

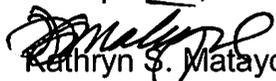


STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

May 3, 2016

TO: The Honorable Patricia Halagao
Chairperson, Committee on Student Achievement

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Committee Action on the following Board of Education (Board)
Policies: 102.8, Student Promotion and 102.9, Middle Level Education
Promotion**

1. RECOMMENDATION

The Department of Education (Department) recommends deferral of action on proposed policies 102.8 and 102.9, to align with the Office of Curriculum, Instruction, and Student Support's (OCISS) plan for competency-based education.

Original Policy Number	New Policy Number	Original Policy Title
4500	102.8	Student Promotion
4502	102.9	Middle Level Education Promotion

2. RECOMMENDED EFFECTIVE DATE

This section is not applicable, as the Department recommends deferring action on the policies listed in section 1.0.

3. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

See section 2.0.

4. DISCUSSION (if different from the effective date)

a. Conditions leading to the recommendation

The Department used a cross-office strategy to review the policies listed above. The issue of student promotion is tightly aligned to the ongoing discussions on competency-based education (CBE) that are occurring between the Board and the Department.

CBE is a wide ranging area of reform that, at its core, focuses on instructional shifts that support the promotion of students across grade spans based on mastery of content and skills, as opposed to completion of Carnegie units.

The proposed revisions from the PIG would make changes to the requirements for student promotion ahead of establishing a vision of what CBE means for Hawaii's schools and the subsequent supports and implementation planning to achieve that vision.

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

The Board has acted on both policies under the same timeline:

- November 19, 2014: Administratively referred to the Student Achievement Committee.

c. Other policies affected

The student promotion policies are tightly aligned to an ongoing discussion of CBE in Hawaii. Deferral of proposed policies 102.8 and 102.9 do not impact other policies.

d. Arguments in support of the recommendation

The proposal to defer action on the policy prevents potential revisions and subsequent requirements for implementation that may not align to the ultimate vision and implementation plans for CBE that OCISS and the Board are working to define.

In addition, the proposal to defer action on the policy is also aligned with feedback from principals and complex area superintendents. The Office of Strategy, Innovation, and Performance (OSIP) received eight (8) responses, all of which cited concerns with the language in the proposed revisions to the policy. The concerns dealt largely with a lack of clarity on topics such as how to define "proficiency;" how to measure and report on proficiency, particularly for socio-emotional progress; and how to align course requirements. These challenges impact daily instruction and, as such, solutions should be grounded in and aligned to the larger discussions and actions on CBE.

e. Arguments against the recommendation

Deferral of action on the policy may raise concerns with those concerned about a lack of policy to more explicitly address social promotion.

- f. Other agencies or departments of the State of Hawaii involved in the action

No other agencies or departments were involved in the development of this recommendation.

- g. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation

See section 2.e.

- h. Educational implications

There are no educational impacts at this time, based on the recommendation to defer action and maintain the existing policies.

- j. Facilities implications

There are no facilities impacts at this time, based on the recommendation to defer action and maintain the existing policies.

- k. Financial implications

There are no financial impacts at this time, based on the recommendation to defer action and maintain the existing policies.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

TOC:SS:kp

Attachments: Exhibit A: Original Policy 4500, Student Promotion Policy
Exhibit B: Proposed Policy 102.8, with PIG Revisions
Exhibit C: Original Policy 4502, Middle Level Education Promotion Policy
Exhibit D: Proposed Policy 102.9 with PIG Revisions

- c: Office of Strategy, Innovation, and Performance
Office of Curriculum, Instruction, and Student Support

**STUDENT PROMOTION
POLICY**

The Department of Education shall establish a system of student promotion which is based on academic performance and successful student progress toward identified benchmarks specified in the Hawaii Content and Performance Standards.

The Department shall provide for successful student progress by offering educational experiences of increasing difficulty and complexity. Students shall be provided appropriate remedial experiences within the regular classroom as well as through coordinated supplemental services which meet individual student needs. Each student's progress shall be systematically assessed and reported.

Grade placement of students shall be based upon developmental assessment and academic performance as specified in the Hawaii Content and Performance Standards.

Approved: 10/70; Amended: 8/84, effective 9/85, 5/86, 3/88 (renumbered), 12/96

POLICY 102.8

STUDENT PROMOTION
[POLICY]

The Department of Education shall establish a system of student promotion **that [which]** is based on academic performance and successful student progress toward identified benchmarks specified in **[the Hawaii Content and Performance Standards] applicable performance standards approved by the Board of Education. Students shall be promoted based on demonstration of proficiency with respect to applicable standards of academic achievement, character development, and socio-emotional progress.**

The Department shall provide for successful student progress by offering educational experiences of increasing difficulty and complexity. **Each student's progress shall be systematically assessed and reported. [Moved from elsewhere in Board Policy 4500.]**

Students shall be provided appropriate remedial, **re-teaching and enrichment** experiences within the regular classroom as well as through coordinated supplemental services which meet individual student needs. **[Each student's progress shall be systematically assessed and reported.]**

[Grade placement of students shall be based upon developmental assessment and academic performance as specified in the Hawaii Content and Performance Standards.]

Approved: 10/70; Amended: 8/84, effective 9/85, 5/86, 3/88 (renumbered), 12/96

Key

Bold and Blue: edits made by the permitted interaction group.

Italics and black: edits proposed by the Department.

Underlines: additional proposed text, beyond what was in the original policy.

~~Strikethrough:~~ proposed deletions, limited to the text that is struck-through and bracketed.

**MIDDLE LEVEL EDUCATION PROMOTION
POLICY**

The Board of Education recognizes that young adolescence is a critical period in the development and education of students. Middle level students must develop 21st century learning skills and be able to use technological tools. Therefore, all students in grades six, seven and eight shall be required to take language arts, mathematics, science, and social studies and be able to demonstrate their 21st century knowledge and skills.

Students will receive an academic unit for each of the core content courses to be promoted to the next grade level. Successful completion shall be based on academic proficiency on identified benchmarks.

Approved: 9/02; Amended: 4/7/05; 8/5/10

Note: This policy shall take effect school year 2010-2011.

POLICY 102.9

MIDDLE LEVEL EDUCATION PROMOTION
[POLICY]

~~[The Board of Education recognizes that young adolescence is a critical period in the development and education of students. Middle level students must develop 21st century learning skills and be able to use technological tools. Therefore, all]~~ All students in grades six, seven and eight shall ~~[be required to take]~~ receive a broad-based education, including physical education, health, arts, music, foreign language, language arts, mathematics, science, and social studies and be able to demonstrate critical thinking skills.

Students will receive an academic unit for each of ~~[the]~~ these core content courses to be promoted to the next grade level. Successful completion shall be based on academic proficiency on identified benchmarks.

Rationale: Young adolescence is a critical period in the development and education of students. Middle level students must develop 21st century learning skills and be able to use technological tools. [Moved from top of Board Policy 4502]

Approved: 9/02; Amended: 4/7/05; 8/5/10

~~[Note: This policy shall take effect school year 2010-2011.]~~

Key

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