



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

July 2, 2013

TO: The Honorable Donald Horner, Chairperson
Board of Education

FROM: Douglas Murata, Board of Education Designee
Wilfred Keola, Board of Education Designee

Two handwritten signatures are present next to the "FROM:" line. The first signature is "Douglas Murata" and the second is "Wilfred Keola".

SUBJECT: Approval of Radford High School's School Community Council (SCC) Exception
Regarding its Assessment Schedule

1. **RECOMMENDATION**

That the Board of Education (BOE) approve Radford High School's SCC Exception Request allowing the school to implement a modified school schedule to accommodate testing for the 2013-2014 school year.

Note: BOE approval of exceptions to the BU 05 Collective Bargaining agreement must include all stipulations agreed upon by its two (2) committee members to the SCC Exception Review Committee. The status quo shall remain should the BOE not agree with its committee members' recommendation(s).

2. **RECOMMENDED EFFECTIVE DATE**

Upon approval by the BOE.

3. **RECOMMENDED COMPLIANCE DATE**

Not applicable.

4. **DISCUSSION**

a. **Conditions leading to the recommendation**

Section 302A-1124 to 1127, Hawaii Revised Statutes (HRS), authorizes schools to request waivers from existing state agency rules, policies, regulations, and procedures as well as exceptions to collective bargaining agreements as negotiated in accordance with current collective bargaining agreements and the provisions of Chapter 89, HRS.

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

Similar SCC exceptions were approved for Konawaena Middle School, Pearl City and Waiakea High Schools.

c. Other policies affected

Article VI, Teaching Conditions and Hours; Section R, Evaluation of Students/Grading Preparation.

Article VI, Teaching Conditions and Hours, Section CC, Work Time Distribution, Weekly Totals Within the 7-Hour Day, 5-Day Week.

Article XII, Academic Freedom.

Board Policy 1710-3, School Calendar Policy.

Board Policy 2412, School Community Council Waivers and Exceptions Policy.

d. Arguments in support of the recommendation

The change in bell schedule requested by Radford High School for 2013-2014 school year will allow the school to:

- Ensure timely reporting of grades to students and parents/guardians.
- Implement a four-day assessment schedule during the last week of each quarter.
- Adjust the school day schedule during the assessment week.
- Allow teachers and students opportunities to prepare and review for the assessments.
- Allow assessments to be conducted for students who were absent earlier in the week, and/or provide supplementary learning activities to enhance student achievement of the standards.
- Allow teachers to input grades and report cards in a timely manner.
- Encourage students to use the afternoon periods to seek additional tutorial services.

e. Arguments against the recommendation

Approval of the requested waiver/exception may result in potential reduction in the number of school days for students.

f. Findings and conclusions of the Board committee

The BU 05 Committee on SCC Exception Review agreed to this exception on June 7, 2013. Recommend approval of this waiver/exception is with regard to waving collective bargaining agreements and/or DOE/BOE policy and does not constitute a recommendation to waive Act 167/52 requirements.

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

None.

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

Possible concerns from the public regarding potential reduction in the number of school days.

i. Educational implications

As stated in the school's SCC exception request.

j. Personnel implications

None.

k. Facilities implications

None.

l. Financial implications

None.

5. **OTHER SUPPLEMENTARY RECOMMENDATIONS**

None.

DM/WK:JZ:ah

Attachments

c: Superintendent
Office of Curriculum, Instruction and Student Support

____ New Request

x Renewal

**SCHOOL COMMUNITY COUNCIL
WAIVER/EXCEPTION REQUEST FORM**

(Please use one form for each request)

SCHOOL: Radford High School

DATE: 11/7/12

DISTRICT: Central

COMPLEX: Radford

Achieved AYP: ____ Yes x No

School Status:

School Proficiency Levels:

Reading Gr 10 77 % Gr ____ %

Math Gr 10 50 % Gr ____ %

____ In Good Standing, Unconditional

____ In Good Standing, Pending

____ Needs improvement Yr. 1

____ Needs improvement Yr. 2

____ Corrective Action

____ Planning for Restructuring

x Restructuring

*****Attach Trend Report.**

- A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

Unit 5 Bargaining agreement Article VI, Section R, Evaluation of Students/Grading Preparation
"The deadline for the submittal of grades shall be no earlier than the fourth student day following the end of each quarter except for the fourth quarter."

