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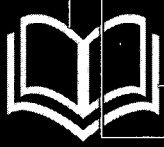
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ABSTRACT

This report summarizes the expectations, mission, guiding principles, standards, assessments, and time line for standards implementation for the state of Hawai'i. Implementation was scheduled for completion by August 2000. A technical reference matrix tracks the development of the assessment and accountability system. The completion of specific tasks for student assessment, school accountability, student accountability, accountability of other constituents, and the supports for assessment and accountability will be required. These are delineated in chart format with accompanying deadlines. The tasks needing completion for a comprehensive Student Support System, which will ensure that all students will receive intellectual, emotional, social, and physical support to meet the content and performance standards, are in a similar format with time line. The plan for modernizing Administrative Support Services reveals the transformation of previous state and district offices into three divisions--Learner, Teacher School Support; Regional Support; and Administrative Services--each with explanations of the tasks involved. Administrative goals include the design and installation of an Integrated Management Information System with an integrated customer-oriented emphasis. Finally, the tasks of School Governance, Structure, and Organizational Development are listed in the same format. Phone numbers, e-mail addresses, and Web sites are given for local sources of additional information. (RKJ)



Strategic Plan

For Standards-based Reform

Report of Progress

Hawai'i Department of Education

September 1999

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Governor, State of Hawai'i**

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Hawai'i State Board of Education **Expectations**

The members of the Hawai'i State Board of Education shared their expectations of the Department of Education on December 3, 1998. Many of these expectations are addressed in this Strategic Plan for Standards-based Reform.

For example, the Strategic Plan centers on the implementation of the Hawai'i Content and Performance Standards. It also includes other expectations such as the development and implementation of an accountability program, a comprehensive communications/engagement plan, a school-based services model, and the modernizing of administrative services.

Through its design to align all parts of the system to support and enable all students to reach high standards, this Strategic Plan leads each school toward being responsible and accountable for high student achievement, for attaining/maintaining standards of student conduct, and for establishing/maintaining safe school environments conducive to learning.

Progress in meeting these expectations are to be described in a written report—the Superintendent's Annual Performance Evaluation, due in October of each year.

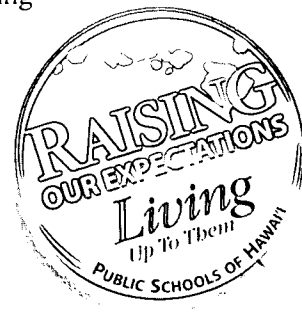


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Hawai'i State Board of Education EXPECTATIONS

Four selected Board expectations related to the Hawai'i Content and Performance Standards—implementation of the standards, strategic plans addressing priorities, accountability program, schools' responsibility for high student achievement.

Preface: Raising Our Expectations/Living Up To Them

1

Summary of what 1,200+ "friends of public education" regarded as important features in the design of this *Strategic Plan for Standards-based Reform*.

The Message, The Vision, The Mission, The Plan

3

Setting our sights on what we want, committing to comprehensive change, and laying the foundation for what we need to do.

Standards-based Reform: Our Guiding Principles

4

Everyone devoted to, caring about, and working toward the same thing...standards. In the process, realizing the benefits—clear targets, common base for decision making, performance-oriented results.

Our Strategic Plan: Summary Highlights

5

Superintendent Paul G. LeMahieu's words and voice speak plainly of the first steps that have been taken to implement the Hawai'i Content and Performance Standards, primarily refining the old standards in the **Blue Book** by streamlining them, giving them clarity, and making them user friendly.

He further identifies impending steps, which support changes throughout the system and which ensure that all children will learn. These systemic changes include new or different approaches to classroom instruction, and assessment, professional development, accountability, evaluation and continuous improvement, student support, organizational development, restructuring that maximizes worker productivity and brings resources closer to schools, greater public engagement, improved communication, and targeted use of technology.

Standards Implementation Tasks to Be Completed: September 1999—August 2000

14

Condensed descriptions of all tasks to be completed by August 2000. These tasks form the base for a September 2000 public accountability report on the progress of the *Strategic Plan for Standards-based Reform*.

Technical Reference Matrices

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Complete, detailed descriptions of work products, related tasks, and completion dates presented in five major areas: 1) Refining the Hawai'i Content and Performance Standards and Providing Standards-based Curricular and Instructional Support; 2) Developing an Assessment and Accountability System; 3) Developing a Comprehensive Student Support System; 4) Modernizing Administrative Support Services; and 5) Redefining School Governance, Structure, and Organizational Development.

Want To Learn More About Standards?

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References and resources to help students, teachers, parents, and community members become more knowledgeable about standards.

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Raising Our Expectations

Living Up To Them

Over 1,200 “friends of public education” have been coming together from all over our State and have volunteered their time, their energy, their expertise, and their “heart”—to build a foundation for what they hope will be a bright future for the ALL the children of Hawai‘i.

These volunteers have spent countless hours reading, researching, discussing, questioning, answering, debating, and brainstorming ideas of what should go into a design for a system of public schools that can inspire everyone to live up to our expectation that ALL children will learn to high standards.

These standards describe what ALL children should know, be able to do, and care about doing. They cover a range of 10 subject areas: language arts, mathematics, science, social studies, fine arts, health, physical education, world languages, career and life skills, and computer education. The content standards in each of these areas identify important ideas, concepts, issues, and skills to be learned. How will we know that our children have learned them, and learned them well? Performance standards answer those questions. They challenge the learner

to demonstrate, to show, to provide evidence of understanding through the use or application of content knowledge.

But that is only part of the picture. High expectations that ALL children will learn means that no child will be left behind, no child will be abandoned. This is where the “Strategic Plan for Standards-based Reform” completes the picture. ALL children will learn because everyone in the system—students, parents, teachers, principals, and others—will be properly supported to help ALL children achieve the standards.

Within the pages that follow, you will get a “birds-eye” preview of how these hundreds of volunteers have carefully mapped out what is needed in a support system to ensure that we meet every child’s needs, that every child will be successful in achieving the standards.

Our schools number 250, and our classrooms accommodate nearly 200,000 students. And we will help each child, by helping those with the closest contact—teachers, parents, school principals, and school staff. This strategic plan begins with the substance

of learning—*meaningful content and performance standards*—that enables students to grow and become critical thinkers who can solve problems, productive citizens who can work with others, independent curiosity-seekers who can take charge of their own learning, and confident self-believers who can recognize and produce quality work.

This strategic plan outlines an **assessment and accountability system** that measures and reports on student attainment of the standards, and holds everyone accountable for that performance. The strategic plan also addresses the need for a **comprehensive student support system** that can draw on the resources in the classroom, school, neighborhood, Department of Education offices, and the larger community, to provide the social, emotional, and physical environments that help children to meet the standards. Infrastructure support reshaped and restructured to deliver services more efficiently and economically from the district/region and state levels are identified in **modernizing administrative support services**.

The classroom is the locus for standards-based learning. To nurture teachers and students to realize their standards-based mission, **redefining school governance, structure, and organizational development** looks toward “enabling” school environments by resolving conflicts and removing inefficiencies, and promoting organizational development and the leadership roles of all stakeholders.

Permeating each of the five major sections of the Strategic Plan are the **cross-cutting elements**. While the need for these ele-

ments—**capacity building** to move the system closer to standards-based education, **genuine engagement and collaboration** among diverse constituents, **effective, two-way communication** within the system and with external customers, and **continuous self-reflection and evaluation** for focused and sustained action—was initially identified by the community voices in the Comprehensive Needs Assessment survey (April 1999), and the Performance Standards Review Commission Final Report (January 1999), they have emerged as a thread that weaves throughout the plan and gives the parts a single entity. The cross-cutting elements have become integral to the success of standards-based reform.



Photo courtesy of Moanalua Middle School

The Message, The Vision

The Mission The Plan

The Message

I believe that setting higher standards would force students to be more concerned about school.

Student, Report on Comprehensive Needs Assessment (April 1999, p. 199)

The Vision

We envision a public school system that holds high expectations of what students should know, be able to do and care about...focuses attention, effort and resources on promoting student learning...holds each school accountable for meeting high standards of performance....

Board of Education, "Vision of Public Education in Hawai'i" (September 16, 1995)

The Mission

Implementation of the Hawai'i Content and Performance Standards is a major challenge and call to action for the entire community, not just the schools. All stakeholders—including parents, higher education, Goals 2000 legislation, and community groups—must become deeply engaged in affirming the system's vision of all students reaching high performance standards.

The Final Report: Hawai'i State Performance Standards Review Commission on Performance Standards (January 1999, p. 25)

The Plan

What will it take to create a standards-based education system for Hawai'i's students? First and foremost, we need a blueprint for standards-based reform, a blueprint that is inspired by our vision for students, informed by views expressed by the thousands of Hawai'i citizens committed to improving public education, and driven by the recommendations and challenges made by the Performance Standards Review Commissioners. This blueprint...a statewide strategic plan, must be comprehensive and coordinated.

