STATE OF HAWAI'I
BOARD OF EUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

April 23, 2014

TO: The Honorable Donald Horner, Chairperson
Board of Education

FROM: Stephen Schatz, Board of Education Designee
Sean Bacon, Board of Education Designee

SUBJECT: Approval of Leilehua High School's School Community Council (SCC) Exception Regarding its Revised Attendance Procedures

1. RECOMMENDATION

That the Board of Education (BOE) approves Leilehua High School's SCC Exception Request allowing the school to implement revised attendance procedures for the 2014-2015 school year.

Note: By agreement with HSTA, the school's attendance procedures are "incorporated by reference" to the BU 05 Collective Bargaining Agreement. BOE approval of exceptions to the BU 05 Collective Bargaining agreement must include all stipulations agreed upon by its two (2) committee members to the SCC Exception Review Committee. The status quo shall remain should the BOE not agree with its committee members' recommendation(s).

2. RECOMMENDED EFFECTIVE DATE

Upon approval by the BOE.

3. RECOMMENDED COMPLIANCE DATE

Not applicable.

4. DISCUSSION

a. Conditions leading to the recommendation

Section 302A-1124 to 1127, Hawaii Revised Statutes (HRS), authorizes schools to request waivers from existing state agency rules, policies, regulations, and procedures as well as exceptions to collective bargaining agreements as negotiated in accordance with current collective bargaining agreements and the provisions of Chapter 89, HRS.

b. Previous action of the Board on the same or similar matter

Similar exceptions were approved for Hilo High, Honokaa High and Intermediate, Kahuku High and Intermediate, Kailua High, Kaiser High, Kalaheo High, Kalani High, Kauai High, Kohala High, Leilehua High, Maui High, Mililani High, Waiakea High, Waialua High, Waianae High, and Waipahu High Schools.

c. Other policies affected

Article VI, Teaching Conditions and Hours; Section R, Evaluation of Students/Grading Preparation.

Board Policy 4501, Assessing/Grading Student Performance, Amended 06/03.

DOE, School Attendance Procedures, Revised 08/01.

Board Policy 2412, School Community Council Waivers and Exceptions Policy.

d. Arguments in support of the recommendation

The revised attendance procedures requested by Leilehua High School for the 2014-2015 school year will allow the school to maintain the current attendance procedures that have been in place since the 2000-2001 school year. Prior to its implementation, the school's attendance rate was less than satisfactory at 87%. Since then, the attendance rate has risen above 90% and usually fluctuates from year to year between 93% and 94%. This significant improvement has impacted gains in other student learning performance indicators.

The school believes that regular school attendance directly impacts student achievement but it is equally critical that students take responsibility for their learning time and the responsibilities and privileges that accompany that time. The current attendance procedures are based on the following beliefs:

- Students need to fulfill the consequences of absences and tardiness, which impact not only his own learning but that of the mini-society in which he is a viable member.
- The attendance guidelines do not penalize the occasional illness and/or family emergency but clearly defines the parameters for school attendance and accountability for unauthorized absences and tardies.
- Students do not fail a course for attendance/non-attendance. Grades are earned based on the extent to which a student demonstrates their understanding of the content standards.

e. Arguments against the recommendation

The following concerns/cautions were expressed by the Department of the Attorney General when this request was initially approved and are reiterated as cautions for the implementation of these types of requests:

- If this proposed change is applied to all students, the school must ensure that these procedures do not conflict with the Individuals with Disabilities Education Act (IDEA) as it is applied to Special Education (SPED) students. For example, if applied to a SPED student, it must be a part of the student's Individualized Education Program (IEP). (IDEA, 20 USC, Section 14501).

- Section 504 of the Rehabilitation Act of 1973, (20 USC, Section 794), says that for the persons who require special accommodations because of some disability, "reasonable accommodations" must be made.

- Section 302A-1132, HRS, Attendance, compulsory; exceptions, states that "all children…shall attend either a public or private school…and any parent, guardian…shall send the child to some such school." The statute also delineates when such attendance shall not be compulsory. "The law does not say that schools may determine other exceptions to compulsory attendance such as allowing a number of unquestioned absentee days." Technically, <u>any</u> unexcused absence is a violation of the compulsory education law.

