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, "francine fernandez" [redacted],
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

Hawaii Department of Education: ESEA Proposal Review
Feedback from Complex Area Superintendents

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%

Hawaii Department of Education: ESEA Proposal Review
Feedback from Complex Area Superintendents

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

SurveyMonkey

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
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.)

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

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STATE OF HAWAII
BOARD OF EDUCATION

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

KATHRYN S. MATAYOSHI
INTERIM
SUPERINTENDENT

BOARD OF EDUCATION

ATTACHMENT G

2010 JUN 15 AM 10:52

STATE OF HAWAII
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.

- 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.

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

1. 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

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.

1775 Eye Street NW, Suite 410, Washington, D.C. 20006 Phone (202) 419-1540 Fax (202) 828-0911
www.achieve.org

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:

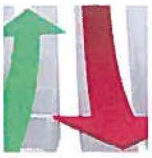
- The state has aligned the *HCPS III* standards in English and mathematics with college and career readiness and their final adoption is linked to the state's plan as one of 48 states that have signed a memorandum of understanding to review and likely adopt the Common Core State Standards when available. 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 thanthe 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.
	(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."

* 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 19/4/2012

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.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.

* 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 29/4/2012

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.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	HI1.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, HI1.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	
		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 benhmark 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.

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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		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 69/4/2012

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
	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	

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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.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.2.1.6) 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, specifiying "frequently occurring conjunctions".

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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 counting on 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 <u>understand</u> 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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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

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

Attachment 9: Standards Based Report Card

STATE OF HAWAII
Department of Education

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	Honolulu, HI
Quarter 2	10/10/2011	to	12/16/2011	
Quarter 3	01/03/2012	to	03/09/2012	Principal:
Quarter 4	03/19/2012	to	05/25/2012	Phone: (808

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				

STUDENT NAME: [redacted]

ID#: [redacted] School: Elem School School Year 2011 - 2012 (For Kindergarter

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
Identify common types of text and the parts of a book.	/	MP	MP	MP	MP
With prompting and support, name and define the roles of a text's author and illustrator.	MP	MP	MP	MP	MP
With prompting and support, describe the relationship between the illustrations and the text.	DP	MP	MP	MP	MP
With prompting and support, identify the reasons an author gives to support points in a text.	/	/	/		MP
With prompting and support, compare and contrast texts on the same topic and characters in familiar stories.	/	/	MP	MP	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.	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]	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]	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] [X]	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.	/	/	/	MP	MP
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

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

STUDENT NAME: [redacted]
D#: School: Elem School (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	

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)

Patricia Hamamoto

Signature

DEC 3 1 2009

Date

Patricia Hamamoto

Print Name

Superintendent of Education
State of Hawaii

Title

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

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

OVERVIEW OF THE STATEWIDE ASSESSMENT SYSTEM

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		
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		
Alternate	AA-AAS			AA-AAS				AA-AAS		
Hawaiian	CRT									

[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 Grade span 6-9 Grade span 10-12 **_x__Yes ___No __x_Yes ___No _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. o PL4-Exceeds Proficiency o PL3-Meets Proficiency o PL2-Approaches Proficiency o 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 Grade span 6-9 Grade span 10-12 **__x_Yes ___No __x_Yes ___No _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 Grade span 6-9 Grade span 10-12 **___Yes ___No ___Yes ___No ___Yes ___No** (1.b) Descriptors Grade span 3-5 Grade span 6-9 Grade span 10-12 **___Yes ___No ___Yes ___No ___Yes ___No** (1.c) Cut Scores Grade span 3-5 Grade span 6-9 Grade span 10-12 **___Yes ___No ___Yes ___No ___Yes ___No** (2) Approved by Board or Other Authority Grade span 3-5 Grade span 6-9 Grade span 10-12 **___Yes ___No ___Yes ___No ___Yes ___No** Cite evidence: **Alternate academic achievement standards? N/A for this review** (1.a) Levels of Achievement Grade span 3-5 Grade span 6-9 Grade span 10-12 **___Yes ___No ___Yes ___No ___Yes ___No**	

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 Grade span 6-9 Grade span 10-12 **___Yes ___No ___Yes ___No ___Yes ___No** (1.c) Cut Scores Grade span 3-5 Grade span 6-9 Grade span 10-12 **___Yes ___No ___Yes ___No ___Yes ___No** (2) Approved by Board or Other Authority Grade span 3-5 Grade span 6-9 Grade span 10-12 **___Yes ___No ___Yes ___No ___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.	Hawaii provided documentation to meet this requirement.
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

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?		standards and the 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?		
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:**	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.
3.6 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 all 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 *all* 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*	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 (a) Hawaii provided documentation to meet this requirement.
(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(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(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	

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 all 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

		meaningfully with scores from non-accommodated administration conditions. Hawaii may cite existing literature pertaining to accommodations or provide a study examining these relationships.
(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?		(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) 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?		(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.
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.)? 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(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(2) 001 – Technical Report – Volume 1: Annual Technical Report, Section 3.4	6.1.1 Hawaii provided documentation to meet this requirement. 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? (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? (b) Does the State require the participation of every limited English proficient student in the assessment system, unless a student has	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	6.3 (a)-(c) Hawaii provided documentation to meet these requirements.

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? (c) 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	
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.	Hawaii provided documentation to meet these requirements.
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	
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	Hawaii provided documentation to meet this requirement.

	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) Do these individual student reports provide valid and reliable information regarding achievement on the assessments in relation to	"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. " 7.3(a) Evidence: 010A – Sample Family Reports	Hawaii provided documentation to meet this requirement.

the State's academic content and achievement standards? (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? (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?	005 - 2010-11 Technical Report – Volume 5: Score Interpretation Guide 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 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.

	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	Hawaii provided documentation to meet this requirement.
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 Hawai'i 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, Hawai'i 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 Hawai'i 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 Hawai'i 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, Hawai'i'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

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Core Values

Hawai'i seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawai'i'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 Hawai'i'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. Hawai'i 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 'ĀINA:** We see students as part of an extended 'ohana, the environment, a larger community and a global society. Hawai'i 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:

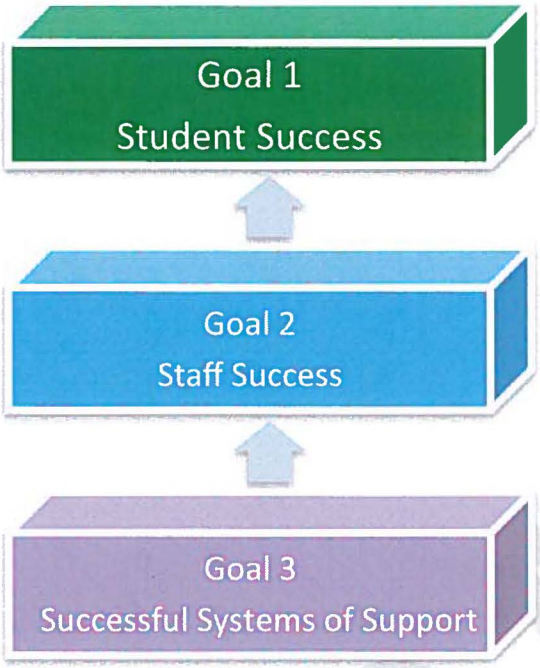
- Hawai'i has maintained high academic expectations of its students. Hawai'i was one of only five states to receive an "A" grade for having academic standards "at or close to the world-class level." The Hawai'i Content and Performance Standards and Hawai'i State Assessment set high expectations and a 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.