Dr. Paul G. LeMahieu, "Standards-based Reform: What Will It Take?" (March 15, 1999, pp. 1-2)



Photo courtesy of Kapaa High School

Standards-based Reform:

Our Guiding Principles

We are embarking on a journey and we will voyage together. The pursuit of rigorous standards lies at the heart of our direction. Effectiveness requires making them the active pursuit of each of us—students, teachers, administrators, parents, business and community members, and political leaders.

It is about making the standards the essential challenge in all parts of our large and complicated system; to help the whole of the system make a little more sense by having all of its parts care about the same thing and work as one. In short, it is taking the standards seriously in the deepest ways imaginable that makes them valuable to us.

Standards offer the opportunity for us to become a performance-oriented system in which accomplishment is the point of it all, and accomplishment is what is recognized,

respected and rewarded. By forming clear and consistent targets, we have the opportunity to align all parts of the system—its policies, programs and classroom practices, its curricular support as well as facilities and business services. All of the decisions made in all of our various offices will be made with the idea of supporting schools' and teachers' efforts to have students accomplish the standards. As a result, all of those decisions will begin to make a good deal more sense.

Similarly, decisions about resource allocation and use will be based upon what is needed to realize the standards...all of the system's resources will be targeted to the achievement of the standards. The singular test for all of our efforts and for our use of resources lies in the answer to the question, "How do they help students realize our agreed upon goals, the Standards?"



Photo courtesy of Moanalua Middle School

Our Strategic Plan:

Summary Highlights

A. Hawai'i Standards and Assessments

We clarified the Standards, provided stronger guidance, and organized the whole of the standards so that they can be used more effectively by all. Exhibit One (pp. 8–9) provides a sample of content and performance standards for writing (Grades 4–5).

Beyond the refinement of the standards themselves, there is a need to provide support to teachers.

- Access to and use of high quality curricular and instructional materials that are both current and aligned with our standards
- Interactive web site with access to—curricular units developed locally and elsewhere, instructional resources that enable teachers to choose appropriate and high-quality texts and curriculum, exchange of professional commentary in which teachers can seek advice on the quality and the appropriateness of various curriculum choices

- Professional development support to implement standards via expanded knowledge and skills of varied instructional strategies
- Web-based resources that provide assessment tools for use on demand by teachers, and technological assistance with the assessment of students' progress in meeting the standards



Photo courtesy of Honowai School

B. Statewide Assessments

This task area begins with the development of an assessment system that is truly aligned with our standards. It is inconceivable that we would ask teachers to teach to the standards and then assess on something else. We will start with a portion of a commercially available product—the Stanford Achievement Test 9, which matches our standards best of all of them—then we customize it with additional assessment tasks to bring it into alignment with the Hawai'i Content and Performance Standards. The result will be a single examination that provides both nationally-referenced data and standards-based information; an assessment that judges students' accomplishment of our standards. The resulting assessment will also have an expanded variety or range of assessment types.

This Hawai'i Assessment Program of Outcomes will judge students' performance against our content standards. Students will be determined to have exceeded the standards, met them, approached them, or fallen below them. After a year of field testing, this assessment system will be online and fully operational from 2000-2001.

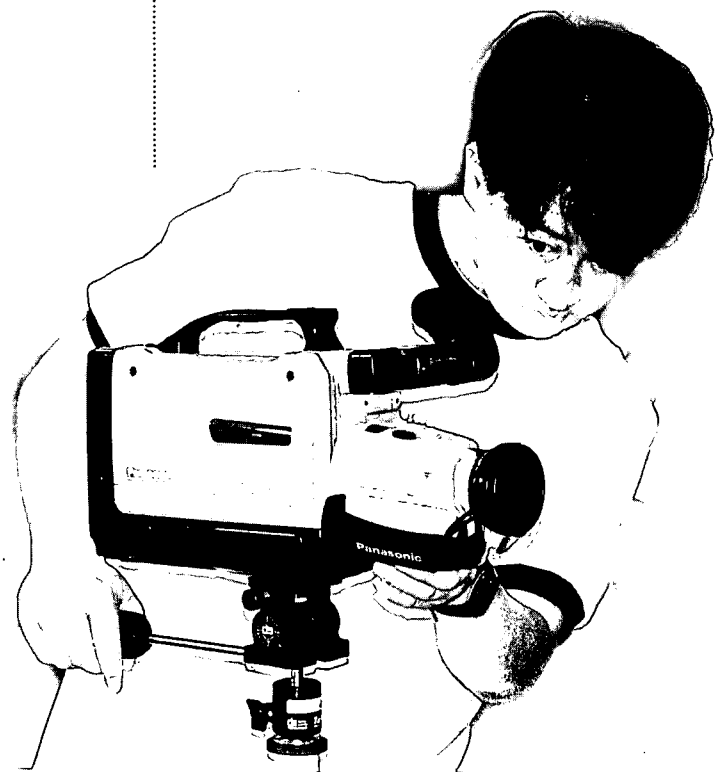


Photo courtesy of Kopoo High School

**C. Accountability,
Evaluation, and
Continuous
Improvement**

The goal of our accountability system is student learning of standards. It will focus on students, educational professionals collectively in schools and offices and as individuals in appropriate ways. It will also look at political leadership, business community and even parents.

For students, progress through the system will be predicated upon the demonstration of success in learning the standards at benchmark years. All can achieve the standards; though some will require more time, more attention or different instructional approaches. Each school should decide what's best for students.

For educational professionals, we distinguish between collective and individual responsibilities. People should be held accountable for that which they can in fact, be expected to accomplish. When it comes to student achievement, I think the record is clear: it takes entire schools—teachers, support professionals, other school staff—to produce student learning. Therefore, we examine student achievement as an indicator of school performance.

There will be goals, and there will be a balanced portfolio of consequences. In other words, there must be rewards for achievement and assistance where schools fall short and help is needed. If a school has had such assistance over a reasonable period of time and still makes little or no progress, then sanctions will be initiated.

On the individual level, we will be held responsible for our knowledge, our skills and our professional behavior through evaluations of our performance tied to profession-

al development and ongoing licensure requirements. For the vast majority of professionals whose evaluations are adequate and better, there will be self-determination regarding the means for renewing certification and licensure. For the few with serious needs identified by the evaluation, there should be specified focal areas for improvement in order to meet certification requirements. And for the very, very few with critical deficiencies, the accountability system should specify the necessary professional development and its expected outcomes for certification to be maintained.

**D. Services and
Systems Supporting
Students**

Standards-based reform challenges the whole system to make sure that all of the parts are aimed at the right targets and working well together, so too must similar thinking be taken up in each school.

**School Governance, Structure, and
Organizational Development**

A successful, comprehensive school design puts all of its resources—financial, cultural, human, and structural—into a thoughtful and creative alignment, focused to maximize the effective pursuit of standards.

Schools must begin by examining their use of resources. Do all programs help students meet the standards? Are there some that don't? Schools must examine the ways in which they organize and use human resources. Clearly certain kinds of educational programs and experiences are possible if a school organizes its faculty into teams. Similarly the manner in which a school organizes and uses time makes certain educational approaches such as extended projects, investigation or field work possible and restricts options in other areas.

A SAMPLE OF CONTENT AND PERFORMANCE STANDARDS FOR WRITING (Grades 4-5)

Exhibit One

CONTENT STANDARDS	BENCHMARK Grades 4-5
RANGE Write using various forms to communicate for a variety of purposes and audiences.	<ul style="list-style-type: none"> • Write using forms appropriate to purpose and topic. • Write to create understanding of ideas and information for self. • Write to communicate information, express opinions, and influence others.
COMPOSING PROCESSES Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.	<ul style="list-style-type: none"> • Include information from people and texts in writing. • Use feedback from others to revise and edit writing. • Revise and edit as needed, (e.g., inserting information; refocusing the topic; reordering text; finding a better word; correcting errors in conventions). • Use knowledge of the qualities of good writing to improve own writing. • Publish—in a variety of ways—selected finished products.
CONVENTIONS and SKILLS Apply knowledge of the conventions of language and research when writing.	<ul style="list-style-type: none"> • Apply knowledge of spelling, punctuation and grammar to write text(s) and correct errors. • Cite sources used in researching information.
RHETORIC Use rhetorical devices to craft writing appropriate to audience and purpose.	Produce writing that <ul style="list-style-type: none"> • Conveys meaning, provides important information, or makes a point and fulfills a purpose. • Has a form or structure that allows the parts to add up to a coherent whole. • Uses language that is clear, colorful, and natural. • Reveals the writer's developing voice and style.
ATTITUDES & ENGAGEMENT Demonstrate confidence as a writer, and find value and satisfaction in writing and sharing writing with others.	<ul style="list-style-type: none"> • Write readily for a variety of purposes on a range of topics.
DIVERSITY Understand diversity in language, perspective, and/or culture in order to craft texts that represent diverse thinking and expression.	<ul style="list-style-type: none"> • Write from perspectives of own cultural background.

