the schools' AYP results. The HSAs in Reading and Mathematics are administered to students in grades 3–8 and 10. The HSA in Science is administered to students in grades 4, 8, and 10." Hawaii includes data from its alternate assessments in all accountability determinations. See Hawaii's separate HSAA Peer Review submittal. Evidence: 003–Technical Report, Vol. 3, Page 1. See Chart on Page 2 of this document.
(c) If the State assessment system includes alternate assessments based on alternate or modified achievement standards, has the State provided IEP Teams with a clear description of the differences between assessments based on grade-level achievement standards, assessments based on modified academic achievement standards and assessments based on alternate achievement standards, if applicable, including any effects of State and local policies on the student's education resulting from taking an alternate assessment based on alternate or	3.4(c) See Hawaii's separate HSAA Peer Review submittal

modified academic achievement standards?		Hawaii did not provide documentation on the comparability of the On-line Reading and Mathematics for Grades 3 and 4 students that has been translated into Hawaiian. Peers recommend a more comprehensive strategy for translating the HLIP, e.g., back translation, selection of comparable native Hawaiian reading passages.
3.5 If its assessment system includes various instruments (e.g., the general assessment in English and either a native-language version or simplified English version of the assessment), how does the State demonstrate comparable results and alignment with the academic content and achievement standards?	State employs different versions of the test within grade spans? _x_ Yes ___ No **Hawaiian Aligned Portfolio Assessment in Reading and Mathematics:** The Hawaiian Aligned Portfolio Assessment (HAPA) in Reading and Mathematics is provided for students in grades 3 and 4 who are enrolled in HLIP in paper format. The HAPA is aligned with HCPS III and benchmarks for reading and mathematics in grades 3 and 4. Specific student performance tasks that demonstrate HCPS III benchmarks are included in the portfolio. All tasks and reading passages in the HAPA are written in Hawaiian. Student responses to the HAPA tasks are also in Hawaiian. Starting in SY2011–2012, the HAPA will no longer be available and grades 3 and 4 students in HLIP will take the Online Reading and Mathematics HSAs in Hawaiian. Evidence: 003-Technical Report, Vol. 3, Page 3. **If NO, skip to 3.6. If YES, cite evidence:**	
3.6 How does the State's assessment system involve multiple measures, that is, measures that assess higher-order thinking skills and understanding of challenging content?	Hawaii indicated that the target ranges were adapted from the ranges determined in 2010 for the paper pencil blueprints. Hawaii indicted that they adjusted grade 10 math to better fit the algebra benchmarks that are in the online test and changed the minimum number for the science DOK level 3 ranges from 0 to 5. Evidence:	Hawaii provided documentation to meet this requirement.

	004 – 2010-11 Technical Report – Volume 4: Reliability and Validity, Sections 4.3 and 4.4 (Translation Accuracy from English to Hawaiian) 002 – 2010-11 Technical Report – Volume 2: Test Development, Section 4 018 – HSA Online Item Pool DOK Distribution 019 –Online HSA Blueprints for Reading, Mathematics, and Science	
3.7 Has the State included alternate assessment(s) for students whose disabilities do not permit them to participate in the general assessment even with accommodations?	See Hawaii's separate submittal on the HSAA.	

SECTION 3: STATEWIDE ASSESSMENT SYSTEM
Summary statement

Hawaii must submit the following documentation:
Comparability between the translated version of the HLIP and the English HSA. (3.5)

SECTION 4: TECHNICAL QUALITY

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
4.1 For each assessment, including <u>all</u> alternate assessments, has the State documented the issue of **validity** (in addition to the alignment of the assessment with the content standards), as described in the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999), with respect to <u>all</u> of the following categories: (a) Has the State specified the purposes of the assessments, delineating the types of uses and decisions most appropriate to each? *and* (b) Has the State ascertained that the assessments, including alternate assessments, are measuring the knowledge and skills described in its academic content standards and not knowledge, skills, or other characteristics that are not specified in the academic content standards or grade-level expectations? *And*	4.1(a) Hawaii describes the purposes of the assessments in Technical Report, Volume 5. Evidence: 005 - 2010-11 Technical Report - Volume 5: Score Interpretation Guide, Page 2 026-Statewide Assessment Program 4.1(b) Hawaii's test development process includes item reviews. "All items in the Online HSA item pools were reviewed to ensure alignment to the HCPS III. These items went through internal reviews conducted by content area experts before they were field-tested. The internal review was conducted by content area experts from AIR along with representatives from HIDOE. A committee comprising content area experts such as teachers and curriculum staff from HIDOE also reviewed the items in the banks to ensure alignment with the HCPS III and the Webb Depth-of-Knowledge levels." (002-Pages 10-11) The Item Review Criteria are included in Appendix B of Document 002. Evidence:	4.1 (a) Hawaii provided documentation to meet this requirement. 4.1(b) Hawaii provided documentation to meet this requirement.

	002 - 2010-11 Technical Report - Volume 2: Test Development, Sections 2 and 3 004 - 2010-11 Technical Manual – Volume 4: Reliability and Validity, Section 4.1 – 4.4	
(c) Has the State ascertained that its assessment items are tapping the intended cognitive processes and that the items and tasks are at the appropriate grade level? *and*	4.1(c) Evidence: 004 - 2010-11 Technical Report - Volume 4: Reliability and Validity, Section 3.1.4	4.1(c) Hawaii provided documentation to meet this requirement.
(d) Has the State ascertained that the scoring and reporting structures are consistent with the sub-domain structures of its academic content standards (i.e., are item interrelationships consistent with the framework from which the test arises)? *and*	4.1(d) Evidence: 004 - 2010-11 Technical Report - Volume 4: Reliability and Validity, Section 3.1.4, 3.2, and 3.3	4.1 (d) Hawaii provided documentation to meet this requirement.
(e) Has the State ascertained that test and item scores are related to outside variables as intended (e.g., scores are correlated strongly with relevant measures of academic achievement and are weakly correlated, if at all, with irrelevant characteristics, such as demographics)? *And*	4.1(e) Evidence: 004 – 2010-11 Technical Report - Volume 4: Reliability and Validity, Section 5.1 - 5.2 (DIF/Fairness) 004 - 2010-11 Technical Report - Volume 4: Reliability and Validity, Section 3.3, page 24, Tables 18 and 19.	4.1(e) Hawaii provided documentation to meet this requirement.
(f) Has the State ascertained that the decisions based on the results of its assessments are consistent with the purposes for which the assessments were designed? *And*	4.1(f) Evidence: 001 - 2010-11 Technical Report - Volume 5: Score Interpretation Guide 006 - 2010-11 Standard Setting Technical Report, Figures 3-5	4.1(f) Hawaii provided documentation to meet this requirement.

| (g) Has the State ascertained whether the assessment produces intended and unintended consequences? | 4.1(g) After comprehensive discussions with the state Technical Advisory Committee (TAC), HIDOE commissioned a study to assess the consequential aspect of validity (CV). (009, Page 1)

Evidence:
001 – 2010-11 Technical Report – Volume 1: Annual Technical Report, Section 1.4, page 6
009 - Consequential Validity Report | 4.1(g) Hawaii provided documentation to meet this requirement.

Peers note that the sampling for the consequential validity study was limited.

Peers expressed concern about the consequences of allowing schools to determine the number of test opportunities across a broad testing window. (October to May) How is instruction impacted by students taking up to three opportunities across an expanded testing window? How is instruction impacted for students who are determined proficient on the test on the first testing opportunity? What are the unintended consequences for students who are unsuccessful early in the testing window? Will teachers restrict instruction specifically to areas where the students are not proficient? Peers recommend that HI disaggregate by demographic group the test taking patterns for non-proficient students to ascertain if there is any systematic relationship between |

		subgroups and participation in subsequent opportunities.
4.2 For each assessment, including all alternate assessments, has the State considered the issue of **reliability**, as described in the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999), with respect to *all* of the following categories: (a) Has the State determined the reliability of the scores it reports, based on data for its own student population and each reported subpopulation? *and*	4.2(a) For CAT, marginal reliabilities are provided. Evidence: 004 - Technical Report - Volume 4: Reliability and Validity, Sections 2.1.1 and 2.3 004A - Appendix A, Marginal Reliability by Subgroups	4.2 (a) Hawaii provided documentation to meet this requirement. Marginal reliabilities are presented due to the CAT since traditional reliability coefficients, such as KR-20s, are not applicable. The marginal reliabilities range from .80-.89 (Page 3, 004, Technical Manual)
(b) Has the State quantified and reported within the technical documentation for its assessments the conditional standard error of measurement and student classification that are consistent at each cut score specified in its academic achievement standards? *and*	4.2(b) Evidence: 001 – 2010-11 Technical Report - Volume 1: Annual Technical Report, Section 7.1 004B-SEM curves by subgroup, Pages 7-9. 004C-SEM curves for reporting categories	4.2(b) Hawaii provided documentation to meet this requirement.
(c) Has the State reported evidence of generalizability for all relevant sources, such as variability of groups, internal consistency of item responses, variability among schools, consistency from form to form of the test, and inter-rater consistency in scoring?	4.2(c) Evidence: 007 – 2010-11 Technical Report - Volume 7: Special Studies: Validity of Machine-Assigned Scores 004 – 2010-11 Technical Report – Volume 4: Reliability and Validity, Section 4	4.2(c) Hawaii provided documentation to meet this requirement. Peers commended the *Validity of Machine-Assigned Scores* study.

4.3 Has the State ensured that its assessment system is fair and accessible to all students, including students with disabilities and students with limited English proficiency, with respect to each of the following issues: (a) Has the State ensured that the assessments provide an appropriate variety of accommodations for students with disabilities? *and*	**4.3(a)** Evidence: 003- 2010-11 Technical Report - Volume 3: Test Administration, Section 6.3.2 003D- Test Administration Manual	4.3 (a), (b), and (c) Hawaii provided documentation to meet these requirements.
(b) Has the State ensured that the assessments provide an appropriate variety of linguistic accommodations for students with limited English proficiency? *And*	**4.3(b)** Evidence: 003- 2010-11 Technical Report - Volume 3: Test Administration, Section 6.3.2 003D- Test Administration Manual	
(c) Has the State taken steps to ensure fairness in the development of the assessments? *And*	**4.3(c)** Evidence: 002- 2010-11 Technical Report - Volume 2: Test Development, Section 3	
(d) Does the use of accommodations and/or alternate assessments yield meaningful scores?	**4.3(d)** Evidence: 001- 2010-11 Technical Report - Volume I: Annual Technical Report, Section 3.4	4.3 (d) No documentation is provided to show that the use of accommodations yield meaningful scores.
4.4 When different test forms or formats are used, the	In 2010-11, two paper-pencil versions were	

Criteria	Evidence	Peer Notes
State must ensure that the meaning and interpretation of results are consistent. (a) Has the State taken steps to ensure consistency of test forms over time? (b) If the State administers both an online and paper and pencil test, has the State documented the comparability of the electronic and paper forms of the test?	available as accommodations: (a) a printed booklet, and (b) Braille version. A total of seven students took paper-pencil versions; two printed booklets and five Braille versions. Evidence: 001-Annual Technical Report, Section 6-Item Calibration and Scaling. 004- 2010-11 Technical Report - Volume 4: Reliability and Validity, Section 4.1 – 4.3 Form comparability	4.4 (a) Hawaii provided documentation to meet these requirements. (b) Hawaii provided documentation to meet these requirements. HI offers the paper and pencil version as an accommodation.
4.5 Has the State established clear criteria for the administration, scoring, analysis, and reporting components of its assessment system, including <u>all</u> alternate assessments, and does the State have a system for monitoring and improving the on-going quality of its assessment system?	**4.5** Administration, scoring, analysis, and reporting Evidence: 013 – Parent Letter 015 – HSA Calendar – Important Dates 000 – Test Administration Webinar 003F-Appendix F: Technology Coordinators Webinar 003G – Appendix G: Online HSA TIDE User Guide 003A – Appendix A: Online Test Administration Manual 003I- Appendix I: Information for Test Administrators and Teachers 016 – Sample TC Training Presentation for TAs 003D-Appendix D: Paper-Pencil Test Admin. Manual 2010-11 001 - 2010-11 Technical Report - Volume 1: Annual Technical Report, Section 8 (Scoring) 005 - 2010-11 Technical Report - Volume 5: Score	4.5 Administration, scoring, analysis, and reporting: Hawaii provided documentation to meet these requirements. Peers noted that Hawaii provided administration manuals, training, and consequences of test irregularities. Peers recommend that Hawaii examine the patterns for administration and opportunities to take the assessments since schools make the decision of how many opportunities are provided.

	Report Interpretation Guide 003-Vol.3-Test Administration, Chapter 5, Page 12-Test Security 4.5 Monitoring and Improving the ongoing quality evidence: 001 – 2010-11 Technical Manual - Volume 1: Annual Technical Report, Section 10.3 (Data Preparation and Quality Check) 001 – 2010-11 Technical Report - Volume 1: Annual Technical Report, Section 4 (Maintenance of the Item Bank) 001 – 2010-11 Technical Report - Volume 1: Annual Technical Report, Section 2	4.5 Monitoring and improving the ongoing quality: Hawaii provided documentation to meet these requirements.
4.6 Has the State evaluated its use of accommodations? (a) How has the State ensured that appropriate accommodations are available to students with disabilities and students covered by Section 504, and that these accommodations are used in a manner that is consistent with instructional approaches for each student, as determined by a student's IEP or 504 plan? (b) How has the State determined that scores for students with disabilities that are based on accommodated administration conditions will allow for valid inferences about these students' knowledge and skills and can be combined meaningfully with scores from non-accommodated administration conditions?	The HIDOE provided detailed information regarding the allowable accommodation offered for SWD and ELL students. 4.6(a)-(d) Evidence: Volume 1: Annual Technical Report, Section 3.4. Pages 21-24 003A - Test Administration Manual	(a) Hawaii provided documentation related to accommodations available, but did not provide documentation on whether these accommodations are used in a manner that is consistent with instructional approaches. (b) No documentation was provided that the State has determined that the scores for students with disabilities that are based on accommodated administration conditions will allow for valid inferences about these students' knowledge and skills and can be combined

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(c) How has the State ensured that appropriate accommodations are available to limited English proficient students and that these accommodations are used as necessary to yield accurate and reliable information about what limited English proficient students know and can do?

(d) How has the State determined that scores for limited English proficiency students that are based on accommodated administration circumstances will allow for valid inferences about these students' knowledge and skills and can be combined meaningfully with scores from non-accommodated administration circumstances?

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meaningfully with scores from non-accommodated administration conditions. Hawaii may cite existing literature pertaining to accommodations or provide a study examining these relationships.

(c) Hawaii provided documentation related to accommodations available for ELLs, but did not provide documentation that these accommodations are used as necessary to yield accurate and reliable information about what limited English proficient students know and can do.

(d) No documentation was provided that the State has determined that the scores for ELL students that are based on accommodated administration conditions will allow for valid inferences about these students' knowledge and skills and can be combined meaningfully with scores from non-accommodated administration conditions.

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SECTION 4: TECHNICAL QUALITY
Summary statement

Hawaii must submit the following:

Documentation to show that the use of accommodations yield meaningful scores 4.3 (d),

Documentation on whether accommodations are used in a manner that is consistent with instructional approaches 4.6 (a),

Documentation that the State has determined that the scores for students with disabilities and English language learners that are based on accommodated administration conditions will allow for valid inferences about these students' knowledge and skills and can be combined meaningfully with scores from non-accommodated administration conditions 4.6 (b) & (d), and

Documentation that accommodations are used as necessary to yield accurate and reliable information about what limited English proficient students know and can do 4.6 (c).

SECTION 5: ALIGNMENT

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
5.1 Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on grade-level achievement standards, and the academic content standards and academic achievement standards the assessment is designed to measure? Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on modified achievement standards and the academic content standards and academic achievement standards the assessment is designed to measure? Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on alternate achievement standards and the academic content standards and academic achievement standards the assessment is designed to measure?	Hawaii indicated that all HSA items were aligned to the HCPS III on grade-level achievement standards and HCPS III content standards. Hawaii indicated that they have planned an alignment study for the HSA for July, 2012. Evidence: 002 - 2010-11 Technical Report - Volume 2: Test Development, Sections 3.1 to 3.3	Hawaii must submit the results of the planned alignment study.
5.2 Are the assessments and the standards aligned **comprehensively**, meaning that the assessments reflect the full **range** of the State's academic content standards? Are the assessments as cognitively challenging as the standards? Are the assessments and standards aligned to measure the depth of the standards? Does the assessment reflect the degree of cognitive complexity and level of difficulty of the concepts and processes described in the standards? If the State has implemented an alternate assessment based on modified academic achievement standards, does the assessment reflect the full range of the	Hawaii indicated that all tests in both online and paper formats constructed based on the same test specifications and met the blueprint requirements and that an Independent Alignment Study will be conducted in July 9-13, 2012. Evidence: 001 - 2010-11 Technical Report - Volume 1: Annual Technical Report, Section 7.3 004 - 2010-11 Technical Report - Volume 4: Annual Technical Report, Section 7.3 019-Online HAS Blueprints for Reading,	Hawaii must submit the results of the planned alignment study.

State's academic content standards for the grade(s) tested? What changes in cognitive complexity or difficulty, if any, have been made for assessments based on modified academic achievement standards? If the State has implemented an alternate assessment based on alternate academic achievement standards, does the assessment show a clear link to the content standards for the grade in which the students tested are enrolled although the grade-level content may be reduced in depth, breadth or complexity or modified to reflect pre-requisite academic skills?	Mathematics, and Science	
5.3 Are the assessments and the standards aligned in terms of both **content** (knowledge) and **process** (how to do it), as necessary, meaning that the assessments measure what the standards state students should both know and be able to do? What changes in test structure or format, if any, have been made for assessments based on modified academic achievement standards?		Hawaii must submit the results of the planned alignment study.
5.4 Do the general assessments and alternate assessments based on modified achievement standards if any, reflect the same **degree and pattern of emphasis** as are reflected in the State's academic content standards?		Hawaii must submit the results of the planned alignment study.
5.5 Do the assessments yield scores that reflect the full range of achievement implied by the State's academic achievement standards?	The score distributions in SY2010-11 demonstrate a full range of achievement in all grades and content areas for general education students, ELL students, and SWD students. Evidence: 001- 2010-11 Technical Report-Vol. 1: Annual Technical Report, Section 9 Summary of Student	Hawaii provided documentation to meet this requirement.

	Performance (Score distributions), Figures 7-9 & Section 3.3 Adaptive Algorithm 001F- Appendix F: Percentage of students in performance levels for overall and by Subgroup 001F- Appendix G: Reporting Category Performance for Overall and by Subgroup	
5.6 Assessment results must be expressed in terms of the achievement standards, not just scale scores or percentiles.	The HSA Individual Student Report reports scale score in reference to the performance level description. Sample family score reports are available at alohahsa.org. Evidence: 005- 2010-11 Technical Report-Vol. 5: Score Report Interpretation Guide, Exhibit 7. Sample Paper Score Report 010A – HSA Sample Family Reports	Hawaii provided documentation to meet this requirement.
5.7 What ongoing procedures does the State use to maintain and improve alignment between the assessments and standards over time?	Alignment of item contents to the HCPS III standards is achieved through a highly iterative test development process that includes HIDOE, AIR and two committees composed of Hawaii educators and other stakeholders. Evidence: 002 - 2010-11 Technical Report, Volume 2: Test Development, Sections 3.2 and 3.31 011 – Online HSA Item Development Plan	Hawaii must indicate steps in test development to be addressed should any gaps be identified in the alignment study.
SECTION 5: ALIGNMENT **Summary statement**		

Hawaii must submit the following:

Results of the planned alignment study (5.1-5.6) and

Steps in test development to be addressed should any gaps be identified in the alignment study (5.7).

