



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

OFFICE OF THE SUPERINTENDENT

November 3, 2015

TO: Patricia Halagao
Chairperson, Committee on Student Achievement

FROM: Kathryn S. Matayoshi
Superintendent

SUBJECT: **Committee Action on the following Board of Education Policies:
102.1, Effective Schools Reporting; 102.2, K-12 Literacy; and 105.1,
Academic Program**

1. RECOMMENDATION

The Department of Education (Department) is recommending revisions to three student achievement-related policies, which were a part of the Board of Education's policy audit process conducted by a Permitted Interaction Group (PIG). The list of policies was noticed at the October 6, 2015 Student Achievement Committee (SAC) meeting. The Department is recommending non-substantive revisions that provide consistency in language and updates to bring policies in line with current practices. Consistent with the PIG, the Department recommends language from the prior version of the policy as rationale.

New Policy Number	Policy Title	Proposed Department Revisions	Exhibit
102.1	Effective Schools Reporting	<ul style="list-style-type: none">• Adds consistent reference to the Department.• Provides edits for clarity.• Used PIG-recommended deletions as basis for rationale.	Exhibit A
102.2	K-12 Literacy	<ul style="list-style-type: none">• Adds consistent reference to the Department.• Adds consistent reference to statewide content and performance standards.	Exhibit B

		<ul style="list-style-type: none">To avoid privileging certain types of literacies by providing examples, deletes one sentence in paragraph 1.	
105.1	Academic Program	<ul style="list-style-type: none">Add consistent reference to statewide content and performance standards.Add consistent reference to the Department and Board.Correct a typo in the third paragraph.	Exhibit C

2. RECOMMENDED EFFECTIVE DATE

The Department recommends that the SAC committee approve and adopt the policies as described in section 1.0, with immediate effective and compliance dates, as the policy revisions do no change the current impact on schools, complex areas, or state offices.

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, where applicable, provide proposed revisions to the policies listed above. The proposed Department revisions provide additional consistency in language and references to be current and/or to bring the policies up to date with current implementation.

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

The following policies were administratively referred to SAC on November 19, 2014: Policy 102.1, Effective Schools Reporting and Policy 105.1, Academic Program.

Policy 102.2, K-12 Literacy was previously deferred by SAC on April 7, 2015.

c. Other policies affected

No other policies are affected, at this time.

d. Arguments in support of the recommendation

The Department supports the Board's actions to complete the process of the policy audit.

The Department's recommendations for changes to the PIG edits are non-substantive, updating the changes recommended by the Policy Audit group to be current and consistent. The revisions proposed by the Department and the Board's Policy Audit group updates the previous Board policies and facilitates the transition to the new format and numbering of Board policies.

The proposed revisions, if approved, will not change impact on current activities at or within schools.

Policy 102.1: The Department already produces reports required by proposed Policy 102.1, Effective Schools Reporting. Statewide reports are presented to the Board, and school-level (and often complex area-level) reports, such as Strive HI (student achievement), School Status and Improvement Reports (student achievement, student behavior), and School Quality Survey Reports (student and parent satisfaction) are available on www.hawaiipublicschools.org and on www.arch.k12.hi.us.

e. Arguments against the recommendation

None

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

No other agencies or departments of the State of Hawaii are involved in this action.

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

Possible reactions are described in section 4.e of this memo.

h. Educational implications

No changes are anticipated since these revisions maintain the substance and intent of current policies, while aligning them to current practice.

i. Personnel implications

No personnel implications identified, at this time.

j. Facilities implications

No facilities implications identified, at this time.

k. Financial implications

No financial implications identified, at this time.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

No supplemental recommendations, at this time.

TOC:SS:la

Attachments: Exhibit A
Exhibit B
Exhibit C

c: Office of Strategy, Innovation and Performance

POLICY 102.1

EFFECTIVE SCHOOLS REPORTING
[MONITORING AND ASSESSMENT POLICY]

~~[The Board of Education finds that Hawaii's public schools need to be constantly engaged in assessment and evaluation in order to improve student learning and become effective schools. Monitoring for quality and continuous improvement is key to promoting standards-based education. It requires an ongoing, systematic change process which relies on assessment data about student achievement, curriculum, and instructional practices to make program decisions. The increased authority that has been delegated to schools to make decisions which enhance student learning require greater school accountability for quality outcomes.]~~

