

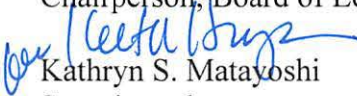


**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

May 2, 2017

TO: The Honorable Lance A. Mizumoto  
Chairperson, Board of Education

FROM:  Kathryn S. Matayoshi  
Superintendent

**SUBJECT: Board Action on the Approval of Hawaiian Language Arts Standards**

The Office of Hawaiian Education (OHE) will present its finding to the Board of Education at its General Business Meeting on Tuesday, May 2, 2017. The purpose of the presentation is to:

Report on the status of the Kindergarten – Grade 12 Hawaiian Language Arts standards (HLA).

1. RECOMMENDATION  
Recommending Board approval to add the Kindergarten – Grade 12 Language Arts standards to the state standards package.
2. RECOMMENDATION EFFECTIVE DATE  
Next School Year (SY) 2017-2018.
3. RECOMMENDED COMPLIANCE DATE  
Recommended that compliance with full Board approval (i.e. classroom implementation of the HLA) be effective over a four-year period beginning with next SY 2017-2018 to give the Department time to transition Kaiapuni schools. A fuller implementation plan will be presented to the Department at a later date.
4. DISCUSSION  
The rigor, coherence, and logical progression of the Hawaiian language arts standards (for Kaiapuni schools) are integral characteristics to alignment with the Hawaii Common Core Standards for English Language Arts (ELA) Literacy and Mathematics, Hawaii's formally adopted content standards for all students.

a. WHAT WAS THE NEED?

- i. Board of Education Policy 105-8 (Ka Papahana Kaiapuni) directive (goal item 2.), which states that **“The curriculum and standards are to be developed by the Department to prepare students for college, career and contributors to community with the assistance of the appropriate stakeholders including the ‘Aha Kauleo, Office of Hawaiian Affairs, University of Hawai‘i system of colleges, ‘Aha Pūnana Leo, the Charter School Commission and any other stakeholders selected by the Department. The development of the Kaiapuni curriculum, content, instruction and assessment should be informed and researched-based utilizing qualitative and quantitative data.”**
- ii. From SY 2011-2012 through SY 2013-2014, Kaiapuni students in grades 3 and 4 were given assessment testing in english to hawaiian translated versions of the Hawai‘i State Assessment (HSA). This resulted in the Kaiapuni community voicing strong concerns over:
  - a) The official HSA test (given to students in SY 2011-2012 through SY 2013-2014) did not accurately measure the students’ achievement because of the many flaws and inaccurate translations; and
  - b) Lack of information regarding decision-making around testing and withdrawal of the Hawaiian Aligned Portfolio Assessment (HAPA) (given to students in prior years of SY 2005-2006 through SY 2009-2010).

5. WHAT DID WE DO?

- a. The Department began developing the current Kaiapuni Standards for all content areas in Fall 2014, in partnership with the Hawaiian Immersion Assessment Project at the University of Hawaii Manoa (UHM). To ensure rigor, the standards were developed by participants who were knowledgeable about academic research in instruction and curriculum, as well as those who were knowledgeable about the Hawaiian community, language, and culture, using the best available information on academic content from across the state.

6. HOW DID WE DO IT?

a. PEOPLE

- i. Inclusivity of internal and external stakeholders (consisting of teachers, state level personnel, and stakeholders consisting of ‘Aha Kauleo Advisory Board, Knowledgeable informants - Content and Language specialists, Contracted advisors who are leading researchers in the field).

b. PROCESS

- i. On-going, well-informed, comprehensive process that is confirmed by research-based practice and alignment.

c. WHAT ARE THE RESULTS?

- i. The HLA Kaiapuni Standards have been crosswalked to the Common Core State Standards (CCSS), with additional standards specific to the context of Hawaiian culture, worldview, and the Hawaiian language acquisition process.
- ii. The alignment study completed by UHM, in collaboration with experts in the field of assessment, ensure the alignment of content in terms of direct content match, depth of knowledge, and breadth of coverage, but also the cultural relevance of the standards in terms of quality of content match and adequacy of the translation. In fact, in analysis of the depth of knowledge of Kaiapuni Standards, reviewers in both content areas indicated that the depth of knowledge of the Kaiapuni Standards was slightly higher because of linguistic differences.

7. OTHER SUPPLEMENTARY RECOMMENDATIONS

- a. Provisions of resources in time and funding to pursue curriculum and resource development, professional development, and necessary accommodations for reporting student data i.e. report cards, inclusion in State accountability plan, etc.

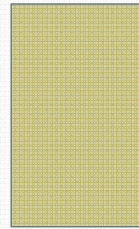
The Department appreciates your attention to this matter and would like to thank you in advance for your favorable consideration.