Policy 4160 Students' School Day Policy

"The student's school day shall be on no less than 30 hours per week."

- B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

1) The desired change:

- a. continue to implement a modified assessment schedule during the last week of the quarter
- b. continue to adjust the school day schedule during the assessment week
- c. continue the submittal of quarterly grades on the final day of the quarter
- d. continue to provide the time for teacher to submit quarterly grades on the final day of the quarter which insures a timelier reporting of grades to students and parents
- e. continue to make schedule changes for students before the 1st day of the new quarter
- f. modify the assessment schedule:
 - Day 1: All 7 periods
 - Day 2: Exams for periods 1 and 2
 - Day 3: Exams for periods 3 and 4
 - Day 4: Exams for periods 5 and 6
 - Day 5: Exam for period 7 and make-ups for missed exams during Days 1-3.

- 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement
- Make schedule changes before the start of the new quarter so that a student doesn't lose anymore instructional time than necessary.
 - Send home report cards in a timely manner so that interventions can be made sooner if necessary.
 - Modify the assessment schedule to allow ample time for teachers to administer assessments, tutor students, and grade assessments.

C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

- Modifying the assessment schedule and submitting grades early had the greatest impact on student course changes. The registrar was able to make necessary adjustment to student schedule before the new quarter started because grades were submitted earlier than required by contract. This allowed students to start in their new classes on the first day of the quarter rather than wait until five days after the quarter. The five days use to occur because of the way in which eSIS functions. A teacher needs the student on his/her roster in order to input grades, but because eSIS is live, a student cannot transfer out of that class until grades are completed, GPAs are computed, and report cards are generated. The student doesn't lose anymore instructional time than necessary now that teachers are submitting grades early.
- Now that report cards can be printed right after the end of the quarter, they can be given to parents much earlier than in previous years. During the first quarter of this school year, report cards were distributed on October 10th. If we had submitted grades as we did in previous years, report cards would have been distributed on October 17th. For semester report cards, we will be mailing them home by December 18th, which is much sooner than January 11th if we were to submit grades after the Winter Break. After Spring Break, the report cards will be made available March 27th rather than April 5th.
- The modified assessment schedule has allowed for ample time for teachers to administer an array of assessments to allow students to demonstrate their understanding of the standards and the General Learner Outcomes.

Our TASK period (tutorial) is built into the exam schedule. This allows students to seek additional assistance every day from their teachers during the exam week. Also, there is tutorial time after school which has allowed students more opportunities to request assistance from teachers. Assessment days are full workdays for faculty members and they are expected to remain on campus. In addition, the library would be open during this time for students to utilize for studying.

The teachers reached a consensus to continue with the modified assessment schedule and submitting of grades early for the 2013-14 school year. The School Community Council has also unanimously supported these waivers for this current school year and for next school year.

D. Please provide additional information (**data and narrative**) for the following type of request applicable:

D1.) Parent-Teacher Conferences:

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

D2.) School Attendance Procedures:

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

D3.) Reporting of Quarterly Grades:

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

Number of students failing	519*
Number of students who received tutorial assistance/interventions	500+
Number of students whose grades improved after receiving tutorial assistance/interventions	Unknown at this time.

*number of F received during the first quarter

Explanation:

For the 1st quarter of the 2012-13 school year, 519 F's were earned by Radford students. At this time, we do not have data on whether or not those grades will improve because the 2nd quarter is still in session. All Radford students have the opportunity to receive tutoring during the TASK

periods. It is a block of time set up specifically for students to seek additional help or for teachers to provide the necessary interventions for students to improve their grades.

Last year, at this time, 593 F's were earned by Radford students and about 198 of those grades were improved for the 2nd quarter. This year, we are hoping to see an increase in the number of improved scores due to our modified assessment schedule and early submittal of grades.

D4.) Modified Assessment Schedule:

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

Number of students failing	519
Number of students who received tutorial assistance/interventions	500+
Number of students whose grades improved after receiving tutorial assistance/interventions	Unknown at this time.