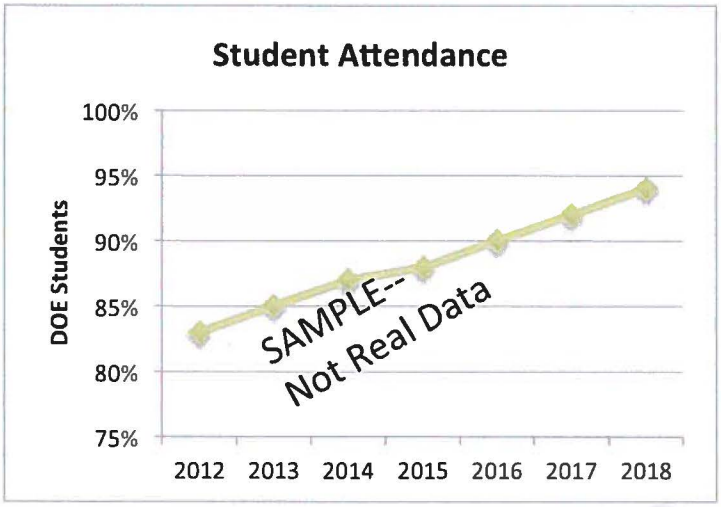
Our Targets

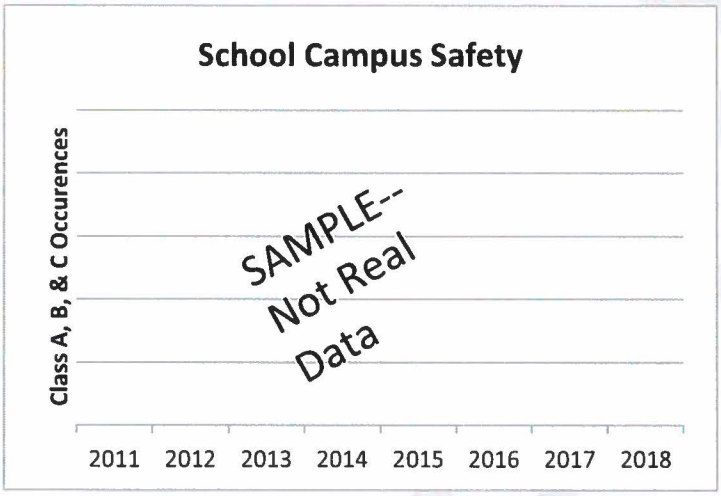
The specific targets in this Strategic Plan Update are indicators of success that we can all monitor together. They are the long-term results we strive for, and a way to assess how our efforts add up over time. Additionally, the DOE worked with Hawai'i P-20 Partnerships for Education to ensure that our targets align and support the statewide education system from preschool to graduate school.

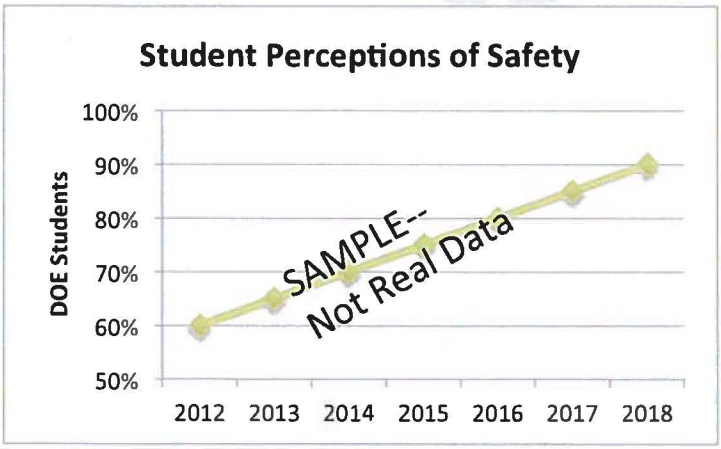
We know the targets in this Strategic Plan Update are the right targets—even though in some cases we will need to develop new tools to get the data we need to track and monitor progress. During the first year of implementation for this Strategic Plan Update (School Year 2012-13), we have built in the 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.







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

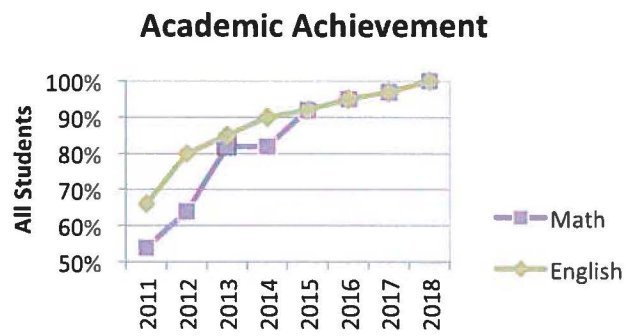
ii. Increase student safety on school campuses by decreasing the number of student misconduct occurrences (class A, B, and C offenses) by X% each year

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]

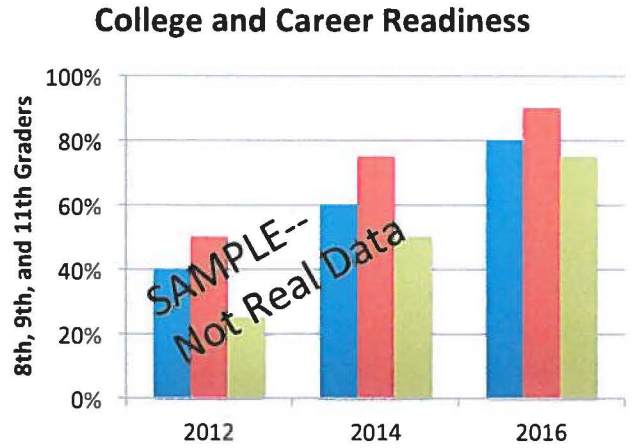
iv. Increase the percentage of students participating in co-curricular and extracurricular activities

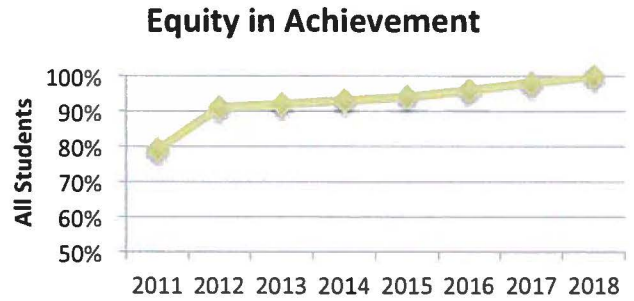
Goal 1—Student Success: All DOE students demonstrate they are on a path toward success in college, career and citizenship.

Objective 1b: All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives.



