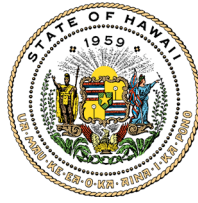


JOSH GREEN, M.D.
GOVERNOR



KEITH T. HAYASHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
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OFFICE OF THE SUPERINTENDENT

April 11, 2024

TO: The Honorable William Arakaki
Chairperson, Student Achievement Committee

FROM: Keith T. Hayashi
Superintendent

A handwritten signature in blue ink, appearing to read "Keith T. Hayashi", is placed over a black rectangular background.

SUBJECT: Committee Action on Updated English Language Arts Content Performance Standards in Compliance with Chapter 302A-201, Hawai'i Revised Statutes

1. EXECUTIVE SUMMARY

The Hawai'i State Department of Education's (Department) Office of Curriculum and Instructional Design (OCID) is revising the Hawai'i Common Core Standards, also known as the Common Core State Standards (CCSS), for English Language Arts (ELA) pursuant to Section 302A-201, Hawai'i Revised Statutes. The standards revision process began in September 2022, following the process detailed in the Curriculum Management System (CMS):

- In fall 2022, the Department convened a review workgroup to determine whether the original CCSS for ELA needed to be revised or rewritten. The workgroup determined that these standards needed to be revised based upon the conditions of time, science of reading, early literacy development and local knowledge.
- In spring 2023, the Department convened a feedback workgroup to provide extensive line by line feedback on each of the standards for possible revision.
- In summer and fall 2023, the Department then worked with the standards revision writing committee, who reviewed the line-by-line feedback and made revisions to the standards, resulting in the revised Hawai'i Common Core Standards for ELA.

- In January 2024, the Department elicited feedback from internal and external stakeholders and again made revisions. Collectively, the feedback was supportive of the revisions.

The Department is recommending the Hawai'i State Board of Education (Board) approve the revised Hawai'i Common Core Standards for ELA for kindergarten through 12th grade.

2. RECOMMENDATION

The Department recommends Board approval of the revised Hawai'i Common Core Standards for ELA for kindergarten through 12th grade.

3. RECOMMENDED EFFECTIVE DATE

The Department recommends that the revised Hawai'i Common Core Standards for ELA take effect in school year (SY) 2024-2025, with the stipulation that schools will receive training on the revised standards throughout the school year in order to meet the compliance date of SY 2025-2026.

4. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

The Department recommends that full implementation of the revised Hawai'i Common Core Standards for ELA take effect in SY 2025-2026. This will allow schools time to plan for and transition into implementation of the revised standards.

5. DISCUSSION

a. Conditions leading to the recommendation:

OCID oversees the adoption, revision, and rewriting of content area standards through the CMS (bit.ly/HIDOECMS), which was developed by OCID in 2020. The CMS provides the Department with guidance and support for conducting periodic standards review on a consistent basis. Within the CMS framework for standards review cycles, ELA is the first content area to undergo a CMS-based review process (see Attachment A - Standards Adoption Timeline).



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Hawaii Curriculum Management System and
 Instructional Materials Approval Process

Standards Adoption Timeline*

	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28	SY 28-29	SY 29-30	SY 30-31	SY 31-32	SY 32-33	SY 33-34	SY 34-35	SY 35-36	SY 36-37		
Science	Dark Green									Light Green	Light Green	Dark Green										Light Green	
Social Studies	Light Purple	Light Purple	Dark Purple									Light Purple	Light Purple	Dark Purple									
ELA						Light Red	Light Red	Dark Red										Light Red	Light Red	Dark Red			
Mathematics								Light Yellow	Light Yellow	Yellow											Light Yellow	Light Yellow	Yellow
Health		Light Blue	Light Blue	Dark Blue							Light Blue	Light Blue	Dark Blue										
Physical Education									Light Blue	Light Blue	Dark Blue											Light Blue	Light Blue
Fine Arts				Light Orange	Light Orange	Dark Orange									Light Orange	Light Orange	Dark Orange						
World Languages				Light Red	Light Red	Dark Red									Light Red	Light Red	Dark Red						
ELD** (English Language Development)	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
Computer Science	Light Blue	Dark Blue							Light Blue	Light Blue	Dark Blue								Light Blue	Light Blue	Dark Blue		
Career and Technical Education***					CTE Pathway Rollout**					Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink
Key	Light shading indicates the review process.							Dark shading indicates the target year for Board adoption.															