*number of F received during the first quarter

Explanation:

By modifying the assessment schedule, we are expecting to impact more students during the that week with opportunities to seek additional help. By releasing students after the last exam of the day, there will be time for students to request additional help from teachers, make-up missed work due to absences, and to study for the following day's exams. They will also have the built in TASK period each day.)

It is important to note that in addition to the assessment week, we will continue to support our students throughout the regular school year. This will include the TASK period, after-school tutoring, and individual interventions as necessary.

We have only implemented the modified assessment week once so far – the 1st quarter of this year. But the additional time is being used for make-up work, study sessions, time to work on projects, and one-on-one tutoring.

For the 2013-14 school year, the assessment week schedule will be:

Day 1: All 7 periods

Day 2: Exams for periods 1 and 2

Day 3: Exams for periods 3 and 4

Day 4: Exams for periods 5 and 6

Day 5: Exam for period 7 and make-ups for missed exams during Days 1-3.

E. All Other Requests:

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.


- F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

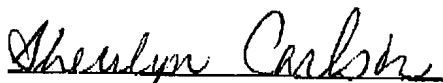
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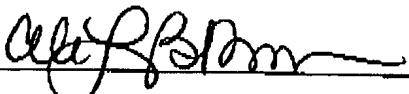
G. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE


The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration  Date 11/7/2012

Community Representative(s)  Date 11/7/2012

Parent Representative(s)  Date 7 November 2012

Student Representative(s)  Date 11-7-12

Noncertificated Staff Representative(s)  Date 11-7-12

Teacher Representative(s)  Date 11/7/12

 Date 11-7-12

Complex Area Superintendent (CAS): Teri Ushijima (print name)

This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature:  Date 12/13/12

HSTA PROCESS CHECK REQUIREMENT:

To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), **the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.**

RETURN FORM TO: OCISS, School Renewal and Redesign Section
475 22nd Avenue, Building 302, Room 109
Honolulu, Hawaii 96816
OR FAX TO: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

224 Admiral Arthur W. Radford High
Trend Report:
Educational and Fiscal Accountability
School Report for School Year 2010-2011



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the 42 complexes for school year 2010-11. The *Guide* is available on-line at <http://arch.k12.hi.us>.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
School Year	#	#	%	#	%	#	%	%
2008-2009	1,177	113	9.6%	99	8.4%	285	22.5%	na
2009-2010	1,188	116	9.8%	79	6.6%	246	20.7%	na
2010-2011	1,275	118	9.3%	77	6.0%	287	22.5%	na

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	#
2008-2009	69	89.9%	9.6	52%	82%	30.4%	na
2009-2010	69	92.8%	10.4	52%	92%	27.5%	na
2010-2011	76	94.7%	11.0	55%	91%	31.6%	na

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level								Math % Proficient by Grade Level							
School Year	3	4	5	6	7	8	10		3	4	5	6	7	8	10	
2008-2009	na	na	na	na	na	na	81.0		na	na	na	na	na	na	na	34.6
2009-2010	na	na	na	na	na	na	67.6		na	na	na	na	na	na	na	31.5
2010-2011	na	na	na	na	na	na	72.5		na	na	na	na	na	na	na	47.1

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level						
School Year	4	5	6	7	8	10	11
2008-2009	na	na	na	na	na	--	20.7
2009-2010	na	na	na	na	na	26.5	--
2010-2011	na	na	na	na	na	32.4	--

TerraNova Assessment	Reading % Average & Above								Math % Average & Above							
National sample scoring at Average & above = 77																
School Year	Grade Level	3	4	5	6	7	8	10	3	4	5	6	7	8	10	
2008-2009		na	na	na	na	na	na	79.8	na	na	na	na	na	na	na	78.8
2009-2010		na	na	na	na	na	na	73.3	na	na	na	na	na	na	na	76.5
2010-2011		na	na	na	na	na	na	87.3	na	na	na	na	na	na	na	96.1

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Academic Achievement (continued)