(2011 data is actual baseline, 2018 represents DOE RTTT targets)





(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)

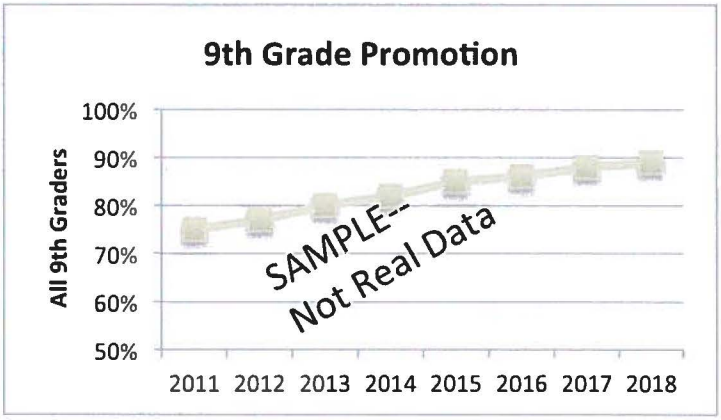
ii. College and Career Readiness: Increase percentage of DOE students meeting cut scores on a nationally validated suite of assessments from 8th through 11th grade, with a 12th grade option

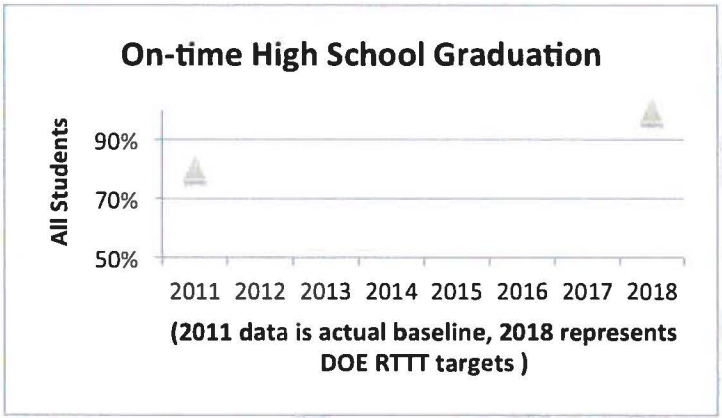
iii. Equity in Achievement: Increase proficiency of the lowest achieving student groups so that the percentage difference in test scores between highest and lowest achieving student groups is eliminated

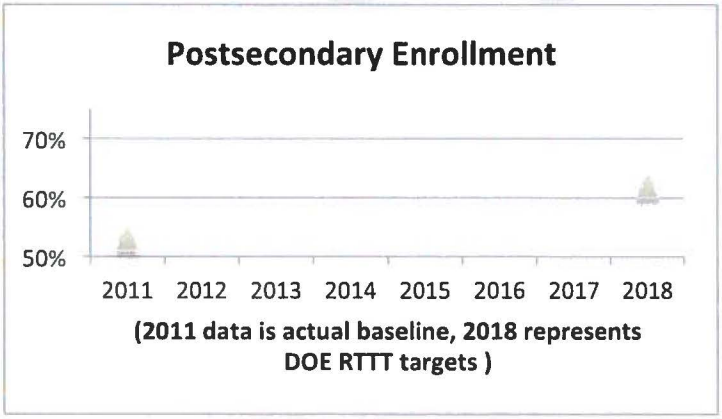
(Targets iv—vii continued on Page 10)

Goal 1—Student Success: All DOE students demonstrate they are on a path toward success in college, career and citizenship.

Objective 1b (CONTINUED): All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives.







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)

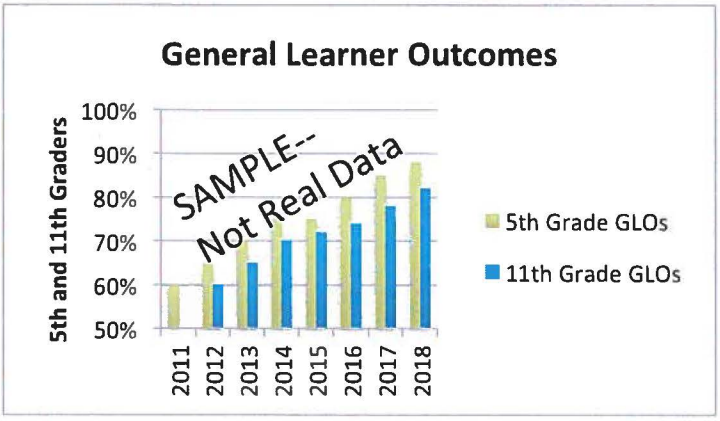
v. Increase the percentage of students that graduate on time (4-year cohort graduation rate)

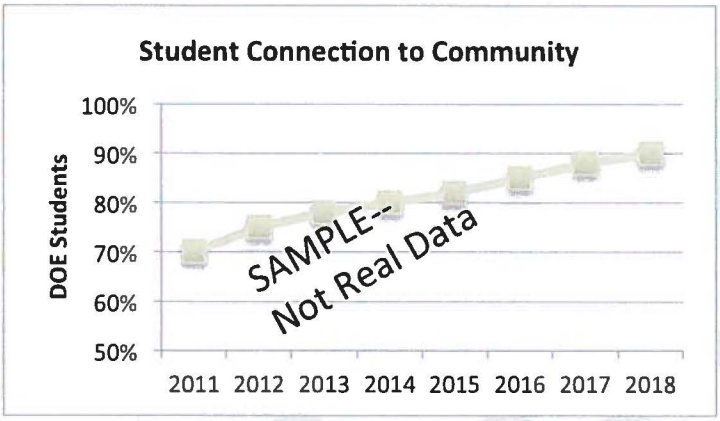
vi. Increase the percentage of students that enroll directly in postsecondary education (2-year and 4-year colleges, vocational, and technical schools)

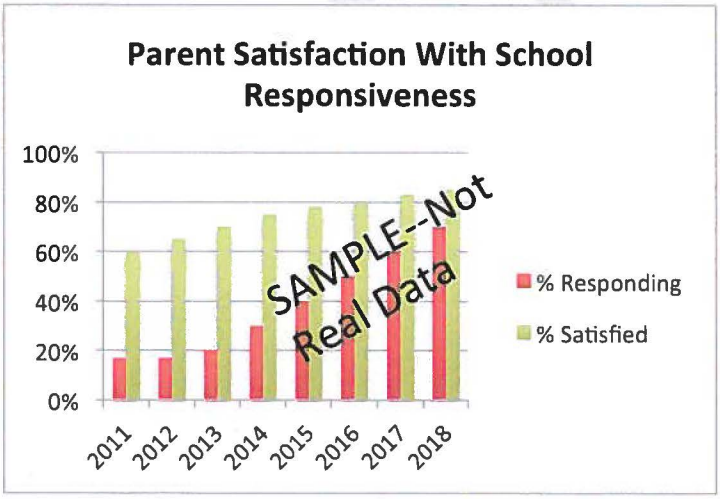
vii. Increase the percentage of graduates who complete a training program and/or earn a certificate recognized by employers (TBD - interim measure: Increase the number of graduates obtaining a CTE certificate)

Goal 1—Student Success: All DOE students demonstrate they are on a path toward success in college, career and citizenship.

Objective 1c: Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.