The CMS specifies that the standards review process is initiated by OCID through the convening of an initial stakeholder workgroup reflecting many Department role groups (see Attachment B - Standards Revision, Rewriting, and Replacement Committees). This stakeholder workgroup was convened in fall of 2022 to consider the local and national conditions impacting the ELA standards to date, per the requirements of the CMS. These conditions are described below:

- **Condition 1 - Time.** The Department adopted the CCSS for ELA and Mathematics on June 18, 2010. The standards have not been revised in the subsequent 13 years of implementation. However, many states have revised, amended, or rewritten their standards since the widespread adoption of the CCSS in 2010.¹
- **Condition 2 - Science of Reading.** As states have been revising the CCSS over the past 13 years, there has simultaneously been significant movement towards research-informed curriculum, instruction, and assessment in literacy, which falls under the umbrella of ELA. In particular, the Science of Reading (SOR) movement has appreciably impacted governmental and educational agencies' approaches to ELA education, including standards-based instruction through a structured literacy framework.^{2 3} Movements toward research-based practices in literacy education have necessarily resulted in states examining their standards to ensure the presence of scientifically-informed milestones in reading and writing development.
- **Condition 3 - Early Literacy Development.** Research has consistently demonstrated that attending to the essential elements of literacy instruction at the most appropriate times in students' reading, writing, speaking, and listening development is critically important for preventing difficulties with literacy. This is especially true for our youngest learners, who are at a critical period of linguistic and cognitive development, and are especially primed for acquiring foundational literacy skills.⁴ However, the Foundational Skills section of the original CCSS has been criticized for lacking the necessary specificity, rigor, and intensity for all children to read and write at grade level.⁵

¹ EdGate. (2024). United States standards. <https://edgate.com/standards/us-state-map>

² Albert Shanker Institute. (2023). Reading reform across America: A survey of state legislation. <https://www.shankerinstitute.org/resource/reading-legislation-data-dashboard>

³ Schwartz, S. (2024). The "science of reading" in 2024: 5 state initiatives to watch. <https://www.edweek.org/teaching-learning/the-science-of-reading-in-2024-5-state-initiatives-to-watch/2024/01>

⁴ Foorman, B., et al. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade*. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf

⁵ Moats, L. (2012). Reconciling the Common Core State Standards with reading research. *Perspectives on Language*, 38(2), 1-5.

http://www.onlinedigeditions.com/publication/?m=13959&i=128301&view=articleBrowser&article_id=1191904&ver=html5

- **Condition 4 - Local Knowledge.** The original CCSS included parenthetical examples that emphasized a western, Anglocentric perspective. These examples may have unintentionally influenced teachers to select only the content specifically listed instead of selecting other material that fully represents our multicultural society. Similarly, the original grade band reading lists in the appendices of the original CCSS heavily emphasized western literary traditions and authors. However, there is considerable research to suggest that it is beneficial for all students to experience multiple perspectives in the classroom⁶, especially as this embodies the diverse traditions, knowledge systems, languages, and literacies of our Hawaiian islands.

In light of these conditions, the initial review workgroup determined that a revision to the original CCSS was necessary and timely.