SECTION 6: INCLUSION

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
6.1 1. Do the State's participation data indicate that all students in the tested grade levels or grade ranges are included in the assessment system (e.g., students with disabilities, students with limited English proficiency, economically disadvantaged students, race/ethnicity, migrant students, homeless students, etc.)?	6.1(1) HIDOE's 2010-11 Participation Rate for all students was 99% in Reading and Mathematics and 96% in Science Evidence: 001 – 2010-11 Technical Report – Volume 1: Annual Technical Report, Section 1.4, Table 1	6.1.1 Hawaii provided documentation to meet this requirement.
2. Does the State report separately the number and percent of students with disabilities assessed on the regular assessment without accommodations, on the regular assessment with accommodations, on an alternate assessment against grade-level standards, and, if applicable, on an alternate assessment against alternate achievement standards and/or on an alternate assessment against modified academic achievement standards?	6.1(2) 001 – Technical Report – Volume 1: Annual Technical Report, Section 3.4	6.1.2-Section 3.4 of the Technical Report, Table 16, includes the accommodations used. No documentation was provided showing separately the number and percent of students with disabilities assessed on the regular assessment without accommodations, on the regular assessment with accommodations, on an alternate assessment against grade-level standards, and, if applicable, on an alternate assessment against alternate achievement standards. Peers were concerned that the participation rate of students with disabilities was 89% in science.
6.2 1. What guidelines does the State have in place for including all students with disabilities in the	6.2.1(a) Evidence: 001 – 2010-11 Technical Report – Volume 3: Test	6.2.1 (a) and (b) Hawaii provided documentation to meet these requirements.

assessment system? (a) Has the State developed, disseminated information on, and promoted use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which they are enrolled? (b) Has the State ensured that general and special education teachers and other appropriate staff know how to administer assessments, including making use of accommodations, for students with disabilities and students covered under Section 504?	Administration Report, Section 6.3, also Appendix A 024 – Student Assessment Section (SAS), Accommodations for the HSA 6.2(1b) Evidence: 001 – Technical Report – Volume 3: Test Administration Report, Section 4, also Appendix A 003C – Vol. 3-Appendix C-Directions for Braille versions. 003F-Vol. 3-Appendix F-Information for Test Coordinators 003I-Vol. 3- Information for Test Administrators and Teachers 003-Technical Report-Vol. 3, Test Administration
2. If the State has approved/adopted modified or alternate academic achievement standards for certain students with disabilities, what guidelines does the State have in place for placing those students in the appropriate assessment? (a) Has the State developed clear guidelines for IEP Teams to apply in determining which students with disabilities are eligible to be assessed based on modified or alternate academic achievement standards? (b) Has the State informed IEP Teams that students eligible to be assessed based on alternate or modified academic achievement standards may be from any of the disability categories listed in the IDEA?	6.2.2-See Hawaii's separate submittal on the HSAA.

(c) Has the State provided IEP Teams with a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on modified or alternate academic achievement standards, including any effects of State and local policies on the student's education resulting from taking an alternate based on alternate or modified standards?

(d) Has the State ensured that parents are informed that their child's achievement will be based on modified or alternate academic achievement standards and of any possible consequences resulting from LEA or State policy (e.g., ineligibility for a regular high school diploma)?

3. If the State has adopted modified academic achievement standards, do the guidelines include all required components?

(a) Criteria for IEP Teams to use to determine which students with disabilities are eligible to be assessed based on modified academic achievement standards that include, at a minimum, each of the following?

- The student's disability has precluded the student from achieving grade-level proficiency as demonstrated by objective evidence of the student's academic performance; and

- The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP; and

- The student's IEP goals for subjects assessed by the statewide system are based

on the academic content standards for the grade in which the student is enrolled.	
(b) Has the State informed IEP Teams that a student may be assessed based on modified academic achievement standards in one or more subjects?	
(c) Has the State established and monitored implementation of clear and appropriate guidelines for developing IEPs that include goals based on content standards for the grade in which a student is enrolled?	
(d) Has the State ensured that students who are assessed based on modified academic achievement standards have access to the curriculum, including instruction, for the grade in which the students are enrolled?	
(e) Has the State ensured that students who take an alternate assessment based on modified academic achievement standards are not precluded from attempting State diploma requirements?	
(f) Has the State ensured annual IEP Team review of assessment decisions?	
4. Has the State documented that students with the most significant cognitive disabilities are, to the extent possible, included in the general curriculum?	
6.3 What guidelines does the State have in place for including all students with limited English proficiency in the tested grades in the assessment system?	6.3(a) – (c) "Online Hawai'i State Reading, Mathematics, and Science Assessments as well as TerraNova Reading and Mathematics tests are available in English and Hawaiian. Hawaiian language assessments are to be used for grade 3 and 4 students in Hawaiian Language Immersion Programs (HLIP)." (003A-Vol. 3, Test
(a) Has the State made available assessments, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what these students know and can do?	6.3 (a)-(c) Hawaii provided documentation to meet these requirements.
(b) Does the State require the participation of every limited English proficient student in the assessment system, unless a student has	

(c) attended schools in the US for less than 12 months, in which case the student may be exempt from one administration of the State's reading/language arts assessment? Has the State adopted policies requiring limited English proficient students to be assessed in reading/language arts in English if they have been enrolled in US schools for three consecutive years or more?	Administration Manual, Page 20) Evidence: 026 – Board of Education Policy 2520, Statewide Assessment Program 003A – 2010-11 Online Hawaii State Assessments Test Administration Manual, Table 5. Online HSA Participation Requirements 003A – 2010-11 Online Hawaii State Assessments Test Administration Manual, Appendix C. Student Population Definitions	Hawaii provided documentation to meet these requirements.
6.4 What policies and practices does the State have in place to ensure the identification and inclusion of migrant and other mobile students in the tested grades in the assessment system?	Evidence: 026 – Board of Education Policy 2520, Statewide Assessment Program 003A – 2010-11 Online Hawaii State Assessments Test Administration Manual, Table 5. Online HSA Participation Requirements 003A – 2010-11 Online Hawaii State Assessments Test Administration Manual, Appendix C. Student Population Definitions, Page 31.	

SECTION 6: INCLUSION
Summary statement

Hawaii must submit the following:

A report showing separately the number and percent of students with disabilities assessed on the regular assessment without accommodations, on the regular assessment with accommodations, and on an alternate assessment against grade-level standards (6.1.2).

SECTION 7: ASSESSMENT REPORTS

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
7.1 Does the State's reporting system facilitate appropriate, credible, and defensible interpretation and use of its assessment data?	Online reports (student, aggregate and roster reports) are available instantly after the test submissions. The state summary is updated overnight. The HIDOE Score Interpretation Guide explains that the state provides a variety of resources for helping parents and educators understand and apply student performance results to improve student learning and classroom instruction. Sample family reports are available at alohahsa.org, and public reports of assessment results are available on the Department's Student Assessment Section website at sas.sao.k12.hi.us. Hawaii indicated that they have strict rules for maintaining the confidentiality of student data. Confidentiality of student data is protected by the Hawaii administration rules, Chapter 6: Confidentiality of Personal Records and Chapter 34: Protection of Educational Rights and Privacy of Students and Parents. These rules are in compliance with the Family Educational Rights and Privacy Act, 34 CFR & 99, relating to student records. Evidence: 012 - HSA Online Score Report User Guide 005 – 2010-11 Technical Report – Volume 5:	Hawaii provided documentation to meet these requirements.

	Score Interpretation Guide 010C – Online HSA Score Report Screenshot	Hawaii provided documentation to meet this requirement.
7.2 Does the State report participation and assessment results for all students and for each of the required subgroups in its reports at the school, LEA, and State levels? In these assessment reports, how has the State ensured that assessment results are not reported for any group or subgroup when these results would reveal personally identifiable information about an individual student?	The test scores in the aggregate reports for school, complex area, and state are reported for all students and by subgroups. **HSA in Hawaiian:** A Hawaiian Language Immersion Program (HLIP) student is a student who participates in an educational program that promotes the study of Hawaiian culture, language, and history. Instruction is provided in Hawaiian for grades K–12. Formal English instruction is also provided during a portion of each day for grades 5–12. In SY2010–11, the HLIP students took the Online HSA science in Hawaiian but took the Hawaiian Aligned Portfolio Assessment (HAPA) for reading and mathematics in Hawaiian. "The test scores in the aggregate reports for school, complex area, and state are reported for all students and by subgroups. The subgroups include the subgroups identified for determining AYP with a few additional groups. The subgroups for the score reports are economically disadvantaged students (free/reduced price lunch), English Language Learners (ELLs), students with disabilities, ethnic groups (Asian, Native Hawaiian or Pacific Islander, African American, White, Hispanic/Latino, American Indian/Alaska Native, and two or more races), gender, HSA in Hawaiian, and migrant." (Page 13, 005) Sample family reports are available at	

	alohahsa.org, and public reports of assessment results are available on the Departments Student Assessment Section website at sas.sao.k12.hi.us.' (005, Page 14) Evidence: 005 – 2010-11 Technical Report – Volume 5: Score Interpretation Guide 010C –Online HAS Score Report Screenshots 012-HAS Online Score Report User Guide. Arch.k12.hi.us/school/nclb.html	
7.3 How has the State provided for the production of individual interpretive, descriptive, and diagnostic reports following each administration of its assessments?	"A set of score reports is provided for each administration that summarizes student performance in each grade and content area. Score reports provide data on the performance of individual students and on the aggregated performance of students at various levels (state, complex areas, schools, teachers, and classes). The test data are based on all students who participated at least one opportunity for each content area and grade. The HSA Online system produces the online score reports: individual student reports; aggregate reports for class, teacher, school, complex area, and a state report; and on-demand student roster reports for teachers. The online score reports are produced immediately as students complete tests, and the data in individual student reports and aggregate reports are up-to-date each time students complete tests. "	Hawaii provided documentation to meet this requirement.
(a) Do these individual student reports provide valid and reliable information regarding achievement on the assessments in relation to	7.3(a) Evidence: 010A – Sample Family Reports	

Criteria/Question	Evidence	Notes
the State's academic content and achievement standards?	005 - 2010-11 Technical Report – Volume 5: Score Interpretation Guide	
(b) Do these individual student reports provide information for parents, teachers, and principals to help them understand and address a student's specific academic needs? Is this information displayed in a format and language that is understandable to parents, teachers, and principals and are the reports accompanied by interpretive guidance for these audiences?	7.3(b) Evidence: 005 – 2010-11 Technical Report – Volume 5: Score Interpretation Guide 010B – Parent Cover Letter for Interim Online Student Report 013 – Parent Letter 014 – HSA Online Parent Information Booklet	
(c) How has the State ensured that these individual student reports will be delivered to parents, teachers, and principals as soon as possible after the assessment is administered?	7.3(c) For the online student reports, school personnel can log in to the ORS and print individual student reports that are sent to parents immediately after the assessment is administered. For the paper family reports, the reports are delivered after the test window is closed.	
7.4 How has the State ensured that student-level assessment data are maintained securely to protect student confidentiality?	Hawaii follows strict rules for maintaining the confidentiality of student data. Confidentiality of student data is protected by the Hawaii Administrative Rules, Chapter 6: Confidentiality of Personal Records and Chapter 34: Protection of Educational Rights and Privacy of Students and Parents. These rules are in compliance with the Family Educational Rights and Privacy Act, 34 CFR & 99, relating to student records. Evidence: 003 – 2010-11 Technical Report – Volume 3: Test Administration, Sections 5.1 and 5.2	Hawaii provided documentation to meet this requirement.

		Hawaii provided documentation to meet this requirement.
	005 – 2010-11 Technical Report – Volume 5: Score Interpretation Guide, Section 3.9	
7.5 How has the State provided for the production of itemized score analyses so that parents, teachers, and principals can interpret and address the specific academic needs of students?	Evidence: 005 – 2010-11 Technical Report – Volume 5: Score Interpretation Guide, Section 3.8 (Paper Family Score Reports) 013 – Parent Letter 014 – HSA Online Parent Information Booklet	

SECTION 7: ASSESSMENT REPORTS
Summary statement

Hawaii provided documentation to meet the requirements of **SECTION 7: ASSESSMENT REPORTS**.

Attachment 12: Strategic Plan

REVISED DRAFT
7-5-12

Hawai'i Department of Education Strategic Plan: 2011—2018

2012 Update

Introduction: Superintendent's Message

Our Students: Helping Today's Students Navigate Tomorrow's World

"What does the 21st century student need to know and be able to do? In Hawaiʻi and across the world, we are in the midst of an enormous transformation. In the past, the rate of change was much slower from generation to generation. Now, the rate of change in the 21st century is driven by constantly evolving technology; the rapid creation and proliferation of information; new social and environmental challenges; and a new knowledge-based economy. **By 2018, Hawaiʻi will rank 10th in the nation in jobs requiring postsecondary degrees**. Students need an entirely new level of academic skills and a strong sense of self and connection to their community to succeed and contribute to a better society. **And Hawaiʻi students know this: 89% of students plan to go to college, according to Student Exit Surveys**. To successfully guide students toward their goals, educators and leaders need support, training, and new approaches to teaching. We need to work together with families, communities, and partners in new ways as well. Fortunately, while the world around us is requiring such rapid change, in Hawaiʻi we have enduring values, traditions, and relationships that can help us—and our students—chart the right course.

Our Future, Our Promise: Building a Bright Future for Our Students and Our State

Ultimately, Hawaiʻi's public school system will measure its success by the success of its students. Our goals for staff success and system success develop an important foundation for our primary goal of student success. This Strategic Plan proposes to take advantage of a unique window of opportunity to build on what we have, to change what we must, and to work together in new ways in order to support students. And we must if our state is to have a bright future. Through technology, we have more information than ever before about what every individual student needs in order to reach their full potential – and how we can help them. And as never before, we have the opportunity to ensure that **ALL** students can achieve and that different learning styles and educational approaches are understood, honored, and addressed. We know that we must support teachers, leaders, and staff with the "adaptive leadership" needed to work hand-in-hand with the community to build 21st century schools, classrooms, and learning opportunities.

We share our challenges with the rest of the nation: no one has a clear road map to revolutionize education. In Hawaii, the way forward is through working together—students, families, teachers, leaders, all DOE staff, and community partners from every sector. We have an opportunity to model the skills of collaboration, complex and creative thinking, effective communication and self-directed learning that have formed the backbone of our student General Learner Outcomes for over fifteen years.

Thank you for being on this journey with us—we know it is not easy; we know there is nothing more important or worthwhile. We are building the future for our students and our state, and how we strive together today will determine the options and opportunities available for the young people of our islands for generations to come. Mahalo.

Kathryn S. Matayoshi
Superintendent of Education

Our Mission

We serve our community by developing the academic achievement, character, and social-emotional well being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Our Vision

Hawaiʻi's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Core Values

Hawaiʻi seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawaiʻi's students have strengths and abilities unique to an island home, with a tradition of stewardship, community, and mutual responsibility. We will cultivate, advance, and draw from Hawaiʻi's rich traditions and Native Hawaiian host culture.

1. **COMMITMENT TO EQUITY & EXCELLENCE:** We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.

2. **MEANINGFUL LEARNING:** We learn from many sources and in many ways. Hawaiʻi provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.

3. **CARING RELATIONSHIPS:** Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.

4. **CONNECTION TO COMMUNITY, FAMILY, AND ʻĀINA:** We see students as part of an extended ʻohana, the environment, a larger community and a global society. Hawaiʻi students value these connections and become stewards to help make our world a better place.

Our Beliefs

This 2012 Strategic Plan Update is built upon what we know are the keys to ensuring that all students can reach their fullest potential and attain their aspirations in the 21st century:

- Students do better when they come to school ready to learn, from the first day of kindergarten to the last day of senior year. Parents, caregivers, extended 'ohana, and community can provide crucial support and guidance to help students focus on and enhance their learning.
- All students need depth of knowledge that grows from a solid academic foundation in the core subjects of reading, math, science, and social studies.
- All students need breadth of knowledge and character development—a broad-based curriculum and development of the General Learner Outcomes* (GLOs) that results in joy in learning, respect for others, and lifelong spirit of inquiry.
- All students, from advanced to struggling, need support, resources, and diverse teaching methods in order to reach their fullest academic potential.
- We need to provide our teachers and school leaders with support and information—including professional development, mentorship, learning communities, and helpful real-time data—so they can excel in meeting the new demands of their professions.
- When teachers and school leaders work in teams, with all the resources and tools at their disposal, they are better able to understand and meet the individual learning needs of their students.
- We need to work together throughout the state to provide the resources to build 21st century school facilities with technology and equipment that ensure students are not left behind.

*General Learner Outcomes (GLOs)
The DOE's student GLOs have stood the test of time for the nearly two decades, and are even more crucial in today's world:

- **Self-directed Learner** (The ability to be responsible for one's own learning)
- **Community Contributor** (The understanding that it is essential for human beings to work together)
- **Complex Thinker** (The ability to demonstrate critical thinking and problem solving)
- **Quality Producer** (The ability to recognize and produce quality performance and quality products)
- **Effective Communicator** (The ability to communicate effectively)
- **Effective User of Technology** (The ability to use a variety of technologies effectively)

And demonstrate caring and ethical behavior.

Our Strengths and Opportunities

Building on Key Strengths and Successes:

- Hawai'i has maintained high academic expectations of its students. Hawai'i was one of only five states to receive an "A" grade for having academic standards "at or close to the world-class level." The Hawai'i Content and Performance Standards and Hawai'i State Assessment set high expectations and a solid foundation to focus relentlessly on ensuring every child can reach these expectations as we transition to fully implementing the national Common Core State Standards (CCSS).
- Hawai'i's transition to the national CCSS will be aided by the fact that our state standards were already so high. Hawai'i helped to create the national CCSS, and is the only state to have a representative on both the Math and English Language Arts validation panels.
- Hawai'i is the only state to have equity in school funding: A report by the Center for American Progress found that "so far no state has emulated Hawai'i's effort to ensure that education dollars truly follow the child." Our funding structure helps us use resources in innovative ways to achieve our goals.
- Race to the Top—Hawai'i was one of only 12 states and the only state west of the Mississippi to win federal grant funds to support the work outlined in this Strategic Plan.
- A new, appointed Board of Education is working with the DOE to align efforts behind a single Strategic Plan and its targets.
- Unprecedented public-private partnerships, including significant foundation funding and community-based efforts, are providing support for students and communities.

New Tools and Resources to Help Us Achieve Success:

- Higher high school graduation standards ensure that students complete high school ready for success in college and career (see page 18 for background information on the state's College- and Career-Ready Agenda).
- We have new and better ways of identifying students' needs and helping all students achieve. Hawai'i has a uniquely strong statewide longitudinal data system that will keep improving in its ability to provide data to teachers, school leaders, families, and community members so we can more effectively support struggling students.
- Data for School Improvement (DSI): New and better technology-based tools to provide teachers and schools with feedback about student progress within a critical window of time—so teachers and schools have the information (formative assessment data) they need. With formative assessments, teachers can tell how students are doing throughout the year, and can adjust their instruction and plan early with students and families when additional support is needed.
- High-quality induction, mentoring, and professional development programs for teachers and principals: We have established specific strategies for strengthening and expanding staff support, and increasing the number of highly effective teachers and leaders in our schools.
- Statewide Common Core Curriculum: For the first time, the DOE will be able to provide needed continuity for vulnerable students who move to different schools or experience high teacher turnover. The DOE can, also for the first time, develop and provide consistent, targeted teacher training, support, and professional development.

Our Goals and Strategies

We have three statewide goals: Student Success, Staff Success, and Successful Systems of Support. Student Success is our primary goal, and is both the pinnacle and the driver of our efforts to ensure Staff Success and Successful Systems of Support. Our three goals each align with a Board of Education committee, to help ensure alignment in policy and practice.
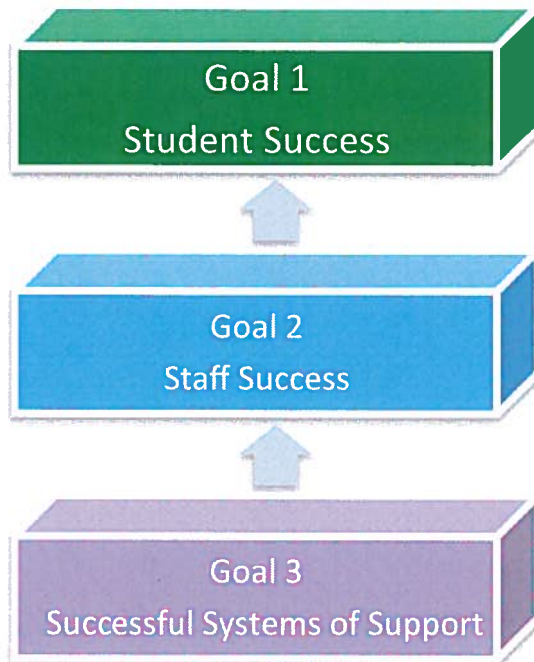
Our goals help us prepare students for success in college, careers, and citizenship in the 21st century by ensuring that throughout our statewide system we have consistently high expectations for all students, teachers, leaders, and staff. Meeting high expectations requires having a high level of customized and responsive support, and we are building the resources needed to promote excellence and lifelong learning for students and adults alike. We are working together to strengthen our tools and capacity around using data and assessment to guide improvement. At all levels of the DOE, we are working to improve communication, improve our facilities and infrastructure, and build a culture that reflects DOE Core Values.