- Goss vs. Lopez, Supreme Court decisions (419 US 5905-1975) states that a student cannot be excluded from school for more than ten (10) days without a formal due process hearing. If a student stops attending classes because the school has already declared that he/she will not pass or if a teacher remarks to the student that attending classes is no longer necessary because he/she will fail anyway, this Supreme Court decision would impact that kind of action.

- The attendance procedures (especially Saturday School) perpetuate the mindset that learning is measured by the amount of time spent in class, rather than performance and/or application of what is learned.

- Department staff also expressed concerns that this kind of exception is philosophically contrary to Board policy/directions and to some extent contrary to what the Department has been trying to accomplish with the emphasis on standards-based reform. Data may not show increased learning, i.e., emphasis is being put on "credit for just showing up."

f. <u>Findings and conclusions of the Board committee</u>

The BU 05 Committee on SCC Exception Review agreed to this exception on April 22, 2014.

g. <u>Other agencies or departments of the State of Hawaii involved in the action</u>

Department of the Attorney General.

h. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendations

Positive.

i. Educational implications

As stated in the school's SCC exception request.

j. Personnel implications

None.

k. Facilities implications

None.

l. Financial implications

None.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

SS/SB:JZ:pk

Attachments

c: Superintendent
Office of Curriculum, Instruction and Student Support

_____New Request

_X___Renewal

SCHOOL COMMUNITY COUNCIL
WAIVER/EXCEPTION REQUEST FORM
(Please use one form for each request)

SCHOOL: _Leilehua High_____ DATE: _December 6, 2013_____

DISTRICT: _Central_____ COMPLEX: _Leilehua_____

Achieved AYP: ___Yes _X__No

School Proficiency Levels:

Reading Gr _10_ _72_%

Math Gr _10_ _40_%

School Status:
____ In Good Standing, Unconditional
____ In Good Standing, Pending
____ Needs Improvement Yr. 1
____ Needs Improvement Yr. 2
____ Corrective Action
____ Planning for Restructuring
____ Restructuring
_X__ Continuous Improvement

***Attach Trend Report.**

A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

Board of Education Policy #4501, Assessing/Grading Student Performance. "...Grades given to students enrolled in the Hawaii public school system shall be based on their achievement of the Hawaii Content and Performance Standards which specify what students should know and be able to do."

Board of Education Policy #4530, Credits. "Credit shall be basically an expression of progress and learning rather than merely time spent."

B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

The school believes that regular school attendance directly impacts student achievement but it is equally critical that students take responsibility for their learning. A part of the school's vision states "Students, motivated to set and achieve their own goals, accept responsibility for their decisions that affect self and society." It is validated by the Hawai'i General Learner Outcome (GLO): "the ability to be responsible for one's own learning." Regular school attendance certainly influences a student's ability to master our standards and fully integrate the GLOs into their lifestyle.

The SCANS report that gave rise to the national School-to-Work movement emphasizes that students need to learn the skills and attitudes important to the business world. Just as important as the foundation skills of reading and mathematics are the personal attitudes based upon a work ethic where students learn to be on time and to make full use of their time to generate quality products and processes. This notion is further supported by the

International Center for Leadership in Education whose "Learning Criteria to Support 21st Century Learners" highlights "Personal Skill Development" as one of the 4 major criteria. Personal skill development includes "measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes". The teaching and development of positive character traits and good work habits can only be accomplished when students are held accountable for their learning time and the responsibilities and privileges that accompany that time.

The school community has already put into place policies and practices based on research of time constraints such as longer blocks of class time to encourage depth of learning that hands-on applications require. With this concern for the best use of time in school, it behooves the student to be responsible for his presence and contributions to every class in which he is enrolled. As part of a working system within the classroom, the student needs to fulfill the consequences of absences and tardiness, which impact not only his own learning, but that of the mini-society in which he is a viable member. The attendance guidelines do not penalize the occasional illness and/or family emergency but clearly defines the parameters for school attendance and accountability for unauthorized absences and tardies. Please see the attached guidelines for further information.

Students are encouraged to fully utilize the school's extensive extended day program. Several programs are available for students outside of the regular school day to enrich their learning experience.