Upon determining that the standards must be revised, OCID then convened a feedback group to review each standard and provide line-by-line feedback to each standard and strand. This feedback group met twice for full-day review sessions in spring of 2023, providing feedback for any standards they deemed in need of potential revision, using a common Standards Revision Protocol. This protocol was adapted by OCID from criteria developed by Regional Educational Laboratory - Pacific (REL Pacific):⁷

Standards Review Protocol	
Rigor	Standard addresses complex knowledge and concepts, appropriate to grade level
	Standard supports skill development that will contribute to lifelong application in college, career, and community
Focus	Standard addresses what is most important for students to learn in English Language Arts
Specificity	Standard is specific enough to convey level of student performance
	Standard reflects end-of-year expectations for mastery, appropriate to grade level
Clarity	Standard is clear to a wide community audience
	Standard is observable in classroom setting
	Standard is measurable

⁶ Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

⁷ Regional Educational Laboratory - Pacific. <https://ies.ed.gov/ncee/rel/region/about/pacific>

OCID then convened the standards revisions writing committee in the spring and summer of 2023. This committee was made up of state and complex area educational specialists, including specialists in English learners and special education, complex area and school-level teachers, curriculum coaches, and representatives from institutes of higher education. The standards revision writing committee met six times over the course of the spring and summer of 2023 to carefully review feedback and draft revisions to the standards. Each piece of feedback provided by the committee was considered. Then, the affected standard was revised as determined appropriate by the writing committee, and an accompanying rationale for the revision was written (see Attachment C - Standards Revision Rationales).

Internal and external stakeholder feedback was elicited on these revised standards during the December and January 2023-2024 by disseminating digital surveys through an internal memo and on the Department's public website. An OCID committee of feedback reviewers compiled the actionable feedback provided from survey respondents, making applicable changes where necessary with written rationales (see Attachment C - Standards Revisions Rationales).

The final result of the CMS review process is the revised Hawai'i Common Core Standards for ELA (see Attachment D).

b. Previous action of the Board and Committee(s) on the same or similar matter:

On May 11, 2010, the Board's Curriculum, Instruction and Student Support Committee recommended the adoption of the original CCSS for English Language Arts and Mathematics to the full Board.

On May 20, 2010, the Board adopted the original CCSS for English Language Arts and Mathematics at its General Business Meeting.

On June 7, 2010, the Board adopted the CCSS for English Language Arts and Mathematics at its General Business Meeting.

The CCSS have subsequently been in place in Hawai'i since June 7, 2010.

c. Other policies affected:

The proposed action affects *Policy 102-2: K-12 Literacy*. The revised Hawai'i Common Core Standards for ELA are aligned with evidence-based structured literacy practices grounded in the science of reading.⁸ *Policy 102-2: K-12 Literacy* alludes to balanced literacy, which is not in line with the science of reading. The Department respectfully suggests consideration of a future

⁸ Spear-Swerling, L. (2019). Here's why schools should use structured literacy. *Perspectives on Language and Literacy*, 8(2). <https://dyslexiaida.org/heres-why-schools-should-use-structured-literacy/#:~:text=What%20is%20Structured%20Literacy%3F,reading%20comprehension%2C%20written%20expression>

recommendation to update the language in *Policy 102-2: K-12 Literacy* to reflect the importance of a structured literacy approach grounded in the science of reading for K-12 literacy instruction.

The proposed action is in alignment with the following current policies:

- *Policy E-102: Academic Mastery and Assessment*

The revised Hawai'i Common Core Standards for ELA ensure that all students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives by providing the foundation for educators to implement a standards-based system of education that incorporates high expectations for all students.

- *Policy 102-3: Statewide Content and Performance Standards*

Through the adoption of the revised Hawai'i Common Core Standards for ELA, the Board will continue to ensure high academic expectations by adopting statewide content standards, aligned with the most current research and evidence around effective literacy instruction, that specify what students in all public schools must know and be able to do.

d. Arguments in support of the recommendation:

The revised Hawai'i Common Core Standards for ELA represent the collective work of Department teachers and administrators across all levels of education; Department educational specialists in Literacy, English Language Arts, Early Childhood, English Learners, and Special Education; and higher education faculty members from multiple higher learning institutions. The recommendations have gone through several rounds of stakeholder feedback, including feedback collected at the Educational Leadership Institute and feedback collected from the Department stakeholders and community members. The recommendations support the conditions outlined above and further align to the goals of focus, clarity, rigor and specificity, which were guiding principles used during the standards revision process.

