



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
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OFFICE OF THE SUPERINTENDENT

June 7, 2016

TO: The Honorable Patricia Halagao
Chairperson, Student Achievement Committee

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Committee Action on Board Policy E-102, Academic Mastery and Assessment**

1. RECOMMENDATION

The Department of Education (Department) recommends new language for Policy E-102 to replace the language proposed by the Permitted Interaction Group (PIG).

2. RECOMMENDED EFFECTIVE DATE

The Department recommends that the committee approve and adopt the policy as described in section 1.0, with immediate effective and compliance dates.

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 and provide proposed revisions to the policy listed above. The proposed revisions are intended to provide additional clarity, bring the policies up to date with current implementation status, and/or to incorporate feedback from principals and other stakeholders.

The final report from the PIG included a new organizational structure for the full portfolio of policies. This new structure defines two types of policies – “ends policies” that “envision the outcomes the Board is seeking for the

educational system” and “means policies” that describe how to achieve or maintain those outcomes.

The proposal from the PIG would create a new ends policy on academic mastery and assessment that serves to provide organizational guidance to the following means policies: Effective Schools Reporting; K-12 Literacy; Academic Content and Performance Standards; Diverse Stakeholder Inclusion in Development of Content and Performance Standards; Comprehensive Assessment and Accountability System; Public Access to Assessment Data; Recruitment and Testing of Students by Private Schools and Other Agencies; Student Promotion; Middle Level Education Promotion; Educational Research and Evaluation; Pilot and Innovative Projects; Reporting Student Progress and Achievement; Credits; and Homework. (Exhibit B)

The proposed policy would require the Department to establish an assessment system that assesses overall system quality and performance against the “Board of Education’s and the Department’s Mission.” In addition, the proposed policy specifies new requirements relative to data collection and use; procedures for weighting student grades based on advanced coursework; and procedures for homework, attendance, promotion, and retention.

The Department proposes replacing the PIG language with a more succinct policy that incorporates portions of the PIG language and new language that is better aligned to the Strategic Plan; specifically, Objective 1B. (Exhibit A)

Strategic Plan Objective 1B states the following: “All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives.”

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

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

c. Other policies affected:

No other policies are affected by this policy.

d. Arguments in support of the recommendation:

The Department proposed language would align policy to the Strategic Plan, which guides the work of the Department. This prevents potential confusion between the Strategic Plan goals and Board policy.

In addition, the Department proposed language removes the new requirements for developing weighted student grading procedures and a broader system for assessing progress toward the Board and Department Mission. The ends policies are designed to be aspirational statements that guide and organize relevant means policies. As such, new policy requirements are more appropriate for inclusion in new or existing means policies.

Finally, the Department proposed language more succinctly reflects the major concepts in the content and requirements of the relevant means policies that would fall under this ends policy. The means policies are listed in section 4a of this memo.

e. Arguments against the recommendation:

Those opposing the proposed recommendation may favor streamlining the number of Board policies by reducing the number of ends policies. In addition, those opposing the proposed recommendation may favor the PIG proposed language with the new requirements on grading and assessment. Section 4d of this memo addresses these arguments.

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 these proposed revisions.

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

See section 4.e.

h. Educational implications:

There are no educational impacts at this time.

i. Facilities implications:

There are no facilities impacts at this time.

j. Financial implications:

There are no financial impacts at this time.

The Honorable Patricia Halagao
June 7, 2016
Page 4

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

KSM:TOC:SS:kp

Attachments: Exhibit A: Policy E-102 - Department Proposed Policy
Exhibit B: Policy E-102 - PIG Proposed Policy

c: Office of Strategy, Innovation, and Performance

Exhibit A: Policy E-102 - Department Proposed Policy

POLICY E-102

ACADEMIC MASTERY AND ASSESSMENT

A critical dimension of a quality educational program is the extent to which the achievement of students can be measured, compared with progress over time and to standards, and continuously improved.

The Department shall ensure that all students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives by:

- Implementing a standards-based system of education that incorporates high expectations for all students; and
- Developing systems for assessing, measuring, and reporting student progress to provide students with support, for school improvement, and for public reporting.

Exhibit B: Policy E-102 - PIG Proposed Policy

Policy E-102 Academic Mastery and Assessment

Policy:

The Department of Education (Department) shall establish an assessment system that is aligned with the Board of Education's and the Department's Mission and provides a comprehensive, consistent and integrated system of student learner objectives / outcomes, assessment, analysis and reporting. The assessment system will provide evidence of the Department's progress over time toward the following objectives:

- All students master the objectives of the Department's curriculum.
- All students achieve to their highest level of academic potential.
- All students develop the knowledge and skills to become productive, responsible, ethical, creative and compassionate members of society through academic and extra-curricular activities, including athletics, music, theater arts, community service, and student leadership
- All students respect authority, their peers, themselves, and the school facilities and property.

Assessment shall include standardized tests, informal assessments, and stakeholder satisfaction surveys. Additional data to be considered shall include student disciplinary records, attendance records and participation in student activities. The Department will ensure that assessment provides the foundation for continuous improvement through goal setting, staff and curriculum development, and allocation of resources. Individual student assessment results (both standardized and classroom) will provide the basis for adjusting a student's instructional program to his/her needs. The Department shall establish a consistent, fair and objective system of grading that is communicated to parents and students in a timely manner several times during the academic year.

The Board directs the administration to develop procedures concerning weighted grading for honors and advanced placement classes. The procedures shall include provisions for advising parents and students whether a grade in an honors or an advanced placement class is or is not given added weight for purposes of calculating grade point average and determining class rank.

The Board directs the administration to develop procedures concerning homework, attendance, promotion, and retention and to communicate such procedures to parents and students.

Rationale: A critical dimension of a quality educational program is the extent to which the achievement of students can be measured, compared to others and/or to standards, and continuously improved.