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*]

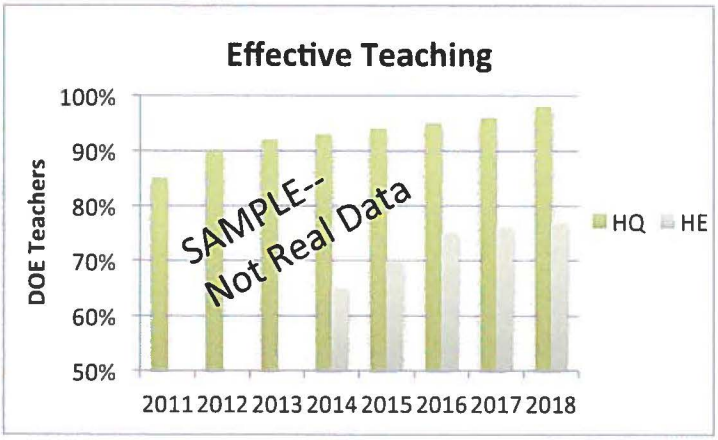
ii. Student connection to community: Each student has a Personal Transition Plan with an adult to guide and support students' achievement of the plan

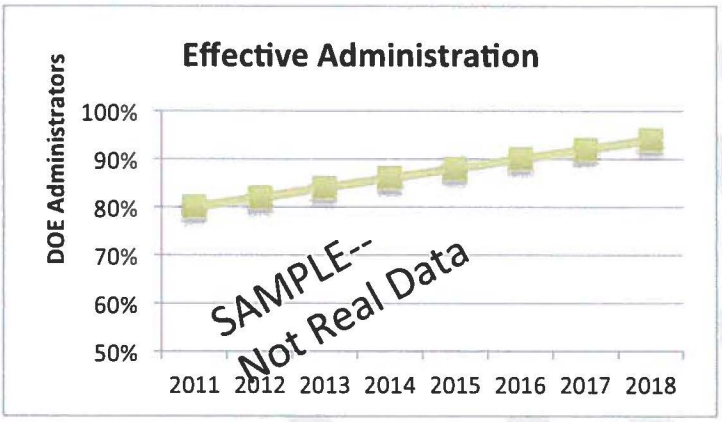
iii. Parent satisfaction with school responsiveness: (Measure TBD)

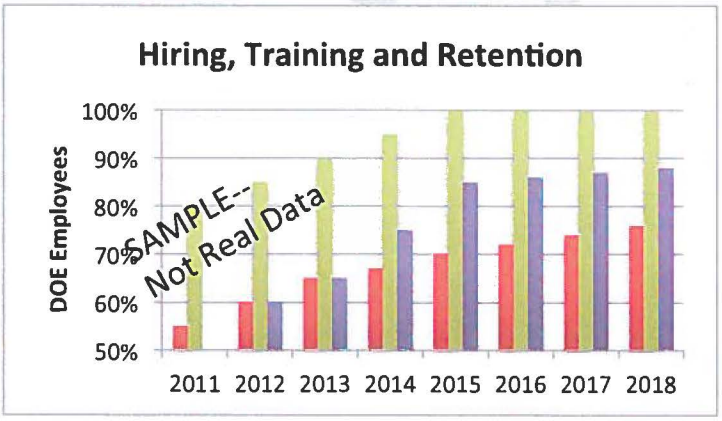
iv. Engagement level of parent and community stakeholders (Measure TBD)

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.







Strategies

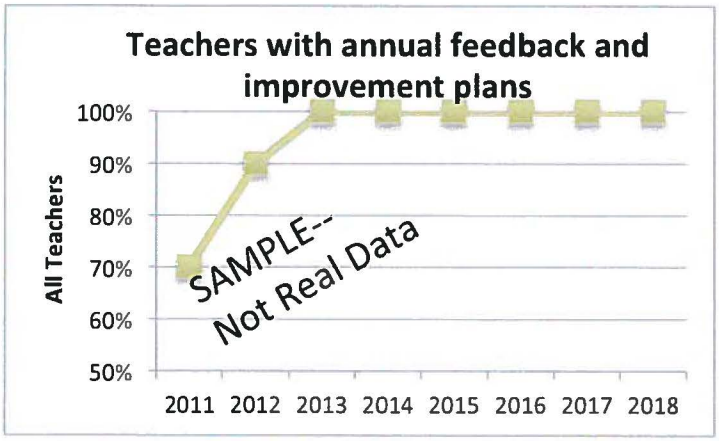
i. Revise recruiting policies, practices, and procedures to improve the quantity and quality of DOE job applicants
ii. Develop alternative certification paths for teachers and administrators
iii. Develop programs that recognize and reward deserving employees based on their contribution to student achievement
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

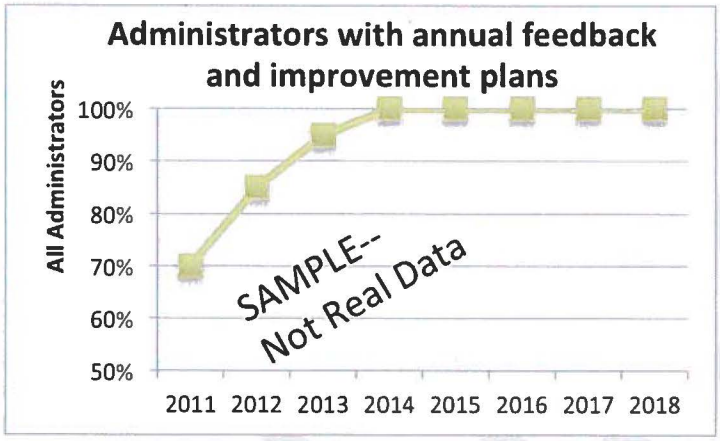
Targets

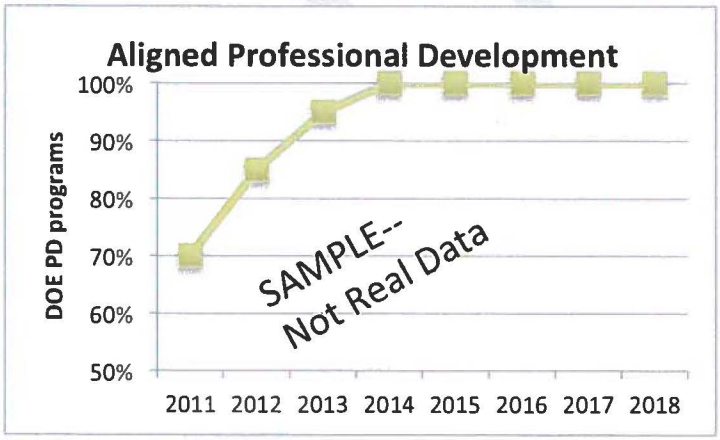
i. Effective teaching: Increase percentage of highly qualified teachers, and increase percentage of teachers rated as "highly effective" beginning in 2014
ii. Increase percentage of hiring managers reporting they had a candidate pool that allowed them to hire a quality candidate appropriate for position
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.