Within the DOE's three overarching goals, our specific strategies and targets over the next six years focus our efforts on:

- Promoting academic excellence: Implementing an single K-12 curriculum with clear standards, and developing multiple measures of success so that rather than "teach to the test" we offer a well-balanced curriculum that gives students a breadth of knowledge and experience.
- Promoting and rewarding excellent teaching: helping our existing teachers become the best in the country through tailored professional development and support. Improving our recruiting, induction, and mentoring efforts so that we can continue to attract, prepare, and retain the best teachers.
- Providing better data, information, and tools at the classroom, school, and Complex Area levels: This helps teachers and principals understand, assess, and communicate about student engagement and academic progress throughout the year. This includes new tools such nationally validated assessments to help students and teachers with college- and career-preparedness, and "early warning data" to help with timely supports.
- Ensuring safe schools: Tracking student safety and ensuring schools consistently establish and implement the policies, values-based programs, and character development that lead to positive learning environments and good citizenship.
- Improving our communication internally and externally so that we can all work together in support of Student Success. This includes reaching out to our families, communities, and businesses; building stronger partnerships to support student learning; and promoting learning opportunities beyond the classroom.

Our principles for instruction and assessment are a promising path to improving student achievement and supporting teachers and leaders. They help build consistency and quality into our system statewide. We will also work toward building flexibility into state policy to allow students to earn course credits upon demonstration of mastery, so students advance when they are truly ready and educators are better able to customize their classroom instruction to meet the needs of all students.

Our Targets

The specific targets in this Strategic Plan Update are indicators of success that we can all monitor together. They are the long-term results we strive for, and a way to assess how our efforts add up over time. Additionally, the DOE worked with Hawai'i P-20 Partnerships for Education to ensure that our targets align and support the statewide education system from preschool to graduate school.

We know the targets in this Strategic Plan Update are the right targets—even though in some cases we will need to develop new tools to get the data we need to track and monitor progress. During the first year of implementation for this Strategic Plan Update (School Year 2012-13), we have built in the time and resources to collect data tools to measure ongoing progress. This Strategic Plan is a living document, the starting point of our work together, and a reflection of our ongoing commitment to continuous improvement.

Goal 1—Student Success: All DOE students demonstrate they are on a path toward success in college, career and citizenship.

Objective 1a: All students are engaged and ready to learn.

Student Attendance
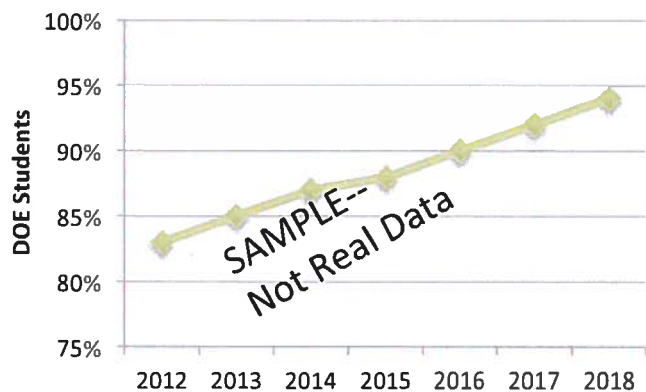
School Campus Safety
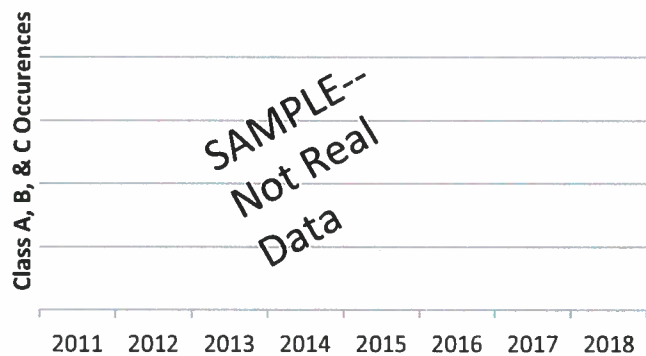
Student Perceptions of Safety
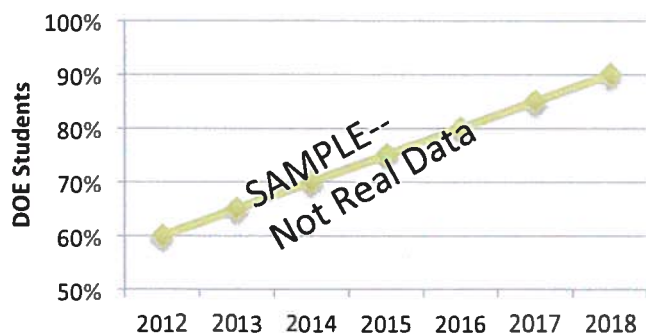
Strategies

i. Incorporate interdisciplinary curriculum based on the Common Core State Standards into classroom instructional practices

ii. Tailor instruction to students by assessing and responding to individual needs [including working collaboratively along educational continuum (P-20) to assess kindergarten readiness and college readiness]

iii. Provide school-led programs that develop the character and values needed for ethical behavior, student safety and positive learning environments

Targets

i. Increase the percentage of students who attend school regularly

ii. Increase student safety on school campuses by decreasing the number of student misconduct occurrences (class A, B, and C offenses) by X% each year

iii. Increase the percentage of students who feel safe in school and believe that the school environment is nurturing, orderly, and conducive to learning [measured by percentage of students whose composite rating on "School Safety and Well-Being" on School Quality Survey (SQS) is positive]

iv. Increase the percentage of students participating in co-curricular and extracurricular activities

Objective 1b: All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives.

Academic Achievement

(2011 data is actual baseline, 2018 represents DOE RTTT targets)

College and Career Readiness

SAMPLE-- Not Real Data

Equity in Achievement

(2011 data is actual baseline, 2012--2018 represent DOE targets)
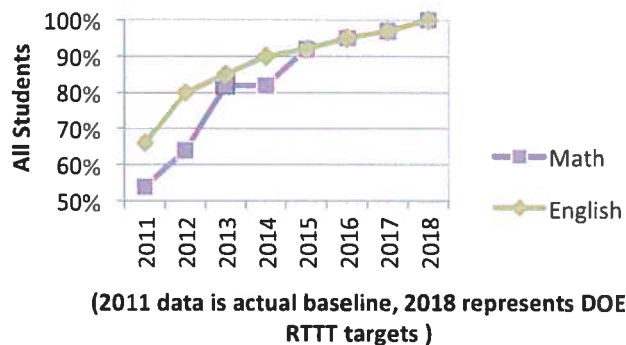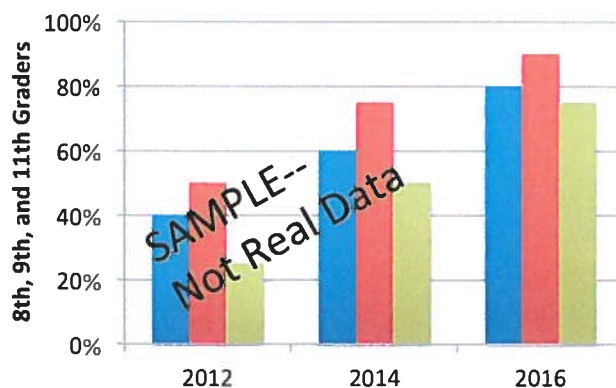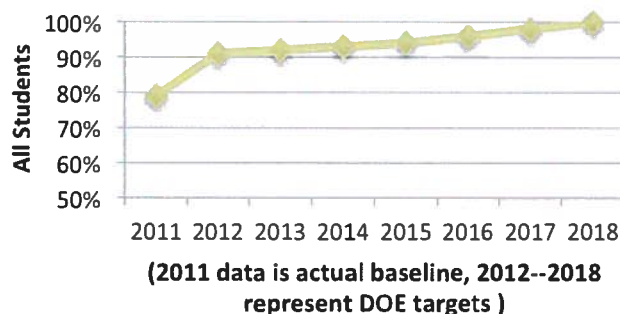
Strategies

i.   Implement statewide K-12 curriculum, instruction, and assessments that are well-balanced and aligned with the Common Core State Standards

ii. Use data, feedback, and school data teams at every school to improve student achievement

iii. Establish academic review teams at each school and Complex to improve and align instruction and professional development in support of student achievement

iv. Provide student support and differentiated interventions based on "early warning" data for all students

v.   Implement proficiency-based advancement of students based on applicable standards of academic achievement, character development, and socio-emotional progress

Targets

i.   Academic Achievement: Increase percentage of students scoring "proficient" in reading and mathematics on Hawaii State Assessment (switch to SBAC multi-state assessment beginning 2014)

ii. College and Career Readiness: Increase percentage of DOE students meeting cut scores on a nationally validated suite of assessments from 8th through 11th grade, with a 12th grade option

iii. Equity in Achievement: Increase proficiency of the lowest achieving student groups so that the percentage difference in test scores between highest and lowest achieving student groups is eliminated

Objective 1b (CONTINUED): All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives.

9th Grade Promotion

On-time High School Graduation

(2011 data is actual baseline, 2018 represents DOE RTTT targets)

Postsecondary Enrollment

(2011 data is actual baseline, 2018 represents DOE RTTT targets)
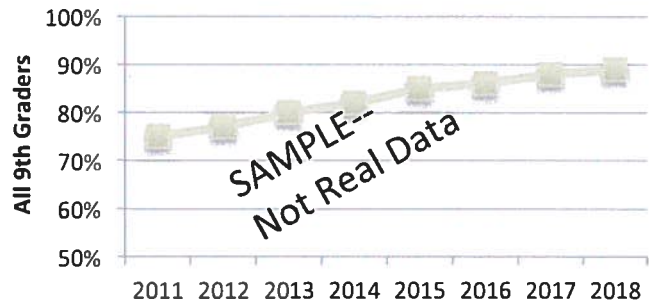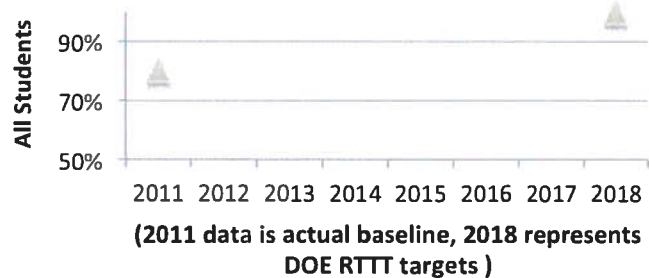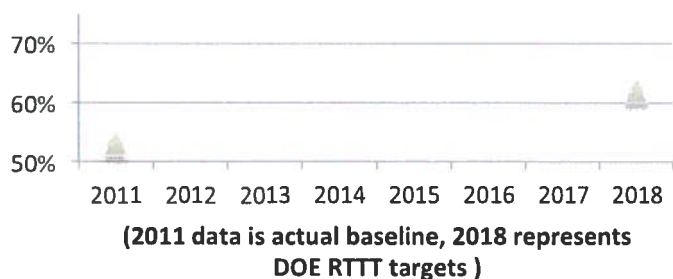
Strategies (See P. 9)

Targets (Continued from P. 9)

iv. Increase percentage of students that advance from 9th grade to 10th grade on time (9th grade promotion rate)

v. Increase the percentage of students that graduate on time (4-year cohort graduation rate)

vi. Increase the percentage of students that enroll directly in postsecondary education (2-year and 4-year colleges, vocational, and technical schools)

vii. Increase the percentage of graduates who complete a training program and/or earn a certificate recognized by employers (TBD - interim measure: Increase the number of graduates obtaining a CTE certificate)

Objective 1c: Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.

General Learner Outcomes

SAMPLE-- Not Real Data

5th and 11th Graders

- 5th Grade GLOs
- 11th Grade GLOs

(100%, 90%, 80%, 70%, 60%, 50% — years 2011–2018)

Student Connection to Community

SAMPLE-- Not Real Data

DOE Students

(100%, 90%, 80%, 70%, 60%, 50% — years 2011 2012 2013 2014 2015 2016 2017 2018)

Parent Satisfaction With School Responsiveness

SAMPLE--Not Real Data

- % Responding
- % Satisfied

(100%, 80%, 60%, 40%, 20%, 0% — years 2011 2012 2013 2014 2015 2016 2017 2018)
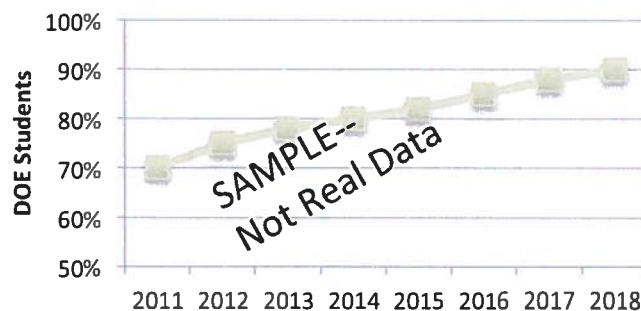
Strategies

i. Partner with community organizations, libraries, and businesses that provide learning and service opportunities that utilize the resources of the communities and places where students live and attend school

ii. Work with agencies and families to coordinate wraparound services that address non-school factors that impede student success

iii. Support high schools to ensure each student has a Personal Transition Plan with a community of support to guide students' achievement of the plan

iv. Strengthen family-school partnerships based on shared accountability, goals/priorities, responsibilities and contributions, where families are engaged in meaningful and culturally respectful ways to support student success

Targets

i. Lifelong learning, character, and citizenship: Increase percentage of 5th and 11th graders consistently demonstrating GLOs [5th grade: score of 3 or higher on each GLO. 11th grade: *Rubric and baseline TBD*]

ii. Student connection to community: Each student has a Personal Transition Plan with an adult to guide and support students' achievement of the plan

iii. Parent satisfaction with school responsiveness: (Measure TBD)

iv. Engagement level of parent and community stakeholders (Measure TBD)

Goal 2—Staff Success: The DOE has a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Objective 2a: The DOE effectively recruits, retains, and recognizes high-performing employees.

Effective Teaching
(DOE Teachers, 2011–2018, HQ / HE)
SAMPLE-- Not Real Data
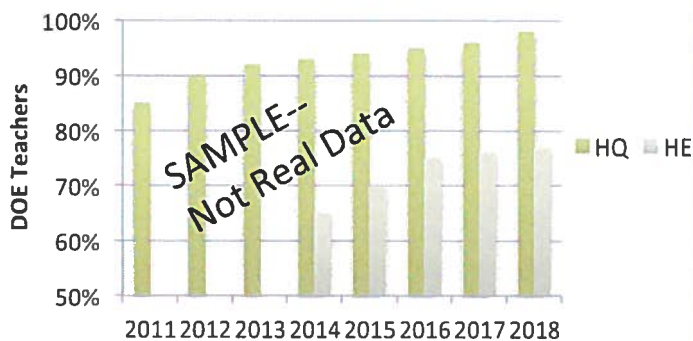
Effective Administration
(DOE Administrators, 2011–2018)
SAMPLE-- Not Real Data
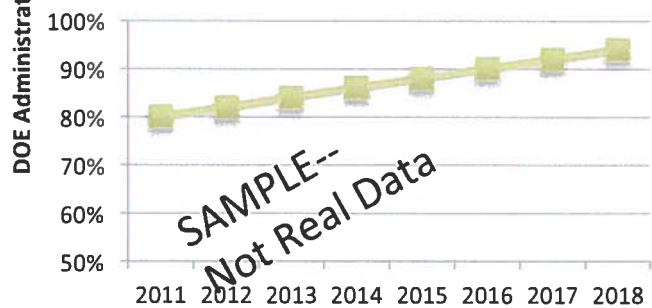
Hiring, Training and Retention
(DOE Employees, 2011–2018)
SAMPLE-- Not Real Data
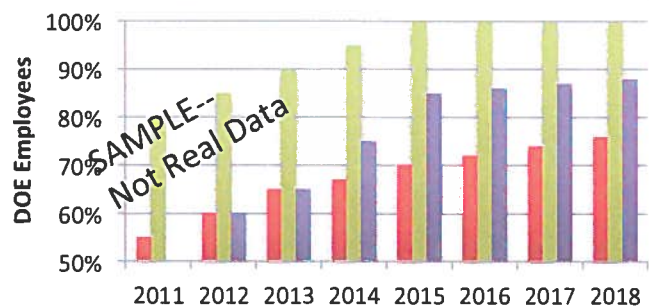
Strategies

i. Revise recruiting policies, practices, and procedures to improve the quantity and quality of DOE job applicants

ii. Develop alternative certification paths for teachers and administrators

iii. Develop programs that recognize and reward deserving employees based on their contribution to student achievement

iv. Fully implement beginning teacher induction and mentoring standards

v. Provide effective orientation programs for all non-certificated and classified personnel and supervisory training for all new supervisors

Targets

i. Effective teaching: Increase percentage of highly qualified teachers, and increase percentage of teachers rated as "highly effective" beginning in 2014

ii. Increase percentage of hiring managers reporting they had a candidate pool that allowed them to hire a quality candidate appropriate for position

iii. Training and support: 100% of new teachers receive induction and mentoring support, and 100% of new non-certificated employees receive effective orientation training

iv. Reduce voluntary employee turnover (Measure TBD and will include data on retention of teaching faculty and administrative employees)

Goal 2—Staff Success: The DOE has a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Objective 2b: Training and professional development for all DOE employees supports student learning and school improvement.

Teachers with annual feedback and improvement plans

Administrators with annual feedback and improvement plans

Aligned Professional Development
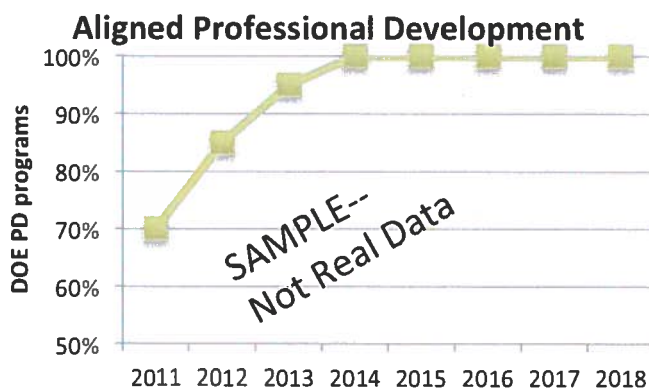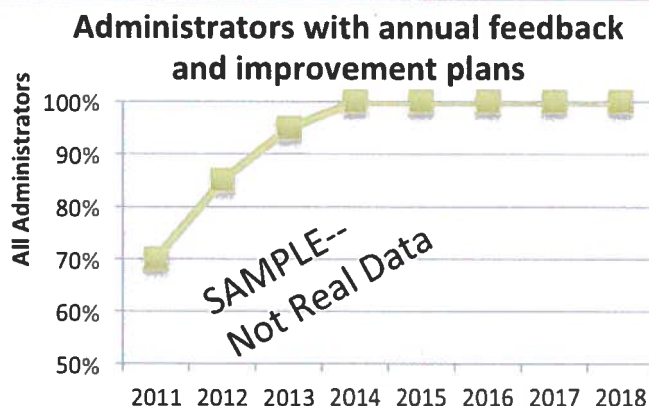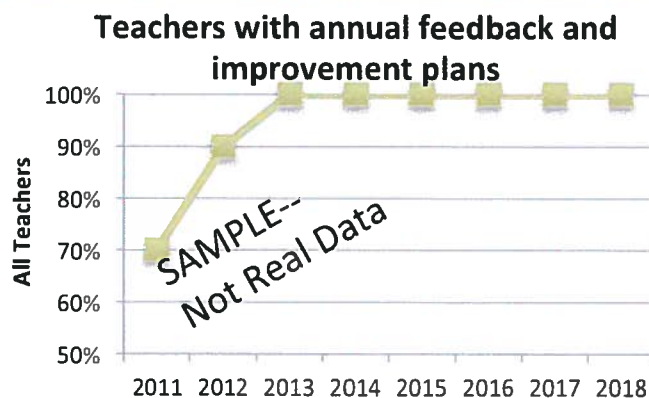
Strategies

i. Provide all teachers with evaluation and feedback based on student growth and teaching practice that guide professional development opportunities designed to support student achievement and learning

ii. Provide all administrators with information and feedback based on student growth and school effectiveness that guide performance improvement opportunities designed to support student achievement and school improvement

iii. Develop the new Professional Development Management System (PDMS) to manage professional development activities across the DOE

Targets

i. 100% of teachers receive rating on performance evaluation and establish improvement plan

ii. 100% of administrators receive rating on performance evaluation and establish improvement plan

iii. 100% of professional development (PD) courses are aligned to support student achievement and school effectiveness as reported in pre- and post-course evaluations

iv. Increase the number and percentage of students that rate their learning experience as exceptional (Measure TBD)

Goal 2—Staff Success: The DOE has a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Objective 2c: Leadership across the department has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation, and student success.