CONTENT STANDARDS answer the question "What should students know, be able to do, and care about?" They are clear, broad statements of important ideas, concepts, and skills to be taught and learned in a content area.

PERFORMANCE STANDARDS answer the questions "What does good performance look like?" and "How good is good enough?" They clarify content standards by describing what evidence is acceptable in determining whether content standards have been met.

PERFORMANCE INDICATORS

Fourth and fifth grade students whose writings meet these content standards, consistently demonstrate the following in their writing:

1. The writing conveys meaning. It says something, makes a point, or provides the reader with information.
2. The writing is organized by a form or structure that is appropriate to the purpose and message. The parts add up to the whole, and support the overall meaning of the writing.
3. The writing uses language that conveys the intended message in an interesting, natural, and precise way.
4. The writing reveals a voice that comes through in the writing, giving the writing life or authority.
5. There are few errors in grammar, mechanics, and spelling. These errors do not interfere with the reading or detract from meaning.

COMMENTARY

STUDENT WORK

The performance indicators and commentary describe the kind of work required by the content standard(s). The numbers in the text identify the approximate location of the performance indicators and correspond with the commentary.

- ② The organization is logical—description of cat follows the premise that Oliver is “the weirdest cat.”
- ③ The writer uses language that gives the reader a vivid picture of this particular cat—he kills birds, rips up rats, goes cruising, has thick fur, and is heavy.
- ⑤ The writer knows that a colon is followed by a list. This is sophisticated for a young writer. The writer also appropriately underlines “again” to emphasize meaning.
- ② Transitions move the reader through the writing—“When he is in the house...;” “Then he changes his mind...;” “Another reason I think...;” “Also, I use...”
- ④ Voice gives the writing life and is revealed by the writer’s unique choice of words and conversational style—e.g., “Kitty back rides”, “bat cat for Halloween.”
- ③ The writer’s use of a double simile for emphasis—“like a mad-man,” “like a tornado”—gives flavor to the writing.
- ① Overall, the writer orchestrates the development of this topic in an entertaining way. Ideas and details are relevant and support the meaning—the Kitty back rides, the Halloween costume, running around the house like a mad-man.

My Pet Oliver

I have a pet cat named Oliver.

- ② I think he is the weirdest cat in the universe. Oliver is his real name, but we call him Oli for short. Oli is a mixed breed. His is part Himalayan and part Siamese. A lot of people admire him and say he is a beautiful cat. He likes to kill birds, rip up rats, and go cruising around the neighborhood. Oli has big blue eyes, and he has really thick fur. So that makes him kind of fat. He is heavy, too. He weighs 12 pounds.
- ⑤ Here are some reasons why I think
- ② he is weird: When he is in the house, he meows to go outside and then meows to come back in again. Then he changes his mind again. Another reason I think he’s weird is because he lets my brother Sam and I torture him. We do things like chase him around the
- ④ house, and I give him Kitty back rides, and I make him be super cat on my shoulder. Also, I use him as a scarf. One year Oli was bat cat for Halloween. He had little boots, a cape, and a mask, but he didn’t like the mask so we took it off. Talk
- ③ about a weird cat! Oh, yea, mostly in the mornings he runs through the house like a mad-man. Actually, it’s more like a tornado in a thunder storms!
- ①

The alignment of fiscal, human, and structural resources at the school level to best support a standards-based educational program is essential to effective performance. A Standards Implementation Design that focuses on student learning of the content and performance standards and is comprehensive in its viewpoint will supplant the School Improvement Plans of the past. This Standards Implementation Design framework will be offered as a means of integrating standards into a comprehensive planning scope. It embraces various programs such as Focus on Learning or the accreditation process for secondary schools, Title I or the major Federal program that provides supplemental funds for schools with a high number of children on free or reduced lunch, and other obligations into one “planning umbrella.”

To move from comprehensive planning to successful implementation, we need to reaffirm our commitment to site-based and shared decision making. The strategic plan enhances School/Community-Based Management and shared decision making in three ways:

1. Policy clarity—we must all clarify and have common understandings about the distribution of authority. What decisions will be made where, by whom, and through what kinds of processes,
2. Training and professional development—we must develop and hone the skills that support shared decision making. These include collaborative problem solving, facilitated dialogues, meeting design and management, and facilitative leadership, and

3. High quality and timely information to support decision making—we must create an information infrastructure that integrates all of the data that support effective school leadership and sound decision making at the school level.

Comprehensive Student Support System

To ensure that ALL students meet the standards, there is the need to bring the full range of student support services as close to the student as possible. This philosophy is inherent in the Comprehensive Student Support System that provides a supportive learning environment, which addresses the social, emotional, and physical needs of students.

The foundation for a Comprehensive Student Support system is the school-based service delivery approach. Since the school is now the center for services, school-level professionals have the wherewithal—authority and resources—to ensure a sound and responsive continuum of instruction and care for every student. Experience tells us that there are times when any and all students—even our most resilient ones—will need student support services. Thus the logical starting point for this continuum of care is the place where a student spends most of his or her school day—the classroom.

Our first steps in launching school-based services will include intensive training and skill building to best equip all parties to utilize the most appropriate instructional strategies and to either provide or arrange for the provision of services students require. Most significantly, the Comprehensive Student Support System through its school-based service delivery approach will allow the people most knowledgeable about a student to make decisions about that student so that support services can be delivered in a timely and efficient manner.

Modernizing Administrative Support Services

We take responsibility for our own performance and so we begin by exploring ways to help each other and most especially those on the front line of standards implementation. We need administrative and educational support that focuses on the right things, that is of higher quality, and that is delivered in a more timely manner.

This part of the plan examines the structure and organization of the system itself with four primary goals in mind.

1. Integrating responsibilities that ought to be intertwined, but currently are not, given the way we are organized.
2. “Flattening the hierarchy” by moving resources and support closer to the schools.
3. Realizing the untapped potential of our current talent pool by encouraging people to evaluate and improve the *way* they work, as well as to broaden their own learning by teaming with others or taking up challenges that exist “outside the box.”
4. Use of information technology tools to enhance performance.

E. Desired Culture

Finally, we are ready to describe those cross-cutting elements that define what we hope will be the *culture* of our organization—organizational and professional development, public engagement and communication, and on-going evaluation and continuous improvement. These elements suggest a desired culture—a system that is respectful of its members and its clients; a system that invests in its professionals and staff, a system

that is focused on performance and capable of judging that performance and adjusting its behavior so as to continually improve.

How well we succeed in building such a culture marked by these characteristics will depend on how much we value them and how well we internalize them as we go about our work implementing the standards.

We will know that we have succeeded when we can point to:

1. High-performing individuals working in a culture that enables and honors that performance,
2. Schools, complexes, clusters of complexes, and state offices that are open and professionally respectful,
3. Units at all those levels that are able to routinely inspect their performance and adjust their behaviors to maximize that performance, and
4. Units at all those levels whose members respect each other, first as human beings, then as professionals, and who draw on that respect to work well together in the common interest of educating children.

In short, every place throughout our system will nurture adults to learn and grow, just as much as students do. The strategic plan describes the support necessary from outside the schools, but also the actions and responsibilities needed *within* them for these **learning communities** to exist.

Learning Communities with **Standards** at Their Core Will Have...

Teachers, Parents, Principals, Staff Specialists, Community Supporters, Educational Officers, Board Members, Superintendents...who, by their words and actions, tell you:

1. We, individually and with others, accept the responsibility to help ALL students meet the standards,
2. We pursue an enriching quality of life through continuous learning—personally and professionally,
3. We work effectively with others,
4. We think through issues and problems, then promote effective solutions, and
5. We have the ability to recognize quality work, we examine what we do, we take positive actions to improve, and we can show you our quality work products.

Students who, by their words and actions, tell you:

1. We accept the challenge to plan for our own growth and development to meet the standards,
2. We take advantage of the learning opportunities that surround us at home, at school, and in our communities,
3. We can work well with others,
4. We can think through problems that have several parts, “gray” areas, or different points of view, and come up with useful answers that make sense, and
5. We can tell you what makes something a “quality product,” we accept responsibility to examine and improve the quality of our products, and we can show you our quality products.



Photo courtesy of Moanalua Middle School

Some Thoughts About What a

"Standards-based School or Classroom" Might Look Like

1 In a standards-based classroom, everyone knows what is being taught and why. This is true for the educators, but it is also true for parents and most especially students.

3 The school, or even better the complex, has met to plan the curriculum—the ordered sequence of educational experiences—which will share responsibility for the standards across the grade levels.

