

2006
Hawaii State
Performance Standards
Review Commission:
Final Report

Department of Education • State of Hawaii • October 2006



The Honorable Linda Lingle
Governor, State of Hawaii

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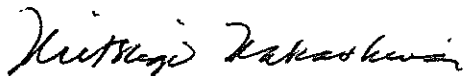
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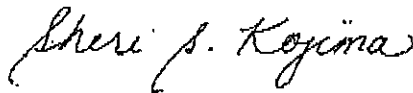
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We, the members of the 2006 Hawaii State Performance Standards Review Commission, submit this final report in fulfillment of our obligations and responsibilities pursuant to Act 334, Session Laws of Hawaii 1991 and Section 302A-201, Hawaii Revised Statutes. This report sets forth our findings and recommendations regarding the effectiveness of the standards based on a review of the implementation of the standards by the Board of Education and the schools.

This report is respectfully submitted to the Hawaii State Board of Education and the Legislature of the State of Hawaii.




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Chairperson and Representative of the
General Public



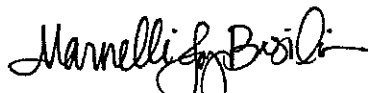
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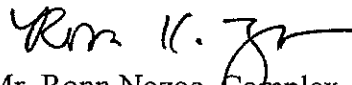
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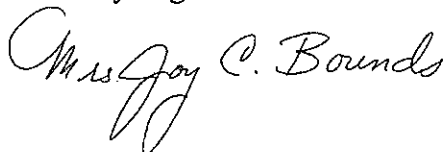
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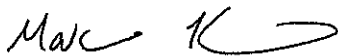
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FOREWORD

Every four years, the members of the Performance Standards Review Commission (PSRC) begin their journey together as representatives of stakeholder groups in the public school system – students, teachers, parents, educational officers, educational leaders, higher education, and the community-at-large. Like their predecessors, the 2006 PSRC came together to carry out their mandate. Together, they examined documents, interviewed key people, and sought perspectives and perceptions of stakeholders in Hawaii’s public schools to carry out their statutory charge: To determine the effectiveness of the Hawaii Content and Performance Standards, to examine their implementation, and to offer recommendations (if necessary) for their modification.

The eleven members of the 2006 PSRC began with the recommendations from the 2002 PSRC. They conscientiously and thoroughly examined documents and interviewed people to see how the Board of Education and the Department of Education responded to the 17 recommendations of the 2002 PSRC and to see what kind of additional actions were carried out to establish a standards-based educational system.

The 2006 PSRC continues the work of its predecessors – the 1998 and the 2002 Performance Standards Review Commissions. The 2002 PSRC adapted the accreditation model to carry out its review, and the 2006 PSRC has continued that orientation. What, then, have the Board of Education and the Department of Education done since the report of the 2002 PSRC to establish a standards-based educational system so that all children can achieve at high levels?

The parting message of the Foreword in the final report of the 1998 PSRC still beckons all of us today:

Four years from now, according to law, there shall be another Performance Standards Review Commission. Let’s begin working today, so that between then and now, much will be accomplished for the sake of the children, their future ... and ours.

Since that invitation was issued in 1998, many people have accepted that invitation. The 2006 PSRC invites you to journey with them in discovering how far students, teachers, parents, school leaders, and the community have traveled in the last four years toward that destination of “all children can learn.”

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Executive Summary

The Hawaii Content and Performance Standards (HCPS) are learning targets for students; they describe what all children in Hawaii should know, be able to do, and care about. The overarching goals for the HCPS are the General Learner Outcomes (GLOs). As students demonstrate their learning of the HCPS through classroom and statewide assessments, work products, and other performances, they show their growth and development in learning the GLOs. Students develop responsibility for their own learning, learn to work with others, engage in critical thinking and problem solving, produce quality products and performances, communicate effectively, and use technology in effective and ethical ways. The HCPS support student growth in developing these student outcomes.

The vision is that all graduates of the public schools in the State of Hawaii will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers without need for remediation.

Whether the standards lead to students who fulfill the vision and demonstrate the GLOs depends on what happens in Hawaii's classrooms. How well is Hawaii's public school system meeting the challenges of implementing the standards, demonstrating that all children can learn and reach these outcomes?

The Performance Standards Review Commission's Statutory Charge

How well is the public school system meeting the challenges of implementing the HCPS? This was the question addressed by the 2006 Performance Standards Review Commission (PSRC). Specifically, the statute charges the PSRC "to assess the effectiveness of the performance standards and to review the implementation of the performance standards by the Board of Education and the schools to determine whether the standards should be modified" (§302A-201, Hawaii Revised Statutes). The Commission is further charged to:

- Seek public input by holding public forums to discuss implementation and effectiveness of the standards; and
- Report findings and recommendations regarding effectiveness of the standards and need for modification of the standards.

To carry out this task, the PSRC reviewed the progress made by the Hawaii State Board of Education (BOE) and the Department of Education (DOE) in implementing standards-based education during the four-year period since the review and report by the 2002 PSRC. The 2006 PSRC reviewed, analyzed, and evaluated information, programs, and activities related to standards-based education. Sources included:

- The report of the 2002 PSRC;
- Minutes of the BOE General Business meetings and the Regular Education, K-12 Committee meetings;
- DOE work at the state, complex area, and school levels;
- Data from surveys and meetings of students, parents, teachers, and administrators; and
- Information from BOE and PSRC community meetings.

Findings

Based on its review of documents, interviews with people, and analysis of data, the 2006 PSRC identified 34 findings, which are listed below.