Career Development Participants
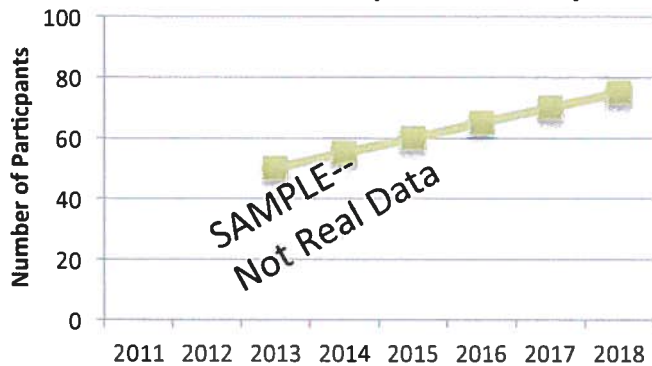
Leadership Training
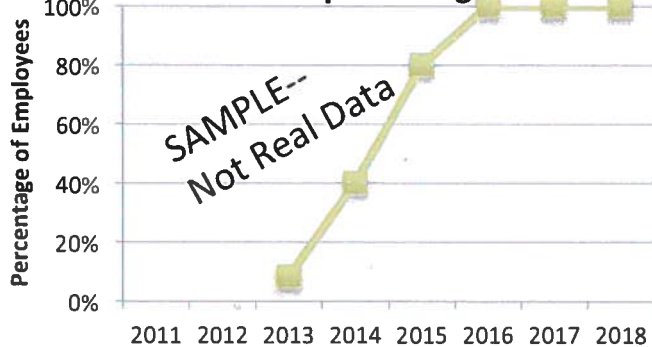
Strategies

i. Develop a "grow your own" career ladder program for future leaders that identifies, prepares, and places leaders in positions to support student success at an organizational level

ii. Build leadership capacity within the DOE by providing targeted professional development, including change management training

iii. Fully implement and support school-based teams of teachers and leaders (academic review teams) that guide instructional development strategies at the school and Complex levels

Targets

i. Increase number of participants in pilot career development/ladder system

ii. Increase number of participants successfully placed in leadership positions

iii. 100% of DOE leadership will be trained on change management skills that support the success of all students and schools

iv. 100% of DOE schools have academic review team in place

Goal 3—Successful Systems of Support: The system and culture of the DOE work to effectively organize financial, human, and community resources in support of student success.

Objective 3a: DOE facilities and technology systems meet 21st century education needs and standards in a fiscally responsible and innovative way.

21st Century Facilities

SAMPLE--
Not Real Data

(Line chart: Y-axis "All DOE Schools" 50%–100%; X-axis years 2011–2018; data rising from ~50% to ~83%)
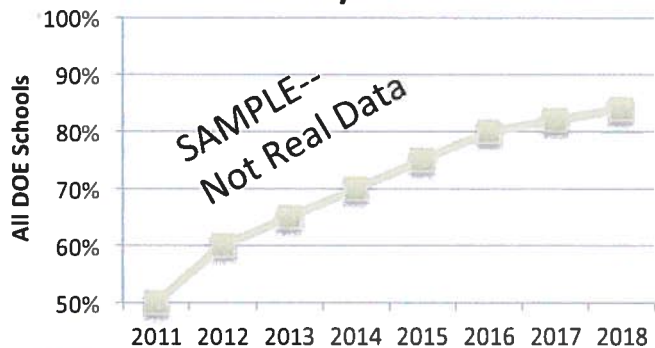
Reliable Computers & Broadband

SAMPLE--
Not Real Data

(Line chart: Y-axis "Schools/offices" 50%–100%; X-axis years 2011–2018; data rising from ~50% to ~83%)

Satisfaction With Technology Support

SAMPLE--
Not Real Data

(Line chart: Y-axis "DOE Employees" 50%–100%; X-axis years 2011–2018; data rising from ~50% to ~83%)
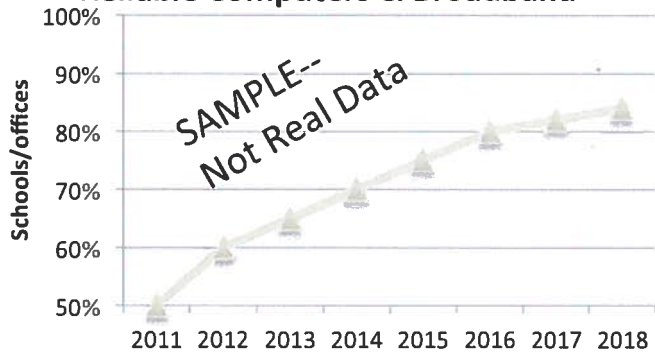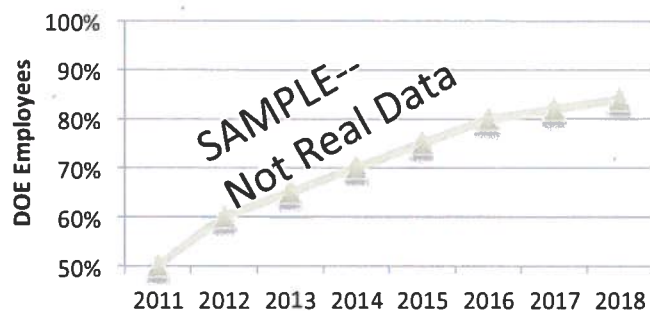
Strategies

i. Develop the criteria for 21st century school facilities and a rubric for evaluating each criterion

ii. Provide students and employees with computer systems and broadband that support 21st century learning

iii. Provide efficient, effective technology support to our classrooms, schools and support offices

Targets

i. Increase the percentage of schools meeting 21st century school facility standards [DOE schools score 90% or better on 21st century school facilities standards rubric (rubric TBD)]

ii. Increase percentage of students and schools that have access to reliable technology resources

iii. Speed and reliability of internet access

iv. Increase in the percentage of employees reporting satisfaction with technology support

Goal 3—Successful Systems of Support: The system and culture of the DOE work to effectively organize financial, human, and community resources in support of student success.

Objective 3b: DOE financial systems, business processes, and organizational resources support student and school success.

WASC Accreditation

(2011 data is actual baseline, 2012--2018 represent sample targets)
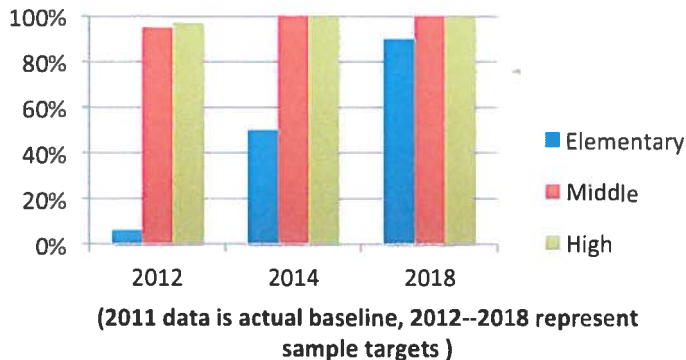
Strategies

i. Take advantage of the statewide school system to leverage economies of scale and improve efficiency through centralization, technology, standardization, innovation, and use of best practices

ii. Expand WASC accreditation process to all DOE schools as a tool to confirm achievements of school turnaround

iii. Ensure strategic deployment of resources that support student success, staff success, and successful systems

Targets

i. DOE financial reporting, payment processing, and procurements are timely, accurate and transparent

ii. Expand internal program evaluations to include comprehensive financial impact and sustainability analyses, to assess effectiveness of strategies and utilize reliable, relevant, and high-quality data to drive decision making

iii. Increase percentage of accredited schools by 2018 (Percentage TBD)

iv. Review 100% of funding sources to determine where additional oversight will increase impact of college- and career-ready agenda

v. Decrease the administrative burden at the school level via use of technology and centralization (Measure TBD)

Goal 3—Successful Systems of Support: The system and culture of the DOE work to effectively organize financial, human, and community resources in support of student success.

Objective 3c: Robust internal and external communication effectively marshals school, complex, state, and community resources behind DOE goals.

Internal/External Communication

SAMPLE--Not Real Data

Parent/Guardian Communication

SAMPLE--Not Real Data

Community Partnerships

SAMPLE--Not Real Data
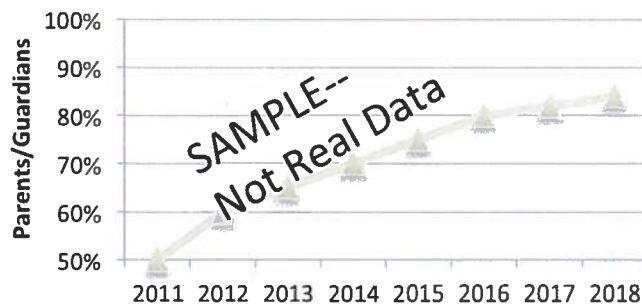
- Partnerships
- Communication
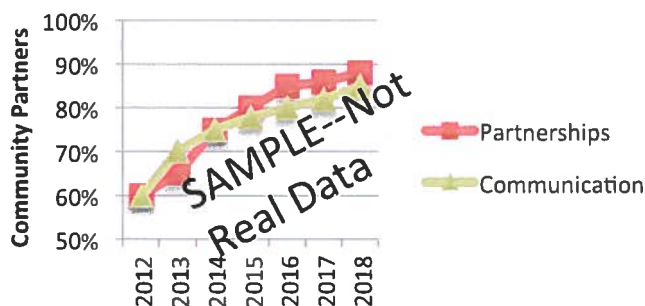
Strategies

i. Consistently develop effective communication plans for all major DOE projects

ii. Provide robust and user-friendly websites to internal and external stakeholders

iii. Establish state-level external communications strategy for building parent/community engagement around student achievement

iv. Use Academic and Financial Planning Process to ensure consistently robust complex- and school-level parent communication and family engagement strategies

v. Commit resources to expanding DOE's communications office to include a stakeholder stewardship function

Targets

i. Internal communication effectiveness: Increase percentage of internal and external stakeholders that understand and support priorities of DOE (Measurement TBD)

ii. Parents/guardians receive regular communication on how to support student and school success (Measurement TBD)

iii. Increase percentage of parent and stakeholder organizations reporting they are satisfied with DOE communication and partnerships (Measurement TBD)

Background: Hawai'i's College- and Career-Ready Agenda

Above all, the Hawai'i Department of Education is dedicated to helping *each student realize their individual aspirations.* As we work together to carry out our Strategic Plan, it is crucial we all know that:

- Studies show that nationally and locally, being "career ready" increasingly means pursuing some form of postsecondary education, including two-year and four-year college degrees, certificate programs, apprenticeships, and technical education.[1]
- **89% of Hawai'i's students want to go to college**, according to Student Exit Surveys in 2009. They have the right idea: By 2018 Hawai'i will rank 10th in the nation in the percentage of jobs requiring postsecondary degrees.[2]
- A generation ago, 65% of jobs required only a high school diploma. Today, 65% of Hawai'i jobs require a 2- or 4-year college degree.[3]
- Hawai'i has far fewer job opportunities than other states for those who do not complete high school. Hawai'i ranks 47th in the nation in the percentage of projected jobs available if you have less than high school diploma.[4]
- In under a generation, Hawai'i shifted from an agricultural base to a knowledge economy that requires more education and training. Living-wage jobs available in agriculture, marine resources, and sustainability are now based on more advanced skills and knowledge, including Science, Technology, Engineering, and Math (STEM) fields, advanced communications, and finance.

This means all of Hawai'i's students must graduate from high school with a rigorous course of study. This is the "college- and career-ready agenda." The DOE, BOE, University of Hawai'i, Hawai'i Early Learning Council, and Office of the Governor are working together in new ways through efforts that include Hawaii P-20 Partnerships in Education and a Common Educational Agenda, to advance the college and career ready agenda.

Hawai'i jobs: Educational requirements change dramatically from 1973 to 2018
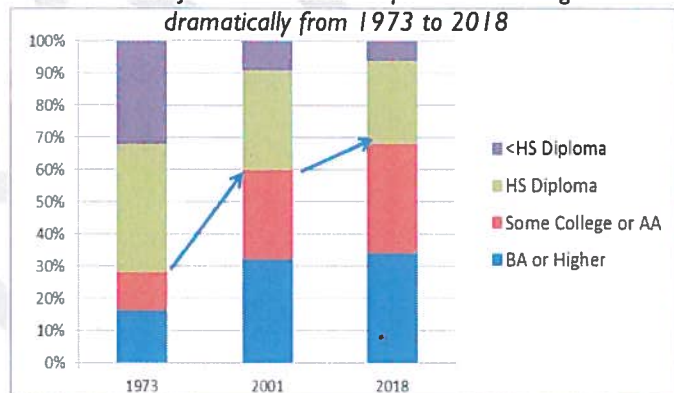
Student aspirations are aligned with the college- and career-ready agenda.

- 89% of students PLAN to go to college
- 51% of Hawai'i seniors enroll in college
- 13% of Hawai'i seniors graduate from college on time (within six years). This is far below the national average (18%) and the best-performing state (28%).[5]

It is the DOE's mission and our imperative to help students reach their potential and to secure our state's future. The Goals, Objectives, Strategies, and Targets laid out in this plan will lead our students to success in college, career, and citizenship.

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[1] Carnevale, Anthony P. and Desrochers, D. (2003): *Standards for What? The Economic Roots of K-16 Reform.* Princeton, NJ: Educational Testing Service.
[2] Georgetown University Center on Education and the Workforce: *Projections of Job and Education Requirements Through 2018: Hawai'i*, June 2010. http://cew.georgetown.edu/jobs2018/states/.
[3] Ibid.
[4] Ibid.
[5] ACT (2006).

Background: About the 2012 Strategic Plan Update

At the outset of our 2011—2018 Strategic Plan, we knew that student needs and our state's needs converged in a dramatic mandate to completely transform K-12 education in Hawai'i. We created a State plan that allowed us to set clear targets and establish a road map for real and lasting change. We knew an overhaul of our K-12 system would not happen overnight, and that if we wanted real change we needed to be thoughtful, establish pilots, and grow our efforts effectively.

We were fortunate to win a Federal Race to the Top investment in our Strategic Plan for educational transformation. The DOE and its partners were committed to our Strategic Plan regardless of the Race to the Top outcome, but winning the competitive national grant continues to help us with some of the needed resources to implement both our Plan and our State's Common Education Agenda. This Strategic Plan is therefore a living document that represents our collective efforts, and provides us with a framework that we can review annually and use to make course corrections as needed.

As an educational system, we work to balance consistency and responsiveness. This 2012 Strategic Plan Update reflects both of these priorities. The current Board of Education (BOE), appointed in 2011, directed the DOE to updated the Strategic Plan and to align all efforts and resources behind one shared priority: student success. The BOE will adopt the plan as its own, a break with the past tradition of the BOE establishing a separate Strategic Plan. Having a common and shared Strategic Plan will help the BOE and DOE to support student success more effectively.

This Strategic Plan 2012 Update builds upon work to date and does not waver from our already established destination; it does, however, clarify and prioritize our targets and strategies. It aligns the three main DOE goals with three of the BOE committees (Student Achievement, Human Resources, and Finance and Infrastructure) in order to increase both accountability and efficiency. It provides more context and background information to help both internal and external stakeholders connect to DOE efforts. Creating a joint DOE and BOE Strategic Plan also provided the opportunity to revisit and refine the Department's Mission, Vision, and Core Values, and to establish the key measures of success that would facilitate management and oversight and be reported to the public on a regular basis.

We knew that this Strategic Plan and its implementation would be improved if we involved our stakeholders. We brought complex area superintendents, principals, teachers, students, parents, assistant superintendents, and key external partners into the development of this plan. Everyone involved, whether through an interview, focus group, meeting, or survey, made an important contribution to this Update. By focusing on these clear, consistent targets, staying the course, and continuing to strive together, we will arrive at our common destination: Student success, staff success, and systems success.

Background: Strategic Plan Targets

This Strategic Plan Update focuses on targets that indicate the overall progress the DOE is making towards fulfillment of its mission and commitments. Key success indicators that are a part of the Strategic Plan targets will be tracked at the school, Complex Area, and State office levels. While this Strategic Plan Update does not report the specific targets for all important leading indicators, these indicators are still tracked through school-level Academic and Financial Plans, Complex Area Plans, and the State DOE Balanced Scorecard. Our updated targets therefore align vertically within the DOE, from the school level through the Board of Education policy level.

DOE Targets and Indicators (for Illustration Purposes Only): School-level, Complex Area-level, and State Plans

	K-12 Student Engagement & Safety	K-12 Academic Achievement	K-12 Citizenship, Character & Community Connection	College & Career Readiness
DOE/BOE Strategic Plan	• Attendance • School Safety (Chapter 19 Class A, B, C incidents) • Student Survey	• Proficiency of all students • ACT exam • Achievement Gap • On time 9th to 10th grade promotion • 4-year cohort graduation rate	• 5th and 11th grade GLOs • PTPs • Parent satisfaction & engagement	• Percentage of students achieving ACT exam cut scores • Postsecondary Enrollment
Balanced Scorecard **Complex Area Plans** **School-level Academic & Financial Plans**	• Early Warning Data • Participation in Extracurricular Activities • Chapter 19 Class A, B, C incidents • Student Survey	• Proficiency by all tested grade levels • 3rd grade reading • NAEP Scores • Adequate Yearly Progress • Formative assessment data	• Service Learning • Senior Projects • Student Survey • Internships/ Mentorships	• CCR Diploma • SAT Scores • AP Classes • UH Remediation Data • Postsecondary completion

Attachment 13: School Academic and Financial Plan Guidance and Template

Supporting School and Complex Area Improvement:Academic and Financial Plan Drafting Guidance

This document provides a brief overview of the Academic-Financial Plan drafting process for the 2013-14 school year. It is meant to serve as guidance to school leaders in completing the plans. A blank template and an example of a completed plan are also enclosed for your reference. If you encounter questions or concerns while completing your plan, your complex area staff are available as a resource to either provide direct support or coordinate additional technical assistance.

Background

The Academic and Financial Plan is a document that highlights the goals for the school, the programs, and the available resources to reach these goals. It allows schools to describe their individual academic goals, the weighted student formula allocation that supports those goals and the potential outcomes for investing in each specific academic goal. This allows principals, school community councils, and complex areas with the criteria to monitor and subsequently evaluate whether specific investments helped to increase student outcomes.

Although the original intent of the Academic and Financial Plan was to ensure school and complex area alignment with HIDOE's Strategic Plan and serve as a monitoring tool, the adherence to these tenets vary widely throughout the system. As part of HIDOE's overall school reform effort, the AcFin Plan template is being "pre-populated" to increase alignment between school planning and the revised Strategic Plan's goals, objectives, strategies, and targets.

Summary of Changes for the SY 2013-2014 Academic and Financial Plan Template and Processes

1. New templates for the Academic and Financial Plan, Financial Plan, and narrative summary;

2. Timelines for SY 2013-2014 AcFin Plan moved to spring 2013 to better align with implementation. In lieu of submitting AcFin Plans in December, schools and complex areas will submit a preliminary staffing/position list for February teacher transfer period; and

3. Beginning SY 2012-2013, the superintendent has set clear expectations for every complex area and school to form a functional Academic Review Team (ART) to analyze student data, set strategic priorities via the Academic and Financial Plan, monitor results on at least a quarterly basis, and make mid-course corrections when needed.

The revised AcFin Plan template and Academic Review Team processes embodies the Plan-Do-Check-Act (PDCA) process of continuous improvement. Schools and complex areas that effectively drive student learning routinely engage in a disciplined, ongoing cycle to:

- Gather evidence of current levels of student learning and educator effectiveness
- Develop strategies and interventions in the Academic and Financial Plan that build on strengths and address weaknesses (Plan)
- Implement those strategies and interventions (Do)
- Analyze the impact of the changes to discover what was effective and what was not (Check)
- Apply new knowledge to adapt the next implementation cycle (Act)

The Academic and Financial Plan is a key component to *creating an aligned planning structure* so that all educators are effectively "rowing in the same direction."

Academic and Financial Plan as Part of an Aligned Planning Structure

Each school'sAcademic and Financial Plan should have elements common to all schools. An example of this are the SW and SI components that all Title I schools need to include in their Academic Financial Plan. The degree to which each element is addressed will vary from school to school, depending on the unique needs, challenges, strengths, and resources at each school. How a school chooses to address (or not address) a particular element should be based on data, reflect best practice, and be accompanied by a rationale. Each Academic and Financial Plan should be accompanied and guided by a needs assessment report that identifies the key elements linked to student learning and achievement. One example of a needs assessment report is the On-Site School Review (OSSR) produced by School Synergy.