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

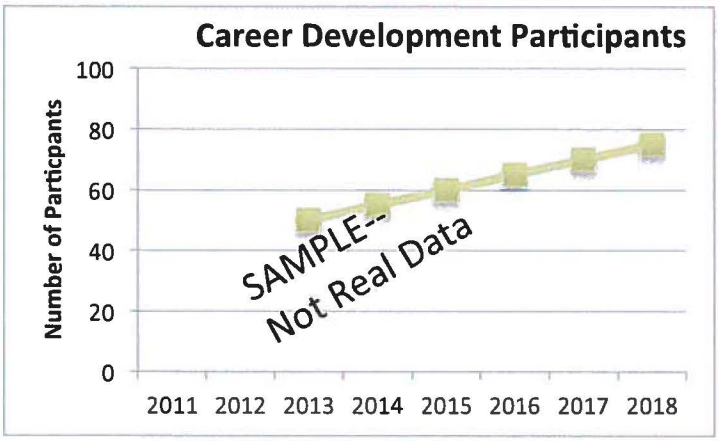
ii. 100% of administrators receive rating on performance evaluation and establish improvement plan

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.



Strategies

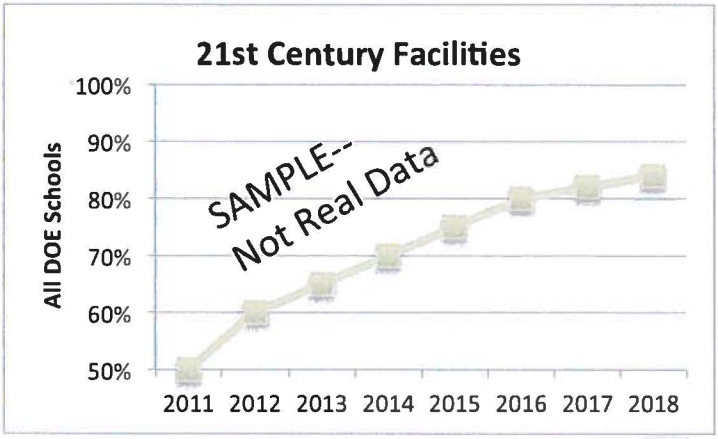
i. Develop a "grow your own" career ladder program for future leaders that identifies, prepares, and places leaders in positions to support student success at an organizational level
ii. Build leadership capacity within the DOE by providing targeted professional development, including change management 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

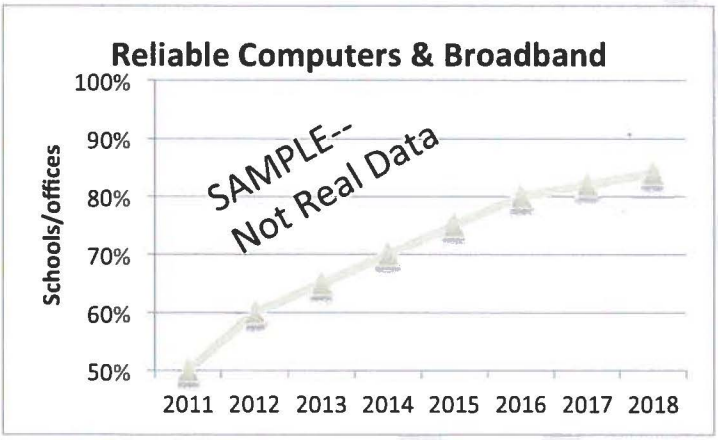
Targets

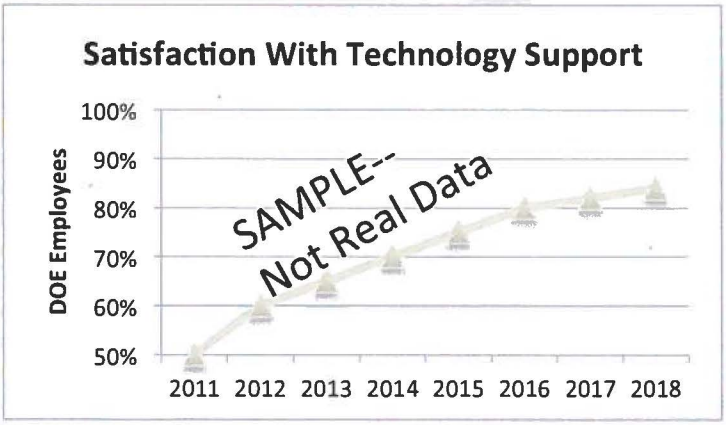
i. Increase number of participants in pilot career development/ladder system
ii. Increase number of participants successfully placed in leadership positions
iii. 100% of DOE leadership will be trained on change management skills that support the success of all students and schools
iv. 100% of DOE schools 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.







Strategies

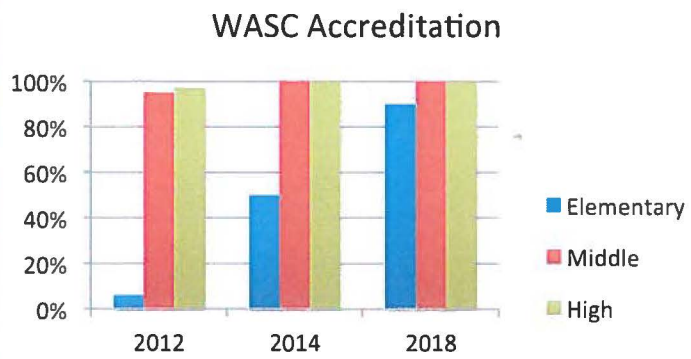
i. Develop the criteria for 21st century school facilities and a rubric for evaluating each criterion
ii. Provide students and employees with computer systems and broadband that support 21st century learning
iii. Provide efficient, effective technology support to our classrooms, schools and support offices

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.



(2011 data is actual baseline, 2012--2018 represent sample targets)

Strategies

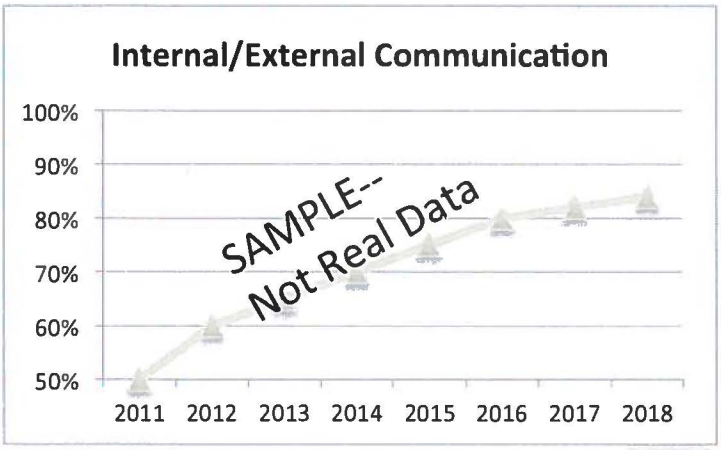
i. Take advantage of the statewide school system to leverage economies of scale and improve efficiency through centralization, technology, standardization, innovation, and use of best practices
ii. Expand WASC accreditation process to all DOE schools as a tool to confirm achievements of school turnaround
iii. Ensure strategic deployment of resources that support student success, staff success, and successful systems