5 All of the school's resources—money, instructional materials, human talent, educational programs, organizational resources, and even the way that it organizes and uses time—are all aligned with each other and focused on the singular goal of helping students achieve the standards.

7 The school is an open and inviting place where parents and the community participate as advocates, boosters, decision makers, and most especially as partners in the education of children.

2 It is expected that all children will learn that content. For any who aren't learning, the school's response is immediate and direct—extra help is provided, or the content is re-taught, very often using a new approach to which the learner may respond better.

4 Every student's progress against the standards is continuously monitored and instructional approaches are shaped by his/her successes and needs.

6 The elements of the external environment in which a school resides—policies, assessment systems, professional development systems, curriculum and instructional supports—are all similarly aligned to help schools help their students achieve the standards.

8 These schools are engaging and exciting places in which to work. They're places where learning happens for adults, as well as children. And in so doing they nurture not only the professional, but also the emotional and spiritual side of those who serve in them.

Superintendent Paul G. LeMahieu,
"The Challenge of Standards-based Reform"

*Keynote Address at the Hawai'i Public Schools Education Leadership Conference
(August 10, 1999, pp. 14-15).*

Standards Implementation Tasks

To Be Completed: September 1999 - August 2000*

Hawai'i Content and Performance Standards and Assessments

- Refined content standards (10 areas) to all teachersSep-99
- Support for Standards' Implementation:
1. Resource documentsOct-99
 2. Interactive resource center websiteJan-00
 3. *Consumer Report*-type system review commercial materials/negotiated "best prices" for schoolsMar-00
 3. Current curr & instructional resource materialsJan-00
 4. Online Assessment Information Resource Center:
 - (a) Sample assmt toolsJan-00
 - (b) Database assmt items/tasksJan-00
 - (c) Advice assmt techniquesJan-00
 - (d) Assmt resources available from vendorsJan-00
 5. Revise Authorized Course Code Numbers, award of credit, grading, graduation requirements, report of student progress, promotion/retention requirementsJun-00
- Performance standards, initial set—75% completedAug-00
- Hawai'i Assessment Program—statewide assmts
1. Timeframe—statewide field testMay-00
 2. Complete developmentMay-01
 3. Statewide administrationMay-02

Accountability, Evaluation, and Continuous Improvement

- School Accountability Program—student achievement standards:
1. Criteria for measuring, reportingNov-99
 2. Timeframe for consequencesSep-00
 3. Seek resources for rewards & assistanceNov-99
 4. Identify fair, motivating consequencesMar-00
 5. Recruitment and training of School-Review teamsJun-00
 6. Report baseline accountability results for schoolsOct-01
- Professional Accountability ensure satisfactory performance helping students meet standards
1. Teacher evaluation
 - (a) Pilot test2000
 - (b) Statewide implementation2001
 - (c) Training teachers & principals in evaluation programMay-01
 - (d) Link evaluation to professional improvement requirements, licensing renewal decisions . . .Aug-01
 2. School Administrator evaluation—develop plan to reviseSep-01
 3. District & State Administrator evaluations—plan to reviseSep-02

* A few integrated tasks with later completion dates are included to give readers the complete picture.

- Student Accountability
certifying attainment—
reading writing, math standards
1. Elem, middle/intermediate—use standards-based results of state Hawai'i Assmt Program Jun-03
 2. High school—certification attainment of standards; beginning Grade 10, Class of 2004 Jun-02

- Accountability of other key stakeholders
1. Description of roles, responsibilities Aug-99
 2. Action plans, accountability measurement Jan-00

- Regulatory environment
1. Update laws/policies/rules to promote standards Nov-00
 2. Orient policies/regulations to standards (grading, graduation, retention, course reqmts) Jun-00

Support Services and Systems

Comprehensive Student Support System

- Standards Implementation Design components Jul-99
- System of care—contract options Jul-99
- Operations Manual Sep-99
- Integrate support system in schools' Standards Implementation Design Jun-00

- Evaluation of student support system
1. Complexes evaluate schools' support services Sep-99
 2. Electronic data gathering, management system Sep-99
 3. Monitor implementation school-based services Jul-99
 4. Assess system of care; modify as needed Jun-00

Modernizing Administrative Support Services

- Restructure State offices Mar-00
- Move resources closer to schools:
1. Task force—work scope, functions, etc. Oct-99
 2. Schematic—resources matched to function and need Jun-00
 3. Plan—reorganize “clusters of complexes” Jul-00

- Adopt restructuring plan, evaluate, improve Sept-00+

Integrate Management Information System

1. Schools' networking, Internet access Nov-00
2. Integrated student information system Sep-00
3. Synchronize common student information Nov-00

Human Resources Information Plan

1. Phase 1—resource development Jan-00
2. Phase 2—hardware & software Jul-01
3. Phase 3—deploy human resources Sep-01
4. Phase 4—payroll, time, attendance data Fall-01

School Governance, Structure, and Organizational Development

- Collaborate on redefining principal's roleFeb-00
- Develop rubric for School/Comm-Based ManagementFeb-00
- Review decision-making policy context for standards-based reformJul-00
- Collaborative strategies for shared decision-makingJul-00
- Develop actions plans for cross-cutting issuesSep-00

Professional Development and Capacity Building

Standards and Assessment

- Professional Development Coordinating Committee develop plan to meet training needs on standards for all personnel; emphasis on leadership dev to organize schools around standards; inservice training in standards' curr, instruction, assmt; integration Professional Development Credit option; staff development systems.Oct-99

Accountability

- Assessment Liaison:
 1. Assessment function school/complexSep-00
 2. Plan prof dev, on-going technical assistanceNov-00

Comprehensive Student Support System

- Regular edn teachers deliver standards-based educational, modification plans for diverse learners:
 1. Differentiated instruction, effective behavior strategies, appropriate assmt strategiesJul-99
 2. Communicate, partner with parents, service providersJul-99
- Incr staff capacity at each school—learning, behavioral student support, related svcs, including Edn Assistant trainingJul-99

- Training, communication support—personnel assigned to implement SystemJul-99

- Training facilitate collaboration school, families, community agencies, organizationsJul-99

School Governance, Structure, and Organizational Development

- Assist schools to build capacity for standards implementationNov-99
- Pre-service, staff dev systems' capacity building & prof dev support standards implementationSep-00
- Principals/ed officers lead standards-based reform:
 1. Prof dev—school improvmt, accountability, needs analysis, public engagementOct-99
 2. Manage, add, pool resources—more time, stream-line daily school operationsOct-99

Public Engagement and Communication

Standards and Assessment

- Solicit suggestions for standards video, discussion guide—help schools introduce standardsOct-99
- Task force—public’s desires standards-based student report cardDec-99
- Communicate plans, progress of HI Assmt Prog & School Accountability Program to schools, communityJan-00
- 1. Timeframe, procedures, expectationsApr-00
- 2. Integrate other communication toolsMar-00

Accountability

- Collaborative working agreements to improve quality, access information support decisions, actionsSep-99
- Provide interactive Community Forum, public discourse on school/system progressSep-00
- Biennial community-wide survey solicit public input improving system’s assmt, accountability reportingJan-01

Comprehensive Student Support System

- Orientation session—parents, adm, communityJul-99+
- Build links in depts, with agencies & orgs at State, district, complex levelsJul-99+

Modernizing Administrative Services

- Share restructuring schematic—Board, unions, state & district, school personnelMar-99+
- Survey school, district, state—services neededOct-99
- Input from affected personnel; inform BoardNov-99

School Governance, Structure, and Organizational Development

- Complex/regional decision making—appropriate involvement stakeholders, max use of resourcesSep-00
- Task force comprehensive review statutes, policies, rules, regsNov-00

“Genetics is no barrier to learning,” according to brain research work by Reuven Fuerstein and his associates. If you know how the brain learns, what happens physiologically, one can assist a learner to create new “hardware” in the mind to carry new learnings. (Karen D. Olsen, “Notes from Recent Brain Research,” in the Training Module of the California Department of Education School Leadership Academy, p. 3)



Photo courtesy of Honowai School

1.

Refining Hawai'i Content and Performance Standards (HCPS)

AND Providing Standards-based Curricular and Instructional Support

In a standards-based education system, content standards must be clear and worthy goals for instruction and learning; performance standards must clearly communicate "how good is good enough," and our teachers must have the instructional skills, the subject knowledge, and the curriculum resources to reach all students.