The Board of Education

1. The BOE has fully carried out its statutorily-mandated responsibilities for promulgating and revising its policies that provide direction for standards-based education for the DOE.
2. The BOE has fully performed its duty for adopting student standards and instruments to assess student attainment of HCPS.
3. The BOE has not implemented a system for monitoring of school success in implementing HCPS. Reports are regularly presented to the BOE and the Regular Education Committee, K-12, but these reports are not analyzed to monitor progress.

State: Office of the Superintendent

4. The Superintendent has prepared strategic plans that have built capacity in the system by providing the state offices, complex areas, and schools with focus and direction for the implementation of standards-based education.
5. The *2005-2008 DOE Strategic Plan* specifies goals and enabling objectives that include strategies, measures, baselines, and annual benchmarks to guide the implementation of standards and to provide the framework upon which formative evaluation of the implementation can be based.
6. Providing professional development to teachers within the constraints of the current school day and year, as set by both State statute and collective bargaining agreements, continues to be problematic.

State: OCISS

7. The Office of Curriculum, Instruction and Student Support (OCISS) has been the lead office in the development of the Hawaii Standards System that includes various subsystems (e.g., curriculum frameworks, instructional guides, etc.) that support the implementation of the HCPS.
8. OCISS has developed a series of professional development sessions to help teachers improve their skills in implementing the HCPS.

9. The professional development modules have not been evaluated for quality of content or implementation.

10. Professional development sessions are customized and adapted to meet the diverse needs of schools.

**State: Student
Assessment
Section**

11. The Hawaii State Assessment contains standards-based tests that are valid, reliable, and with high standards.

12. The DOE has established a comprehensive training program to meet its needs for competent administrators.

Complex Areas

13. Complex Area Superintendents have strengthened performance of their roles and responsibilities since 2002.

14. Complex areas would like to be involved in the state's development of "support tools" for implementation of the HCPS.

Schools

15. Time is needed beyond the ways currently available to provide professional development for teachers.

16. Teachers need time to carry out the implementation of HCPS III.

17. The lower the school level (e.g., elementary as opposed to high school), the better were the principals' ratings of teacher proficiency to deliver standards-based classroom instruction.

18. The lower the school level (e.g., elementary as opposed to high school), the better the school was able to make Adequate Yearly Progress (AYP) and avoid No Child Left Behind (NCLB) sanctions.

19. The principals' ratings indicate that there are teachers who, although considered "Satisfactory" in Professional Evaluation Program for Teachers (PEP-T), have not incorporated standards-based instruction into their teaching practices.

20. There are strong differences in perception between principals and teachers that need further investigation.

21. There is a need to examine the effectiveness of professional development efforts if 83% of teachers report participating in professional development that focuses on using assessment results as feedback to modify instruction but 76% of teachers say that they and their students examine the quality of their work in relation to the HCPS and only 66% of teachers provide reports that include information about student progress toward meeting the HCPS.

22. The responses of students to the various items in the School Quality Survey are consistent with findings from other sources showing that standards-based education has been implemented more successfully at the elementary school than at the secondary school level.

23. There are strong differences in perception between secondary students and secondary teachers.

**National
Organizations**

24. National organizations have found the HCPS to be valid and rigorous.

**Parents and
Public**

25. Parent responses to the PSRC survey, the open-ended questionnaire, and the School Quality Survey indicate that they were informed by the schools about the HCPS and that they are involved in their own child's education.

26. Parents expressed difficulty in understanding the new standards-based report card and reporting system because they depart so greatly in form and grading standards from traditional reporting forms and processes.

27. The Hawaii Business Roundtable has supported the development and use of educational standards in Hawaii from its endorsement of the 1991 Hawaii State Performance Standards Commission that developed HCPS I to the present. The Hawaii Business Roundtable notes that standards-based education is not as evident in the performance of high school graduates as expected.

28. The Parent-Community Networking Center (PCNC) database shows promise of providing good formative and summative information regarding family and community activities.

29. The number of activities and participants in the sponsored events showed that the PCNC in the schools worked very diligently to promote parent/family involvement in public education.

30. There has been a steady improvement in military families' perception of Hawaii's public schools when their perceptions before coming to Hawaii are compared with their perceptions after departing Hawaii.

31. Curriculum Research and Development Group at the University of Hawaii-Manoa has been contracted to conduct a 2006 survey which will include items about the Hawaii Content and Performance Standards.

**Pre-service
Teacher
Preparation**

32. Pre-service teacher preparation programs have incorporated the HCPS into their coursework to prepare their teacher candidates for standards-based education. At the same time, this benefits those who plan to be part of the DOE.

33. There is no systematic process to evaluate the effectiveness of pre-service teacher preparation program graduates who are “new-hires” in the DOE.
34. The teacher training institutions would welcome an annual briefing conducted by DOE personnel to improve communication as well as the quality of the teacher-education programs.

Recommendations

Based on its findings, the 2006 PSRC recommends that the Hawaii Content and Performance Standards III has undergone rigorous development and that it need not be modified at this time. The 2006 PSRC offers the following recommendations for action by the Board of Education; the Department of Education at state, complex area, and school levels; students; parents; and the community-at-large.