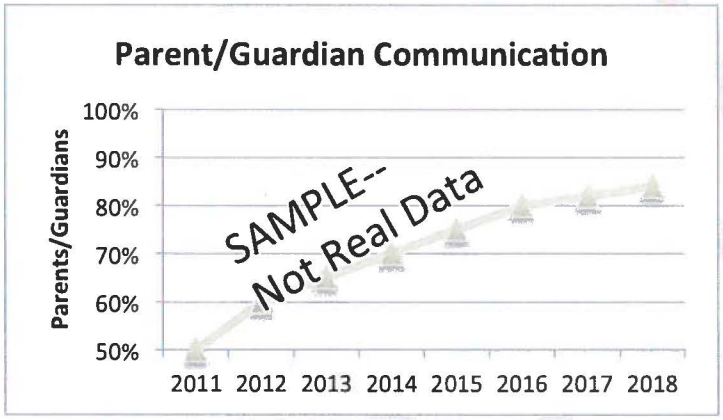
Targets

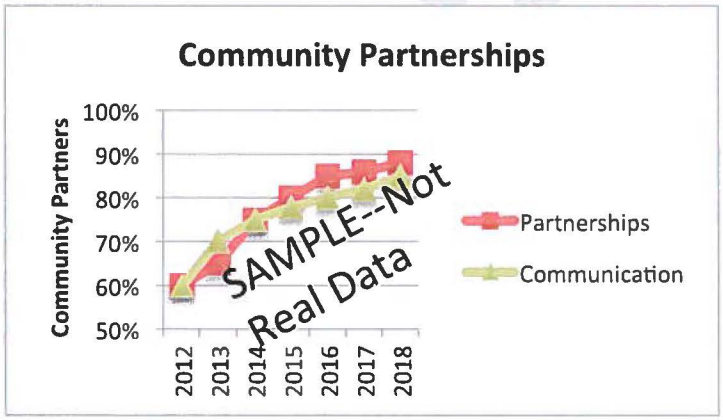
i. DOE financial reporting, payment processing, and procurements are timely, accurate and transparent
ii. Expand internal program evaluations to include comprehensive financial impact and sustainability analyses, to assess effectiveness of strategies and utilize reliable, relevant, and high-quality data 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.







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)

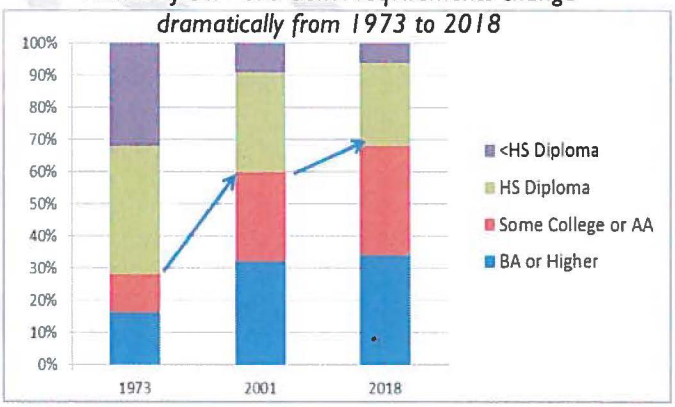
Background: Hawai'i's College- and Career-Ready Agenda

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.

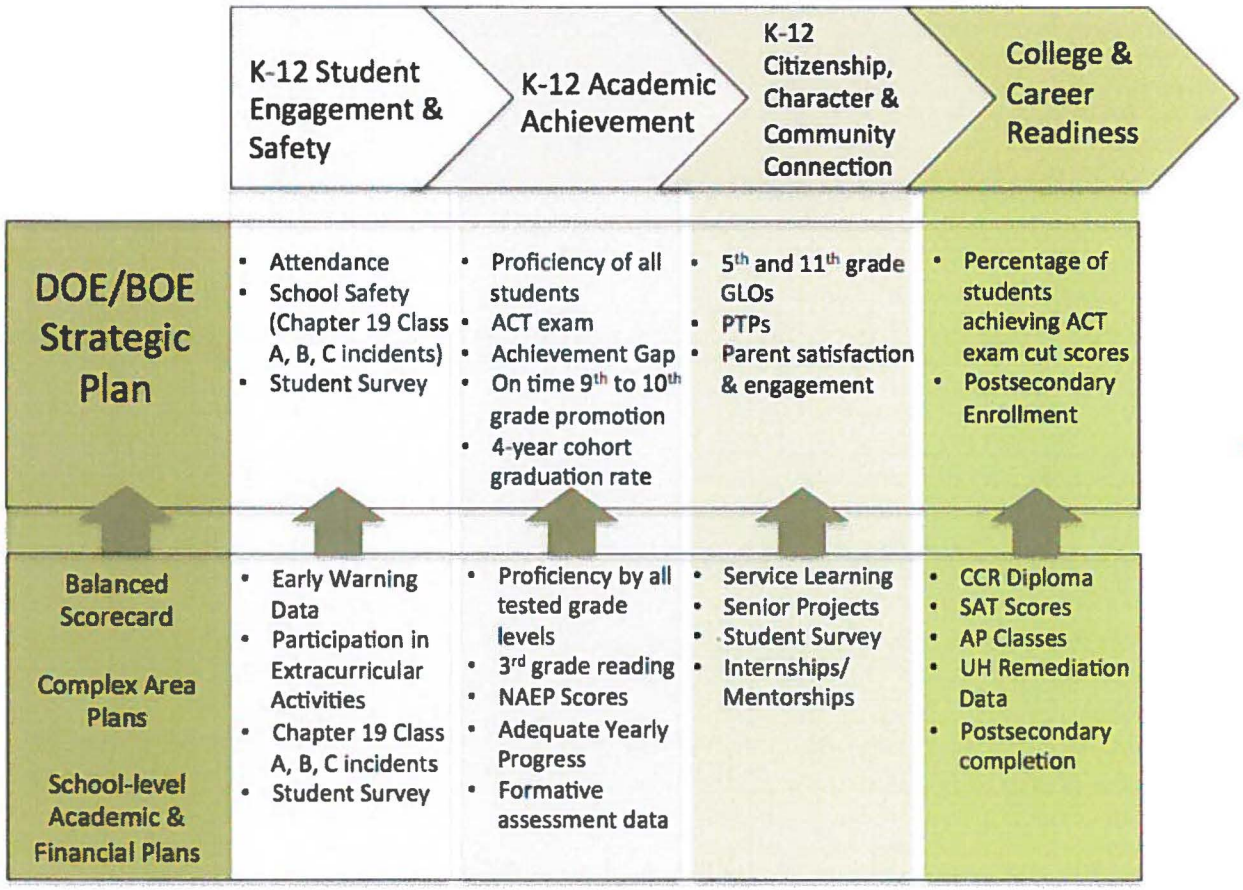
This Strategic Plan 2012 Update builds upon work to date and does not waver from our already established destination; it does, however, clarify and prioritize our targets and strategies. It aligns the three main DOE goals with three of the BOE committees (Student Achievement, Human Resources, and Finance 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



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%20Scorecard%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)	Target (2013-14)
	Chronic Absenteeism	<extract data from LDS>	<calc based on baseline>

Funded Enabling Activities	Outcomes (Leading Indicators) A. Initial B. Intermediate	Leading Indicator Current Value	Lead	Participant	Frequency	Expenditure	
						Description	Est $ Amount
Strategies: *1. Implement formative assessment and instruction.*							
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							

Objective 1c: Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.