Superintendent Paul G. LeMahieu, "Standards-based Reform: What Will It Take?" (March 15, 1999, p. 2)

WHAT	TASKS	WHEN
Refining the Hawai'i Content Standards (what students should know and be able to do) in the following content areas <ul style="list-style-type: none"> • Language Arts • Mathematics • Science • Social Studies • Fine Arts • Health • Physical Education • World Languages • Career and Life Skills • Computer Education, And according to the following grade clusters, K-3 (for language arts and mathematics, K-1 and 2-3) 4-5, 6-8, 9-12	<ol style="list-style-type: none"> 1. Convene a standards writing team for each content area comprised of school, university, and community content area specialists 2. Identify criteria for high quality content standards in consultation with national experts 3. Examine national standards, and other state/district standards 4. Have national experts critique the draft content standards 5. Conduct reviews and validation of the refined content standards—to ensure that the standards make sense and are worthy, clear, useful, manageable, and visionary—by convening local stakeholders, particularly elementary, middle, and high school classroom teachers 6. Distribute the refined Hawai'i Content and Performance Standards 	Completed Completed Completed Completed Completed September 1999

WHAT	TASKS	WHEN
<p>Developing Performance Standards that provide clear descriptions (performance indicators) and concrete examples (student work with commentary), on how well students must learn the material represented by the Content Standards, i.e., "how good is good enough"</p>	<p>7. Engage classroom teachers in developing performance indicators and collecting and analyzing student work in relation to the content standards</p> <p>8. Convene teacher teams to write performance standards that would include performance indicators and student work with commentary, as well as methods for assessing how well students have learned the material</p> <p>9. Establish a "virtual" or interactive resource center website for each of the content areas, so teachers can review and/or give input to the development of the performance standards</p>	<p>Ongoing, already started</p> <p>Ongoing, already started</p>
<p>Providing standards-based curricular and instructional support</p>	<p>10. Complete initial set of Performance Standards (a) Language arts and mathematics (b) Eight other content areas</p> <p>11. Create resource documents to support standards implementation, such as Making Sense of Standards, which addresses the "why" and "what" of standards and illustrates what a standards-based classroom and school looks like, and an informational brochure for parents and community members that would help parents understand standards and illustrate how they can help their children meet the standards</p> <p>12. Identify current, high quality curriculum and instructional resources at the national and local level that are aligned with and support the implementation of the standards</p>	<p>January 2000</p> <p>August 2000 (75% completion) August 2001 (remaining 25% completed) August-October 1999</p> <p>Ongoing, already started</p>

WHAT	TASKS	WHEN
<p>Providing standards-based curricular and instructional support (continued)</p>	<p>13. Provide access to high quality, current, and aligned curriculum and instructional resource materials through professional development programs, curriculum leadership networks, and the standards website</p> <p>14. Provide chat rooms and list servers to enable educators with common interests (e.g., specific standards, issues arising from standards implementation, or areas such as performance assessments or instructional strategies to meet diverse learner needs), to interact with each other or share information and ideas</p> <p>15. Establish an optional "resource procurement" system that reviews commercial materials and negotiates "best prices" for schools</p>	<p>January 2000</p> <p>January 2000</p> <p>March 2000 and ongoing</p>
<p>Providing meaningful, job-embedded professional development to create a performance-oriented system</p>	<p>16. Convene design teams to develop a coherent, comprehensive, systemwide professional development plan by engaging critical stakeholder groups in the process. The plan would include:</p> <ul style="list-style-type: none"> (a) Stakeholder understanding of standards and standards-based reform (b) Leadership development to help school administrators lead and organize their schools around standards (c) Inservice training to strengthen curricular, instructional and assessment practices (d) External supports to strengthen content or disciplinary-based perspectives for standards implementation in specific content areas 	<p>October 1999</p>

Technical Reference Matrix
Section One

WHAT	TASKS	WHEN
<p>Providing meaningful, job-embedded professional development to create a performance-oriented system (continued)</p>	<p>(e) Integration with the Department's Professional Dev Credit option (f) Creating staff development systems to implement the plan</p>	
	<p>17. Creating staff development systems to implement the plan</p>	<p>October 1999 and ongoing</p>
<p>Aligning the policy and regulatory environment to support standards-implementation</p>	<p>18. Update and revise policies, regulations, and practices to assure congruence with and support of a standards-based system. This includes: (a) Authorized Course Code Numbers (ACCN), award of credits (b) Reporting student progress (c) Grading (d) Graduation requirements (e) Promotion/retention requirements (f) Other Board policies</p>	<p>June 2000</p>
	<p>19. Propose legislation and/or policy actions to enable standards implementation</p>	<p>January 2000</p>

2.

Developing an

Assessment and Accountability System

In a standards-based education system, assessment strategies provide credible and accurate information on student attainment of our standards. An accountability system, a process of accepting responsibility for and being answerable for one's actions, should motivate and support improved performance. An effective accountability system links authority with responsibility; defines clear lines of responsibility and mutual obligation; and requires continuous inspection of how well our system and our schools are supporting student attainment of our standards. The inspection should lead to recommendations and actions in a continuous improvement cycle.

Superintendent Paul G. LeMahieu, "Standards-based Reform: What Will it Take?" (March 15, 1999, p. 2)

WHAT	TASKS	WHEN
<p>Student Assessment</p> <p>Develop and implement a <i>statewide standards-based Hawai'i Assessment Program</i> that provides educators, decision-makers, and the public with fair and adequate information on students' accomplishment of the standards [required by Act 74].</p>	<ol style="list-style-type: none"> 1. Develop and implement state student assessments based on the Hawai'i Content and Performance Standards II in reading, writing, mathematics, and the overarching General Learner Outcomes, which use varied response formats (e.g., short answer, essay, multiple choice) at the benchmark grade levels 3, 5, 8, and 10 2. Augment the standards-based state accountability assessments with a small portion of the current Stanford Achievement Tests, 9th edition, in reading and mathematics (not writing) in order to also provide norm-referenced information [required by Board of Education policy #2520] 	<p>May 2000 (field test statewide) May 2001 (complete development, w. proficiency levels; baseline assessment) May 2002 (ongoing)</p> <p>May 2000 (ongoing)</p>

WHAT	TASKS	WHEN
Student Assessment (continued)	3. Ensure appropriate assessment accommodations are afforded to students from special populations (e.g., special education, English as Second Language Learners)	May 2000 (ongoing)
	4. Actively communicate the plans and progress of the Hawai'i Assessment Program to educators, decision-makers, and the public using a variety of methods and formats (e.g., brochures for parents, newspaper articles, op-ed articles, television programs, content on the Assessment Information Resource Center website). Use school results to promote "assessment literacy" and showcase exemplary uses of assessment information by schools in the service of student learning	January 2000 (ongoing)
	5. Use the standards-based assessment information in the School Accountability Program	October 2001 (ongoing)
	6. Develop a long-range plan for the inclusion of the other content areas specified in the Hawai'i Content and Performance Standards into the statewide Hawai'i Assessment Program and/or school/classroom assessment programs	January 2001 (plan completed)
	7. Develop a long-range plan and/or guidelines for the inclusion of developmentally and technically sound early education (e.g., grades K-2) assessment—at minimum in the area of reading in grades 1 and 2—into school/classroom assessment programs	January 2002 (plan completed)

WHAT	TASKS	WHEN
<p>Student Assessment (continued)</p>	<p>8. Develop a plan to organize and maintain a small-scale, ongoing research and development effort focused on new assessment strategies in order to build the capacity for flexibility, innovation, and growth into the statewide Hawai'i Assessment Program</p>	<p>January 2001 (plan completed)</p>
<p>School Accountability</p> <p>Develop and implement a <i>School Accountability Program</i> centered on student achievement of the standards [required by Act 74].</p>	<p>1. Determine criteria for schools' yearly standards-based academic progress (school compared to itself) and standards-based absolute goals based on percent of students "meeting" standards</p> <p>(a) Use outcomes of standards-based state assessment in language arts and mathematics, and</p> <p>(b) Decide if and how standards-based school assessment outcomes should be used.</p> <p>2. Set timeframe for triggering school accountability consequences. It was suggested that rewards and assistance be implemented immediately, and that full consequences be implemented following three annual improvement cycles</p> <p>3. Establish guidelines, tools and evidence to be used by School Review-Assistance teams for on-site school visitations, for the purpose of determining type of consequences (full range—from rewards and recognition, to types of assistance, to types of sanctions)</p>	<p>November 1999</p> <p>September 1999</p> <p>May 2000</p>

Technical Reference Matrix

Section Two

WHAT	TASKS	WHEN
School Accountability (continued)	4. Examine statewide resources (people and money) that can contribute and provide rewards, recognition, and assistance; seek external funding; propose appropriate funding legislation [est. \$250,000 public & private funds, annually]	Begin Nov. 1999 (continuing thereafter)
	5. Generate and/or identify specific forms of consequences that schools would see as fair, inspiring, and motivating	March 2000
	6. Develop training materials and training package for School Review-Assistance teams; identify possible positions and people inside and outside the Department to serve on these teams; establish procedure for "recruiting" them	June 2000
	7. Establish communication procedures with schools regarding school accountability expectations, consequences, timeframe, and priority assistance	April 2000
	8. Use media and other communication channels to convey the timeframe, school accountability expectations and consequences to school-communities and other stakeholders	May 2000
	9. Set up a system which monitors unintended outcomes of school accountability, such as increases in drop-out rate, decrease in attendance rate, increase in retention rate, decrease in high school graduation rate, etc.	May 2000