1. That the BOE Committee on Regular Education, K-12, schedule regular meetings with the DOE so that the DOE can provide formative progress assessment data about the implementation of HCPS.
2. That the Office of Curriculum, Instruction and Student Support and Complex Areas work together to plan and evaluate the effectiveness of professional development in improving schools and student achievement.
3. That the “trainer of trainers” model be evaluated for effectiveness as a model for providing professional development.
4. That the DOE explore ways of providing time for teacher professional development beyond the options that are currently offered.
5. That the DOE reassure schools about the stability of HCPS III so that schools can see results of their improvement efforts.
6. That the DOE investigate whether the criteria and standards for rating teacher proficiency in teaching to the HCPS used by principals in classroom observations are comparable to the criteria used for standards-based instruction.
7. That the BOE and DOE both consider the lagging progress in secondary schools to implement the HCPS to be a serious problem that merits swift, high-priority attention and resolution.
8. That the results of the Ward Research survey of principals and teachers be shared with schools, complexes, and state offices for the purpose of examining common understandings, perceptions, and professional development approaches for effectiveness. Once shared, steps should be taken to close the perception gap.

9. That the principals and staff of high schools, middle/intermediate schools, and multi-level schools re-examine current professional development approaches for effectiveness.
10. That all schools conduct an item-by-item analysis of the School Quality Survey to identify significant differences in perception among teachers, students, and parents and take appropriate action.
11. That the DOE and the schools address all the elements of a standards-based system (i.e., report card, formative assessments, instructional practices, etc.).
12. That the DOE and pre-service teacher preparation programs in Hawaii systematically evaluate the effectiveness of their graduates who are “new hires” in the Department of Education.

Conclusion

The movement to implement standards-based education in Hawaii began in 1991, when the Hawaii State Legislature, through Act 334, Session Laws of Hawaii 1991, created the Hawaii Commission on Performance Standards. In 1994, the Board of Education adopted this Commission’s final report and, by policy, named the standards the Hawaii Content and Performance Standards. These standards became known as “the Blue Book.”

Since that beginning, the Hawaii Content and Performance Standards have gone through more than a decade of review and revision by teachers, representatives of institutions of higher education, content area experts, and national organizations. As a result, the standards have been refined into their present form, the Hawaii Content and Performance Standards III.

Since the last report of the Performance Standards Review Commission in 2002, the Board of Education and the Department of Education have implemented systemic changes (e.g., changes in policy, changes in strategic planning, and changes in procedures). These actions have resulted from forces that are both internal and external to the Department of Education.

The 2006 PSRC examined BOE and DOE documents recording their responses to these buffeting forces. In addition, the 2006 PSRC collected information from a range of stakeholders; of particular interest were those at the school level (students, parents, teachers, and administrators), where learning takes place.

The 2006 PSRC fully accepted its charge with the resolve that its findings, conclusions, and recommendations would be valid and fair and would contribute significantly to the improvement of the Hawaii Content and Performance Standards.

The 2006 PSRC believes that the BOE and DOE should “stay the course” and fully implement standards-based education so that all children in Hawaii’s public schools achieve consistently high results.

Introduction

The PSRC's Mandate

Purpose of the Review

The 2006 Performance Standards Review Commission (PSRC) was appointed by the Board of Education “to assess the effectiveness of the performance standards and to review the implementation of the performance standards by the Board and the schools to determine whether the standards should be modified” (§302A-201, Hawaii Revised Statutes). Based on its review, the PSRC must present a report of its findings and recommendations to the Board of Education and the State Legislature.

The composition of the PSRC, in compliance with the statute, included representatives of the Hawaii State Parent, Teacher, Student Association (PTSA), the Hawaii State Student Council, the State Superintendent of Schools, the Office of Dean of the College of Education at the University of Hawaii, and the professional educational community. The latter was represented by a member from the general public, a president of an independent school, a complex area superintendent, a vice principal, and three classroom teachers.

Design of the Review

To address its mandate, the 2006 began with the 17 recommendations of the 2002 PSRC. How did the BOE and DOE respond to these recommendations? The members of the 2006 PSRC examined BOE and DOE records, interviewed people to answer this question.

The 2006 PSRC also requested assistance from the Systems Accountability Office in collecting information on stakeholder perspectives and conducted public meetings to collect information on parent understandings of standards-based learning.

Limitations of the Review

The work of the PSRC was supported by the Systems Accountability Office, primarily through the allocation of funds and personnel assistance. Funds paid for commissioners’ air and ground transportation, per diem, meals, substitutes for teachers, and lodging. Funds from the same office supported a contract for a Coordinator and for Ward Research, which conducted the statewide survey of principals and classroom teachers. The PSRC was able to conduct an evidence-rich review of the work of the BOE and DOE because of this assistance from the Systems Accountability Office.

The Work of Previous Commissions

Background:

The Hawaii Content and Performance Standards

**1991:
The First
Commission**

The movement to implement standards-based education in Hawaii began in 1991; through Act 334, Session Laws of Hawaii 1991, the Hawaii State Legislature created the Hawaii Commission on Performance Standards. The Commission's mandate was to: 1) set the performance standards of achievement expected of all public school students; 2) recommend the means to assess student attainment of those standards; and 3) develop a school-by-school implementation model (State of Hawaii Department of Education, 1999).

**1994:
HCPS I**

The Board of Education (BOE) adopted the Commission's final report in 1994 and, by policy, named the standards the Hawaii Content and Performance Standards (HCPS). They were distributed in a document with a blue cover and the booklet came to be known as "the Blue Book." The major activities connected to the "Blue Book" were its distribution and a collection of lesson plans and units using the standards from schools.

The first HCPS included only content standards (descriptions of knowledge and skills) in eight subject areas: language arts, mathematics, social studies, fine arts, health and fitness, world languages, and home and work skills. It did not contain performance standards (descriptions of what students should be able to do). The "Blue Book" was also criticized for having too many standards (1,544), lack of clarity and consistency in its descriptions of the standards, lack of an implementation model or funding to support the creation of an implementation model, lack of an assessment plan and assessment models, and lack of a professional development plan or support to assist schools in the implementation of the standards.