Supplemental Documents to Assist with Academic and Financial Plan Preparation

1. Revised 2011-2018 Hawaii Department of Education Strategic Plan

2. School's needs assessment report that identifies the key elements linked to learning and achievement

3. The *"Framework for Professional Learning Communities"* document sets HIDOE's expectations for how schools and complex's Academic Review Teams areas will: 1) create an aligned planning structure across schools, complex areas and the state office, and 2) ensure each organizational routine embodies the characteristics of an effective professional learning community (PLC). The *"Academic Review Team Rubric for Complex Area and School Levels"* can also help inform planning.

4. *Balanced Scorecard and Operational Reports:* HIDOE's Balanced Scorecard (BSC), Quarterly Scorecard (AABC) Report, and Principals' Dashboard are available on HIDOE's Longitudinal Data System (LDS) and provide State, complex area, and schools

with timely data to track leading and lagging indicators of student success and system performance.

New Academic and Financial Plan Timeline

Academic-Financial Plans should be submitted by April 2013 to allow schools to assess and use data and information gathered in the 2012-13 school year. Complex area superintendents will be responsible for reviewing and approving plans by May-June 2013.

By December 2012	Staffing estimate for SY 2013-2014 due to allow for HIDOE's Office of Human Resources to prepare for the teacher transfer period in February 2013.
Spring 2013	School Community Council review process and recommendation for approval
	Academic and Financial Plans submitted to CASs for review and approval
	CASs submit to the deputy superintendent for review and approval
Fall 2013	Plans begin to be implemented

Definitions and Guidance on Major Categories:

Goal: The DOE and the BOE have established three goals for Hawai'i in the Strategic Plan. These goals apply to education at all levels, from the DOE to the Complex Areas to individual schools and classrooms. The strategies and activities that take place at each level should contribute to the achievement of these three goals. These are already populated in the planning template.

> **Goal 1:** *Student Success: All DOE students show they are on a path toward success in college, career, and citizenship.*

> **Goal 2:** *Staff Success: All DOE employees have the training and support to develop their full potential and contribute to student success.*

> **Goal 3:** *Successful Systems of Support: Through quality communication and effective use of financial, human, and community resources, the DOE ensures students, staff, and schools can reach their full potential.*

Objectives: Objectives are also derived from the Strategic Plan and are consistent across the state. They provide a bit more detail around what students, teachers, and others must do in order for the state to achieve its goals. These are already populated in the planning template.

Targets: Targets vary from school to school but are established by the state based on past school performance. Targets will be calculated using a formula and based on a tiered system of improvement. Schools will be held accountable for reaching these targets in the 2013-14 school year. These are already populated in the planning template.

- HSA scores (proficiency)
- HSA growth
- ACT
- ACT PLAN
- 9th Grade Promotion Rate
- Graduation rate
- College-going rate
- Chronic Absenteeism

State Strategies: The state has identified four state strategies that should be included in every Academic-Financial Plan. These are:

- Support and Monitor Implementation of the Common Core State Standards (Elementary and High Schools)
- Implement Data Teams
- Implement Formative Assessment and Instruction
- Promote and Ensure an Aligned K-12 Continuum

These are already populated in the planning template. Schools should consider how these state strategies will be implemented within their schools and detail that in the school strategies and enabling activities sections below.

School Strategies: Schools should identify those strategies that they believe will help their students and teachers achieve the state objectives and goals. They should consider the state strategies in setting school strategies; the two groups of strategies should align. That is to say, the school strategies should explain how the school plans to implement their part of the state strategy AND include any additional school-level strategies already in place. School planning teams should identify these and record them in the template.

Enabling Activities: Schools should identify and state the major steps to be taken to enable the strategic actions.Describe these activities in detail, including any sub-activities that exist within larger activities. For example, an activity may be to monitor student academic progress, but you should be explicit about how you plan to actually do this – explain how you will engage and encourage teachers, students, and parents in monitoring progress. Guiding questions for enabling activities:

- What are the major steps the school is taking in order to accomplish the intended change?
- Do the enabling activities start with an action verb?
- Do the enabling activities produce the desired results through specific and sequenced series of promising practices?

Schools should also prioritize and identify enabling activities as follows:

- *Funded Enabling Activities:* These are funded using existing funds.
- *Possible Enabling Activities:* These are funded only if supplemental funds are available.

Additional definitions:

Balanced Scorecard and Operational Reports: HIDOE's Balanced Scorecard (BSC) and operational reports areavailable on HIDOE's Longitudinal Data System(LDS) and provide State, complex area, and schools with timely data to track leading and lagging indicators of student success and system performance. The Balanced Scorecard translates the goals and objectives in HIDOE's Strategic Plan and serves as a monitoring tool to track progress on measurable outcomes and performance targets. Currently, the followingreports are available on HIDOE's LDS to ensure that State, complex area, and school planning is guided by data analysis and facilitate program, process, and directional adjustments in a timely manner:

1. *Balanced Scorecard,* with performance measures is aligned to the original 2011-2018 Strategic Plan (will be adjusted to align to the revised Strategic Plan);
2. *Quarterly or AABC Report*(Academic Achievement, Attendance, Behavior, and Course Grades)
3. *Principals' Dashboard*

HIDOE Longitudinal Data System:
http://employees.hidoe.k12.hi.us/sites/BI/reportlibrary/Pages/default.aspx

Baseline data: Initial collection of data which serves as a basis for comparison with the subsequently acquired data.

Expenditure: For each enabling activity, describe the resources necessary for successful completion. Include the estimated cost (in dollars) of each resource, as designated by your school's weighted student formula and other available funds (Title I, Title III, grants, etc.). School planning teams should identify these and record them in the template.

Leading and Lagging Indicators: These measures need to be aligned with HIDOE's Strategic Plan and allow schools, complex areas, and State-level leadership to track student learning while simultaneously monitoring progress in building system-wide capacity and resources to improve student performance and development.

- *Leading indicators* are provide early signs of the quality of implementation of enabling activities and strategies and provide schools the data necessary to make strategic adjustments or take corrective action as soon as possible to improve individual student or school progress. The Quarterly Scorecard, or AABC Report available on the LDS provides a quarterly look at leading indicators aligned with HIDOE's Strategic Plan targets, such as attendance, achievement, behavior, and course grades.

- *Lagging indicators*provide "long-term" student learning outcomes, such as student achievement at the end of each grade (as measured by grades and HSA and ACT test scores) and high school graduation (or dropout) rates. Additional indicators include: 9th grade promotion rate, college-going rate, and HSA growth.

HIDOE Longitudinal Data System:
http://employees.hidoe.k12.hi.us/sites/BI/reportlibrary/Pages/default.aspx

Outcomes: Schools should identify those leading indicators that help them predict whether the school will reach its annual targets. These should both indicate whether the Enabling Activities are working and should be predictive of success on annual targets. Be careful that your identified outcomes are quantitative or qualitative indicators that help you answer the question for your strategies and enabling activities: "How do we know it's working?" Outcomes should not be activities themselves. Consider how you will measure or collect data on the outcomes and include this information where necessary.

- **Initial:** These outcomes should be those leading indicators that will be monitored during the early stages of plan implementation (e.g. August through October). They should be indicated on the template with an A.
- **Intermediate:** These outcomes should be those leading indicators that will be monitored throughout the school year to gauge whether the school is on track to meet its targets. They should be indicated on the template with a B.

School planning teams should identify these and record them in the template.

Lead: This section should list the title of the person responsible for a given enabling activity. If necessary, you may also list the additional school actors who will be engaged in the activity, but be sure to indicate whether a given actor is the lead or a participant. Once you have completed the plan, review the leads you have assigned throughout and consider whether responsibility is assigned appropriately. If one person is leading all of the activities in your school, consider whether that person has the capacity to lead each of the activities and shift responsibilities if necessary.School planning teams should identify these and record them in the template.

Participants: This section should list additional school actors who will be engaged implementing the enabling activities and support the identified lead.

Timeline: For each enabling activity, include the start and end date. For ongoing activities list the frequency with which the activity should be completed.School planning teams should identify these and record them in the template.

Bibliography

Foley, E., Mishook, J., Thompson, J. Beyond Test Scores: Leading Indicators for Education. Annenberg Institute for School Reform. 2008. Access on July 4, 2012 at: http://annenberginstitute.org/pdf/LeadingIndicators.pdf

Kaplan, Robert S. and David P. Norton, *The Balanced Scorecard*

Karathanos, Demetrius, and Patricia Karathanos.Applying the Balanced Scorecard to Education.Southeast Missouri State University. Accessed July 4, 2012 at: http://new.dixie.edu/business/File/Christensens/MGMT%206400/Applying%20Balanced%2 0Scorecard%20to%20Education.pdf

\<School/Complex/Complex Area Info from LDS data extract\>

School Academic and Financial Plan SY 2013-14

Goal 1. **Student Success:** All DOE students demonstrate they are on a path toward success in college, career and citizenship.

Objective 1a: Students are engaged, and ready to learn.

Targets:	Baseline (2011-12) \<extract data from LDS\>	Target (2013-14) \<calc based on baseline\>
	Chronic Absenteeism	

Strategies:

1. *Implement formative assessment and instruction.*

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure Description	Est $ Amount
1. \<Describe an activity or process that you will employ using this strategy\>	A. \<Describe a leading indicator that can be used to gauge progress toward full implementation of this activity and set an initial target.\> B. \<Set a higher target, or describe a new leading indicator to gauge progress at a higher level of implementation and set an intermediate target.\>	\<At the time of the periodic review of this activity, get current quantitative value of the target (from LDS or other data system)\>	\<Identify person or position with primary responsibility for carrying out this activity \>	\<Identify other people or positions who will help to implement or support the activity\>	\<Identify frequency of review of progress of this activity\>	\<Describe equipment, licenses, fees, or personnel expenses directly related to this activity\>	\<Provide actual, estimated, or per unit cost of this expense\>
2. \<Describe an activity or process that you will employ using this strategy\>	\<same as above\>	\<same as above\>	\<same as above\>	\<same as above\>	\<same as above\>	\<same as above\>	\<same as above\>

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount
Strategies: 2. ‹Describe a specific strategy that will help you reach this Goal 1 Objective.›							
1.							
2.							
TOTALS / SUMMARY							

Objective 1b: All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives.

Targets:

	Baseline (2011-12)	Target (2013-14)
HSA Scores (proficiency)		
HSA Growth		
ACT		
ACT PLAN		
9th Grade Promotion Rate		
Graduation Rate		
College-going Rate		
Chronic Absenteeism		

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount

Strategies:
1. *Support and monitor implementation of the Common Core State Standards*

Strategies:
2. *Promote and ensure an aligned K-12 continuum*

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount
Strategies: 3. *Implement data teams*							
Strategies: 4. ‹Describe a specific strategy that will help you reach this Goal 1 Objective.›							
TOTALS / SUMMARY							

4

9/4/2012

Objective 1c: Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.

Targets:

	Baseline (2011-12)	Target (2013-14)
	‹Describe measureable target›	

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount

Strategies:
1. ‹Describe a specific strategy that will help you reach this Goal 1 Objective.›

Strategies:
2. ‹Describe a specific strategy that will help you reach this Goal 1 Objective.›

TOTALS / SUMMARY							

<School/Complex/Complex Area Info from LDS data extract>

Goal 2. Staff Success: The DOE has a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Objective 2a: The DOE effectively recruits, retains, and recognizes high-performing employees.

Targets:

<Describe measureable target>

| Baseline (2011-12) | | | Target (2013-14) | | |

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount

Strategies:
1. <Describe a specific strategy that will help you reach this Goal 2 Objective.>

Strategies:
2. <Describe a specific strategy that will help you reach this Goal 2 Objective.>

<School/Complex/Complex Area Info from LDS data extract>

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount
TOTALS / SUMMARY							

Objective 2b: Training and professional development for all DOE employees supports student learning and school improvement.

Targets:

Baseline (2011-12)	Target (2013-14)
<Describe measureable target>	

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount

Strategies:
1. <Describe a specific strategy that will help you reach this Goal 2 Objective.>

Strategies:
2. <Describe a specific strategy that will help you reach this Goal 2 Objective.>

TOTALS / SUMMARY							

Objective 2c: Leadership across the department has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation, and student success.

| Targets: | ‹Describe measureable target› | Baseline (2011-12) | | Target (2013-14) | | |

| Funded Enabling Activities | Outcomes (Leading Indicators)
A. Initial
B. Intermediate | Leading Indicator Current Value | Lead | Participant | Frequency | Expenditure | |
						Description	Est $ Amount
Strategies: 1. ‹Describe a specific strategy that will help you reach this Goal 2 Objective.›							
Strategies: 2. ‹Describe a specific strategy that will help you reach this Goal 2 Objective.›							
TOTALS / SUMMARY							

Goal 3. Successful Systems of Support: The system and culture of the DOE work to effectively organize financial, human, and community resources in support of student success.

Objective 3a: Robust internal and external communication effectively marshals school, state, and community resources behind DOE goals.

Targets: ‹Describe measureable target›

	Baseline (2011-12)	Target (2013-14)

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure Description	Est $ Amount
Strategies: 1. ‹Describe a specific strategy that will help you reach this Goal 3 Objective.›							
Strategies: 2. ‹Describe a specific strategy that will help you reach this Goal 3 Objective.›							
TOTALS / SUMMARY							

<School/Complex/Complex Area Info from LDS data extract>

Objective 3b: DOE facilities and technology systems meet 21st century education needs and standards.

Targets:	<Describe measureable target>	Baseline (2011-12)	Target (2013-14)

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount
Strategies: 1. <Describe a specific strategy that will help you reach this Goal 3 Objective.>							
Strategies: 2. <Describe a specific strategy that will help you reach this Goal 3 Objective.>							
TOTALS / SUMMARY							

<School/Complex/Complex Area Info from LDS data extract>

Objective 3c: DOE financial systems, business processes, and organizational resources support student and school success.

Targets: <Describe measureable target>

	Baseline (2011-12)		Target (2013-14)

Funded Enabling Activities	Outcomes (Leading Indicators) C. Initial D. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount

Strategies:
1. <Describe a specific strategy that will help you reach this Goal 3 Objective.>

Strategies:
2. <Describe a specific strategy that will help you reach this Goal 3 Objective.>

| TOTALS / SUMMARY | | | | | | | |

<School/Complex/Complex Area Info from LDS data extract>

OPTIONAL Objective(s): <Describe additional school-, complex-, or complex area-specific objectives>

Targets:

<Describe measureable target>

Funded Enabling Activities	Outcomes (Leading Indicators) E. Initial F. Intermediate	Baseline (2011-12)				Target (2013-14)	
		Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount

Strategies:
1. <Describe a specific strategy that will help you reach this Goal 3 Objective.>

Strategies:
2. <Describe a specific strategy that will help you reach this Goal 3 Objective.>

TOTALS / SUMMARY

Attachment 14: Proposed Annual Measureable Objectives

Attachment: Projected Reading AMOs based upon 2011-12 Proficiency Rates

ComplexName	Rdg2011-12	Rdg2012-13	Rdg2013-14	Rdg2014-15	Rdg2015-16	Rdg2016-17	Rdg2017-18
Farrington	60%	Current AMO	64%	68%	72%	76%	80%
Kaimuki	75%	Current AMO	78%	80%	83%	85%	88%
Kaiser	85%	Current AMO	87%	88%	90%	91%	93%
Kalani	85%	Current AMO	86%	88%	89%	91%	92%
McKinley	67%	Current AMO	70%	74%	77%	80%	84%
Roosevelt	80%	Current AMO	82%	84%	86%	88%	90%
`Aiea	75%	Current AMO	77%	80%	82%	85%	87%
Leilehua	73%	Current AMO	75%	78%	81%	84%	86%
Mililani	86%	Current AMO	88%	89%	91%	92%	93%
Moanalua	82%	Current AMO	84%	86%	88%	89%	91%
Radford	77%	Current AMO	79%	81%	84%	86%	88%
Waialua	83%	Current AMO	85%	87%	88%	90%	92%
Campbell	74%	Current AMO	77%	80%	82%	85%	87%
Nanakuli	46%	Current AMO	51%	57%	62%	67%	73%
Pearl City	80%	Current AMO	82%	84%	86%	88%	90%
Wai`anae	53%	Current AMO	58%	63%	67%	72%	77%
Waipahu	64%	Current AMO	67%	71%	75%	78%	82%
Kapolei	73%	Current AMO	76%	78%	81%	84%	86%
Castle	80%	Current AMO	82%	84%	86%	88%	90%
Kahuku	75%	Current AMO	77%	80%	82%	85%	87%
Kailua	71%	Current AMO	74%	77%	80%	83%	86%
Kalaheo	82%	Current AMO	84%	85%	87%	89%	91%
Hilo	71%	Current AMO	74%	77%	80%	83%	86%
Honoka`a	65%	Current AMO	68%	72%	75%	79%	82%
Konawaena	66%	Current AMO	69%	73%	76%	80%	83%
Ka`u	50%	Current AMO	55%	60%	65%	70%	75%
Waiakea	73%	Current AMO	76%	79%	81%	84%	87%
Kealakehe	69%	Current AMO	72%	75%	78%	81%	84%
Kea`au	67%	Current AMO	70%	73%	77%	80%	83%
Pahoa	65%	Current AMO	68%	72%	75%	79%	82%
Kohala	65%	Current AMO	68%	72%	75%	79%	82%
Baldwin	68%	Current AMO	71%	74%	78%	81%	84%
Hana	57%	Current AMO	62%	66%	70%	74%	79%
Lahainaluna	61%	Current AMO	65%	69%	73%	77%	81%
Lanai	61%	Current AMO	65%	69%	73%	77%	81%
Maui	70%	Current AMO	73%	76%	79%	82%	85%
Moloka`i	64%	Current AMO	68%	72%	75%	79%	82%
King Kekaulike	75%	Current AMO	77%	80%	82%	85%	87%
Kapa`a	70%	Current AMO	73%	76%	79%	82%	85%
Kaua`i	68%	Current AMO	71%	75%	78%	81%	84%
Waimea	66%	Current AMO	70%	73%	77%	80%	83%
Laupahoehoe	60%	Current AMO	64%	68%	72%	76%	80%

*Note: incremental AMO increases may not be the same each year due to rounding differences

Projected Mathematics AMOs based upon 2011-12 Proficiency Rates

ComplexName	Math2011-12	Math2012-13	Math2013-	Math2014-15	Math2015-16	Math2016-17	Math2017-18
Farrington	52%	Current AMO	57%	62%	67%	71%	76%
Kaimuki	65%	Current AMO	68%	72%	75%	79%	82%
Kaiser	75%	Current AMO	78%	80%	83%	85%	88%
Kalani	77%	Current AMO	80%	82%	84%	86%	89%
McKinley	63%	Current AMO	67%	71%	74%	78%	82%
Roosevelt	69%	Current AMO	73%	76%	79%	82%	85%
`Aiea	60%	Current AMO	64%	68%	72%	76%	80%
Leilehua	65%	Current AMO	68%	72%	75%	79%	82%
Mililani	74%	Current AMO	77%	79%	82%	85%	87%
Moanalua	66%	Current AMO	70%	73%	76%	80%	83%
Radford	62%	Current AMO	66%	70%	74%	77%	81%
Waialua	74%	Current AMO	77%	79%	82%	84%	87%
Campbell	62%	Current AMO	66%	70%	74%	77%	81%
Nanakuli	31%	Current AMO	38%	45%	52%	59%	66%
Pearl City	69%	Current AMO	72%	75%	78%	81%	85%
Wai`anae	42%	Current AMO	47%	53%	59%	65%	71%
Waipahu	54%	Current AMO	58%	63%	68%	72%	77%
Kapolei	57%	Current AMO	61%	65%	70%	74%	78%
Castle	69%	Current AMO	72%	75%	78%	81%	85%
Kahuku	60%	Current AMO	64%	68%	72%	76%	80%
Kailua	63%	Current AMO	67%	70%	74%	78%	82%
Kalaheo	66%	Current AMO	69%	73%	76%	79%	83%
Hilo	61%	Current AMO	65%	69%	72%	76%	80%
Honoka`a	47%	Current AMO	52%	58%	63%	68%	73%
Konawaena	53%	Current AMO	58%	62%	67%	72%	77%
Ka`u	43%	Current AMO	49%	55%	60%	66%	72%
Waiakea	60%	Current AMO	64%	68%	72%	76%	80%
Kealakehe	62%	Current AMO	65%	69%	73%	77%	81%
Kea`au	61%	Current AMO	65%	69%	73%	76%	80%
Pahoa	51%	Current AMO	56%	61%	66%	70%	75%
Kohala	52%	Current AMO	56%	61%	66%	71%	76%
Baldwin	51%	Current AMO	56%	61%	66%	71%	76%
Hana	51%	Current AMO	56%	61%	65%	70%	75%
Lahainaluna	49%	Current AMO	55%	60%	65%	70%	75%
Lanai	49%	Current AMO	55%	60%	65%	70%	75%
Maui	62%	Current AMO	66%	70%	74%	77%	81%
Moloka`i	57%	Current AMO	61%	66%	70%	74%	79%
King Kekaulike	65%	Current AMO	69%	72%	76%	79%	83%
Kapa`a	56%	Current AMO	60%	64%	69%	73%	78%
Kaua`i	59%	Current AMO	63%	67%	71%	76%	80%
Waimea	51%	Current AMO	56%	61%	66%	71%	76%
Laupahoehoe	43%	Current AMO	49%	55%	60%	66%	72%