WHAT	TASKS	WHEN
<p>School Accountability (continued)</p>	<p>10. Design how school accountability outcomes (e.g., made adequate or outstanding progress, met absolute goal, did not make progress) and consequences (announcement of type of reward-recognition, assistance, etc.) will be integrated with public communication reports (e.g., School Status & Improvement Report) and with other key information the public and parents want to have about schools</p>	<p>March 2000</p>
	<p>11. Report baseline accountability results for schools; integrate with full communication system about timeframe for improvement; specific forms of consequences; integrate with other school information</p>	<p>Tentative — October 2001 (baseline only)</p>
	<p>12. Modify, add, or work to remove policies, rules, and regulations so that conditions needed for school accountability may flourish, i.e., adequate school resources, sufficient flexibility and freedom for school-based decisions, and sufficient time to improve</p>	<p>Ongoing</p>
	<p>13. Report school accountability outcomes and change from baseline year; acknowledge those schools that are improving</p>	<p>Begin October 2002 and each Oct. thereafter</p>
	<p>14. Recruit and train School Review-Assistance team members to serve the state's accountability needs [est. \$31,500 state funds & \$31,500 federal funds, annually]</p>	<p>SY 2001-2002</p>
	<p>15. Identify and provide assistance to schools based on school accountability results</p>	<p>Begin rewards & assistance October 2002 and annually thereafter; October 2004—begin sanctions October 2004</p>
<p>16. Initiate the full range of school accountability consequences</p>		

Technical Reference Matrix
Section Two

WHAT	TASKS	WHEN
<p>Professional Accountability</p> <p>Develop and implement a <i>Professional Evaluation Program for Teachers</i> to ensure satisfactory performance of professional teacher standards, including improving student proficiency on learning standards.</p>	<ol style="list-style-type: none"> 1. Develop and implement a sound, legally defensible and practical Professional Evaluation Program for Teachers to provide annual evaluation of all teachers 2. Train teachers and principals re: requirements of the Professional Evaluation Program for Teachers 3. Build a formal link between results from the Professional Evaluation Program for Teachers and obligations related to: <ol style="list-style-type: none"> (a) Professional improvement requirements, and (b) Licensing renewal decisions. [Note: Standards for licensing renewal are under development by the Department of Education.] 	<p>2000-01 (pilot test) 2001-02 (statewide implementation)</p> <p>March - May 2001</p> <p>August 2001</p>
<p>Develop and implement a <i>Professional Evaluation Program for School Administrators</i> to ensure satisfactory performance of professional school administrator standards, including improving student proficiency on learning standards.</p>	<ol style="list-style-type: none"> 1. Develop a plan to revise the current annual performance evaluation of school administrators 	<p>September 2001</p>
<p>Develop and implement a <i>Professional Evaluation Program for District and State Administrators</i> to ensure satisfactory performance of professional administrator standards, including supporting student proficiency on learning standards.</p>	<ol style="list-style-type: none"> 1. Develop a plan to revise the current annual performance evaluation of district and state administrators 	<p>September 2002</p>

WHAT	TASKS	WHEN
<p>Student Accountability</p> <p><i>Certify high school students' level of attainment of the standards</i> in reading, writing, and mathematics.</p>	<ol style="list-style-type: none"> 1. Use standards-based results of the statewide Hawai'i Assessment Program to classify high school students' level of attainment (i.e., certify their "proficiency" relative to the standards) 2. Use certification of attainment of the performance standards from the Hawai'i Assessment Program's reading, writing, and mathematics measures, beginning in grade 10 (with repeated administrations through grade 12), as the basis, in combination with Board of Education course and credit requirements, for a regular Hawai'i public high schools diploma 	<p>June 2001 to June 2003 (phase-in, information only) June 2004 (ongoing)</p> <p>Implementation completed with the graduating class of 2004</p>
<p><i>Certify elementary and middle/intermediate school students' level of attainment of the standards</i> in reading, writing, and mathematics.</p>	<ol style="list-style-type: none"> 1. Use standards-based results of the statewide Hawai'i Assessment Program to classify elementary and middle/intermediate school students' level of attainment (i.e., certify their "proficiency" relative to the standards) 	<p>June 2001, June 2002 (phase-in, information only) June 2003 (ongoing)</p>

Technical Reference Matrix
Section Two

WHAT	TASKS	WHEN
<p>Student Accountability (continued)</p>	<p>2. Use certification of standards attainment for elementary and middle/intermediate school students to determine their eligibility to participate in the next regular statewide Hawai'i Assessment Program assessment. Students not eligible are to be provided additional instructional time or differentiated instruction to become "proficient" before they can move on within the statewide Hawai'i Assessment Program. Such students will be afforded the opportunity to demonstrate their attainment of the standards in supplementary Hawai'i Assessment Program assessments administered in non-benchmark grades (i.e., grades 4, 6, 7, and 9) [est. \$560,000 state funds, annually]</p>	<p>June 2003 (ongoing implementation)</p>
<p>Revise <i>student report cards</i> to reflect progress referenced to the Hawai'i Content and Performance Standards.</p>	<p>1. Review current policy and regulations regarding student report cards</p> <p>2. Convene a task force broadly representative of education stakeholders statewide to determine whether it is desirable to (a) require a uniform student report card in all schools statewide, or (b) not require a uniform report card statewide but require that school-developed report cards satisfy certain common purposes and criteria, or (c) recommend some other option, given a credible and compelling rationale</p>	<p>December 1999</p> <p>February 2000</p>

WHAT	TASKS	WHEN
<p>Accountability of Other Constituents</p> <p><i>Clarify the roles and responsibilities of all key stakeholders</i> (e.g., from elected officials to students) for accountable public education [required by Act 74].</p>	<ol style="list-style-type: none"> 1. Develop a complete enumeration of all key stakeholders and a description of their primary roles and responsibilities for accountable public education 2. Develop and implement public engagement processes that actively involve key stakeholders in reviewing and clarifying their roles and responsibilities 3. Develop action plans for follow-through on described responsibilities (e.g., developing a coherent state education policy framework, securing independently commissioned annual reports, developing a "Parent's Declaration of Responsibility") 4. Develop measures and practices based on fair criteria that will hold other stakeholder groups (e.g., legislators, parents, business) responsible for public education 	<p>August 1999</p> <p>November 1999</p> <p>January 2000</p> <p>January 2000</p>
<p>Provide all stakeholders with <i>meaningful and understandable "report cards" on how schools, districts, and the system are doing</i> on critical indicators of success and accountability criteria, particularly, standards-based student achievement [required by Act 74].</p>	<ol style="list-style-type: none"> 1. Build on the indicator requirements of Act 74 (student achievement of standards, attendance, dropouts, parent involvement) and the Board of Education's Effective Schools Policy # 2005 (student achievement of standards, behavior, student and parent satisfaction). Find out what other information is really desired and by whom. What are the critical indicators of success? Use the results from a biennial community-wide survey for planning 	<p>October 2000 (for Act 74 requirements)</p> <p>January 2001 (initial survey; every 2 years thereafter)</p>

Technical Reference Matrix
Section Two

WHAT	TASKS	WHEN
<p>Accountability of Other Constituents (continued)</p> <p>Provide all stakeholders with <i>meaningful and understandable "report cards" on how schools, districts, and the system are doing</i></p>	<p>2. Inform stakeholders what changes are being implemented and how we will define school and system success</p> <p>3. Disseminate the revised School Status and Improvement Report (SSIR) with school accountability information</p> <p>4. Make the report easy to read and deliver it, using credible messengers</p>	<p>July 2000</p> <p>October 2001</p> <p>October 2001</p>
<p>Provide educators, decision-makers, and the public with information from <i>external assessments</i> about how well our state is doing relative to other states.</p>	<p>1. Generate secondary analysis and summary reports of inter-state assessment information (such as National Assessment of Educational Progress, annual college entrance examination results)</p> <p>2. Actively provide assessment information to the public and decision-makers through a variety of methods and formats to promote "assessment literacy" and the sound use of assessment information</p>	<p>October 1999</p> <p>October 1999</p>
<p>Assessment & Accountability Supports</p> <p>Provide <i>support for schools' and classrooms' standards-based assessments.</i></p>	<p>1. Provide ongoing professional development training for school staffs which meets sound criteria and integrates curriculum, instruction, and assessments with standards</p>	<p>October 1999 (ongoing)</p>