**1994:
PSRC
Established**

In 1994 the Hawaii State Legislature also passed a law that required the BOE to appoint a Performance Standards Review Commission "to be convened at the beginning of the 1997-98 school year, and every four years thereafter, to assess the effectiveness and implementation of the performance standards." (§302A-201, Hawaii Revised Statutes).

**1998:
HCPS II**

In 1998, in response to the final report of the Performance Standards Review Commission (PSRC) and field input, *Making Sense of Standards* and the ten content area documents that made up HCPS II were published. There were 139 standards for the 10 content areas. These 10 booklets with their color-coded covers became known as "the rainbow series." They were followed by supporting documents for each of the ten content areas:

- Curriculum framework
- A scope and sequence
- An instructional guide

Report of the 1998 Performance Standards Review Commission

1998 PSRC: 7 Recommendations

The 1998 PSRC concluded that standards-based education is an extremely effective way to improve student learning, that Hawaii’s educational system is ready for standards-based learning, and that comprehensive efforts were needed by all stakeholders to implement the HCPS.

The final report of the 1998 PSRC listed the following recommendations:

1. Clearly articulate the overarching vision of standards-based education as the underlying principle and driving force to improve learning for all students. Convince all who have a stake in public education to share and participate in this vision.
2. Develop a system-wide plan within the Department of Education in order to transform teaching and learning practices and to enable all students to master the standards. Everything – policies, resource allocations, organizational structure, individual and collective behaviors of employees, curricular content, instructional approaches, supplementary and outreach efforts – must be focused upon and organized around the standards.
3. Develop a statewide assessment/accountability system that is standards-based and performance oriented.
4. Identify important concepts in major disciplines that all students are expected to know, be able to do, and care about. Integrate these ideas into a practical and total teaching method.
5. Ensure that standards meet a clear and consistent set of criteria.
6. Develop an ongoing process to critically review the Learner Outcomes and apply “quality standards” criteria when considering any additions, deletions, or modifications to the Hawaii Content and Performance Standards.
7. Institute a communication system among all stakeholders and policymakers to ensure that standards-based education continues to be a dynamic process.

The 1998 PSRC concluded that standards-based education is an extremely effective way to improve student learning, that Hawaii’s educational system is ready for standards-based learning, and that comprehensive efforts were needed by all stakeholders to implement the HCPS.

Report of the 2002 Performance Standards Review Commission

**2002 PSRC: 17
Recommendations**

The 2002 PSRC used the seven recommendations from the 1998 PSRC final report to organize their quest in determining the progress made by the BOE and the DOE since the 1998 PSRC. Their 31 conclusions were grouped within the following categories: student standards, policy and public input, vision and plans, assessment and accountability, parent involvement and communication, teachers, support for standards implementation, and policy analysis.

**Conclusion:
Progress has
been made...**

In its final report, the 2002 PSRC made 17 recommendations and concluded that much progress had been made since the BOE adopted the original HCPS in 1994. The report notes that, “While the history of standards-based education in Hawaii may resemble that of the fits and starts of a roller coaster ride, the tempo had picked up since 1999 with internal initiatives such as the Strategic Implementation Plan and a Standards Implementation Design (SID) system in every school,” as well through external forces such as the No Child Left Behind (NCLB) legislation and Act 238, Session Laws of Hawaii 2000 (which introduced a statewide assessment and accountability system).

The 2006 PSRC used these 17 recommendations to structure their work in determining what the BOE and the DOE have accomplished in the four years since the 2002 PSRC was convened. The 17 recommendations and the findings of the 2006 PSRC regarding the BOE’s and the DOE’s responses to those recommendations are listed in the next section.

The Work of the 2006 Performance Standards Review Commission

Organization of the Review

The guiding question for the 2006 Performance Standards Review Commission was, “Between 2002 and 2006, what actions were taken to implement the Hawaii Content and Performance Standards and what has been the impact of those actions on student learning?”

To answer this question, the 2006 PSRC:

- A. Reviewed the responses of the Board of Education (BOE) and the Department of Education (DOE) to the recommendations made by the 2002 PSRC;**
- B. Reviewed the BOE’s actions regarding Standards-Based Education;**
- C. Listened to presentations by DOE personnel (state, complex area, and school levels) on the development of the HCPS and their implementation;**
- D. Reviewed national and state documents, such as *Education Week’s Quality Counts 2006* review of state standards, that commented on the HCPS;**
- E. Sought commentary from parents and community groups (the military, business, and teacher preparation institutions); and**
- F. Reviewed data about professional development activities, school administrators’ observations of classroom instruction, focus meetings with parents, student perceptions of school and classrooms, and DOE accountability for outcomes.**

The information collected by the 2006 PSRC is presented under each of these six areas.

In addition, the 2006 PSRC generated questions that guided their journey. These questions revolved round the following issues:

- The standards-based system: What is a standards-based system? What forces affect the establishment of this system?

- The change from HCPS II to HCPS III: Why and how was the change made? How good are the HCPS? Are students achieving the standards? What is the experience of those responsible for implementing the standards?
- Implementation of HCPS: How are stakeholder groups involved? How well is implementation occurring? Are there sufficient supports?
- Student learning: Are all students learning? How are assessments being used?
- The PSRC task: What kinds of information should the PSRC consider? How can the PSRC create “safe” situations for sharing points of view and information?

The 2006 PSRC was especially interested in standards-based education as it was implemented at the school level.