*Note: incremental AMO increases may not be the same each year due to rounding differences
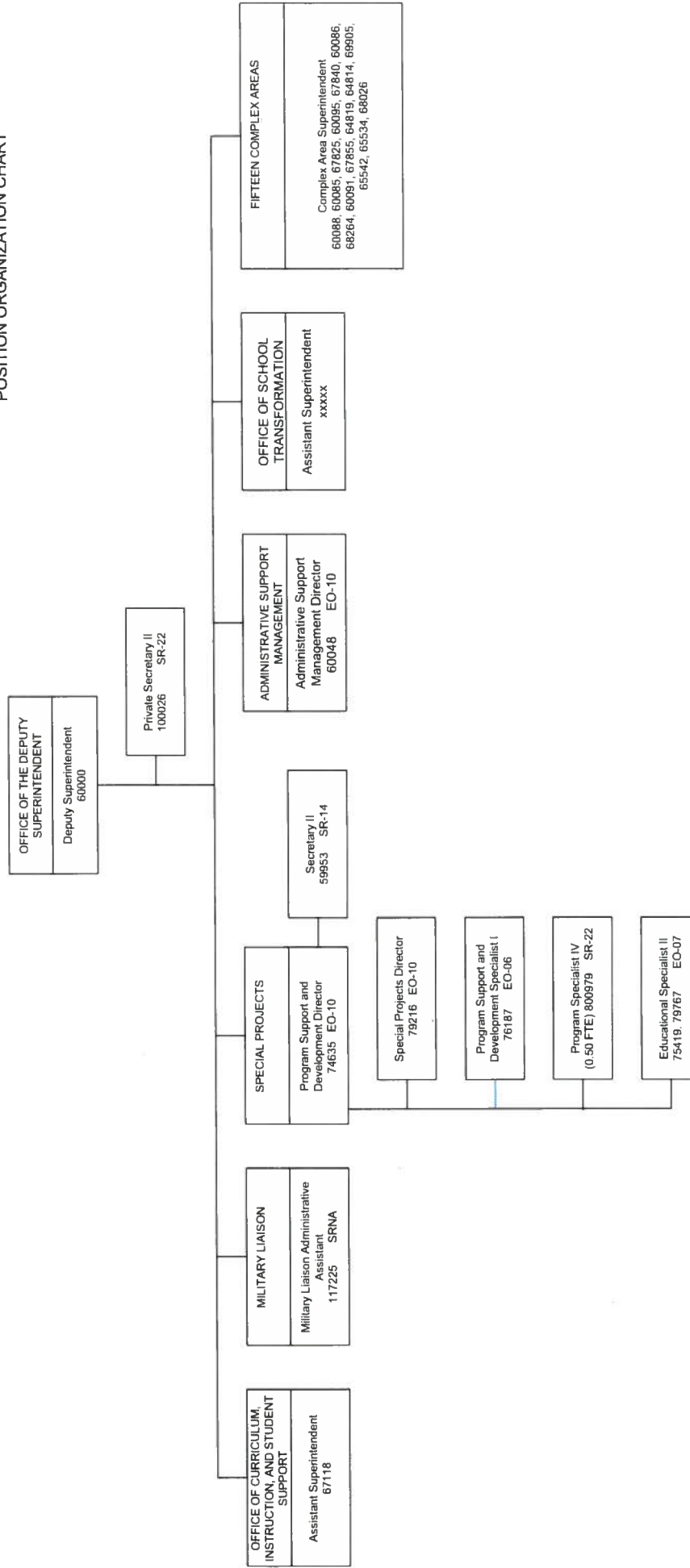
Projected Science AMOs based upon 2011-12 Proficiency Rates

ComplexName	Sci2011-12	Sci2012-13	Sci2013-14	Sci2014-15	Sci2015-16	Sci2016-17	Sci2017-18
Farrington	24%	N/A	31%	39%	47%	54%	62%
Kaimuki	37%	N/A	43%	50%	56%	62%	68%
Kaiser	56%	N/A	60%	65%	69%	74%	78%
Kalani	55%	N/A	59%	64%	68%	73%	77%
McKinley	32%	N/A	39%	46%	53%	59%	66%
Roosevelt	45%	N/A	50%	56%	61%	67%	72%
`Aiea	33%	N/A	40%	47%	53%	60%	67%
Leilehua	35%	N/A	42%	48%	55%	61%	68%
Mililani	58%	N/A	62%	66%	70%	75%	79%
Moanalua	27%	N/A	34%	41%	49%	56%	63%
Radford	43%	N/A	49%	55%	60%	66%	72%
Waialua	32%	N/A	39%	46%	53%	59%	66%
Campbell	34%	N/A	41%	47%	54%	61%	67%
Nanakuli	9%	N/A	18%	27%	37%	46%	55%
Pearl City	43%	N/A	48%	54%	60%	66%	71%
Wai`anae	21%	N/A	29%	37%	45%	53%	60%
Waipahu	27%	N/A	35%	42%	49%	56%	64%
Kapolei	20%	N/A	28%	36%	44%	52%	60%
Castle	44%	N/A	50%	55%	61%	66%	72%
Kahuku	24%	N/A	32%	40%	47%	55%	62%
Kailua	35%	N/A	41%	48%	54%	61%	67%
Kalaheo	49%	N/A	54%	60%	65%	70%	75%
Hilo	34%	N/A	41%	47%	54%	60%	67%
Honoka`a	25%	N/A	32%	40%	47%	55%	62%
Konawaena	22%	N/A	30%	37%	45%	53%	61%
Ka`u	11%	N/A	20%	29%	38%	47%	56%
Waiakea	38%	N/A	44%	51%	57%	63%	69%
Kealakehe	28%	N/A	35%	43%	50%	57%	64%
Kea`au	25%	N/A	33%	40%	48%	55%	63%
Pahoa	28%	N/A	35%	42%	50%	57%	64%
Kohala	22%	N/A	30%	38%	46%	53%	61%
Baldwin	26%	N/A	33%	40%	48%	55%	63%
Hana	27%	N/A	35%	42%	49%	56%	64%
Lahainaluna	14%	N/A	23%	31%	40%	49%	57%
Lanai	27%	N/A	34%	41%	49%	56%	63%
Maui	29%	N/A	36%	43%	50%	57%	64%
Moloka`i	27%	N/A	34%	42%	49%	56%	64%
King Kekaulike	43%	N/A	49%	55%	60%	66%	72%
Kapa`a	41%	N/A	47%	53%	59%	65%	70%
Kaua`i	31%	N/A	38%	45%	52%	59%	65%
Waimea	33%	N/A	40%	46%	53%	60%	66%
Laupahoehoe	30%	N/A	37%	44%	51%	58%	65%

*Note: incremental AMO increases may not be the same each year due to rounding differences
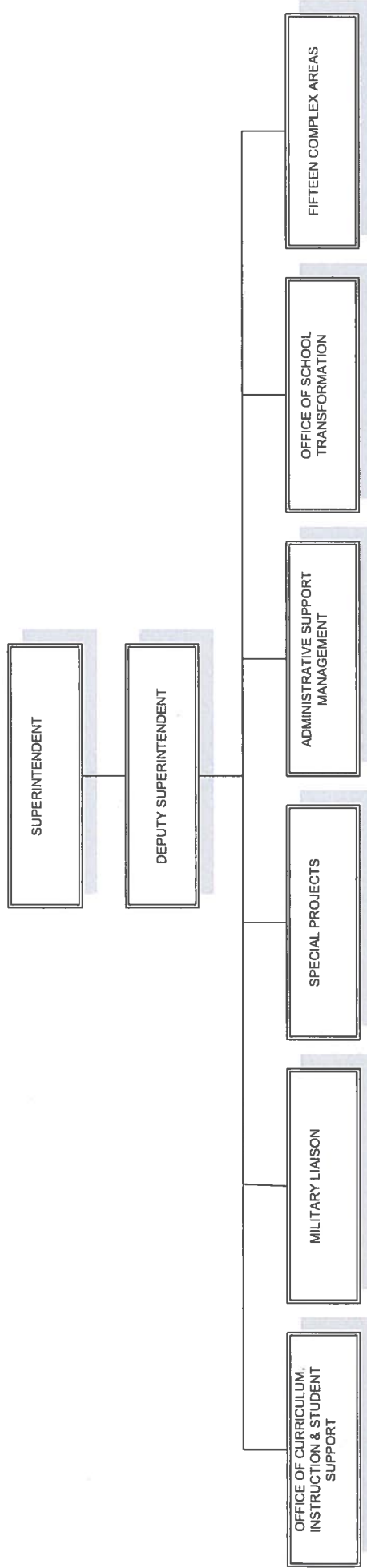
Attachment 15: Office of School Transformation Organizational Chart

STATE OF HAWAII
DEPARTMENT OF EDUCATION
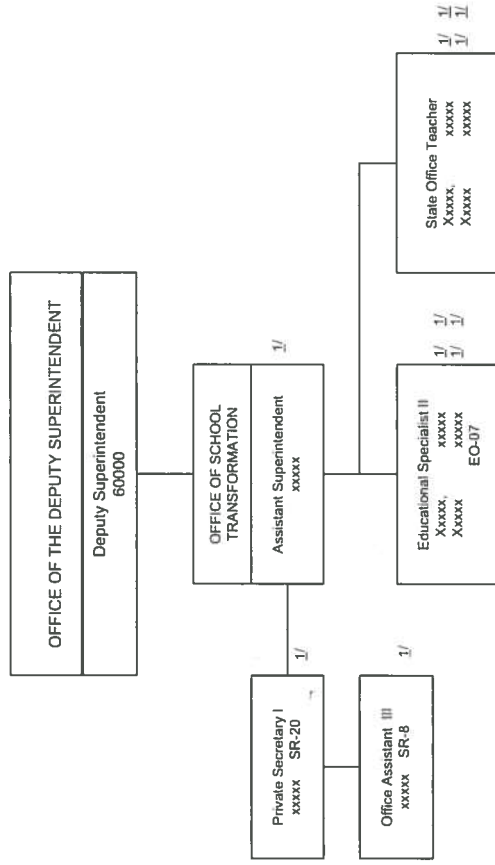OFFICE OF THE DEPUTY SUPERINTENDENT
POSITION ORGANIZATION CHART

OFFICE OF THE DEPUTY SUPERINTENDENT

Deputy Superintendent
60000

Private Secretary II   SR-22
100026

OFFICE OF CURRICULUM, INSTRUCTION, AND STUDENT SUPPORT

Assistant Superintendent
67118

MILITARY LIAISON

Military Liaison Administrative Assistant
117225   SRNA

SPECIAL PROJECTS

Program Support and Development Director
74635   EO-10

Secretary II   SR-14
59953

Special Projects Director
79216   EO-10

Program Support and Development Specialist I
76187   EO-06

Program Specialist IV
(0.50 FTE) 800979   SR-22

Educational Specialist II
75419, 79767   EO-07

ADMINISTRATIVE SUPPORT MANAGEMENT

Administrative Support Management Director
60048   EO-10

OFFICE OF SCHOOL TRANSFORMATION

Assistant Superintendent
xxxxx

FIFTEEN COMPLEX AREAS

Complex Area Superintendent
60088, 60085, 67825, 60095, 67840, 60086, 68264, 60091, 67855, 64819, 64814, 69905, 65542, 65534, 68026

1/ Temporary position, Federal funds
2/ Attached to the DOE for administrative purposes only

D-2   8/1/12

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SUPERINTENDENT
ORGANIZATION CHART

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                    ┌─────────────────────┐
                    │    SUPERINTENDENT   │
                    └──────────┬──────────┘
                               │
                    ┌──────────┴──────────┐
                    │ DEPUTY SUPERINTENDENT│
                    └──────────┬──────────┘
                               │
   ┌──────────┬──────────┬─────┴────┬──────────┬──────────┐
   │          │          │          │          │          │
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│OFFICE│ │MILITARY│ │SPECIAL │ │ADMINIS- │ │OFFICE  │ │FIFTEEN │
│OF    │ │LIAISON │ │PROJECTS│ │TRATIVE  │ │OF      │ │COMPLEX │
│CURRIC│ │        │ │        │ │SUPPORT  │ │SCHOOL  │ │AREAS   │
│ULUM, │ │        │ │        │ │MANAGE-  │ │TRANS-  │ │        │
│INSTR.│ │        │ │        │ │MENT     │ │FORMA-  │ │        │
│& STUD│ │        │ │        │ │         │ │TION    │ │        │
│SUPPRT│ │        │ │        │ │         │ │        │ │        │
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OFFICE OF CURRICULUM, INSTRUCTION & STUDENT SUPPORT

MILITARY LIAISON

SPECIAL PROJECTS

ADMINISTRATIVE SUPPORT MANAGEMENT

OFFICE OF SCHOOL TRANSFORMATION

FIFTEEN COMPLEX AREAS

D-1

8/1/12

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SUPERINTENDENT
OFFICE OF SCHOOL TRANSFORMATION
POSITION ORGANIZATION CHART

OFFICE OF THE DEPUTY SUPERINTENDENT

Deputy Superintendent
60000

OFFICE OF SCHOOL TRANSFORMATION

Assistant Superintendent
xxxxx   1/

Private Secretary I   SR-20   1/
xxxxx

Office Assistant III   SR-8   1/
xxxxx

Educational Specialist II
Xxxxx,   xxxxx   1/ 1/
Xxxxx   xxxxx   1/ 1/
           EO-07

State Office Teacher
Xxxxx,   xxxxx   1/ 1/
Xxxxx   xxxxx   1/ 1/

Z-2   8/1/12

1/ Temporary position.

Attachment 16: Copy of Evaluation Guidelines

State of Hawaii | Board of Education

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Board Of Education > BOE Policies > 2000 Series > **2055**

2055

2055

TEACHER AND PRINCIPAL PERFORMANCE EVALUATION POLICY

The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

GENERAL

The Department of Education shall establish a common and consistent evaluation system to provide teachers and principals with information necessary to continually improve their instructional practice and leadership. Each teacher and principal shall receive an annual overall performance rating.

By May 31, 2012 the Department shall present to the Board a comprehensive and detailed implementation plan for development and implementation of the new evaluation system.

In developing and annually improving the evaluation systems, the Department shall consult and confer the evaluation design and may negotiate related agreements with the respective exclusive representatives of employees affected by the evaluation systems. In addition, the Department shall involve teachers and principals in the development and improvement of the evaluation systems.

The evaluation of a teacher and principal shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

In developing the evaluation system, the Department shall utilize a pilot test system for either selected schools or for the statewide system. During the pilot years, the Department shall utilize the information and data that are collected to validate and revise the evaluation system. During the pilot years, the results of the redesigned individual evaluations shall not result in adverse consequences for teachers or principals.

The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers and principals who are rated marginal.

The evaluation system shall be subject to due process provisions of the respective collective bargaining agreements, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

TEACHERS

The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel decisions no later than July 1, 2014.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.
- Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.

PRINCIPALS

The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Principal Leadership Practice: The measurement of principal leadership practice shall be based upon the updated Profile of an Effective School Leader that is adapted from ISLLC 2008 Education Leadership Policy Standards.
- Principal Performance: The measurement of principal performance will be based on school-wide academic learning and growth as well as at least one additional outcome indicator.

Approved: 04/17/12

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Board Of Education > BOE Policies > 5000 Series > **5100**

5100

5100

RECRUITMENT, EMPLOYMENT, RETENTION, AND TERMINATION

POLICY

TEACHER RECRUITMENT/RETENTION/EMPLOYMENT

Recruitment and employment of trained applicants shall be active, selective, competitive, and based on the concept of preferential hiring. The process of preferential hiring requires: (1) the establishment of a pool of qualified applicants who most closely match the Department of Education's "Profile of an Effective Teacher"; (2) selection from the applicant pool; and (3) consideration of students' education and welfare and the good of the public school system. This process calls for looking beyond certification/licensure qualifications of applicants. It requires rigorous efforts to hire the best qualified candidates to consistently achieve ever higher levels of student growth and development within the public schools of Hawaii. A multivariate screening system shall be applied to determine employment entry/admission into the applicant pool of eligible candidates for teacher positions.

The Department of Education (Department) shall develop and implement a strategic plan to recruit and retain qualified teachers. The strategic plan shall: (1) identify recruitment and retention goals; (2) implement strategies to achieve the goals; (3) identify specific teaching shortage areas and geographically hard-to-fill areas; and (4) establish a continuing community outreach program to encourage and assist residents of communities experiencing high teacher turnover to become teachers.

The Superintendent of Education employs teachers. Primary considerations for employment shall be the needs of students and programs at schools. Hiring shall be based on the selection of eligible professionals who most exemplify the Department's "Profile of an Effective Teacher."

TEACHER PLACEMENT

Placement of teachers shall be by matching the qualifications, personal attributes, and training of the individual with the requirements of the position. An effective match of the qualifications of the individual with the requirements of the position ensures attainment of the Department's mission.

EDUCATIONAL OFFICER APPOINTMENT

Educational officers are appointed by the Superintendent of Education. Educational officers shall possess traits, such as leadership, adaptability, motivation, and commitment to meet the requirements of the position and the high expectations as delineated in the Department's "Profile of an Effective School Administrator" and "Profile of an Effective Educational Administrator."

Professional background and experiences of applicants shall be considered in the selection and appointment of educational officers.

The Superintendent shall develop procedures for the approval of appointments.

PROBATION AND TENURE

Employees are required to complete Department-established probationary requirements. Service as a temporary educational officer is not applicable towards fulfilling the requirements of the probationary period.

Tenure in the Department is obtained by continued employment based on successful completion of probationary requirements and demonstrated competency at progressively higher levels of performance.

Upon being hired, teachers shall serve no less than six (6) semesters of probation and no more than ten (10). Probationary teachers shall be evaluated each year through the same process and using the same instruments and measures as tenured teachers.

All probationary teachers shall participate in the Department's mentoring program, as guided by the Hawaii Teacher Induction Program Standards.

Any probationary teacher rated "unsatisfactory" through an annual overall rating shall be dismissed. Any probationary teacher rated "marginal" in any annual overall rating, shall be given immediate assistance for the next year, and shall be dismissed if not rated "effective" or better in the year immediately following the marginal rating. Before completing the probationary period, each teacher shall complete two consecutive annual overall ratings with a rating of "effective" or better.

If the Unit 5 collective bargaining agreement provides for fewer than six (6) semesters of probation, the Department shall extend the probationary period of any teacher who receives an overall evaluation rating of less than "effective" in the second year of the probationary period.

The Department shall develop a process whereby upon completing probation and being offered regular employment with the Department, teachers shall receive a one-time financial recognition of this professional status, which shall not be added to the base salary for any purpose.

New teachers who have not completed a State Approved Teacher Education Program (SATEP) and are hired at the Instructor level shall not be eligible to receive probationary credit until they have received a degree from a SATEP and are properly licensed.

EQUAL EMPLOYMENT

The recruitment and employment policy shall be implemented throughout the Department of Education and shall be the responsibility of the Superintendent of Education and all State, district, and school personnel. The manner in which this policy is to be implemented shall be the essence of the Department of Education's Equal Employment Opportunity and Affirmative Action Program.

Revised: 09/70; Amended: 10/74; 08/75; 06/86; 03/98; 09/15/05; 04/17/12
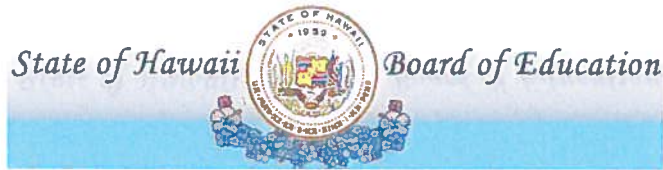
State of Hawaii **Board of Education**

Board Of Education > BOE Policies > 5000 Series > **5200**

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5200

5200

COMPENSATION AND CLASSIFICATION

POLICY

The Department of Education shall establish, maintain and administer appropriate classification and compensation systems for teachers and educational officers in accordance with State of Hawaii statutes, Department regulations, and collective bargaining agreements.