WHAT	TASKS	WHEN
<p>Assessment & Accountability Supports (continued)</p>	<p>2. Establish an online Assessment Information Resource Center website and staff, fully integrated with the Hawai'i Content and Performance Standards website, that provides direct access for school staff to:</p> <ul style="list-style-type: none"> (a) Sample assessment tools and related standards-based assessment information, (b) A searchable database of assessment items/tasks indexed to the Hawai'i Content and Performance Standards, (c) Personnel who can offer advice and feedback on the application of classroom and school-selected assessment techniques, and (d) Assessment resources and services provided by vendors and others (via brokering and connecting) that can assist schools to implement their standards-based classroom and school-determined student assessments. 	<p>January 2000 (Website established; continued development thereafter)</p>

WHAT	TASKS	WHEN
<p>Assessment & Accountability Supports (continued)</p> <p>Establish a Hawai'i Public Education <i>Accountability Council</i>.</p> <p>Provide the <i>public</i> with opportunities to identify <i>what they consider the key indicators of success</i>, as well as to <i>appraise school and system progress</i> on those indicators.</p>	<ol style="list-style-type: none"> 1. Establish a Hawai'i Public Education Accountability Council to: <ol style="list-style-type: none"> (a) Provide long-term, stable, non-partisan policy guidance to the Board of Education and Superintendent; (b) Advocate for and defend/support accountability in public education; (c) Monitor and verify the soundness of Department of Education's accountability system; and, (d) Recommend improvements to the accountability system. 1. Coordinate community forums with a preceding public information campaign designed to ensure a basic understanding of the standards (what they are, why they are important, what they look like) and how to interpret school-level assessment results from the statewide Hawai'i Assessment Program 2. Use the school, district, and system report cards as a tool to engage the community, emphasizing improvement: What improvements have occurred, and how to further improve the schools and the school system. [est. \$5,000 state funds, annually, for Community Forums] 	

Technical Reference Matrix
Section Two

WHAT	TASKS	WHEN
<p>Assessment & Accountability Supports (continued)</p> <p>Provide the public with opportunities to identify <i>what they consider the key indicators of success</i> (continued)</p>	<p>3. Develop and implement a biennial community-wide survey focused on soliciting input about improving the system's assessment and accountability reporting. [Combine with the Hawai'i Opinion Poll on Public Education; est. \$3,000 additional cost, biennially.]</p> <p>4. Obtain ratings on key indicators of success (e.g., "Progress" in addition to "Importance") via the Biennial Community-Wide Survey</p>	<p>January 2001 (initial; every 2 years thereafter)</p> <p>(same as above)</p>
<p>Improve the <i>quality and access to information</i> that supports decisions and action.</p>	<p>1. Develop collaborative working agreements and actions among the several offices currently responsible for the collection, analysis, and reporting of student, school, financial, and personnel data. Focus on (a) establishing official data definitions for key data elements, (b) establishing common access protocols and designating an official source or repository for each key data element, (c) working to improve data timeliness, accuracy, access, efficiency, and security, and (d) providing technical support to data users.</p>	<p>September 1999</p>
<p>Ongoing Evaluation & Continuous Improvement</p> <p><i>Monitor progress</i> of the development and implementation of the <i>standards-based Assessment and Accountability System</i>.</p>	<p>1. Identify a small set of broad indicators to assess Assessment and Accountability services provided to various stakeholders</p> <p>2. Gather and analyze indicator data for continuous improvement of services</p>	<p>July 2000</p> <p>February 2001 (ongoing)</p>

3.

Developing a

Comprehensive Student Support System

Our students' attainment of our standards—their learning experiences, takes place within a social, emotional, and physical context and is influenced by the quality of that environment. This is particularly true for the relationships among those facilitating student learning, as well as the relationships among the students themselves. Holding high expectations for student behavior and learning, supportive working relationships among school personnel, caring teachers, and safe and healthy school facilities all promote student learning.

Superintendent Paul G. LeMahieu, "Standards-based Reform: What Will It Take?" (March 15, 1999, p. 2)

WHAT	TASKS	WHEN
<p>Ensuring that ALL students receive intellectual, emotional, social, and physical support to meet the Hawai'i Content and Performance Standards.</p>	<p>1. Develop a coherent system of support that includes an array of services/programs such as counseling, positive anger control, Primary School Adjustment Project, English Second Language Learner, Comprehensive Student Alienation Program, special education, and transitional programs to support all students in their efforts to attain the standards</p>	<p>July 1999 and ongoing</p>
	<p>2. Provide awareness and orientation sessions about this system of support for key stakeholders</p> <ul style="list-style-type: none"> (a) Administrators (b) Student Services Coordinators (c) Teachers (d) Parents (e) Others in the Community as appropriate 	<p>Begin July 1999 and ongoing</p>
	<p>3. Review Comprehensive Student Support System implementation procedures and practices annually, emphasizing the classroom as the initial base of student support</p>	<p>July 1999 and ongoing</p>

WHAT	TASKS	WHEN
Ensuring that ALL students receive intellectual, emotional, social, and physical support to meet the Hawai'i Content and Performance Standards. (continued)	<p>4. Develop a "system of care" with a continuum of services that includes classroom-based and school-based services, as well as community-based services as necessary, using either Option One or Option Two:</p> <p>(a) Option One—Schools able to use simplified procedures to authorize, per Individualized Education Program or Modernization Plan, less intensive mental health services managed at the school and arrange for such services directly from Department of Health's contracted provider network</p> <p>(b) Option Two—Department of Education able to contract with Department of Health an agreed-upon budget for specified purposes. When using such resources, the education department will hire additional staff or contract directly with private providers for needed mental health services</p> <p>5. Complete the Operations Manual containing guidelines and tools for implementation of the Comprehensive Student Support System and School-based Services</p> <p>6. Guide schools in integrating Comprehensive Student Support System/School-based Services efforts into their Standards Implementation Design</p> <p>7. Strengthen and make consistent the referral and support team process in each school.</p> <p>8. Connect each student with a significant adult and/or school support group</p>	<p>July 1999 and ongoing</p> <p>By September 1999</p> <p>June 1999-June 2000</p> <p>September 1999 and ongoing</p> <p>September 1999 and ongoing</p>

WHAT	TASKS	WHEN
<p>Ensuring that ALL students receive intellectual, emotional, social, and physical support to meet the Hawai'i Content and Performance Standards. (continued)</p>	<p>9. Facilitate School-based Services Delivery to provide comprehensive behavioral health services and supports by identifying a Student Services Coordinator or another staff member who will provide such services to students in each school</p> <p>10. Strengthen the capacity of regular education teachers to plan and deliver appropriate, standards-based educational and modification plans for diverse learners</p> <p>(a) Differentiated instruction (b) Strengths-based instruction (c) Effective behavior strategies (d) Appropriate assessment strategies (e) Communicating and partnering with parents, service providers, etc.</p> <p>11. Increase capacity of staff in each school to provide learning and emotional/behavioral student support and related services including training for Educational Assistants</p>	<p>August 1999</p> <p>July 1999 and ongoing</p> <p>July 1999 and ongoing</p>
<p>Facilitating partnerships and links between educational and other support programs in each school's community</p>	<p>12. Provide support for personnel assigned to implement support system in all complexes through training and communication</p> <p>13. Identify, assess, and inform school community of existing programs and services</p> <p>14. Identify and build links within departments, agencies, organizations at the State, district, complex levels</p> <p>15. Provide training opportunities to facilitate collaboration among school personnel, families, community agencies, and organizations</p>	<p>July 1999 and ongoing</p> <p>Started December 1998 and ongoing</p> <p>Started July 1998 and ongoing</p> <p>July 1999 and ongoing</p>

Technical Reference Matrix
Section Three

WHAT	TASKS	WHEN
Evaluating the student support system components in effectively addressing the needs of all students	16. Assist complexes in evaluating their schools' Comprehensive Student Support System activities	September 1999 and ongoing
	17. Develop an integrated electronic data gathering and case management system for schools, complexes, state personnel	September 1999 and ongoing
	18. Assess effectiveness of Comprehensive Student Support System as a system of care to address needs of all students	June 2000
	19. Modify the Comprehensive Student Support System in response to assessment data as needed	June 2000
	20. Monitor ongoing implementation of expanded School-based services	July 1999 and ongoing

Modernizing

Administrative Support Services

Management, operations, organizational structures, and functions of the whole of the system should support the vision of a standards-based education system. How resources and funding are allocated, organized and used; what knowledge and skills job candidates should possess; how employees are trained, and organized to do their work, and how time is organized and used--all must support student attainment of our standards. Coordination of initiatives and support services is grounded in better accountability and more efficient productivity. Priority among proposed actions is awarded to those that have the most potential for giving schools direct, "value-added" benefits to implement the Hawai'i Content and Performance Standards. What will it take to accomplish this?

Superintendent Paul G. LeMahieu, "Standards-based Reform: What Will It Take?" March 15, 1999, p.2).