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 1 Objective.>							
Strategies: 2. <Describe a specific strategy that will help you reach this Goal 1 Objective.>							
TOTALS / SUMMARY							

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:	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.>							

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:	<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							

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							

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							

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							

OPTIONAL Objective(s): <Describe additional school-, complex-, or complex area-specific objectives>

Targets:	<Describe measureable target>	**Baseline (2011-12)**	**Target (2013-14)**

Funded Enabling Activities	Outcomes (Leading Indicators) E. Initial F. 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							

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

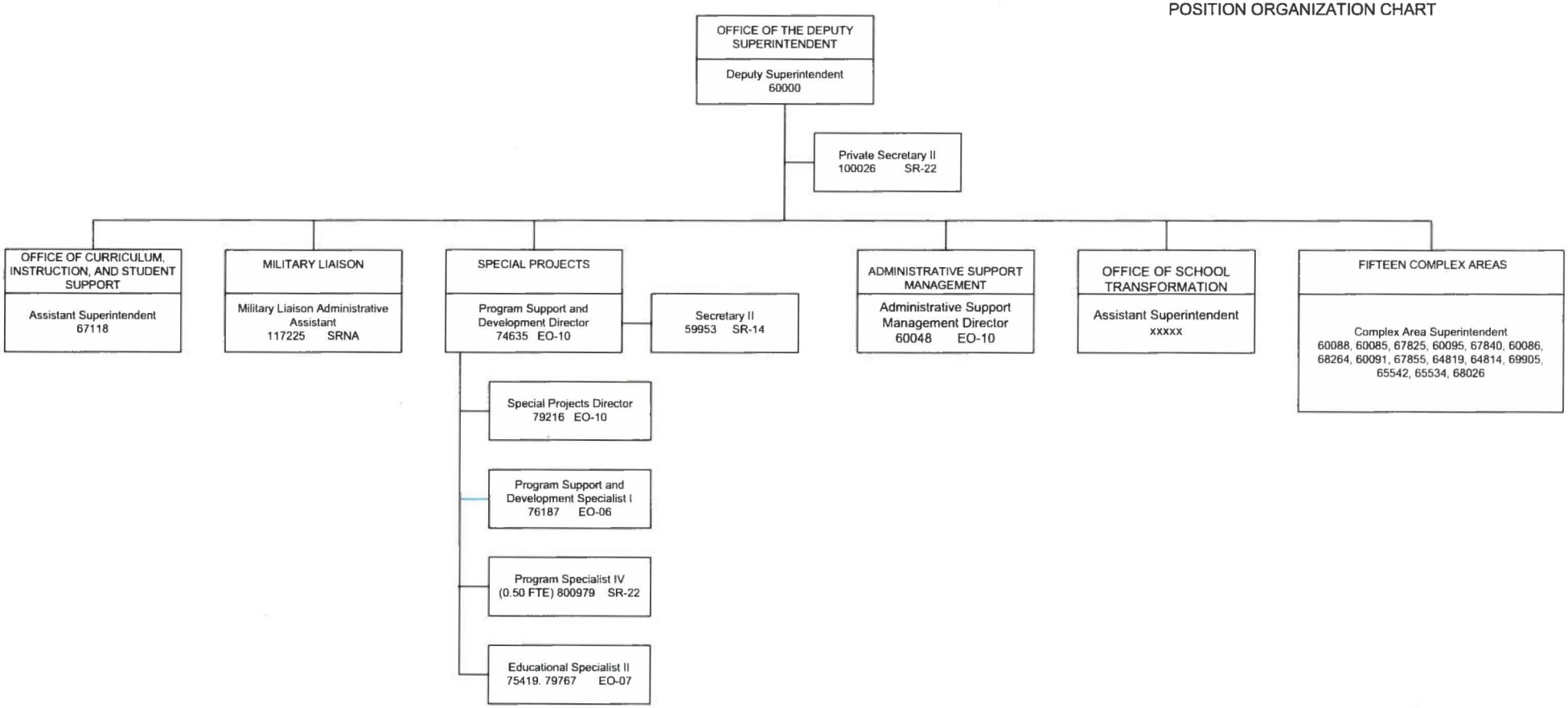
Projected Science AMOs based upon 2011-12 Proficiency Rates

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

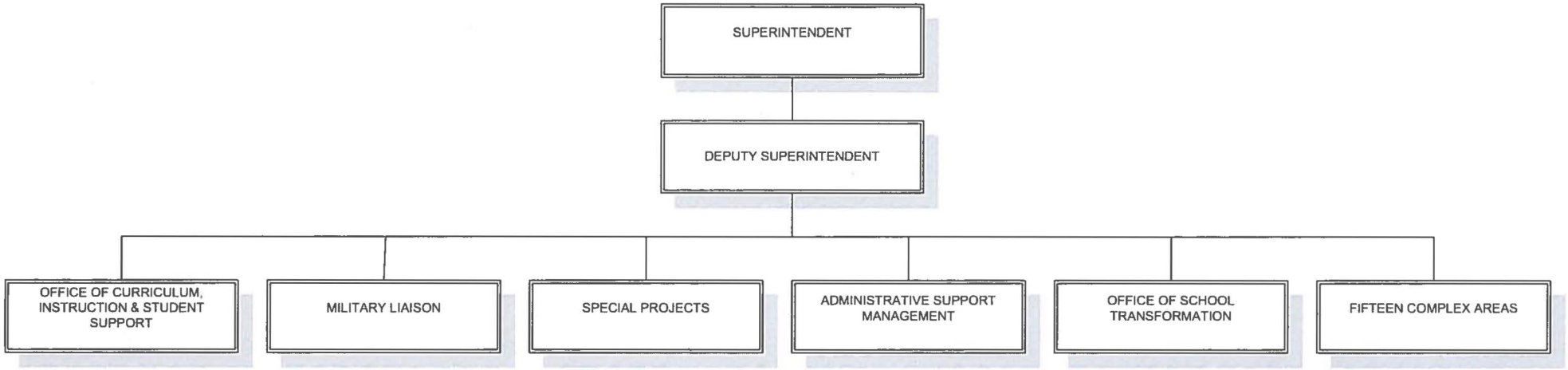
Attachment 15: Office of School Transformation Organizational Chart

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SUPERINTENDENT
POSITION ORGANIZATION CHART

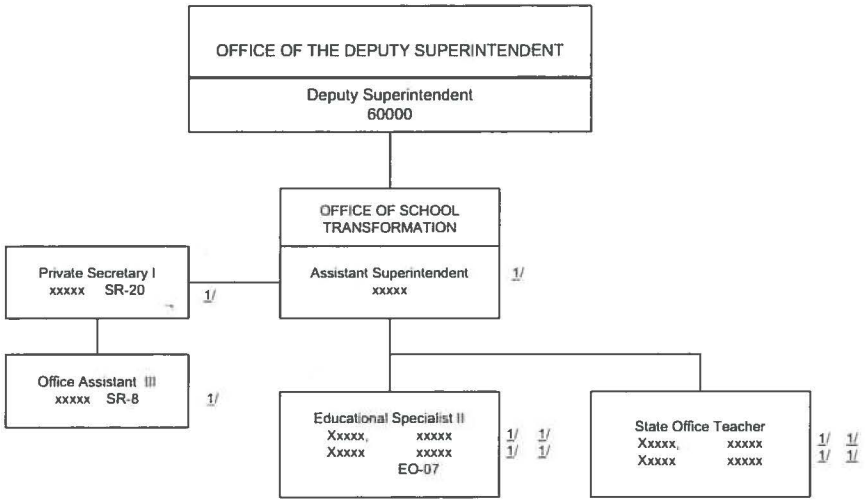


1/ Temporary position, Federal funds
2/ Attached to the DOE for administrative purposes only

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SUPERINTENDENT
ORGANIZATION CHART



STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SUPERINTENDENT
OFFICE OF SCHOOL TRANSFORMATION
POSITION ORGANIZATION CHART



1/ Temporary position.

