

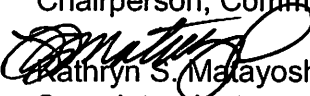


STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

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") Policy:
102.12, Reporting Student Progress and Achievement**

1. RECOMMENDATION

The Department of Education (Department) is recommending proposed policy 102.12 (originally policies 4501 and 4510) with revisions.

| Original Policy Number | New Policy Number | Original Policy Title | Summary of Proposed Revision(s) |
|------------------------|-------------------|---------------------------------------|--|
| 4501 | 102.12 | Assessing/Grading Student Performance | <ul style="list-style-type: none"> Minor revisions for consistency in formatting. Revisions to proposed edits from the Permitted Interaction Group (PIG) to clarify the role and reporting of student attendance and the General Learner Outcomes (GLOs) in assessing student performance. |
| 4510 | | Reporting Student Progress | |

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, where applicable, provide proposed revisions to the policy listed above. The proposed revisions represent attempts 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 original policies establish the expectation that student grades shall be based on mastery of the state content and performance standards. The original policies also made the Department responsible for evaluating and reporting student achievement; defined as a summary of grades that are valid, reliable, and reported to parents on a summative basis, with attendance and performance against the GLOs reported separately.

The proposed revisions from the PIG would combine the two policies, to form one comprehensive policy on assessing and reporting student progress.

The proposed revisions from the Department strike a balance between the original policy language, the broader revisions from the PIG, and current practice. Specifically, the Department requests deleting the term “diagnostic” from the original policy language that refers to requirements for progress reports to prevent potential confusion that the evaluations would be clinical in nature. The remaining language requires that the reports be constructive and facilitate students’ understanding of their “responsibilities as they relate to performance and attainment of the standards.”

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

Approval of this policy with the proposed revisions from the Department will not impact other policies; however, the larger discussion of competency-based education may impact policies that deal with or are based on the Carnegie unit, including this policy and policies such as 102.13, Credits (approved October 6, 2015), and 104.1, Graduation and Related (approved May 19, 2015).

d. Arguments in support of the recommendation

The proposed revisions from the Department strike a balance between the original policy language and the broader revisions from the PIG, while addressing concerns related to the current capacity to report student progress. The proposed revisions allow schools to move forward with current practice.

e. Arguments against the recommendation

Opponents of the Department-proposed revisions may prefer that the policy require GLO-based report cards for secondary schools. Revising secondary report cards would be a part of the larger discussion on competency-based education. Mandating changes in policy would be premature at this point.

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

No other agencies or departments were involved in the action.

- 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 changes to educational impacts at this time, based on approval of the Department's proposed revisions.

- j. Facilities implications

There are no facilities impacts at this time, based on approval of the Department's proposed revisions.

- k. Financial implications

There are no changes to financial impacts at this time, based on approval of the Department's proposed revisions.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

TOC:SS:kp

Attachments: Exhibit A: Policy 102.12 – Recommended changes (mark up)
Exhibit B: Policy 102.12 – “Clean” version of recommended changes
Exhibit C: Original text from policies 4501 and 4510

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

POLICY 102.12

REPORTING STUDENT PROGRESS AND ACHIEVEMENT

Periodic reports of student progress **and achievement** shall be provided to both students and parents. The involvement of the student in the evaluative process shall be considered essential, since it is the student's learning and personal growth that are being assessed. Involvement shall be determined by the student's maturity level.

The progress report shall involve an understanding of the instructional objectives and **applicable** standards appropriate for learning and achieving. The report shall be *[diagnostic and]* constructive, enabling the student to understand his/her responsibilities as they relate to performance and attainment of the standards.

The Department *[of Education]* shall establish student progress reporting guidelines with the purpose of accurately communicating what each student knows, understands, and can apply. The guidelines shall address utilization of grading, student portfolios, and other measures of student progress.

Grades recorded by teachers must meet the dual criteria of validity and reliability. The test of validity is met when the grades have been based on the **applicable statewide content and performance standards**. The test of reliability is met when (1) there *[are a]* *is* sufficient *[number of grade entries]* *evidence* to indicate that a student has been afforded ample opportunities over a grading period to demonstrate competence; and (2) records are maintained accurately~~[,]~~ *and* legibly and support the grades given.