WHAT	TASKS	WHEN
<p>Restructuring the existing State and district offices to better position State and district support for standards-based reform, thereby producing higher quality services and more efficient delivery of these services.</p>		
<p><u>Phase 1</u></p>		
<p>Aligning existing State and district offices into three, functional divisions:</p>		
<p>1. Division of Learner, Teacher, School Support (formerly, educational components from the Office of Information and Technological Services; Office of Accountability and School Instructional Support)</p>	<p>1. Formulate modernizing administrative services team</p>	<p>Completed</p>
<p>2. Regional Support (formerly, district offices)</p>	<p>2. Draft initial organizational schematics</p>	<p>Completed</p>
<p>3. Division of Administrative Services (formerly, Office of Business Services, Office of Personnel Services, and functions related to management information services)</p>	<p>3. Inform Board of Education, Hawai'i Government Employees Association, leadership team, State and district personnel, other State departments, school principals, external consultants</p> <p>4. Conduct survey of school, district, and state-level employees regarding type of services needed</p> <p>5. Initiate Phase I</p>	<p>Completed</p> <p>June-October 1999</p> <p>October 1999-March 2000</p>

WHAT	TASKS	WHEN
<p><u>Phase 2</u> Building capacity by completing the restructuring and by moving the resources closer to schools</p>	<p>6. Convene a task force to examine work scope, essential functions and tasks, and work flow analysis within each division</p>	October 1999
	<p>7. Draft schematics to further realign resources according to function and need</p>	June 2000
	<p>8. Develop a feasibility plan to reorganize schools by clusters of complexes</p>	July 2000
	<p>9. Obtain input from school, district, and state-level employees regarding proposed changes</p>	October 2000
	<p>10. Dialog with Board of Education regarding proposed organizational changes</p>	November 2000
	<p>11. Initiate Phase 2</p>	December 2000
<p><u>Phase 3</u> Finalizing revisions and formal adoption of the restructuring</p>	<p>12. Review and evaluate progress and problems in Phase 2</p>	May 2000
	<p>13. Make appropriate improvements</p>	August 2001
	<p>14. Seek any statutory amendments as needed</p>	January 2002
	<p>15. Complete the restructuring</p>	September 2002
<p>Designing and installing an Integrated Management Information System to ensure access in a coordinated and integrated manner that will facilitate standards implementation.</p>		
<p>Completing the information infrastructure for all classrooms (networking and Internet accessibility)</p>	<p>16. Network remaining 30% of classrooms</p>	November 2000
<p>Implementing an integrated student information system</p>	<p>17. Complete system</p>	September 2000

WHAT	TASKS	WHEN
Developing an interoperable or synchronized applications systems solution to provide a common interface among student information, library information, and other useful information	18. Monitor and assess pilot at Kapolci Middle School	November 2000
Designing a Human Resources Information Plan—move human resources operations into an integrated, customer-oriented, service system.	19. Implement Plan: Phase 1—Resource development Phase 2—Purchase hardware, software for system (\$2 million) Phase 3—Develop and deploy human resources (\$7 million) Phase 4—Payroll, time, and attendance (\$10 million)	January 2000 July 2001 September 2001 Fall 2001

Redefining

School Governance, Structure, and Organizational Development

In a standards-based education system, issues of governance, organizational arrangements and functions, individual roles and responsibilities, school improvement efforts, data access for sound decision-making, school initiatives, all place attainment of standards at the center. In the SCBM environment [that is dedicated to public engagement,] the decision-making process is “inclusive,” and tailored to maximum, appropriate involvement of all educational stakeholders. Continued renewal and growth characterize schools as “learning communities,” and relevant, rigorous and engaged student learning is the norm.

Superintendent Paul G. LeMahieu, “Standards-based Reform: What Will It Take?” (March 15, 1999, p. 2)

WHAT	TASKS	WHEN
Clarifying the functions and roles of school level personnel and decision-making processes within the context of standards-based education	<ol style="list-style-type: none"> 1. Redefine the role of the principal within the context of standards-based reform. 2. Redefine the functions, roles, and responsibilities of all other role groups (teachers, support staff, students, parents, community) to support standards-based reform and: <ol style="list-style-type: none"> (a) Interdependency of role groups (b) Each role group's specific area(s) of responsibility and accountability (c) Leader-full organizations within a community of learners 	February 2000
Clarifying Traditional and School/Community-Based Management (SCBM) decision-making responsibility, authority and processes at the school level (Hawai'i Revised Statutes 302A, Section 1103)	<ol style="list-style-type: none"> 3. Develop rubrics for school governance 4. Review the School/Community-based Management Policy and Guidelines—including the Waiver/Exception Process—within the context of implementing standards-based reform, and make recommendations for appropriate revisions 	February 2000
		July 2000

WHAT	TASKS	WHEN
Clarifying Traditional and School/Community-Based Management (continued)	5. Establish different avenues to shared decision-making within a collaborative environment (e.g., quorum, fallback, etc.)	July 2000
Aligning school structure and organizational development with school philosophy, vision, mission, and goals	<p>6. Assist schools in developing a shared-decision making, school-wide Standards Implementation Design (formerly, School Improvement Plan). Characteristics of the Standards Implementation Design include criteria such as standards-based, data-driven, results oriented, focused on learning</p> <p>7. Assist schools in creating an organizational development framework that builds capacity through such elements as:</p> <ul style="list-style-type: none"> (a) Curriculum assessment (b) Use of time and resources (c) Use of physical space/facilities (d) Leadership roles and functions 	<p>November 1999</p> <p>November 1999</p>
Identifying State and complex resources and structures to support schools in implementing standards	<p>8. Develop Complex Action Plans that include cross-cutting issues (e.g., communication, collaboration/public engagement, capacity building/professional development, critical self-evaluation), in these areas:</p> <ul style="list-style-type: none"> (a) Refining standards & providing-standards-based curriculum and instructional support (b) Developing an assessment and accountability system (c) Developing a comprehensive student support system (d) Developing an administrative and technological support system (e) Developing complex/regional decision-making processes congruent with appropriate involvement of educational stakeholders And maximizing use of resources 	September 2000

Technical Reference Matrix
Section Five

WHAT	TASKS	WHEN
Identifying State and complex resources and structures to support schools in implementing standards (continued)	(f) Developing pre-service and staff development systems for capacity building and professional development that support standards implementation	
Reallocating resources closer to schools, including reconfiguring Districts into clusters of school complexes, to support standards	9. Reconfigure "span of control" as equitably as possible, among the 40 school complexes	June 2000
	10. Apportion resources to these reconfigured entities so that schools and teachers are supported to help students	June 2000
	11. Support Principals and other leaders to become knowledgeable and skillful in leading standards-based reform (Lead Academy and Cohort Program)	October 1999
	(a) Professional development (e.g., school improvement planning, school accountability, needs analysis, public engagement) (b) Managing, adding, and pooling resources to provide more time or streamline daily school operations	
Aligning the policy and regulatory environment to standards-based reform	12. Convene a major task force to conduct a comprehensive review of statutes, policies, rules, and regulations that may limit/hinder implementing standards-based reform, resulting in recommendations for revisions	November 2000

Want to Know More About Standards-based Reform?

1. Most up-to-date resource: Hawai'i Department of Education website

Address: <http://www.k12.hi.us/>

- Click on "**Hawai'i Content and Performance Standards**" to access complete documents on the 10 content standards and other resource documents related to the refined Hawai'i Content and Performance Standards II (1999).
- Click on "**Curriculum Resources**," then click on "**Standards-based Reform**" to access information on resources such as the Final Report of the Performance Standards Review Commission, Previews of the Strategic Plan for Standards-based Reform, and quarterly reports on the progress of the Strategic Plan, beginning December 1999.
- Click on "**Accountability & Statistics**," then click on "**ARCH—Assessment Resource Center**" to access information on statewide student assessment, School Status and Improvement Reports (school-by-school demographic information, improvement efforts, summaries of student outcomes), and future school accountability information.

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They shared a vision: ALL students achieving to high standards. They acted on the belief that everyone, ALL who have a stake in public education, must support students to meet the standards.

They came from all over Hawai'i different islands and the seven districts; they represented different stakeholder groups lower education, higher education, unions, business sector, military, Board of Education, legislature, community groups, professional organizations, and parent groups.

These volunteers-1,200 plus-spent countless hours discussing, listening, sharing, researching, giving input and working on this finished product. The Strategic Plan for Standards-based Reform represents their collective, "best" effort and dedication toward a more promising future for each and every one of us, especially our children. To each and every one of these volunteers... *Mahalo nui loa.*

The guiding force behind the Strategic Plan for Standards-based Reform is the Steering Committee whose members include:

- Ms. Evangeline Barney, Educational Administrative Services Director, Office of Accountability and School Instructional Support
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