The revised Hawai'i Common Core Standards for ELA also provide updated guidance in the existing Reading Foundations standards, as well as in the proposed addition of the Writing Foundations standards. These revisions have been proposed to more closely align with the research regarding the importance of comprehensive foundational skills instruction in the early grades to achieve grade level literacy by third grade and beyond, which is especially relevant for

achieving the Strategic Plan Desired Outcome 1.1.2.⁹ The revisions address the science of reading and require a structured literacy approach to be realized.¹⁰

- The Reading Foundations strand was updated to include important specificity regarding phonics content addressed in each grade level, with the intention of increasing focus, clarity, rigor and specificity in decoding instruction. This improved specificity will better allow schools to analyze the quality and comprehensiveness of their phonics materials to ensure each grade level is reaching all necessary decoding milestones. A similar level of specificity was applied to the phonological awareness standards, which were extended to second grade to account for the multiple years of instruction required for children to master grade-level literacy skills. Finally, the fluency standard was extended through eighth grade to reflect the length of time it takes for students to achieve high levels of literacy proficiency and to emphasize the importance of ongoing fluency practice in older grades.¹¹
- The Writing Foundations strand was added to the proposed revisions in order to address the foundational writing skills that students need to master in the early grades. Importantly, these are *not* newly created standards; rather, these standards were removed from the original Language strand and placed into a separate strand called Writing Foundations. The purpose of this was to provide necessary clarity and focus regarding the importance of these standards, with focus specifically on fostering foundational writing skills (as opposed to other language skills more broadly). Doing so also provides helpful symmetry to the standards, underscoring the fact that both reading and writing have foundational skill sets that students must master in the early grades.^{12 13}

Other proposed revisions throughout the standards emphasize the importance of a multicultural perspective in the provision of language arts instruction. For example, parentheticals referencing specific Western canonical authors such as Ovid and Shakespeare were removed in order to revise the language towards a more inclusive literary tradition (see Table 1). The purpose of this was to emphasize the critical importance of teachers selecting literature that reflects a global perspective, which includes Western authors without privileging their importance relative to other impactful authors from around the world.

⁹ Vellutino, F. R., et al. (2007). Components of reading ability: Multivariate evidence for a convergent skills model of reading development. *Scientific Studies of Reading*, 11(1), 3-32.

<https://www.tandfonline.com/doi/abs/10.1080/10888430709336632>

¹⁰ Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51, 201-211. <https://www.corelearn.com/wp-content/uploads/2020/04/structured-literacy-and-typical-literacy-practices.pdf>

¹¹ Hasbrouck, J., & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Behavioral Research and Teaching, University of Oregon. <https://files.eric.ed.gov/fulltext/ED594994.pdf>

¹² Scarborough, H. (2001). The reading rope. <https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/>

¹³ Sedita, J. (2020). The writing rope. <https://dyslexiaida.org/joan-seditas-writing-rope/>

Table 1

Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Analyze how an author draws on and transforms source material (e.g., other literature, myths, religious texts, etc.) in a specific work.	Rigor: Reinforces that students should read widely. Provides clarity in the examples, emphasizing that authors draw on works of other authors without referring to specific examples in a way that does not allow for analysis of a broad range of text.

Note: **Red text** indicates text that was deleted and **blue text** indicates text that was revised by the Department workgroup.

e. Arguments against the recommendation:

Taking into consideration the conditions above, the initial stakeholder workgroup also considered these counterclaims in favor of retaining the CCSS without further review:

- **Counterclaim 1 - Post-COVID Recovery.** With schools still working to recover from the effects of the pandemic, de-implementation of the original CCSS and implementation of a new set of standards could be a challenge. Considerations for sustaining recovery are important, and any change to the standards will require significant state-level support.

The Department carefully considered the status of schools as they recovered from the COVID pandemic. However, schools returned to in-person instruction in 2022 and post-pandemic systems have been established. The Department is prepared to comprehensively support the schools as they enact the revised Hawai'i Common Core Standards for ELA during the gradual roll-out, including providing training and professional development.