**BOE and DOE
Responses to
2002 PSRC**

A. Responses by the Board of Education and Department of Education to the Recommendations of the 2002 Performance Standards Review Commission

The 2006 PSRC first began by reviewing documents showing the actions taken by the BOE and DOE in response to the recommendations of the 2002 PSRC. The 17 recommendations of the 2002 PSRC were turned into questions and are listed below. They are followed by responses from the BOE and/or DOE which summarize actions taken between 2002 and June 2006. Each response is then followed by a finding(s).

1. Have the BOE and DOE worked together to ensure that the BOE receives the data it needs to carry out its responsibility for monitoring school success?

Response: The PSRC reviewed the minutes of the BOE Committee on Regular Education, K-12, and the BOE General Meetings from 2002 through June 2006 and met with Ms. Maggie Cox, Chairperson of the BOE Committee on Regular Education, K-12.

The review of records indicates that:

- Between August 2003 and August 2005, the DOE provided updates on changes in HCPS II as HCPS III was developed.
- Between April 2005 and August 2005 the BOE approved HCPS III documents in the nine content areas.

- Between June 2005 and January 2006 the BOE also approved changes in Board Policy 2015 “Hawaii Content and Performance Standards Policy,” Board Policy 2101 “Curriculum Delivery Policy,” and Board Policy 2100 “Academic Program Policy.”
- The BOE is regularly provided the following reports on school progress; these surveys and results are also posted on the ARCH website at:
 - The School Status and Improvement Report (SSIR), an annual report on school demographics, safety, achievement, and status of the school’s improvement activities;
 - The School Quality Survey (SQS), which surveys all teachers, a random sampling of parents, and students in grades 5, 8, and 11 every two years;
 - The Hawaii State Assessment (HSA), the statewide assessment which measures student achievement of the standards in grades 3-8 and 10;
 - The No Child Left Behind (NCLB) Report, which provides a school-by-school and state report regarding NCLB status;
 - The Trend Report: Educational & Fiscal Responsibility, which provides a three-year overview for each school;
 - The Senior Exit Plans Survey (SEPS), which surveys high school seniors regarding their post-high school plans; and
 - The Hawaii State School Readiness Assessment (HSSRA), which is an observation checklist and survey conducted by teachers of entering kindergartners.

The BOE is currently developing a schedule for regular DOE progress reports on programs and initiatives. Complex Area Superintendents are also meeting with the BOE to provide progress reports.

Finding: The BOE and the DOE are developing a schedule of reports that, together with the current reports it receives from the DOE, will provide the BOE with the data it needs to monitor school success.

2. Have the BOE and state superintendent disseminated to the schools and the public a factual, non-judgmental report of the DOE’s accomplishments in meeting the goals and objectives in the superintendent’s annual evaluation?

Response: The *Superintendent's Annual Report* is disseminated to the schools and is made available to the public on the DOE website at: <http://www.doe.k12.hi.us>. The report features statewide information on the DOE, including a demographic profile, student achievement data, and NCLB results.

Act 51, Session Laws of Hawaii 2004, requires the Superintendent to report to the Legislature regarding indicators for academic achievement, safety and wellness, and civic responsibility among students.

Finding: The PSRC reviewed the *Superintendent's Annual Report* and determined that it includes the kind of information regarding accomplishments that would be of interest to the public. The intended purpose of Recommendation No. 2 is fulfilled by the *Superintendent's Annual Report*.

3. Has the DOE expedited the full development of quality performance standards to complement the content standards?

Response: In 2003, the DOE began a two-phase effort to revise the HCPS II in response to federal legislation, a state legislative audit, comments from the field, the report of the 2002 PSRC, and national reports (such as *Quality Counts*). The DOE contracted Mid-Continent Research for Education and Learning (McREL), a nonprofit organization with a national reputation for its work with academic standards, to partner in this effort. Revisions included a consistent grain size for standards and benchmarks, the use of Marzano's *New Taxonomy* to develop benchmarks, and alignment with instructional time available in the classroom.

Between April 2005 and August 2005, the BOE approved the HCPS III in nine content areas; these documents include K-12 content standards, grade level/course benchmarks, a sample performance assessment for each benchmark, and a rubric that enables teachers to judge the performance of students with respect to the expected level of rigor of the benchmark.

The DOE is currently working with classroom teachers to select student exemplars and develop teacher commentary to accompany those exemplars.

Finding: HCPS III has been developed and the DOE is moving toward the full implementation of content and performance standards.

4. Has the DOE continued to support schools in strengthening classroom teaching and learning by applying the strategies described in the SID system?

Response:

- A professional development series of 5 modules, entitled Transforming our Teaching and Learning (TOTAL, is available on the DOE website at <http://standardstoolkit.k12.hi.us/index.html>. The series has been conducted in all districts for complex area cadres. Customized sessions are conducted each year to maintain knowledge and skills. In addition, a video explaining HCPS III was developed and televised on Channel 56, a public access station.
- Additional support tools developed by the DOE and made available on the website and distributed to all schools are curriculum frameworks and instructional guides for HCPS II and benchmark maps for HCPS III. Benchmark maps are designed to assist schools in pacing teaching and assessment of grade level benchmarks.
- The Authorized Courses and Code Numbers (ACCN) document was refined for 2006-2010 to address the HCPS III standards, to provide extended learning time opportunities for students, and to provide guidance to schools.
- Grade level and department chairpersons' meetings, held twice each year, were used as work sessions for the development of benchmark maps, discussion of assessment tasks, analysis of student work, and discussion of standards-based grading and reporting.
- Complexes can request assistance from content specialists in the Office of Curriculum, Instruction and Student Support (OCISS) in implementation and training of the HCPS. A protocol for requesting that assistance has been publicized among the schools.
- Act 51, Session Laws of Hawaii 2004, replaced the Standards Implementation Design (SID) school improvement plan with the Academic and Financial Plan which required closer alignment of funds with student achievement of the HCPS.

