



**STATE OF HAWAII
BOARD OF EDUCATION
PAPA HO'ONA'AUAO
STUDENT ACHIEVEMENT COMMITTEE MEETING**

MINUTES

Queen Liliuokalani Building
1390 Miller Street, Room 404
Honolulu, Hawaii 96813
Thursday, February 12, 2026

PRESENT:

Bill Arakaki, Chairperson
Kahele Dukelow, Vice Chairperson
Ken Kuraya
Sylvia Lee
Mary Hattori, Ex Officio
Roy Takumi, Ex Officio

EXCUSED:

Elynne Chung

ALSO PRESENT:

Mia Nishiguchi, Board Student Representative
Tammi Oyadomari-Chun, Deputy Superintendent of Strategy, Department of Education
Heidi Armstrong, Deputy Superintendent of Academics, Department of Education
Teri Ushijima, Assistant Superintendent, Office of Curriculum and Instructional Design,
Department of Education
Lauren Padesky, Educational Specialist, Office of Curriculum and Instructional Design,
Department of Education
Stacey Bello, Complex Area Superintendent, Ka'ū-Kea'au-Pāhoa, Department of
Education
Elaine Higa, District Educational Specialist, Comprehensive Literacy State
Development, Department of Education
Adria Medeiros, Principal, Mountain View Elementary, Department of Education
Siobhan Ng, Board Analyst
Keli Houston, Board Analyst
Lady Garrett, Secretary

I. Call to Order

Committee Chairperson Bill Arakaki called the Student Achievement Committee (Committee) meeting to order at 10:00 a.m. A roll call vote was conducted to establish quorum.

II. Approval of meeting minutes of December 11, 2025, Student Achievement Committee meeting and January 8, 2026, Student Achievement Committee meeting

ACTION: Approve the meeting minutes of the December 11, 2025, Student Achievement Committee meeting and the January 8, 2026, Student Achievement Committee meeting. (Kuraya/Lee). The motion carried unanimously with all members present voting aye.

III. Department of Education update on the Comprehensive Literacy State Development Grant

Committee Chairperson Arakaki called on Tammi Oyadomari-Chun, Deputy Superintendent of Strategy, to provide the Department of Education (Department) update on the Comprehensive Literacy State Development (CLSD) grant. She shared that Keith Hayashi, Superintendent, was in Washington D.C. advocating for federal funding for schools on military installations. Oyadomari-Chun introduced Teri Ushijima, Assistant Superintendent, Office of Curriculum and Instructional Design (OCID) and Heidi Armstrong, Deputy Superintendent of Academics.

Ushijima reported on Hawaii's two CLSD grant awards. In 2019, the Department was awarded the CLSD 1 (\$49.8 million). The grant focused on student literacy, family literacy, and culture-based education, with 95 percent of funds awarded to complex areas and community-based organizations. Data showed proficiency growth percentage points for reading and writing in grades 3, 5, and 8, though grade 11 saw a decline attributed to lower COVID-19 pandemic period participation rates.

Many of the resources and activities funded by the CLSD 2 grant (\$60 million) are open to all public schools to build statewide capacity. Priorities include the Hawai'i Multi-tiered Systems of Support in Reading (HMTSS-R), Science of Reading professional learning courses, the establishment of the Hawaii Literacy Coaching Academy, and collaboration with Education Preparation Programs (EPPS) and the Executive Office of Early Learning. The grant strives to improve student language and reading proficiency, strengthen teacher knowledge, implement effective instruction, and interventions through ongoing coaching support, and coordinate alignment in literacy instruction from pre-K to grade 12.

Ushijima shared that the HMTSS-R training series was used to assess the framework and school-level priorities to determine grant spending. The Department offered all elementary and secondary teachers ELA professional learning courses.

As part of the CLSD grant I, the Department partnered with the University of Hawai'i at Mānoa to conduct a two-year study examining the relationship between teachers' reported use of evidence-based literacy practices and student performance on the Smarter Balanced Assessment (SBA). Findings found a positive correlation between teachers' use of evidence-based practices and students' SBA achievement scores.

There are ongoing collaborations around professional learning for teachers with the Executive Office on Early Learning and education preparation programs across the state.

Committee Chairperson Arakaki called for public testimony.

Erica Nakanishi-Stanis, Hawai'i KidsCAN, testified in support of the CLSD grant initiatives.

Alice Luck, HE'E Coalition, testified in support of the CLSD grant initiatives.

Committee Vice Chairperson Dukelow inquired about the focus on oral literacy into kindergarten and first grade to prevent premature pressure on early reading, including how to inform systemwide practices beyond the life of the grant. She emphasized the importance of ensuring that oral language development is effectively supported in all classrooms, especially for specific student populations. Ushijima replied that early identification is a key component of the grant and is critical during early developmental stages. She stated that the statewide kindergarten entry assessment will provide teachers with information to better understand and address students' varying needs. Committee Vice Chairperson Dukelow mentioned wondering how, as a system, to place more equitable value on both oral and reading literacy and expressed interest in identifying additional support.

Lauren Padesky, Educational Specialist, OCID, clarified that preschool teachers participating in the grant receive specialized oral language coursework and the Department will need to further examine how to strengthen oral language as a foundational component. She added that Kaiapuni (Hawaiian Immersion) schools that are participating in the grant are helping the Department shift and adapt its practices to better meet the Kaiapuni experience, which will allow for understanding on how instructional practices may be adapted more widely.