- EBT (Early Bird Tutoring): Mondays, Wednesdays, Fridays, 7:40 – 8:20 am, Library
- TIPS (Tutorial Instructional Program for Students): Mondays, Tuesdays, Thursdays, Fridays, 2:45 – 4:15 pm, Room P-8
- SMARTS (Students Maximizing Academic Resources and Tutoring Services), Tuesdays, Thursdays, 6 – 8 pm, Library

It is important to note that students do not fail a course for attendance/non-attendance. Grades are earned based on the extent to which a student demonstrates their understanding of the content standards.

C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

This exception waiver has been a very significant factor in the improvement of our student attendance. Prior to the implementation of this waiver, the school's attendance rate was less than satisfactory at 87%. Over the course of this exception waiver, the school attendance rate has risen above 90% and usually fluctuates from year to year between 93% and 94%. This significant improvement has no doubt impacted gains in other performance indicators. It is important to note that Leilehua has had this attendance waiver since SY 2000-01 and ever since its inception, the attendance rate has never been lower than 92% except for school year 2008-2009. Please see the table below for more details.

Attendance rates before and after the attendance policy waiver

BEFORE attendance policy	Attendance rate
SY 1998-99	87.6%
SY 1999-00	90.4%

While a direct causal correlation between submitting grades at the end of the quarter and student achievement may not be able to be made, there is no doubt that education at Leilehua High School is realizing improvement over time. This is an essential part of the many innovations that are in place that contribute to a school culture that focuses on student achievement.

There have been numerous discussions in different venues about submitting grades at the end of the quarter and every role group supports its continuance. The School Community Council, who has the authority to make policy decisions for the school, unanimously supports the schedule. Overturning the decision of the School Community Council undermines the concept of site-based management. This will greatly demoralize all role groups in the Leilehua High School community.

D. Please provide additional information **(data and narrative)** for the following type of request applicable:

D1.) Parent-Teacher Conferences:

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

D2.) School Attendance Procedures:

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

D3.) Reporting of Quarterly Grades:

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

Number of students failing	671 *
Number of students who received tutorial assistance/interventions	1077 **
Number of students whose grades improved after receiving tutorial assistance/interventions	391 ***

* Number of students failing = number of students who had at least 1 "F" on mid-quarter progress report
** Number of students who received tutorial assistance/interventions = number of students who went in for extra help, tutoring, make-up opportunities during assessment week (does not necessarily mean 1,077 different students) according to a survey of teachers
***Number of students whose grades improved after receiving tutorial assistance/interventions = of the 671 students who had 1 "F" on the mid-quarter progress report, the number of students who improved to have NO "F" on 1st quarter report card.
NOTE: All statistics above are from the 1st quarter assessment week of SY2013-14

Explanation:
Leilehua provides tutorial services throughout the school year. It is our belief that we must provide consistent support services throughout the school year to help our students achieve academic success. As a result, the school offers several formal tutoring opportunities to all students. These include:

- EBT (Early Bird Tutoring): Mondays, Wednesdays, Fridays, 7:40 – 8:20 am, Library
- TIPS (Tutorial Instructional Program for Students): Mondays, Tuesdays, Thursdays, Fridays, 2:45 – 4:15 pm, Room P-8
- SMARTS (Students Maximizing Academic Resources and Tutoring Services), Tuesdays, Thursdays, 6 – 8 pm, Library

In addition, students are encouraged to seek additional tutorial services directly from their teachers.

Types of tutorial services provided by teachers according to teacher survey:

- One-on-one tutoring
- Make-up of late work
- Additional explanation of concept that was not understood
- Time to work on final projects
- Opportunities to present final projects
- Organized study/review session
- Sectionals for band instruction
- Practice for performances by dance class
- Extra credit opportunities
- Lab work for science classes
- Make up of other tests / quizzes from throughout the quarter
- Begin on next quarter work ahead of time
- Co-curricular leadership class conducted during the afternoon
- AP study sessions for final assessment and additional preparation for AP exam
- Type papers
- Learn how to use the computer to print visuals (ELL students)

- Check over projects before they are submitted so student can make necessary adjustments
- Retake quizzes and other assessments to show mastery of concepts

One-on-one tutoring with individual teachers for specific content areas and the making up of late work or missed work due to absence/illness was the most common form of tutorial provided by individual teachers. In addition, as evidenced above, several teachers provide direct instruction to individuals and groups of students. The large number of students that are serviced is a testament to the dedication of the faculty to our students' academic needs.