Attachment 16: Copy of Evaluation Guidelines

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

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

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

By direction of the Human Resource committee, Ms. Cuaresma moved and Mr. De Lima seconed 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.

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. Ka'uhane 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

DEPARTMENT OF EDUCATION • STATE OF HAWAII

Letters of Support

NEIL ABERCROMBIE
GOVERNOR

DONALD G. HORNER
CHAIRPERSON

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 [redacted].

Sincerely,

[redacted]

Donald G. Horner
Chairperson

Neil Abercrombie
Governor

Roger McKeague
Executive Director

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 [redacted].

Sincerely,

[redacted]

Roger McKeague

Executive Director, Hawaii Charter Schools Administrative Office.

COMMUNITY CHILDREN'S COUNCIL
LEGISLATIVE COMMITTEE
c/o Community Children's Council Office
1177 Alakea Street · B-100 · Honolulu · HI · 96813
TEL: (808) 586-5363 · TOLL FREE: 1-800-437-8641 · FAX: (808) 586-5366

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,
Co-Chair
CCC Legislative Committee

Jessica Wong Sumida,
Co-Chair
CCC Legislative Committee

NEIL ABERCROMBIE
GOVERNOR

KATHRYN S. MATAYOSHI
SUPERINTENDENT

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,

[redacted]

Lea Albert
Complex Area Superintendent
Windward District

[redacted]

Bruce Anderson
Complex Area Superintendent
Maui District

[redacted]

William Arakaki
Complex Area Superintendent
Kauai District

[redacted]

Rodney T.O. Luke
Complex Area Superintendent
Leeward District

[redacted]

Lindsay Ball
Complex Area Superintendent
Maui District

[redacted]

Suzanne Mulcahy
Complex Area Superintendent
Windward District

[redacted]

Mary Correa
Complex Area Superintendent
Hawaii District

[redacted]

Ann A. Mahi
Complex Area Superintendent
Leeward District

[redacted]

Calvin Nomiyama
Complex Area Superintendent
Honolulu District

[redacted]

Heidi W. Armstrong
Complex Area Superintendent
Leeward District

[redacted]

Patricia Park
Complex Area Superintendent
Central District

[redacted]

Ruth Silberstein
Complex Area Superintendent
Honolulu District

[redacted]

Arthur Souza
Complex Area Superintendent
Hawaii District

[redacted]

Valerie Takata
Complex Area Superintendent
Hawaii District

[redacted]

Teri Ushijima, PhD
Complex Area Superintendent
Central District

EXECUTIVE CHAMBERS

HONOLULU

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

NEIL ABERCROMBIE
Governor, State of Hawaii

HAROLD K.L. CASTLE
FOUNDATION

Closing the achievement and preparation gaps in public education

Restoring nearshore marine ecosystems

Strengthening Windward Oahu communities

September 6, 2012

Ms. Kathryn Matayoshi
Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi,

The Harold K.L. Castle Foundation strongly supports 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 a much better alternative to the No Child Left Behind approach, with far better measures of how students, teachers, and schools are doing in making sure that all students get the education they need to succeed in college and in careers. 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's students—particularly those that are struggling and those that are bored due to a lack of rigor in some classrooms--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.

If you have any questions, please contact me at (808) 263-7073 or tgeorge@castlefoundation.org. And if Hawaii's application is approved by the USDOE, please let me know how the Harold K.L. Castle Foundation can help with implementation of these exciting changes for our schools.

Sincerely,

[redacted]

Terrence R. George
Executive Vice President & COO

1197 Auloa Road
Kailua, Hawai'i
96734

tel 808-263-7073
fax 808-261-6918
www.castlefoundation.org

September 5, 2012

Ms. Kathryn Matayoshi, Superintendent
Hawaii State Department of Education
1390 Miller Street, Room 300
Honolulu, HI 96813

Dear Superintendent Matayoshi,

Re: Support for Hawaii's ESEA Flexibility Application

The Hawaii Public Charter Schools Network (HPCSN) is a 501c3 that exists to advance high quality public education in Hawai`i by advocating for, and providing support to, public charter schools. All 32 Hawaii public charter schools are members of our organization.

HPCSN supports the Hawaii State Department of Education's (HIDOE) ESEA Flexibility Waiver Application efforts. The HIDOE worked with the HPCSN, our member charter schools and the Charter School Administrative Office (CSAO) to produce an application that contains charter school specific language focused on respecting the authority of the State Public Charter School Commission (Hawaii's one statewide charter school authorizer) while ensuring a strong accountability mechanism is in place.

Overall, the application contains a series of changes aimed at improving the assessment of school quality, student achievement and school support. The HPCSN supports these efforts.

Please call me at 808-380-6403 if you have any questions.

Sincerely,

[redacted]

Lynn Finnegan
Executive Director

PO Box 3017, Aiea, HI 96701 808-380-6403 www.hawaiicharterschools.com

841 Bishop St., Suite 301
Honolulu, Hawaii 96813

HUI FOR EXCELLENCE IN EDUCATION

Telephone: 808 926-1530
Contact@HEECoalition.org

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 [redacted]

Sincerely,

[redacted]

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 (*)

nacsa
NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS

quality charter schools

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

105 W. Adams Street, Suite 3500
Chicago, IL 60603-6253

p 312.376.2300 f 312.376.2400

www.qualitycharters.org

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

[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.

Hawai'i State PTSA®
everychild. onevoice.

765 Amana St. · Suite 308 · Honolulu · HI · 96814
808) 943-2042 · FAX: (808) 945-2042 · EMAIL: histateptsa@hawaii.rr.com

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
President

Jessica Wong-Sumida
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

S E A C
Special Education Advisory Council
919 Ala Moana Blvd., Room 101
Honolulu, HI 96814
Phone: 586-8126 Fax: 586-8129
email: spin@doh.hawaii.gov

September 5, 2012

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;

--continued

- 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,

[redacted]

Ivalee Sinclair
Chair

841 Bishop Street, Suite 301, Honolulu, Hawaii 96813

THE LEARNING COALITION

Tel: 808 926-1530, Contact@TheLearningCoalition.org

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.

Respectfully,

[redacted]

Matthew Lorin
Vice-President

Linda K. Johnsrud
Executive Vice President for
Academic Affairs/Provost

UNIVERSITY of HAWAI'I®
SYSTEM

August 30, 2012

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,

[redacted]

Linda K. Johnsrud
Executive Vice President for Academic Affairs/Provost

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Office of the Chancellor

UNIVERSITY of HAWAI'I®
WEST O'AHU

August 28, 2012

Ms. Kathryn 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

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