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2008-2009	na	na	na	6.7%	11.2%	88.2%	0.6%
2009-2010	na	na	na	4.4%	8.8%	90.0%	1.2%
2010-2011	na	na	na	7.3%	10.3%	87.1%	2.6%

1- Starting in 2010-2011 the new Adjusted Cohort Graduation Rate methodology is used (for a brief explanation see Trend Report Guide)

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2008-2009	na	93.5%	na	29	na	1	na	7
2009-2010	na	94.6%	na	24	na	3	na	3
2010-2011	na	95.0%	na	32	na	1	na	2

School	Facilities Inspection	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten
School Year	Passed?	Yes/No	Total # of claims	% of claims resulting in loss-time	Positive Responses		School mean (range 1-3)
					% of student	% of teacher	
2008-2009	Yes	No	4	0.0%	47.9%	85.4%	na
2009-2010	Yes	No	3	0.0%	44.2%	81.5%	na
2010-2011	--	No	2	50.0%	43.9%	79.0%	na

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Service to School/Community	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of projects	# of PCNC volunteer hours per 100 students
2008-2009	--	842	71.5%	94.1%	--	--
2009-2010	--	--	--	95.5%	--	--
2010-2011	--	0	0.0%	95.8%	--	--

Fiscal Accountability

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2008-2009	\$6,421,062	\$897,800	\$788,176	\$109,624	none
2009-2010	\$5,849,081	\$611,327	\$451,118	\$160,209	none
2010-2011	\$6,281,664	\$731,732	\$614,160	\$117,572	none

*Explanation of Significant Budget Changes

Radford Unit 5 Agreement to Waive Article VI, Section R and Policy 4160

Mildred Hetrick o dforest, rcamacho

12/12/2012 10:49 AM

Cc: Elias Ali

Hello,

This email is to inform you that the faculty at Radford High School reached consensus on 10/15/12 to keep the Assessment Week waiver and the Grades Submittal Waiver.

Thank you,

Mildred Hetrick, Registrar
Radford High School
4361 Salt Lake Blvd
Honolulu, HI 96818
808.421.4219
808.421.4196 (fax)
Email: mildred_hetrick@notes.k12.hi.us

"What do we live for, if it is not to make life less difficult for each other?" - George Eliot

HSTA PROCESS CHECK LIST

IMPORTANT: The APC should complete and return this form to your UniServ Director, and attach copy of exception requested.

Name: Mildred Hetrick Phone: 421-4219

E-mail: mildred-hetrick@notes.k12.hi.us

Position on APC: ☐ APC ☐ Faculty Rep. ☐ Grievance Rep.

School: Radford High School

Step	Action Needed by APC	Completed	
		Yes	No
1	<ul style="list-style-type: none"> ✓ A meeting with the faculty should be called by the APC to discuss exception, and achieve consensus. ✓ At least 48 hours notice should be given to faculty. ✓ The discussion should be open and collaborative, and reserved for Bargaining Unit 5 members only, to avoid appearance of undue influence. <p style="text-align: right;">Date of mtg. <u>10/15/2012</u></p>	✓	
2	✓ If consensus reached, <i>please check "YES" box and stop here.</i>	✓	
3	<ul style="list-style-type: none"> ✓ If no consensus has been reached, prepare a secret ballot for each exception requested. ✓ Make sure the ballot question is clearly worded. 		
4	<ul style="list-style-type: none"> ✓ Make the ballots available to all faculty members. ✓ Contact all BU 05 members on paid or unpaid leave informing them of the vote. 		
5	✓ Notify the faculty of the voting deadline and provide for five (5) working days to cast their votes.		
6	✓ Have a roster to check off names for ballots. This helps to ensure all Bargaining Unit 5 members had opportunity to vote.		
7	<ul style="list-style-type: none"> ✓ Count the votes after all ballots are in (including any ballots from teachers that are absent). ✓ Keep the ballot box in secure place until ready to count. ✓ Make sure you have a witness for the counting. ✓ Report the vote tallies to your UniServ Director. <p>Vote Tally: Yes _____ No _____ Blank _____</p> <p style="text-align: center;">Total votes cast _____</p> <p>Percentage of votes in Affirmative: _____ %</p>		