As explained earlier, the reporting of quarterly grades early only helps to keep our parents informed of their child's academic progress in a timely manner. Please review the table that was presented earlier another time for more clarification on the importance of reporting grades early. It is presented below again.

School Year 2013-2014	Report Cards in Homes		
Last day of quarter	**With** Assessment Week	**Without** Assessment Week	**Difference:**
1: Oct. 4, 2013	Oct. 10, 2013	Oct. 24, 2013	**14 days later**
2: Dec. 20, 2013	Dec. 27, 2012	Jan. 16, 2014	**20 days later**
3: Mar. 14, 2014	Mar. 20, 2014	April 3, 2014	**14 days later**

Because Leilehua has been submitting grades at the end of the quarter for more than 15 years, it has become an expectation of our parents to be notified of their child's grades immediately after the conclusion of the quarter.

Also, as noted above, for the winter break, the posting of grades immediately at the end of the quarter allows for Leilehua to offer an "extended quarter" learning opportunity during the breaks to allow students to improve their "F" grades in English and Math courses. Being able to provide this intervention at the end of each quarter helps students to prevent failure of an entire year credit. As an example, during Spring Break of last year ('12-'13), a total of 78 students took advantage of the extended quarter courses in English and Math and 90% (70) of the students were able to achieve a passing grade.

D4.) Modified Assessment Schedule:

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose	

grades improved after receiving tutorial assistance/interventions	

Explanation:

E. **All Other Requests:**

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome
November 12, 2013	Instructional Council	Discussion and decision to support continued request
November 12, 2013	School Community Council	Discussion and decision to support continued request
November 20, 2013	Departments	Discussion and consensus
December 9, 2013	School Community Council	Confirmation of support for continued request
December 11, 2013	Faculty	Discussion of exception and reach consensus

G. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE

The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration _____ Date 12/9/13

Community Representative(s) _____ Date Dec 9, 2013

Parent Representative(s) _____ Date Dec. 9, 2013

Student Representative(s) _____ Date 12/9/13

Noncertificated Staff Representative(s) _____ Date 12/9/13

Teacher Representative(s) _____ Date 12/9/13

_____ Date 12/9/13

Complex Area Superintendent (CAS): Dr. John Brummel (print name)
This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature: _____ Date 12/12/13

HSTA PROCESS CHECK REQUIREMENT:
To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), **the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.**

RETURN FORM TO: OCISS, School Renewal and Redesign Section
475 22nd Avenue, Room 109
Honolulu, Hawaii 96816

OR FAX TO: **735-8379**

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

Updated as of 12/03/2012

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Leilehua High

Trend Report: Educational and Fiscal Accountability

School Report for School Year 2011-2012

A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the 42 complexes for school year 2011-12. The *Guide* is available on-line at http://arch.k12.hi.us.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
School Year	#	#	%	#	%	#	%	%
2009-2010	1,900	251	13.2%	109	5.7%	784	41.3%	na
2010-2011	1,958	271	13.8%	100	5.1%	827	42.2%	na
2011-2012	1,930	241	12.5%	88	4.6%	924	47.9%	na

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	#
2009-2010	126	91.3%	11.2	64%	76%	37.3%	na
2010-2011	127	90.6%	12.6	68%	81%	38.6%	na
2011-2012	128	94.4%	11.7	66%	80%	38.1%	na

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level							Math % Proficient by Grade Level						
School Year	3	4	5	6	7	8	10	3	4	5	6	7	8	10
2009-2010	na	na	na	na	na	na	73.6	na	na	na	na	na	na	46.4
2010-2011	na	na	na	na	na	na	66.8	na	na	na	na	na	na	42.9
2011-2012	na	na	na	na	na	na	64.5	na	na	na	na	na	na	48.3

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level			
School Year	4	6	8	10
2009-2010	na	na	na	28.9
2010-2011	na	na	na	18.0
2011-2012	na	na	na	15.8

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2009-2010	na	na	na	11.0%	18.1%	79.8%	2.0%
2010-2011	na	na	na	8.7%	[1] 15.5%	[1] 81.6%	[1] 2.8%
2011-2012	na	na	na	5.2%	[1] 13.6%	[1] 84.2%	[1] 2.1%

