

NCLB Making a Difference in Hawaii



- Between 2002 and 2005 (latest available data):
 - Fifth-grade reading achievement increased by 13 percentage points
 - Fifth-grade mathematics achievement increased by four percentage points
(*Hawaii Report Card*)
- “So far this school year, 4,328 students statewide have signed up for tutoring – a 77 percent jump over the 2,447 tutored last year through the No Child Left Behind Act, according to Butch Adams, special programs management specialist for the Department of Education. That follows a similar increase the previous year. Administrators at public schools across the state have sent letters home, made personal phone calls and even knocked on doors to encourage parents to let their children participate. ‘The bottom line is we’ll do whatever it takes to provide this opportunity for our students,’ said Stanley Kayatani, principal of Kalihi Kai Elementary, where 250 students are being tutored, about a third of the student body. ‘We do a lot of following up with parents.’ ... Schools that have managed to link lots of students with tutors say it makes a difference. At Laie Elementary School, tutoring was one of several factors that helped the campus get off the list of low-performing schools...”
(*Honolulu Star-Bulletin*, 3/23/05)
- “The state Board of Education...approved a \$7.9 million plan to help 20 struggling schools improve test scores and comply with other federal No Child Left Behind Act standards. Under the ‘restructuring’ plan, the [state] Department of Education will hire three companies to train teachers and overhaul curriculum at the affected schools. ... The effort will be the most intense remedy that the state has applied yet for the schools under the No Child Left Behind Act.... The companies—Edison Schools Inc., the National Center on Education and the Economy, ETS Pulliam—are expected to work mostly with school staff rather than directly with students. The goal is to set and meet benchmarks for student achievement and ensure that curriculum and teaching match the goals. Two dozen staff members of Kahului School, one of the affected schools, appeared at [the] board meeting at Kihei Elementary School as an expression of their commitment to academic improvement. ... Principals at some of the target schools earlier said they would welcome the extra help.” (*Honolulu Advertiser*, 5/7/05)
- “As the national focus on technology in schools shifts from computers in the classroom to tracking student achievement under the No Child Left Behind Act, Hawaii, like other states, is working to stay abreast. ... ‘I think this is a nationwide trend—and not just in education,’ Rod Moriyama, the state Department of Education’s assistant superintendent for technology, said of the move toward accountability. ‘We are looking more and more at data and data-driven decision-making.’ Moriyama said the DOE is moving toward a statewide tracking system that will give teachers instant access to a student’s past academic performance, attendance history, test scores, and demographic data. ‘They’ll have that information at their fingertips,’ he said. ‘As we get the system in place, we’ll develop longitudinal data—they’ll be able to see how that student did all the way back to kindergarten.’ ... ‘We have to be able to see which approaches were tried so we can decide which approaches to use,’ he said. ‘It’s the belief that every child can learn. What are you doing to bring him up to his potential? This can really change the face of education,’ he said, ‘and that is what is so exciting.’” (*Honolulu Advertiser*, 5/6/05)