Student attendance and General Learner Outcomes performance ratings will appear in student evaluations, but reported separately from *academic grades*.
Student attendance and General Learning Outcomes for secondary schools will be reported separately.

Because of the critical role families play in students' learning and achievement, elementary schools shall conduct parent-teacher conferences at least once each year for the purpose of reporting student progress. Schools may dismiss classes for this purpose in accordance with regulations and procedures set forth by the Department *[of Education]*. Secondary schools are encouraged to conduct regular parent-teacher-

Exhibit A

student conferences as a way to update parents on the academic progress of their child.

Rationale: Evaluation and the communication of student progress serve to place a value on learning and are critical to student attainment of applicable standards and the General Learner Outcomes.

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.

Exhibit B

POLICY 102.12

REPORTING STUDENT PROGRESS AND ACHIEVEMENT

Periodic reports of student progress and achievement shall be provided to both students and parents. The involvement of the student in the evaluative process shall be considered essential, since it is the student's learning and personal growth that are being assessed. Involvement shall be determined by the student's maturity level.

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Grades recorded by teachers must meet the dual criteria of validity and reliability. The test of validity is met when the grades have been based on the applicable statewide content and performance standards. The test of reliability is met when (1) there is sufficient evidence to indicate that a student has been afforded ample opportunities over a grading period to demonstrate competence; and (2) records are maintained accurately and legibly and support the grades given.

Student attendance and General Learner Outcomes performance ratings will appear in student evaluations, but reported separately from academic grades. Student attendance and General Learning Outcomes for secondary schools will be reported separately.

Because of the critical role families play in students' learning and achievement, elementary schools shall conduct parent-teacher conferences at least once each year for the purpose of reporting student progress. Schools may dismiss classes for this purpose in accordance with regulations and procedures set forth by the Department. Secondary schools are encouraged to conduct regular parent-teacher-student conferences as a way to update parents on the academic progress of their child.

Rationale: Evaluation and the communication of student progress serve to place a value on learning and are critical to student attainment of applicable standards and the General Learner Outcomes.

ASSESSING/GRADING STUDENT PERFORMANCE

POLICY

In a unified school system, it is desirable that grades be based on a set of expectations of students' performance. Therefore, there is a clear need for grades to be based on system-wide standards. 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. Performance ratings are given to reflect attainment of the General Learner Outcomes.

The Department is responsible for evaluating and reporting student achievement. This evaluation shall be summarized as grades, which shall be included in a report to parents at the end of each term: semester/trimester or year. Student attendance and the General Learner Outcome performance ratings will appear in student evaluations but shall be reported separately from academic grades.

Grades recorded by teachers must meet the dual criteria of validity and reliability. The test of validity is met when the grades have been based on the Hawaii Content and Performance Standards. The test of reliability is met when (1) there is a sufficient number of grade entries to indicate that a student has been afforded ample opportunities over a grading period to demonstrate competence; and (2) records are maintained accurately, legibly and support the grades given.

Approved: 7/96; Amended: 9/97, 06/03

REPORTING STUDENT PROGRESS

POLICY

Evaluation and the communication of student progress serve to place a value on learning and are critical to student attainment of the Hawaii Content and Performance Standards and the General Learner Outcomes. Periodic reports of student progress shall be provided to both students and parents. The involvement of the student in the evaluative process shall be considered essential, since it is the student's learning and personal growth that are being assessed. Involvement shall be determined by the student's maturity level.

The progress report shall involve an understanding of the instructional objectives and content and performance standards appropriate for learning and achieving. The report shall be diagnostic and constructive, enabling the student to understand his/her responsibilities as they relate to performance and attainment of the standards.

Because of the critical role families play in students' learning and achievement, elementary schools shall conduct parent-teacher conferences at least once each year for the purpose of reporting student progress. Schools may dismiss classes for this purpose in accordance with regulations and procedures set forth by the Department of Education. Secondary schools are encouraged to conduct regular parent-teacher-student conferences as a way to update parents on the academic progress of their child.

Approved: 10/70; Amended: 03/88, 04/02, 06/03