Finding: The DOE has continued to support schools in strengthening classroom teaching and learning by applying the strategies described in the SID system.

5. Has the DOE explored possible sources for funding its resource allocation plan?

Response: Actions taken by the DOE include:

- The creation of a Grant Coordinator position. This person is responsible for resource development of grants and awards and looks

for public and private revenue sources.

- The program review process is intended to assess whether program funds are used effectively and to propose ways of reallocating such funds if necessary.
- The DOE has pursued actions per the recommendations of the audit conducted in School Year 2002-2003 by PricewaterhouseCoopers.
- The Weighted Student Formula, as required by Act 51, Session Laws of Hawaii 2004, made the process of allocating funds more transparent. Staffing may not be the wisest way to allocate resources to a school. Its basic premise is that funds are allocated based on student characteristics.
- The DOE has also established partnerships with business and community groups to provide learning opportunities for students and teachers. Examples include a summer training program for teachers that provides stipends, Adopt-A-School, professional development that is funded by sources outside of the DOE.
- The Joint Venture Education Forum assists with repair and maintenance of facilities, technology development, textbook purchases, funds such as those used to provide automotive training for teachers during the summer.
- The Hawaii 3Rs program assists schools with repair and maintenance of facilities.

Finding: The DOE has explored possible sources for funding its allocation plan and is in the process of implementing procedures for monitoring the effective use of resources.

6. Have the state office, complex areas, and schools aggressively engaged and involved parents in the standards-based education of their children through a variety of ways and tracked the degree and quality of their efforts as mandated by NCLB?

Response:

- The establishment of School Community Councils (SCC) through Act 51, Session Laws of Hawaii 2004, connects parent and community involvement to the school's Academic and Financial Plan (A/FP).
- BOE Policy 2403, Parent/ Family Involvement, (Approved 05/03/01; revised 09/18/03) recognizes parents as having "an integral role in assisting student learning, including successful achievement of the

HCPS.” The policy describes six components for Parent and Family Involvement: Communication, Parenting, Student Learning, Volunteering, Decision Making, and Collaboration with Community.

- Information on parent and community involvement activities is currently collected through the Comprehensive Student Support System (CSSS) database and the Parent Community Networking Center (PCNC) Office. The database indicates 25% of school activities address Student Learning.
- All Title I schools must budget 1% of their total Title I allocation on parent involvement activities. They are also required to develop a parent involvement plan in collaboration with parents.
- Information is collected through the annual Trend Report: Educational & Fiscal Accountability, which provides trend data on school, complex, and state performance at selected benchmark grade levels in student achievement, safety and well being, and civic responsibility. One of the indicators under civic responsibility is the number of hours volunteered by parents at their child’s school.
- Information collected through the School Quality Survey (SQS), which surveys teachers, parents, and students in grades 5, 8, and 11 every two years. Individual school results for each dimension and each item in the survey are distributed to the schools for their review. Individual and statewide results are also posted at: <http://arch.k12.hi.us>.

Finding: The DOE currently tracks parent involvement through the annual Trend Report: Educational and Fiscal Accountability, surveys such as the School Quality Survey, the CSSS database, which is merging with the PCNC database. The current system tracks the number and purpose of parent and community activities.

7. Have all pre-service and inservice programs strengthened the parent involvement component?

Response: There are some pre-service efforts under way. A course in parent involvement is offered at the University of Hawaii-Manoa, and it is a required course in some programs. The ability to work with parents is incorporated into evaluations of teacher candidates as one of the standards of the Hawaii Teacher Standards Board.

Development of the Academic and Financial Plan requires schools to list their professional development activities, together with intermediate and final outcomes. The intermediate outcomes define the impact on the student; thus schools must define their professional development plans in

terms of student achievement.

Schools are required to address this effort in their school action plans; the response to Question No. 6 (above) lists efforts by the DOE to strengthen parent involvement in their children's learning.

Finding: Pre-service programs incorporate information about the role parents play in student learning and the skills needed to work effectively with parents in coursework and field experience.

8. Has the DOE at all levels identified and established practices that ensure that all stakeholders are adequately informed about the continuing development and implementation of standards-based education?

Response:

- A parent brochure on HCPS was distributed to schools in hard copy in Spring 2006; copies are also available from the Standards Toolkit website at: <http://standardstoolkit.k12.hi.us/index.html>.
- The DOE sent brochures on the standards-based elementary report card to schools on CD and made them available on the report card website in August 2005. In addition, a report card specific brochure was developed and disseminated to schools in October 2005. These explained the sections in the standards-based report card and provided examples of how caregivers can support academic achievement. Copies of brochures for Grades K-6 can be found at: <http://reportcard.k12.hi.us/parents/brochure.htm>. The report card website at: <http://reportcard.k12.hi.us> is updated every month.
- In 2005, the DOE initiated a business partnership with First Hawaii Bank, Hawaii Business Roundtable, Hawaii Government Employees Association, Hawaii State Teachers Association, and United Public Workers that enables the DOE to produce an annual education insert for schools, parents, and community. This insert informs parents and the community about the DOE.
- Each school is required to solicit parent and community input and commentary regarding the school's Academic and Financial Plan (A/FP) via the School Community Council. The A/FP includes information regarding the school's academic goals for the year and the actions it will take to accomplish those goals. The A/FP for each school as well as the agenda and minutes for SCC meetings are posted for each school and can be accessed through the mySchool website at: <http://doe.k12.hi.us/myschool/index.htm>.