1- Starting in 2010-2011 the new Adjusted Cohort Graduation Rate methodology is used (for a brief explanation see Trend Report Guide)

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Updated as of 12/03/2012

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2009-2010	na	92.6%	na	19	na	4	na	12
2010-2011	na	93.5%	na	39	na	4	na	16
2011-2012	na	93.7%	na	33	na	4	na	12

School	Facilities Inspection	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten
School Year	Passed?	Yes/No	Total # of claims	% of claims resulting in loss-time	Positive Responses		School mean (range 1-3)
					% of student	% of teacher	
2009-2010	Yes	No	4	25.0%	53.7%	82.4%	na
2010-2011	–	No	2	0.0%	50.9%	78.4%	na
2011-2012	–	No	4	0.0%	72.1%	92.4%	na

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Service to School/ Community	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of projects	# of PCNC volunteer hours per 100 students
2009-2010	149	--	--	95.6%	70	–
2010-2011	--	1,619	82.7%	93.3%	–	–
2011-2012	–	–	--	95.0%	–	–

Fiscal Accountability

	State General Funds				Significant Budget Changes*
School Year	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2009-2010	$9,376,573	$1,179,032	$1,050,168	$128,864	none
2010-2011	$9,771,007	$1,315,993	$901,808	$414,185	none
2011-2012	$9,748,358	$1,029,123	$1,004,573	$24,550	none

*Explanation of Significant Budget Changes

LHS exception to the Contract, Article VI section R. EVALUATION OF STUDENTS/GRADING PREPARATION

Carl Friedl to: fcamacho

Cc: Aloha Coleman, Alfred Nazareth, James Cabralda

12/11/2013 03:34 PM

Aloha,

Leilehua Bargaining Unit 5 has agreed to an exception to our contract on Article VI, section R. Evaluation of Students/Grading Preparation. Specifically, "...submittal of grades shall be no earlier than the fourth student day following the end of each quarter except for the fourth quarter." The meeting was held Wednesday at 12:40, in the school cafeteria, and consensus was reached following the first to five process.

Sincerely,

Carl Friedl
LHS APC member

Wrong address to Ray Camacho...had to send another one.Fw: LHS exception to the Contract, Article VI section R. EVALUATION OF STUDENTS/GRADING PREPARATION
Carl Friedl to: Aloha Coleman

12/11/2013 03:54 PM

—— Forwarded by Carl Friedl/LEILEHUA/HIDOE on 12/11/2013 03:54 PM ——

From: Carl Friedl/LEILEHUA/HIDOE
To: rcamacho@hsta.org,
Date: 12/11/2013 03:53 PM
Subject: Fw: LHS exception to the Contract, Article VI section R. EVALUATION OF STUDENTS/GRADING PREPARATION

Sorry, I typed the wrong letter for your first name.

aloha,

carl

—— Forwarded by Carl Friedl/LEILEHUA/HIDOE on 12/11/2013 03:53 PM ——

From: Carl Friedl/LEILEHUA/HIDOE
To: fcamacho@hsta.org,
Cc: Aloha Coleman/LEILEHUA/HIDOE@HIDOE, Alfred Nazareth/LEILEHUA/HIDOE@HIDOE, James Cabralda/LEILEHUA/HIDOE@HIDOE
Date: 12/11/2013 03:34 PM
Subject: LHS exception to the Contract, Article VI section R. EVALUATION OF STUDENTS/GRADING PREPARATION

Aloha,

Leilehua Bargaining Unit 5 has agreed to an exception to our contract on Article VI, section R. Evaluation of Students/Grading Preparation. Specifically, "...submittal of grades shall be no earlier than the fourth student day following the end of each quarter except for the fourth quarter." The meeting was held Wednesday at 12:40, in the school cafeteria, and consensus was reached following the first to five process.

Sincerely,

Carl Friedl
LHS APC member

Leilehua Exception to Contract, grades in before we leave for break
Carl Friedl to: Camacho, Ray
Cc: Itsuchiya, Aloha Coleman
12/12/2013 10:46 AM

attached is a reproduction of the HSTA Process Check List. I stopped at step 2 because we didn't need to go further.

mahalo!