- **Counterclaim 2 - Focus on Instruction.** Some proponents of the original CCSS argue that the standards are sufficiently rigorous for achieving grade-

level reading and writing skills and that emphasis should be placed instead on how to effectively teach the standards with evidence-based practices.¹⁴

Although effective, evidence-based teaching is essential, the conditions outlined above indicate strong justification for the revision of the original CCSS, particularly relative to the foundational skills standards.

f. Other agencies or departments of the State of Hawai'i involved in the action:

Support and intellectual collaboration was generously provided throughout the process by:

- The Student Services and Exceptional Support branches of the Office of Student Support Services, representing the specialist areas of Special Education and English Learners;
- The Assessment and Accountability Branch of the Office of Strategy, Innovation and Performance; and
- Institutions of higher education including the University of Hawai'i at Mānoa, Kapi'olani Community College, and Chaminade University.

Intellectual collaboration and insight was also generously provided by the Office of Hawaiian Education, and future work addressing the co-construction of Hawaiian Language Arts and English Language Arts towards a dual-language system is planned.

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

The Department elicited feedback from various internal and external stakeholders regarding the proposed standards revisions, posting an internal Department survey and a public-facing external survey. These surveys were publicized via departmental memorandum, as well as on the public-facing website. OCID also presented the feedback opportunities to the Principals Advisory Council.

This feedback is especially useful for gauging the possible reactions of the public and other stakeholders. For example, 75% of responding Department stakeholders were either "satisfied or strongly satisfied" with the proposed standards revisions, and 67% of community stakeholders believed that the proposed standards revisions would guide Department teachers "well or very well." Community members (72%) also believed that the proposed standards

¹⁴ Achieve the Core. (2020). Priority instructional content in English language arts/literacy and mathematics. <https://achievethecore.org/page/3267/priority-instructional-content-in-english-language-arts-literacy-and-mathematics>

were “appropriately difficult” for the Department’s K-12 students. Collectively, the feedback from internal and external stakeholders was generally positive.

Conversely, a small number of respondents, approximately 9%, did express concern about the standards revision. The prevailing concern from this subset of respondents was the timing of the standards revision, given that some schools are also in the process of adopting new instructional materials. An even smaller number of respondents, approximately 2%, also worried about the difficulty of the standards for struggling learners, though specific standards were not indicated as a primary concern.

h. Educational implication:

The revised Hawai’i Common Core Standards for ELA for kindergarten through 12th grade will strengthen students’ foundations in reading, writing, speaking and listening, and language. They reflect the Department’s commitment to culturally responsive education, thus better preparing Hawai’i public school graduates for college, career success, and community and civic engagement.

i. Personnel implications:

OCID is recommending full implementation of the revised Hawai’i Common Core Standards for ELA in SY 2025-2026, allowing for a transition period throughout SY 2024-2025. During SY 2024-2025, OCID will provide ongoing professional development around the content and implementation of the standards, impacting educators at both the complex area and school levels.

j. Facilities implications: Not applicable.

k. Financial implications:

The Department will rely on existing resources and personnel to support schools and teachers with the implementation of the revised Hawai’i Common Core Standards for ELA. Further, the Department will actively seek grants to support ongoing professional learning.

6. OTHER SUPPLEMENTARY RECOMMENDATIONS

The Department respectfully suggests consideration of a future recommendation to update the language in *Policy 102-2: K-12 Literacy* to reflect the importance of a structured literacy approach grounded in the science of reading for K-12 literacy instruction.

KTH:tu

c: Office of Curriculum and Instructional Design

The Honorable William Arakaki

April 11, 2024

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Attachments:

Attachment A - Standards Adoption Timeline

Attachment B - Standards Revision, Rewriting, and Replacement Committees

Attachment C - Standards Revision Rationales

Attachment D - Hawai'i Common Core Standards for English Language Arts

Attachment E - Presentation Slides