- Schools log parent and community activities on the Comprehensive Student Support (CSSS) database. The database indicates 25% of school activities address Student Learning.

Finding: There are efforts at all levels of the DOE to inform parent and the community about standards-based education, using the internet, the media, and traditional flyers and brochures. The primary source of information for parents is school communication.

9. Has the DOE continued its efforts to integrate CSSS with the academic component of standards-based education for all students?

Response: The *2005-2008 DOE Strategic Plan* lists three system-wide goals:

- Improve student achievement through standards-based education;
- Sustain comprehensive support for all students; and
- Continuously improve performance and quality.

The first goal cites student proficiency on the HCPS as the avenue for student demonstration of the GLOs. The second goal points out the need for an appropriate learning environment to allow the growth of student academic competence, civic responsibility, and safety and well being.

Since 2002, the DOE has improved its Comprehensive Student Support System (CSSS) database so that it provides accurate information regarding the services it provides to students. Beginning in 2006, the CSSS database improvement will integrate CSSS information with student achievement. Information on PCNC activities will also be merged with the CSSS database

Finding: The incorporation of the Comprehensive Student Support System (CSSS) in Goal 2 of the *Strategic Plan* integrates CSSS with the academic component of standards-based education for all students. Since all complex and school plans are required to align with the DOE's *Strategic Plan*, the integration is found throughout the DOE.

10. Has the DOE continued its direction and emphasis on quality teaching and learning and transfer of skills learned in professional development activities?

Response: Grade Level and Department Chairpersons meetings are held twice a year in each of the nine content areas to gather commentary and feedback on state content area initiatives and to train school staff in the

use of curriculum and instruction tools. These meetings became mandatory training sessions in SY 2005-2006.

The Professional Development Support Unit within the Office of Human Resources coordinates professional development activities that are tied to the standards. In 2004, the Professional Development Educational Research Institute (PDERI) began a three-year leadership development project that promotes administrative and curriculum leadership among administrators and school leaders.

Current guidelines indicate that a teacher who wants to use credit for licensure has to show how a course is tied to the school's Standards Implementation Design (SID) Plan or its Academic Financial Plan (A/FP). The principal signs off on paperwork to indicate approval.

Finding: The DOE has continued its direction and emphasis on teaching and learning and transfer of skills learned in professional development activities, although they are not yet at the desired level of effectiveness.

11. Have the complex area superintendents continued to strengthen performance of their roles and responsibilities during this transitional period?

Response: The information shared by the Complex Area Superintendents (CASs) at the April 12, 2006 meeting with the PSRC indicates they have strengthened their roles and responsibilities since 2002. The nature and content of their meetings with principals and their presence in the schools indicate close monitoring of school activities. PDERI has instituted a training and support system for CASs.

During their meeting with the PSRC, the CASs shared the initiatives undertaken within the complex area to strengthen academic performance and to align learning from the elementary through the high school.

Finding: The Complex Area Superintendents have continued to strengthen performance of their roles and responsibilities since 2002.

12. Has the DOE continued to use the School Status and Improvement Report (SSIR) and linked it to standards-based education, the SID System, and other student achievement data, as well as included "trends" analysis?

Response: The SSIR addressed standards-based reporting requirements in §302A-1004, Hawaii Revised Statutes. This report includes a description of the school and its setting, a summary of school improvement progress, available resources and indicators of school progress (School Quality Survey results, student conduct data, test results on the statewide

assessment, and graduation/ retention rate. Information is posted for the current and past two years. The SSIR is updated annually and posted on the Accountability Resource Center Hawaii (ARCH) website at: <http://arch.k12.hi.us/index.html>.

Every school was required to use data from the following sources to craft their A/FPs: the School Status and Improvement Report, their earlier Standards Implementation Design report and process, the Trend Report, and the Hawaii State Assessment.

Finding: The DOE has continued to use the School Status and Improvement Report (SSIR) and linked it to standards-based education, the SID System, and other student achievement data, as well as included “trends” analysis.

13. Have the BOE and the DOE put in place a comprehensive process, procedure, or system of monitoring, tracking, and reporting of progress on standards implementation or compliance with the recommendations of the PSRC, BOE policies, and the requirements of NCLB and Act 238?

Response: A monitoring system is still in process of development. The DOE is working on quarterly assessments, curriculum frameworks, and a test with a tutorial for the test. The BOE is working to clarify the kind of data it needs and is developing a calendar for collecting those reports.

Finding: There are pieces of a monitoring system in place but there is not a comprehensive and systemic approach. The A/FP and Strategic Plan constitute some of the pieces, but there is no evidence of a tracking system.

14. Have the BOE and DOE provided a wide range of outcome data or accountability information relating to the effectiveness of the standards?

Response: The DOE publishes the Superintendent’s Annual report each year and posts it on the DOE website. The report provides a profile of the DOE and achievement data from the Hawaii State Assessment.

The PSRC met with Ms. Maggie Cox, Chairperson of the Board of Education Committee on Regular Education, K-12. The BOE is regularly provided the following reports on school progress:

- The School Status and Improvement Report (SSIR), an annual report on school demographics, safety, achievement, and status of the school’s improvement activities;

- The School Quality Survey (SQS), which surveys teachers, parents, and students in grades 5, 8 and 11 every two years; and
- The Hawaii State Assessment (HSA), the statewide assessment which measures student achievement of the standards in grades 3-8, and 10.