Any pay increases for teachers and school-level educational officers in the Department shall be based on an evaluation of the performance of those employees and only employees who receive a rating of "effective" or higher will be eligible to receive such pay increases.

The Department shall develop a process whereby teachers and school-level educational officers who are rated "highly effective" on their annual evaluation shall be eligible to receive financial recognition of this professional accomplishment, which shall not be added to or increase base compensation.   This policy amendment shall take effect July 1, 2013.

New teachers who do not hold a degree in a State Approved Teacher Education Program (SATEP) shall be placed in the teacher salary schedule on the Instructor level. Teachers at the Instructor level shall not be eligible for step movement or any other increase in compensation until they have received a degree from a SATEP and are properly licensed. This policy amendment shall take effect immediately.

Approved: 6/86; Amended: 8/89; 04/17/12

Attachment 17: Evidence of Guidelines Adoption

STATE OF HAWAII
BOARD OF EDUCATION
GENERAL BUSINESS MEETING
Tuesday, April 17, 2012
Board Conference Room

Present:

Donald Horner, Chairperson
Brian De Lima, Vice Chairperson
Keith Amemiya, Esq.
Nancy Budd, Esq.
Charlene Cuaresma
Kimberly Gennaula
Angelica Wai Sam Lao
Wesley Lo
Cheryl Ka'uhane Lupenui

Excused:

Jim Williams
Colonel William Morrison

Also Present:

Kathryn Matayoshi
Douglas Murata
Richard Burns
Liann Ebesugawa, Esq.
Regina Igarashi
Lady Garrett

I. Call to order

The Board of Education (Board) General Business meeting was called to order by Board Chairperson Don Horner at 1:34 p.m.

ACTION

Mr. De Lima moved, and Mr. Lo seconded, to moved immediately into executive session to discuss the following: Update/Discussion on Hawaii State Teachers Association (HSTA) contract and related Hawaii State

Labor Board matters.

II. Approval of minutes

ACTION

Mr. De Lima moved, and Mr. Lo seconded, to approve the general business meeting minutes and executive session meeting minutes of April 3, 2012.

The motion carried unanimously with all members present voting aye.

The meeting was recessed at 1:36 p.m. and reconvened at 2:15 p.m.

III. Public testimony on Board agenda items

The following individuals provided oral testimony:

1. Governor Neil Abercrombie, spoke in support of the principal and teacher evaluations (Attachment A).

> Board Chair Horner thanked Governor Abercrombie for the privilege to do the right things for students and he noted that good work has been done over the past year.

> Ms. Cuaresma thanked Governor Abercrombie and wanted to reflect on the teachings of the Dalai Lama and on doing the right thing.

> Governor Abercrombie stated that the Hawaiian word is "pono." If we can reflect on what it means to live "pono" our community, family and ohana will live up to the legacy of aloha.

> Board Chair Horner thanked Governor Abercrombie for his time and support.

2. Mitch D'olier, President and Chief Executive Officer of Harold K.L. Castle Foundation, spoke in support of proposed Board Policies 5100, 5200 and 2055 (Attachment B). He stated that everyone's goal is to make the lives of children in the state of Hawaii better and explained that performance evaluations have played a huge part in his personal success. Evaluations are meant to be positive and Hawaii is blessed with a wonderful workforce of teachers. He noted that The MetLife Survey of the American Teacher, conducted annually since 1984 by Harris Interactive found that teachers in Hawaii are happy with the choice of career. He stated that it is his dream that one day all children in Hawaii will have an opportunity for an excellent education.

3. Terrence George, Executive Vice President and Chief Operating Officer of Harold K.L. Castle Foundation, spoke in support of proposed Board Policies 5100, 5200, and 2055 (Attachment C). He shared results on research which found that Hawaii's teachers are not against evaluations as long as the evaluations are conducted fairly, and adequately. He further explained that eighty eight percent of respondents said that if performance evaluation were based more on the student growth model they would be more amenable to them.

> Board Chair noted that all those issues were addressed last week by the Human Resource committee.

4. Alvin Nagasako, HSTA Executive Director, spoke against proposed Board policies 5100, 5200, and 2055 (Attachment D). He explained that teachers would like to make sure that teachers are involved in the process. He asked that the Board not to put the cart before the horse and work towards a collaboration approval together.

> Mr. De Lima asked how to reconcile the language to specifically mandate the involvement of the evaluation process and noted that the HSTA master agreement has three rating scales of satisfactory, marginal and unsatisfactory already in place.

> Mr. Nagasako stated that it is HSTA's impression that the new policies for consideration will create a new rating scale.

> Mr. De Lima stated that the proposed policies mandate due process procedures requiring the involvement of teachers. The public should not think that the policies are not proper. The HSTA's testimony states that collective bargaining is required but the Board has been advised by the Attorney Generals (AG) office that the Board can adopt these policies. This process is going to be developed in conjunction with teachers.

> Mr. Nagasako stated that he supports the intent and really appreciates teachers being at the table. It is HSTA's position that some language still needs to be worked on because this will affect student achievement.

> Board Chair Horner explained that this is why we mandated in the policies that teachers be involved. We participated in the consult and confer process and appreciate the three letters we received and adjusted the policies to reflect comments.

> Ms. Budd stated that the Board respects all teachers and there is nothing but the best interest of teachers in the proposed policies.

5. Christopher Pating, Vice President of Strategic Planning and Implementation of Kamehameha Schools, spoke in support of the educational achievement for all learners throughout the State (Attachment E).

> Board Chair Horner thanked Kamehameha Schools for all their contributions to public education.

6. Patricia Park, Leilehua-Mililani-Waialua Complex Area Superintendent (CAS) spoke in support of the proposed Board policies (Attachment F). She stated that it is important for employees to get the feedback and know how to make their job performance better.

> Mr. Lo stated that one key thing in any organization is alignment and we are changing the culture for the better which is what we talked about when we were appointed.
>
> Ms. Park stated that immediate feedback is important and there is a need to nurture new educators. One of the key factors will be the self assessments.
>
> Board Chair Horner asked how many years Ms. Park has served in public education.
>
> Ms. Park stated that she has been with the Department for 37 years, over 20 years in administration.
>
> Board Chair Horner asked in her professional judgment if the performance evaluations are in the best interest of teachers.
>
> Ms. Park stated yes, and explained that if everyone is treated as satisfactory, how do we reward the best teachers.
>
> Board Chair Horner asked if performance evaluations are in the best interest of students.
>
> Ms. Park replied absolutely.
>
> Board Chair Horner thanked Ms. Park for her testimony and noted that the Board will look to the CASs for proper implementation of the policy in a fair and effective manner.

7. Karen Lee, Hawaii P-20 Executive Director, spoke in support of proposed policies and noted that the ability to adopt a formal performance evaluation process is crucial for a higher education (Attachment G).

8. Kris Zavoli, Representative from CollegeBoard, spoke regarding student achievement and the increase of Hawaii students in Advanced

Placement (AP) level courses. She also provided copies of The 8th Annual AP Report to the Nation for Board members.

9. Kris Coffield, IMUAlliance Representative, spoke in support of the proposed Board policies stating that his organizations' concerns with the legislation are addressed in the Board policies.

10. Zach Dilonna, spoke in support Board policies as a means of keeping the best teachers in the classroom and measurements according to merit and not years of service.

IV. Recommendations for action

a. Discussion/Board action on proposed Board policy 5100 on Performance Based Probationary Credit (Attachment H)

b. Discussion/Board action on proposed Board policy 5200 on Pay for Performance (Attachment I)

c. Discussion/Board action on proposed Board policy 2055 on Teacher and Principal Evaluation (Attachment J)

ACTION

<u>By direction of the Human Resource committee, Ms. Cuaresma moved and Mr. De Lima seconded to recommend approval to proposed amendments to Board Policy 5100 on Performance Based Probationary Credit; Board Policy 5200 on Pay for Performance; and Board Policy 2055 on Teacher and Principal Evaluation.</u>

Ms. Budd asked for clarification on items which will be addressed in the pilot program and that annual performance does not mean that there will only be one evaluation per year.

Mr. Murata stated that the primary goal is to provide feedback and support throughout the year and not just once a year and to review data and teacher practice from a variety of techniques.

Ms. Budd would like to ensure that any tests accurately reflect the growth of the student.

Ms. Cuaresma asked the Department to highlight the consult and confer process.

Mr. Murata stated that the Department has collaborated with the unions in addressing performance evaluation with their exclusive representatives.

Mr. Murata also explained that they have been advised that unions can continue to provide comment and feedback, and that the Attorney General's (AG) office reviewed policies and stated they are in conformity with the law.

The motion carried unanimously with all members present voting aye.

V. Public testimony on Board agenda items

The following individuals provided oral testimony on Board Policy (BP) 4540, Board of Education Recognition Diploma Algebra II end of course exam:

1. Robert Widhelm, spoke in support of waiver to BP 4540; Moanalua would like to see the waiver move forward as the current version of the Algebra II exam is not a valid and reliable measure to make sure that students meet those high measures.

> Board Chair Horner asked how the School Community Council (SCC) in involved with the waiver process.

> Mr. Widhelm stated that the SCC is responsible to improve the overall academics of the school and the Algebra II end of course exam did not provide adequate information.

> Board Chair Horner thanked him for his dedication and appreciates the recommendations.

2. Judy Tateyama, Math Department Chair of Moanalua High School, spoke in support of the SCC waiver to Board Policy 4540 for Moanalua High School, she believes that students should understand mathematics and not be punished for not succeeding on a test.

3. Moanalua High School Principal Darrel Galera, spoke in support of the SCC waiver to Board Policy 4540 and appreciated the efforts to address the issue. He agreed with Ms. Budd's comments since anytime we make a decision on policies we need to use valid and reliable comment. The role of the SCC is critical and important, it is something we cannot lose sight of as it will help the whole system in whatever changes are made.

> Ms. Budd clarified that the exception being presented is for the previously approved Board Policy 4540 version and not the version's approved last year.

> Mr. Galera explained that when the Department moves to the single diploma in 2016 there is a strong belief that it would be added to the single diploma.

Mr. Galera noted that when the SCC meeting concluded the members wanted to make sure that there was support from other principals so a survey was conducted. Ninety-five percent of Principals responded in favor of the waiver to Board Policy 4540 Algebra II end of course exam.

VI. Discussion/Presentation/Update on School Community Councils' requests for waivers and Board Policy 4540, end of course exam requirements for Board's Recognition Diploma for graduating classes 2013, 2014, 2015

Ms. Joyce Bellino, Assistant Superintendent of the Office of Curriculum, Instruction and Student Support (OCISS) provided a presentation on School Community Councils' requests for waivers and Board Policy 4540, end of course exam requirements for Board's Recognition Diploma for graduating classes 2013, 2014, 2015.

VII. Reports/Announcements of Board Committees and Members

a. Report of Student Achievement Committee

Ms. Kaʻuhane Lupenui reported on the following: (1) Personal Transition Plans for students, Student Representative Angelica Wai Sam Lao has researched the resolution an it is important to realize the transition plan in terms of K-12 alignment is critical; (2) School Community Councils (SCC) and what the roles are in the process; (3) Department of Education (Department) Strategic Plan; (4) Student Achievement Committee Agenda Creation Process and (5) Student Achievement Committee agenda items.

She suggested reaching out to SCCs to contribute to Board community meetings. SCC Meetings are open to the public and it is in the Board's best interest to recommend possible candidates to turn passion into action by participating in the SCC. She explained that great resources are available on the SCC website for review.

b. Report of Audit Committee
Board Chair Horner reported that the Audit committee discussed the following: (1) Department of Education's Annual Financial and Single Audit Report FYE June 30, 2011; (2) Department's updated Audit plan and schedule; and (3) 2009 Procurement Audit of the Department.

VIII. Recommendations for action

a. Discussion/Board action on the Department's updated Audit plan and schedule (Attachment K)

ACTION

Mr. Lo moved, and Mr. De Lima seconded to approve the
Department's updated Audit plan.

Mr. Lo explained that the updated Audit plan addresses all
areas of concern for the Department.

Board Chair Horner stated that corrective action is important to
address risk assessment issues.

The motion carried unanimously with all members present
voting aye.

c. Superintendent's Report
   Superintendent Kathryn Matayoshi reported on highlights of the
   Department's InfoExchange (Attachment L). She also
   mentioned that Student Representative Angelica Wai Sam Lao
   has received a citizenship award which is a great honor.
d. Update on 2012 Legislative Session and Board testimony to
Legislature

   Superintendent Matayoshi reported that Board of Education
   nominees have passed the Senate Education committee and
   the Department will monitor when the appointments are
   scheduled for the full Senate vote. She also reported that the
   Department will begin discussions on the budget bill this
   evening at 7:00 p.m.

d. Hawaii State Student Council (HSSC) Report
   Ms. Lao reported that HSSC has received four nominations to
   serve as the Board representative. The candidates will
   participate in an interview process with panel members to
   include the Board Chair, the Chair and Vice Chair of the HSSC,
   Ms. Susan Sato, Education Specialist of Student Activities, and
   herself as the Board Student Representative.

   Ms. Lao announced that she will attend the University of Hawaii
   (UH) at Manoa this upcoming Fall and is the recipient of the UH
   Board of Regents Scholarship. She also has been invited to
   attend Shidler College of Business as a freshman.

e. Update/Discussion on the Board Community Meetings

   Ms. Cuaresma reported that on Tuesday, April 24, 2012 she will

co-host with the Leeward Complex Area Superintendents (CAS) a community meeting at Kapolei High School's cafeteria.

Mr. De Lima reported that Hawaii Complex will host its three meetings as follows: (1) Waikoloa Elementary & Middle School on Thursday, April 19, 2012 with CAS Art Souza; (2) Mountain View School on Wednesday, April 25, 2012 with CAS Mary Correa; and (3) Hilo Intermediate School on Thursday, April 26, 2012 with CAS Valerie Takata. He encouraged everyone to attend and mentioned that punch and cookies will be provided.

IX. Adjournment

There being no further business, the General Business Meeting was adjourned at 3:52 p.m.

Attachments

Attachment A Written testimony submitted by Governor Neil Abercrombie

Attachment B Written testimony submitted by Mitch D'Olier

Attachment C Written testimony submitted by Terrence George

Attachment D Written testimony submitted by HSTA

Attachment E Written testimony submitted by Christopher Pating

Attachment F Written testimony submitted by Complex Area Superintendent Patricia Park

Attachment G Written testimony submitted by Karen Lee

Attachment H Proposed Board policy 5100 on Performance Based Probationary Credit

Attachment I Proposed Board policy 5200 on Pay for Performance

Attachment J Proposed Board policy 2055 on Teacher and Principal Evaluation

Attachment K Department's updated Audit plan and schedule

Attachment L Department's InfoExchange

Attachment 18: Hawaii Teacher Quality Standards

HAWAII FRAMEWORK FOR TEACHER EFFECTIVENESS

SUPPORT AND DEVELOPMENT FOR EVERY HAWAII TEACHER

DEFINITION OF EFFECTIVE TEACHERS:
A Teacher Who Prepares Every Student for Success in College and Careers

QUALITY STANDARDS

I. Understands the Learner and the Learning
- Learner Development
- Learning Differences
- Learning Environments

II. Knows and Applies Content
- Content Knowledge
- Application of Content

III. Practices Effective Instruction
- Assessment
- Planning for Development
- Instructional Strategies

IV. Demonstrates Professional Responsibility
- Professional Learning and Ethical Practice
- Leadership and Collaboration

V. Student Growth and Learning

PROFESSIONAL PRACTICE AND RESPONSIBILITIES

Classroom Observations | Other Measures (Student Surveys)

WEIGHTING: How Much Does Each Standard Count Toward Overall Performance in **Professional Practice and Responsibilities?**

STUDENT GROWTH AND LEARNING

Student Growth (State Summative Assessment) | Other Assessments or Measures of Learning (Student Learning Objectives)

WEIGHTING: How Much Does Each Standard Count Towards Overall Performance in **Student Growth and Learning?**

OVERALL WEIGHTING: How Do Measures Across All Five Teacher Quality Standards Result in a Determination of Teacher Effectiveness?

TEACHER EFFECTIVENESS PERFORMANCE RATINGS

Unsatisfactory | Marginal | Effective | Highly Effective

Appeals Process

Letters of Support

STATE OF HAWAI'I
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

September 4, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 309
Honolulu, Hawaii 96813

Dear Superintendent Matayoshi:

This is a letter of support for Hawaii's Elementary and Secondary Education Act flexibility application (ESEA Flexibility), which seeks to redefine academic success based on multiple measures of accountability.
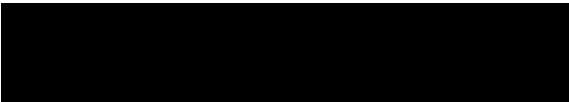
The ESEA Flexibility will support the Hawaii State Department of Education's (HIDOE) efforts to improve student academic achievement and increase the quality of instruction by providing an alternative to the No Child Left Behind approach.

We believe that Hawaii students will strongly benefit from ESEA Flexibility. Hawaii will be able to more accurately and fairly identify schools' strengths and areas for improvement, along with providing more targeted interventions and support strategies to reward high-performing schools.

The ESEA Flexibility will allow the State to expand on its efforts to ensure every child in Hawaii is provided with the opportunity to reach their full potential.

If you have any questions, please contact me at 586-3334.

Sincerely,

Donald G. Horner
Chairperson

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Charter School Administrative Office
1111 Bishop Street, Suite 516
Honolulu, Hawaii 96813
Tel: 586-3775   Fax: 586-377

05 May 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi,

This is a letter of support for Hawaii's ESEA Flexibility application, which will help to redefine academic success -- based on multiple measures of accountability -- beyond Adequate Yearly Progress.

The ESEA Flexibility will support the Hawaii State Department of Education's (HIDOE) efforts to improve student academic achievement and increase the quality of instruction by providing an alternative to the No Child Left Behind approach. If approved by the U.S. Department of Education, this waiver will allow Hawaii to further enhance efforts to ensure every school reaches and exceeds the targets set forth for student growth.

We believe that Hawaii students will strongly benefit from ESEA Flexibility. Hawaii will be able to more accurately and fairly identify schools' strengths and areas for improvement, along with providing more targeted interventions and support strategies to reward high-performing schools.

The ESEA Flexibility will allow the State to expand on its efforts to ensure every child in Hawaii is provided with the opportunity to reach their full potential.

If you have any questions, please contact me at 808-586-3775.

Sincerely,

Roger McKeague

Executive Director, Hawaii Charter Schools Administrative Office.

September 4, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi,

This is a letter of **support** for Hawaii's ESEA Flexibility application, which will help to redefine academic success -- based on multiple measures of accountability -- beyond Adequate Yearly Progress. Recognizing the need for stronger vocational programs to strengthen career tracks, there remains the possibility to further emphasize that area.

The ESEA Flexibility will support the Hawaii State Department of Education's (HIDOE) efforts to improve student academic achievement and increase the quality of instruction by providing an alternative to the No Child Left Behind approach. If approved by the U.S. Department of Education, this waiver will allow Hawaii to further enhance efforts to ensure every school reaches and exceeds the targets set forth for student growth.

We believe that Hawaii students will strongly benefit from ESEA Flexibility. Hawaii will be able to more accurately and fairly identify schools' strengths and areas for improvement, along with providing more targeted interventions and support strategies to reward high-performing schools.

The ESEA Flexibility will allow the State to expand on its efforts to ensure every child in Hawaii is provided with the opportunity to reach their full potential.

If you have any questions, please feel free to contact us at the information provided above.

Sincerely,

Tom Smith,   Jessica Wong Sumida,
Co-Chair   Co-Chair
CCC Legislative Committee   CCC Legislative Committee

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

September 4, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi:

We are writing to express our strong support of Hawaii's ESEA Flexibility application. With ESEA Flexibility, our public school system will be able to more accurately identify schools' strengths and areas for improvement, provide additional targeted interventions, and support strategies to recognize high-performing schools.

More importantly, ESEA Flexibility will greatly benefit our students by allowing Hawaii to expand its efforts to ensure every child is prepared for success in college or careers and every school reaches and exceeds student achievement growth targets.

Hawaii has a distinct advantage as our entire state is one school district comprised of 15 complex areas, each overseen by a complex area superintendent. The complex area superintendents report directly to the State Deputy Superintendent and are directly accountable for supervision and evaluation of principals as well as the overall educational and business operations of our complex areas.

As former school principals and educators actively committed to improving educational outcomes for all children, we understand that bold and visionary policies, strategies, and practices are necessary to ensure that all of our students will graduate ready for success after high school.

This new alternative to the current No Child Left Behind approach will redefine academic success beyond Adequate Yearly Progress and result in multiple measures of accountability to improve the quality of instruction in our public schools.