KSM:DKS:lh  
Attachments

c: Office of Hawaiian Education

# *Board Action on Hawaiian Language Arts Standards*

Hawai'i Board of Education General Business Meeting, May 2, 2017



## **TODAY'S PURPOSE**

- Report the status of Kindergarten - Grade 12 Hawaiian Language Arts standards
- Recommend Board approval to add Kindergarten - Grade 12 Hawaiian Language Arts standards to the state standards package

## CIRCUMSTANCES FOR CHANGE

### Context Prior to 2014

- Treated as a long-term pilot program
- Misinformed decision-making
  - Monolingual vs. Dual
  - Need for more appropriate standards
  - Misassumption of student preparedness
  - Lack of articulation around developmental progression

### Context After 2014

- Recognized as a Comprehensive Education Program
- Responsive administrative approach
  - Clarity of needs
  - Stakeholder participation
  - Research-based approach

## HAWAIIAN LANGUAGE ARTS STANDARDS DEVELOPMENT PROCESS

**Construct  
Standards**

**Vet &  
Refine  
Standards**

**Create  
Crosswalk  
to CCSS**

## CONSTRUCTING STANDARDS

### People

- Grade level teachers
- Content specialists and support personnel
- Language specialists
- State Level Department staff
- Community stakeholders

### Process

- Research on Kaiapuni language arts
- Identify subgroups and determine success in these areas
- Define critical content and skills to attain success
- Bookend approach

### Product

- First draft set of standards including grade-level learning progression competencies
- Accountability & assessment-driven for grades 3-4

## VETTING & REFINEMENT OF HAWAIIAN LANGUAGE ARTS STANDARDS

### People

- Teachers
- Content specialists
- Language specialists
- State level department staff
- 'Aha Kauleo Advisory Council
- Quarterly Principals' Meeting
- Charter Commission Staff

### Process

- Inclusive
  - Teachers given an opportunity to review standards
  - Gather feedback from teachers
- On-going

### Product

- K-12 Hawaiian Language Arts Standards as Common Core Plus
  - Addresses key elements of CCSS ELA standards
- Implementation
  - Curriculum
  - Professional development
  - Resource materials

# CROSSWALK PROCESS

<u>People</u>	<u>Process</u>	<u>Product</u>
<ul style="list-style-type: none"> <li>Grade level teachers</li> <li>State level department staff               <ul style="list-style-type: none"> <li>Both kaiapuni and CCSS ELA content specialists</li> </ul> </li> <li>Quarterly Principals' Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Compared the HLA and CCSS ELA standards to determine similarities and differences</li> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Report showing relationship between HLA standards and the CCSS English Language Arts Standards.</li> </ul>

# A SUMMARY OF THE FINAL PRODUCT

## Grades K-2: Emphasis on Oral Language Development

- Oral comprehension at the center of literacy skills development
- Decoding in Hawaiian not as difficult as English
- Joseph Poepoe's model of educational progression
- Bonfrenbrenner's Ecological Theory for child development

## Grades 3-6: Emphasis on Reading Comprehension

- Increase vocabulary
- Increase knowledge of cultural nuances and idiomatic language

## Grades 7-12: Emphasis on Writing

- Focus on language production and composition through oral, written and performance methods
- Critical discourse development
- Explain, describe and act utilizing different media and knowledge sources
- Increased sophistication of speaking and writing through increased development of reading comprehension

## All Grades: Inclusion of Mele & Oli

- Culturally based blend of all areas of Language Arts
- Deconstruction and analysis differs from normal reading
- Figurative language use

## **KEY DIFFERENCES BETWEEN COMMON CORE & HLA STANDARDS**

- All aspects of CCSS accounted for
- An infusion of cultural perspectives through the inclusion Hawaiian literacy and literary elements
- Alignment Study Data
- A need to focus on Oral Language Development for all grades levels, especially in grades K-2

## **REASONING BEHIND RECOMMENDATION FOR BOARD APPROVAL**

### **PEOPLE**

- Well-informed and broadly accepted by internal and external stakeholders

### **PROCESS**

- On-going comprehensive process that is confirmed by research-based practice and alignment

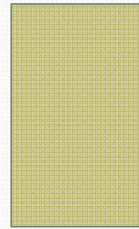
### **PRODUCT**

- Strong alignment to CCSS ELA
- Appropriate, rigorous, and responsive to unique needs of Kaiapuni



# QUESTIONS

*THANK FOR YOUR ATTENTION AND SUPPORT*



Step 1: visit <http://www.aakalapuni.weebly.com>

Step 2: Click here



# A'O

HO'OLAUNA

NĀ HA'AWINA

NĀ ANA A'O

NĀ KAHUA 'ŌLELO

NĀ KAHUA HOU AKU

NĀ PONO HANA

KŌKUA

KŪKĀKŪKĀ

KA MO'OLELO KAIAPUNI

MORE...

## Nā Ana Ho'ohālikelike Mākau 'Ōlelo

Hawaiian Language Arts Standards

NĀ 'ANU'U 'ŌLELO

Oral Language Proficiency Scale

ANA M'Ō PAPA M-4

HLA Standards Grades K-4

ANA M'Ō PAPA 5-6

HLA Standards Grades 5-6

ANA M'Ō PAPA 3 KŪHELU

HLA Standards Official Grade 3

ANA M'Ō PAPA 4 KŪHELU

HLA Standards Official Grade 4

ANA M'Ō PAPA 7-12

HLA Standards Grade 7-12