Board Member Hattori, Ex Officio, asked whether there were concerns that the approximately \$60 million in federal grant funding could be reduced or in jeopardy. Ushijima responded that there are no current concerns but that the Department will continue to monitor the funding situation at the federal level.

Board Member Hattori, Ex Officio, also inquired about interventions to address the grade 11 decline and questions raised by the testimony received from HE'E Coalition

and Hawai'iKidsCAN. Armstrong stated that the literacy screener workgroup has completed its recommendations for a screener that is dyslexia-sensitive. She explained that the implementation will be phased to ensure enough time for training and to allow schools time to adjust. Preliminary work has been done and will enable more timely identification of students who may be in need of interventions. Ushijima added that the Department encourages high completion rates of the professional development courses available, but remains mindful of school-level capacity during the school day. She reiterated that the grade 11 decrease of approximately 3 percentage points was largely attributable to lower participation rates. She also mentioned that it is difficult to compare schools that participated in CLSD and those that didn't, but those schools that did participate saw a smaller decline.

Committee Chairperson Arakaki referenced Strategic Plan Desired Outcome 1.1.2 and Strategic Plan Desired Outcome 1.1.4, emphasizing the need for equitable growth across all student groups. He asked for more information regarding workgroup findings and the related changes that are being made regarding the universal screener. Ushijima emphasized the importance of the K-3 level and reaffirmed that the Department is focusing on providing appropriate interventions. She stated that work is being done with complex area superintendents and schools to ensure the new dyslexia-sensitive literacy screener is used effectively.

Committee Chairperson Arakaki asked about the workgroup recommendations. Ushijima stated that other recommendations were considered and that the levers mentioned are the ones identified as priority and that science of reading is considered a foundational piece.

Committee Chairperson Arakaki mentioned that we need to continuously follow up on the assessment, particularly on growth across student populations and expressed appreciation for the framework.

IV. Department of Education presentation on Strategic Plan Goal 1.1 (All students experience rigorous, high-quality learning that results in equitable outcomes for all learners): Ka'ū-Kea'au-Pāhoa Complex Area Comprehensive Literacy State Development Grant implementation and impact

Committee Chairperson Arakaki called on Oyadomari-Chun, Deputy Superintendent of Strategy to present on Strategic Plan Goal 1.1 (All students experience rigorous, high-quality learning that results in equitable outcomes for all learners).

Oyadomari-Chun introduced Stacey Bello, Complex Area Superintendent (CAS), Ka'ū-Kea'au-Pāhoa (KKP) complex, who presented on the complex area's literacy framework, grounded in its mission, "No nā keiki mau a mau" (For the children, forever and ever), and emphasizes intentionality around the four pillars, including people

development, effective instructional leadership, supportive systems and environments, and high-quality classrooms, across the complex's nine rural schools.

Elaine Higa, District Educational Specialist, KKP complex, described oral language as the "invisible bridge" to literacy and explained how instructional coaching supports teachers in classrooms. Adria Medeiros, Principal, Mountain View Elementary School, explained how the CLSD grant funded a literacy coach who emphasizes community and family engagement and uses a stable, evidence-based foundation, including andragogy (adult learning principles) as part of their teacher training. She also reported that these initiatives have led to growth increases across mathematics, ELA, and science.

Committee Vice Chairperson Dukelow commended prioritizing student growth measures in proficiency to promote equitable outcomes for all students. Medeiros attributed the 20 percent growth increases across mathematics, ELA, and science to the school's literacy initiatives .

Board Member Lee expressed appreciation for the CAS and complex area staff's dedication to keeping standards high.

Board Member Dukelow commented that it is important for the Board to take into account who is in the school, the challenges they face, and what we expect of them at what stage. Dukelow emphasized that everyone grows at a different pace and that we have to find a better way toward equity when considering things like assessments.

Oyadomari-Chun asked Medeiros how growth is considered when data is reported about Mountain View Elementary School. Medeiros responded that growth is an important measure and that it appears in the data when curriculum is implemented with fidelity.

Oyadomari-Chun asked what role the CAS and complex area staff play in supporting Mountain View Elementary School. Medeiros stated that the CAS and complex area staff are absolutely vital to all schools in the complex area and shared an example of the assistance received during a particular operations challenge. In addition, Medeiros outlined the many different types of support provided and emphasized how necessary the intermediary support the CAS and staff is to help school-level staff be effective for their students, especially to schools in rural communities.

Board Member Takumi, Ex Officio, explained that public schools take all children, as they are, and expressed appreciation for the notable growth demonstrated across Strive HI indicators within the complex area.

Committee Chairperson Arakaki expressed his appreciation for school staff and encouraged everyone to go out to schools to truly understand the love and aloha that school staff provide to their students, even in challenging circumstances.

V. Adjournment

Committee Chairperson Arakaki adjourned the meeting at 11:22 a.m.

For written testimony see the following links:

https://boe.hawaii.gov/wp-content/uploads/20260212_SAC_testimony20260209.pdf

https://boe.hawaii.gov/wp-content/uploads/20260212_SAC_testimony20260212.pdf