~~[A focus on learning is what most clearly distinguishes the mission of the Department of Education from that of other agencies with responsibilities for the development and well-being of children, youth, and their families. This means that effective schools take responsibility for student academic learning and achievement, particularly in the areas of language arts, mathematics, science, social studies, fine arts, health, physical education, world languages, and career and life skills as specified by the Hawaii Content and Performance Standards. Effective schools also demonstrate high levels of acceptable student behavior, including attendance, student satisfaction with the school experience, and parent satisfaction.]~~

The Department ~~[of Education]~~ shall develop and make ~~[annually]~~ available ~~[to the public]~~ school-by-school reports to the public at least annually. ~~[containing indicators and results of effective schools. Each]~~ The reports shall include data in at least the following four (4) ~~[criteria:]~~ areas: ~~[high]~~ levels of student academic achievement; ~~[acceptable]~~ student behavior; student satisfaction with school; and parent satisfaction.

The Board and Department shall acknowledge and recognize effective schools and the Department shall assist schools in need of improvement.

Rationale: Hawaii's public schools need to be constantly engaged in assessment and evaluation in order to improve student learning and become effective schools. Monitoring for quality and continuous improvement is key to promoting standards-based education. It requires an ongoing, systematic change process which relies on assessment data about student achievement, curriculum and instructional practices to make program decisions. The increased authority that has been delegated to schools to make decisions which enhance student learning require greater school accountability for quality outcomes.

Approved: 06/98; Amended: 06/23/05

BOLD (Blue) = PIG edits

Italics = Department edits

POLICY 102.2

K-12 LITERACY

[POLICY]

~~[The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative.]~~ Literacy shall be attained through an appropriate framework of curriculum and instruction. Literacy is the ability in any content or context to read, write, and communicate. ~~[Literacy shall include mathematical and scientific literacy.]~~ Other skills that enhance literacy include relating, expressing, speaking, understanding, listening, critical thinking, analyzing, and problem-solving.

The language arts standards contained in the ~~[Hawaii Content and Performance Standards]~~ applicable statewide content and performance standards specify what all students should know and be able to do to ~~[become]~~ be literate. To attain this goal, all schools shall provide a balanced and comprehensive reading and writing program that includes the direct teaching of: (1) comprehension of content and language in both oral and written forms; (2) organized and explicit skills instruction, that includes phonemic awareness, phonic analysis, and decoding skills, especially in the early grades; and (3) fluency and vocabulary development that includes an understanding of how words work. The reading and writing program shall also provide: (4) on-going diagnosis and assessment that ensures accountability for results; (5) effective writing practices to be integrated into the reading and writing program; and (6) timely intervention services to assist students who are at risk of failing attainment of literacy.

An effective early reading and writing program shall be implemented to assure that every child will become a proficient reader and writer, as defined by the Department ~~[of Education]~~, by the end of third grade.

In the instructional program for grades 4-12, all content areas shall further support the development of literacy skills such that students can access and communicate subject area content and concepts using a wide variety of print and non-print materials.

Students identified by the Department ~~[of Education]~~ as not proficient will receive appropriate assistance and support.

Rationale: The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative. ~~[Moved from top of Board Policy 2010]~~

Approved: 10/94 (Curriculum and Instruction Policy)

Amended: 04/98; 06/02; 10/19/06.

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POLICY 105.1

ACADEMIC PROGRAM

The Board [~~of Education~~] recognizes that one of the key components to student achievement and success is a quality, standards-based academic program. Therefore, the Department [~~of Education~~] shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values needed to attain the applicable statewide content and performance standards as adopted by the Board. The Department [~~of Education~~] shall provide standards-based learning experiences to develop and nurture a variety of intelligences.

Effective learning shall be facilitated through the maximum and active participation of each student in the learning process, [~~insuring~~] ensuring that personal meaning is derived from curriculum content, appropriate and relevant teaching and learning strategies, and self-assessment as well as standards-based assessment, grading and reporting procedures. Each school shall offer a comprehensive program of academic education to meet the needs, interests, and abilities of all students [~~The learning experiences shall be included in concepts commonly taught in but not limited to~~], including language arts, mathematics, science, social studies, health, physical education, fine arts, world languages, and career and life skills. [~~or a combination of the above student areas.~~]

Adopted: 10/70; Amended: 08/86; 03/88; 01/99; 01/05/06

BOLD (Blue) = PIG edits

Italics = Department proposed edits