Without question, we believe that Hawaii students will strongly benefit from ESEA Flexibility.

Sincerely,

Lea Albert
Complex Area Superintendent
Windward District

Bruce Anderson
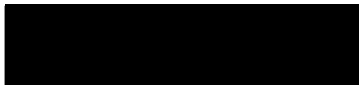Complex Area Superintendent
Maui District

William Arakaki
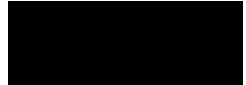Complex Area Superintendent
Kauai District

Rodney T.O. Luke
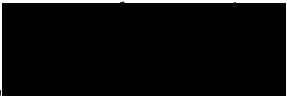Complex Area Superintendent
Leeward District

Lindsay Ball
Complex Area Superintendent
Maui District

Suzanne Mulcahy
Complex Area Superintendent
Windward District

Mary Correa
Complex Area Superintendent
Hawaii District

Ann A. Mahi
Complex Area Superintendent
Leeward District

Calvin Nomiyama
Complex Area Superintendent
Honolulu District

Heidi W. Armstrong
Complex Area Superintendent
Leeward District

Patricia Park
Complex Area Superintendent
Central District

Ruth Silberstein
Complex Area Superintendent
Honolulu District

Arthur Souza
Complex Area Superintendent
Hawaii District

Valerie Takata
Complex Area Superintendent
Hawaii District

Teri Ushijima, PhD
Complex Area Superintendent
Central District

NEIL ABERCROMBIE
GOVERNOR

August 31, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi:

I strongly support the Hawaii Department of Education's Elementary and Secondary Education Act (ESEA) Flexibility application. As Governor, education is one of my highest priorities. While Hawaii needs energy independence, food security, environmental sustainability and living wage jobs for our future, these social and economic goals are made possible and can be realized by having the highest quality education. As indicated in further detail below, my collaborative efforts with the Hawaii Department of Education and the Board of Education have resulted in laying the foundation for significant educational reforms. ESEA flexibility would help to support these efforts.

As a Member of Congress during the previous ESEA reauthorization and the implementation of *No Child Left Behind*, I understand the importance of this application for flexibility. Through this application, Hawaii is aligning the definition of success for federal programs with our Strategic Plan. Redefining success from NCLB's Adequate Yearly Progress enables Hawaii to hold schools accountable through multiple measures that: (1) more authentically reflect our schools' performance and (2) are aligned with the Hawaii Department of Education's (HIDOE) Strategic Plan approved by the State of Hawaii Board of Education (BOE) in July 2012.

The ESEA Flexibility will support HIDOE efforts to improve student academic achievement and increase the quality of instruction in accordance with its Strategic Plan and U.S. Department of Education (ED)-awarded Race to the Top application. ED approval allows Hawaii to further enhance efforts to ensure every school reaches and exceeds student growth targets. The requested flexibility provides greater coherence in expectations and supports for schools, principals, teachers and students.

I support fully the HIDOE and BOE's strategic initiatives and policies. In the last year, the BOE adopted more rigorous high school diploma requirements that will prepare students for success in college and careers. In addition, the BOE adopted policies that authorize a performance management system which will require student learning and growth be a significant factor in evaluation of educators. In spite of challenges with respect to collective bargaining, HIDOE has continued to work with teachers and administrators to design rigorous, performance evaluations that hold educators accountable and also support their development. In the last two years, I also signed into law a number of bills that embody of the spirit of ESEA flexibility in expecting more accountability and providing more autonomy. These include Act 130 (Session Laws of Hawaii (SLH) 2012) which recodified our state's charter school law, strengthening governance and accountability provisions while enabling more high quality charter schools in the state; Act 5 (SLH 2011) which established procedures and criteria for appointing BOE members as a result of a 2010 state constitutional amendment moving from an elected to appointed BOE; Act 75 (SLH 2011) which allowed for alternative certification of school administrators; Act 132 (SLH 2011) which allowed for flexibility in salaries of HIDOE's senior administrators in order to better manage human capital, and Act 148 (SLH 2011) which clarified the Superintendent's authority to reconstitute schools that have not made significant academic progress.

I am committed to ongoing partnership with the HIDOE, BOE and community partners to improve education for our children. In particular, in 2013, I will propose a significant state investment in early childhood education and development. This will give our children, who are utterly dependent on the good judgment of adults, a further opportunity to have a strong foundation that will improve their trajectory for learning and success. And I will continue to encourage and facilitate coordination between the HIDOE and our statewide system of public higher education including further joint meetings of the BOE and the University of Hawaii Board of Regents. We have a unique opportunity to align efforts from early childhood education through higher education, P-20, in order to benefit our children and our state.

ESEA Flexibility will allow the State to expand on its efforts to ensure every child in Hawaii is provided with the opportunity for a well-rounded education to be prepared for success in college, careers and citizenship, and to reach their full potential.

Thank you for your consideration.

Sincerely,

NEIL ABERCROMBIE
Governor, State of Hawaii

HEE
HUI FOR EXCELLENCE
IN EDUCATION

September 4, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi,

Hui for Excellence in Education (HE'E) is a diverse coalition of over 30 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

This is a letter of support for Hawaii's ESEA Flexibility application, which will help to redefine academic success based on multiple measures of accountability beyond Adequate Yearly Progress. We support that the application incorporates growth as a measure of success as well as readiness indicators that are part of the Department of Education's (Department) Strategic Plan. The plan also moves away from the Hawaii State Assessment as a sole indicator and looks at other relevant national standardized tests as a measure. Further, it no longer uses "Failing" as a label for schools. It also establishes clearer definitions of our populations so there will be more transparency in the data. The plan also uses the Academic and Financial Plan (AFP or AcFin) of each school to clearly articulate interventions and strategies to achieve growth and student success.

HE'E is also extremely pleased that the Department incorporated a specific Coalition recommendation with respect to the performance level of schools. HE'E members, who represent a broad and diverse sector of the community, preferred using "Recognition" instead of "Reward" as a label for schools that are in the top 5% of schools based on the Hawaii Academic Performance Index. Members felt recognition was a more positive and culturally acceptable term in identifying top performing schools as compared to reward.

As HE'E's goal is to improve public education through increased family-school partnerships, we strongly support the plan's inclusion of family-school partnership opportunities within the Academic and Financial Plan and intervention strategies. In particular, we are pleased that the application refers to the PTA's National Standards for Family-School Partnerships as the base; this helps align the Department with

common language and standards. While family-school partnerships were specifically identified in the menu of interventions for focus and priority schools, the Coalition would like to see that that it be a broadened for all levels of schools, and will continue to advocate that family-school partnerships be a priority for all complexes and schools.

HE'E worked collaboratively with the Department to host meetings on the ESEA Application including presentations from the Assistant Superintendent of Strategic Reform on ESEA basics, an excellent presentation on the Growth Model with representatives from the Colorado Growth Model Team, multiple question and answer sessions with the Department's Office of Strategic Reform to elicit specific recommendations on the draft application, and a joint presentation at the annual Hawaii PTSA convention. Coalition organizations also sent information out to their respective members encouraging them to review and comment on the draft application and to participate in the Department sponsored survey. This collaborative effort was a positive step in improving the Department's outreach and community engagement. We are hopeful that the department will continue to enhance their strategic communication and community outreach, particularly to families, as the process moves forward.

The ESEA Flexibility will support the Hawaii State Department of Education's efforts to improve student academic achievement and increase the quality of instruction by providing an alternative to the No Child Left Behind approach. If approved by the U.S. Department of Education, this waiver will allow Hawaii to further enhance efforts to ensure every school reaches and exceeds the targets set forth for student growth.

We believe that Hawaii students will strongly benefit from ESEA Flexibility. Hawaii will be able to more accurately and fairly identify schools' strengths and areas for improvement, along with providing more targeted interventions and support strategies to reward high-performing schools.

The ESEA Flexibility will allow the State to expand on its efforts to ensure every child in Hawaii is provided with the opportunity to reach their full potential.

If you have any questions, please contact me at cheri@heecoalition.org or 808-375-5066

Sincerely,

Cheri Nakamura
HE'E Coalition Director

Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

*Castle Complex Community Council

Center for Civic Education

Coalition for Children with Special Needs

*DOE Windward District

*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

*Good Beginnings Alliance

Harold K.L. Castle Foundation

*Hawaii Appleseed Center for Law and Economic Justice

Hawaiʻi Athletic League of Scholars

*Hawaiʻi Charter School Network

*Hawaiʻi Education Matters

*Hawaiʻi Nutrition and Physical Activity Coalition

Hawaii State PTSA

Hawaiʻi State Student Council

Hawaiʻi State Teachers Association

Hawaiʻi P-20

Hawaiʻi 3Rs

It's All About Kids

*INPEACE

Joint Venture Education Forum

Kamehameha Schools

*Kanu Hawaiʻi

Kupu Aʻe

*Leaders for the Next Generation

McREL's Pacific Center for Changing the Odds

*Our Public School

*Pacific Resources for Education and Learning

*Parents and Children Together

*Parents for Public Schools Hawaiʻi

Punahou School PUEO Program

Teach for America

The Learning Coalition

US PACOM

University of Hawaiʻi College of Education

Voting Members (*)

August 31, 2012

Ms. Kathryn Matayoshi
Superintendent
1390 Miller Street
Honolulu, HI96813

Superintendent Matayoshi:

The National Association of Charter School Authorizers (NACSA) is pleased to write in support of Hawaii's increased accountability standards for all public schools, including charter schools. Prior to the Hawaii Department of Education applying for an ESEA waiver, the Hawaii legislature passed Act 130, which, among other things, assigned charter school authorizers responsibility for "Negotiating and executing sound charter contracts with each approved public charter school; [and] Monitoring, in accordance with charter contract terms, the performance and legal compliance of public charter schools" (Act 130 § 5.4-5). It also requires that charter contracts include a performance framework that "shall include indicators, measures, and metrics for, at a minimum: (1) Student academic proficiency; (2) Student academic growth; (3) Achievement gaps in proficiency and growth between major student subgroups; (4) Attendance; (5) Recurrent enrollment from year to year; (6) Postsecondary readiness, as applicable for high schools; (7) Financial performance and sustainability; (8) Performance and stewardship, including compliance with all applicable laws, rules, and terms of the charter contract; and (9) Organizational viability." (Act 130 § 16(a)).

Act 130 not only significantly increases accountability standards for charter schools, but NACSA believes it also aligns well with the components of Hawaii's ESEA waiver application. The State Board of Education has engaged NACSA to work with the newly-established Hawaii Public Charter School Commission to meet the requirements of Act 130, including developing a template for charter contracts and the accompanying performance frameworks now required by law. We anticipate that the academic framework that we recommend to the Commission will be well aligned with Hawaii's ESEA waiver request and, in particular, will focus on increases in student academic achievement for all groups of students. In addition, consistent with Principle 3 of the waiver request, we will recommend that charter schools be held accountable for meeting applicable state and federal obligations for implementing an educator evaluation system that contains student outcomes. It is our understanding that charter school governing boards will have the autonomy either to elect the state-developed evaluation system, per Board of Education Policy 2055, or to develop and implement their own systems that meet the

criteria in Policy 2055.[1] Compliance with this requirement, along with the multitude of other measures in the Commission's performance frameworks will guide the authorizer's monitoring, intervention, renewal or non-renewal, and revocation decisions.

We believe that the alignment of the Commission's contractual performance expectations for schools with Hawaii's proposed ESEA waiver will lead to strong schools in Hawaii.

Sincerely,

Greg Richmond
President and CEO

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[1] It is our understanding that federal requirements offer the state flexibility to allow charter schools to meet their obligations as long as they are doing so consistent with federal guidelines as opposed to being bound by the state system and/or state guidelines. To the extent that the autonomy of Hawaii charter schools can be extended in this way, we would recommend that this option also be provided.

September 4, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi,

This is a letter of **support** for Hawaii's ESEA Flexibility application, which will help to redefine academic success -- based on multiple measures of accountability -- beyond Adequate Yearly Progress. Recognizing the need for stronger vocational programs to strengthen career tracks, there remains the possibility to further emphasize that area.

The ESEA Flexibility will support the Hawaii State Department of Education's (HIDOE) efforts to improve student academic achievement and increase the quality of instruction by providing an alternative to the No Child Left Behind approach. If approved by the U.S. Department of Education, this waiver will allow Hawaii to further enhance efforts to ensure every school reaches and exceeds the targets set forth for student growth.

We believe that Hawaii students will strongly benefit from ESEA Flexibility. Hawaii will be able to more accurately and fairly identify schools' strengths and areas for improvement, along with providing more targeted interventions and support strategies to reward high-performing schools.
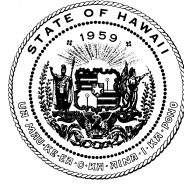
The ESEA Flexibility will allow the State to expand on its efforts to ensure every child in Hawaii is provided with the opportunity to reach their full potential.

If you have any questions, please feel free to contact us at the information provided above.

Sincerely,

Liz Sagar   Jessica Wong-Sumida
President   VP of Legislation

Hawaii State Legislature

STATE CAPITOL
HONOLULU, HAWAII 96813

September 5, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi,

As the House and Senate Education Committee Chairpersons, we strongly support Hawaii's ESEA Flexibility application, which will help to redefine academic success -- based on multiple measures of accountability -- beyond Adequate Yearly Progress.

The ESEA Flexibility will support the Hawaii State Department of Education's (HIDOE) efforts to improve student academic achievement and increase the quality of instruction by providing an alternative to the No Child Left Behind approach. If approved by the U.S. Department of Education, this waiver will allow Hawaii to further enhance efforts to ensure every school reaches and exceeds the targets set forth for student growth.

During the 2012 legislative session, the Legislature passed Senate Concurrent Resolution 120 which called upon HIDOE to apply for ESEA Flexibility Waiver. The provisions set forth in the waiver align with the educational reforms and statutory changes we have been pursuing at the Legislature, and if granted, will allow HIDOE to more accurately and fairly identify schools' strengths and areas of improvement, and create the ability to provide more targeted interventions and support strategies to reward high-performing schools.

When we set out to create laws that govern public education in our state, it comes down to what is best for the student. The ESEA Flexibility application clearly puts the needs and the best interests of our students at the center of every initiative, working towards our shared vision and goal of ensuring that every child in Hawaii will be provided with the opportunity to reach their full potential.

If you have any questions, please contact us at sentokuda@capitol.hawaii.gov or reptakumi@capitol.hawaii.gov.

Sincerely,

SENATOR JILL N. TOKUDA
Hawaii State Senate
Chair, Senate Committee on Education

REPRESENTATIVE ROY TAKUMI
Hawaii House of Representatives
Chair, House Committee on Education

September 5, 2012

Special Education
Advisory Council

Ms. Ivalee Sinclair, *Chair*
Ms. Martha Guinan, *Vice*
Chair

Ms. Brendelyn Ancheta
Ms. Cassandra Bennett
Ms. Jyo Bridgewater
Mr. Robert Campbell,
Liaison to the Superintendent
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Phyllis DeKok
Ms. Gabriele Finn
Ms. Tami Ho
Ms. Barbara Ioli
Ms. Mona Izumoto
Ms. Deborah Kobayakawa
Ms. Bernadette Lane
Ms. Shanelle Lum
Ms. Eleanor MacDonald
Ms. Rachel Matsunobu
Ms. Dale Matsuura
Ms. Stacey Oshio
Ms. Barbara Pretty
Ms. Kau'i Rezentes
Ms. Melissa Rosen
Dr. Patricia Sheehey
Mr. Mike Tamanaha
Dr. Daniel Ulrich
Ms. Cari White

Jan Tateishi, Staff
Susan Rocco, Staff

Kathryn S. Matayoshi
Superintendent
Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

RE: Hawaii's ESEA Flex Waiver Application

Dear Superintendent Matayoshi,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under Part B of the Individuals with Disabilities Education Act (IDEA), appreciates this opportunity to support the Department's application for flexibility from the Elementary and Secondary Education Act (ESEA Flex). Hawaii's proposed system of accountability will offer greater supports to schools, teachers, and students and offer a more accurate reflection of student achievement by looking at individual growth and readiness for college and careers in addition to performance on statewide assessments.

SEAC was actively involved in reviewing the initial ESEA Flex draft and submitting recommendations to specifically address the needs of students with disabilities in the new accountability system. We are grateful that the Department has incorporated some of our recommendations into the final draft, including:

• adequate training for all teachers on strategies to assist students with disabilities in meeting Common Core Standards;

• support for family-school partnerships, based on the PTA's National Standards for Family-School Partnerships;

• enhanced strategies for communicating with parents and other stakeholders including the use of multiple languages and formats;

*Mandated by the **Individuals with Disabilities Education Act***

- substitution of the term "Recognition Schools" for "Reward Schools" to signify schools that are in the top 5%.

SEAC is also grateful that the waiver application provides more accountability for special education students by measuring the progress of students who were previously not counted, because their school subgroup fell below minimum "n" size requirements. The new method of "recapturing" their achievement will help to drive interventions and supports to increase the students' success.

SEAC is hopeful that Hawaii's waiver will be granted, so that all students, including students with disabilities, will have a greater opportunity for academic and life success. We look forward to working with the Department on its implementation plan.

Thank you again for the opportunity to provide input on this important initiative. If you have any questions, I would be happy to answer them by phone or email (ivalee_sinclair@notes.k12.hi.us).

Respectfully,

Ivalee Sinclair
Chair

*Mandated by the **Individuals with Disabilities Education Act***

September 5, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi,

The Learning Coalition is a Honolulu-based, private charity dedicated to excellence in public education through family and community engagement. We are a long-standing partner of the Department on Race to the Top. At your staff's request, we have reviewed the proposed ESEA Flexibility Waiver and have shared it with grantees and partners.

On the basis of feedback from our stakeholders and our own internal assessment, we wholeheartedly endorse the Department's proposed waiver requests. We firmly believe that Hawaii's students will benefit from ESEA Flexibility as outlined. When approved, the ESEA Flexibility will allow the State to expand its efforts to ensure that every child is college, career and citizenship ready.

While there is still much work to be done to formalize family, community and Department partnership, we commend your staff's sincere and authentic efforts to secure stakeholder feedback and to reflect that feedback in the waiver request. Of particular note, we were pleased that the Department was willing to replace the term "Reward Schools" with "Recognition Schools," since many of our community members felt that the federal designation was anathema to local culture. We know that the Department's commitment of staff time to community outreach was very well received, and we believe that the investment of time and energy improved the quality and authenticity of the application – a win for everyone.

Thank you for your commitment to all of Hawaii's students.

Please feel free to contact us whenever opportunities for family and community engagement and partnership arise.

Vice-President

UNIVERSITY
of HAWAI'I*
SYSTEM

August 30, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawai'i State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi:

On behalf of the University of Hawai'i, I am pleased to write a letter of support for Hawai'i's ESEA Flexibility application, which will help to redefine academic success, and college readiness.

The Hawaii State Department of Education (HIDOE) has made great strides in improving student academic achievement and increasing the quality of instruction. Their suggested alternatives to the No Child Left Behind measures of accountability are ambitious yet appropriate, and aligned with their Race to the Top goals. If approved by the U.S. Department of Education, this waiver will allow Hawaii to further enhance their efforts to ensure every school reaches and exceeds the targets set forth for student growth.

This waiver does not compromise HIDOE's commitment to increasing the readiness of every child for postsecondary success – whether in college or in a living wage job. The University of Hawai'i remains partners with HIDOE to ensure the highest standards of achievement are reached.

Thank you for your consideration of our application.

Sincerely,

Linda K. Johnsrud
Executive Vice President for Academic Affairs/Provost

UNIVERSITY
of HAWAI'I
WEST O'AHU

August 24, 2012

Ms. Katherine Matayoshi
Superintendent
Hawai'i State Department of Education
1390 Miller Street, Room 300
Honolulu, Hawai'i 96813

Dear Superintendent Matayoshi:

The University of Hawai'i at West O'ahu (UHWO) supports the Hawai'i State Department of Education's (HIDOE) application for Elementary and Secondary Education Act (ESEA) flexibility. We fully support HIDOE's desire to seek some relief from the existing No Child Left Behind/ESEA requirements and single measure of student success in order to introduce a new accountability model that uses multiple measures that will better define successful school performance.

As a four-year degree institution that serves a large number of socio-economically disadvantaged and Native Hawaiian students. UHWO recognizes that the ESEA flexibility can facilitate best practices in classroom instruction and performance measurements in diverse settings.

UHWO will continue to collaborate with the Hawai'i State Department of Education in creating a bright future for Hawai'i's *nā haumana*, our students.

Sincerely,

Gene I. Awakuni
Chancellor