Carl Friedl

2013 Exception.doc

HSTA PROCESS CHECK LIST

IMPORTANT: The APC should complete and return this form to your UniServ Director, and attach copy of exception requested.

Name: _Carl Friedl
Phone: 622-6550
E-mail: carl_friedl@notes.k12.hi.us

__ Position on APC: X APC __ Faculty Rep. __ Grievance Rep.

School: Leilehua High School

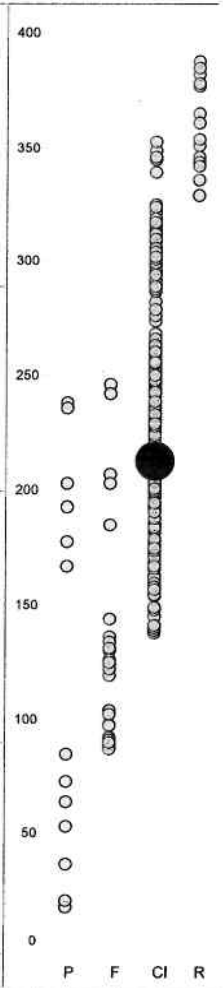
Step	Action Needed by APC Please describe the contract exception	Completed	
		Yes	No
	ARTICLE VI - TEACHING CONDITIONS AND HOURS ***R. EVALUATION OF STUDENTS/GRADING PREPARATION*** *The deadline for the submittal of grades shall be no earlier than end of the work day on the fourth student day following the end of each quarter except for the fourth quarter. Fourth quarter grades shall be completed by the end of the teachers' last work day. Teachers who presently have more time to submit grades at the end of a quarter or semester shall not lose that time.* Leilehua has voted to be excepted from this provision of the contract. We will get our grades in before we leave for break (Fall, Winter, Spring).		
1	A meeting with the faculty should be called by the APC to discuss exception, and achieve consensus. At least 48 hours notice should be given to faculty. The discussion should be open and collaborative, and reserved for Bargaining Unit 5 members only, to avoid appearance of undue influence Date of mtg. 12/11/13	X	
2	If consensus reached, please check "YES" box and stop here	X	

Leilehua High Strive HI 2012-13 Step: **Continuous Improvement** Index Score: **212**

Automatic Classification: **None**

	Step 1		Step 2 - Unweighted Points		Step 3	Step 4 - Weighted Points	
Achievement	Math Proficiency **40%**	**Math Achievement** (Math Proficiency Rate) x (40pts)	16	49 pts of 100 pts	**Achievement** (High School Weight) 49 x (1.0) = 49	16	49 pts of 100 pts
	Reading Proficiency **72%**	**Reading Achievement** (Reading Proficiency Rate) x (40pts)	29			29	
	Science Proficiency **21%**	**Science Proficiency** (Science Proficiency Rate) x (20pts)	4			4	
Growth	Math Median SGP **31**	**Math SGP** Points assigned based on growth category	0	25 pts of 100 pts	**Growth** (High School Weight) 25 x (0.6) = 15	0	15 pts of 60 pts
	Reading Median SGP **53**	**Reading SGP** Points assigned based on growth category	25			15	
Readiness	11th Grade ACT **33%**	**11th Grade ACT** (11th Grade ACT Rate) x (45pts)	15	60 pts of 100 pts	**Readiness** (High School Weight) 60 x (2.0) = 120	30	120 pts of 200 pts
	Grad Rate **84%**	**On-Time Graduation** (Graduation Rate) x (50pts)	42			84	
	College-Going Rate **54%**	**College-Going** (College-Going Rate) x (5pts)	3			5	
Achievement Gap	Non-High Needs Proficiency **67%**	**Current-Year Gap** Points assigned based on Current-Year Gap Rate*	35	70 pts of 100 pts	**Achievement Gap** (High School Weight) 70 x (0.4) = 28	14	28 pts of 40 pts
	High-Needs Proficiency **47%**	* *(NHN - HN) / (NHN)*					
	Gap Reduction **24%**	**Two-Year Gap Reduction** Points assigned based on Gap Reduction Rate* * *(2010 gap - 2012 gap) / (2010 gap)*	35			14	

Step 5 - All Schools



For more information: hawaiipublicschools.org

‡ Numbers may be rounded for presentation purposes.

212 pts of 400 pts