The DOE is working on quarterly assessments, curriculum frameworks, and a test with a tutorial for the test. The BOE is working to clarify the kind of data it needs and is developing a calendar for collecting those reports.

Finding: There is some data provided through the Hawaii State Assessment (HSA) and quarterly assessments; these do not constitute a wide range of data.

15. Has the BOE adhered to Section 302A-201, Hawaii Revised Statutes, and convened the PSRC in accordance with the specified time frame?

Response: The members of the 2006 PSRC were appointed by the BOE in December 2005; the first meeting was held on February 8, 2006. This provided the PSRC with more time than the 2002 PSRC to collect and analyze information. However, since the summer break occurs in the middle of the PSRC's schedule, an earlier start would enable the PSRC to have more direct contact with schools to gather information regarding the implementation of the HCPS.

Finding: The 2006 PSRC was convened in accordance with the specified timeframe.

16. Have the BOE and DOE adequately funded and staffed the work of the PSRC and allowed it independence and flexibility by allocating a budget of \$80,000— \$100,000?

Response: The DOE again supported the work of the PSRC by providing the funds for a company to conduct surveys and a coordinator to assist with the PSRC. The DOE also provided clerical support for the PSRC.

Finding: The DOE funded the work of the PSRC, although not to the recommended level requested of the Legislature. The 2006 PSRC conducted its work within its allotted budget.

17. Has the BOE ensured the PSRC has at least 50% representation of the community-at-large or that each member of the specified stakeholder groups is represented by at least two members?

Response: Five of the eleven members (45%) of the 2006 PSRC represent the community at large. The DOE did invite members of the community to participate on the 2006 PSRC.

Finding: Although there is less than 50% representation by the community on the 2006 PSRC, 5 out of 11 members represent the community.

**BOE Support
for Standards-
Based
Education**

B. Review of Board of Education Direction and Support for Standards-Based Education

The BOE has authority, in accordance with law, “to formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and appoint the superintendent of education as the chief executive officer of the public school system.” (§302A-1101, Hawaii Revised Statutes). As a policy-making board, it relies on the superintendent and her staff to provide it with information so that it can carry out its responsibilities.

BOE Policies

1. Formulating policies (pertinent to standards-based education).
The BOE has reviewed and amended most of its policies pertaining to standards-based education. These include:
 - Policy 2005, Effective Schools: Requires the DOE to annually report to the public, school-by-school student academic achievement, acceptable student behavior, student satisfaction with school, and parent satisfaction with the education of their children (Amended June 2005).
 - Policy 2010, Literacy: Student literacy in all content areas to be achieved through the HCPS (Amended June 2002).
 - Policy 2015, Hawaii Content and Performance Standards: Requires all schools to implement HCPS and to ensure that all students attain proficiency in the standards (Amended June 2005).
 - Policy 2404, Parent/Family Involvement: Schools are required to assist parents so that they are able to assist their children to learn in school, especially the HCPS.
 - Policy 4000, Focus on General Learner Outcomes: All public schools shall focus on student attainment of the six General Learner Outcomes. amendment pending.

- Policy 4500, Student Promotion: Students shall be promoted on their progress in attaining the benchmarks for the HCPS (Amended December 1996).
- Policy 4501, Assessing/Grading Student Performance: Evaluation of student achievement shall be based on HCPS (Amended June 2003).

Finding: The BOE has promulgated policies appropriate to the promotion of standards-based education and has periodically reviewed them and/or amended them for effectiveness.

2. Adopting student performance standards and assessment models
During the four-year period following the 2002 PSRC Final Report, the BOE's Committee on Regular Education, K-12, has received reports from the DOE about its development of content and performance standards for HCPS III as well as revisions of the Hawaii State Assessment.

Finding: BOE minutes show that the BOE has exercised its authority and responsibility for adopting student performance standards and assessment models. It approved each development of standards as presented by DOE staff.

3. Monitoring school success (in implementing HCPS)
The BOE is regularly provided the following reports on school progress:
 - The School Status and Improvement Report (SSIR), an annual report on school demographics, safety, achievement, and status of the school's improvement activities;
 - The School Quality Survey (SQS), which surveys teachers, parents, and students in grades 5, 8, and 11 every two years; and
 - The Hawaii State Assessment (HSA), the statewide assessment which measures student achievement of the standards in grades 3-8 and 10.

Although reports are regularly presented to the BOE Committee on Regular Education, K-12, and to the full BOE, the minutes of the Committee on Regular Education, K-12, from 2002 through June 2006 show no instance of periodic reviews or analysis of these reports.

Ms. Maggie Cox, Chairperson of the BOE Committee on Regular Education, K-12, reported during an August 8, 2006 meeting with the PSRC that the BOE is in the process of developing a monitoring system. It is deciding what kind of data it needs and is developing a schedule for receiving reports.

Findings:

1. The BOE has fully carried out its statutorily-mandated responsibilities for promulgating and revising its policies that provide direction for standards-based education for the DOE.
2. The BOE has fully performed its duty for adopting student standards and instruments to assess student attainment of HCPS.
3. The BOE has not implemented a system for monitoring of school success in implementing HCPS. Reports are regularly presented to the BOE and the Committee on Regular Education, K-12, but these reports are not analyzed to monitor progress.

Recommendation:

That the BOE Committee on Regular Education, K-12, schedule regular meetings with the DOE so that the DOE can provide formative progress assessment data about the implementation of HCPS.

C. Review of Department of Education Implementation of Standards-Based Education

**DOE
Implementation
Actions**

The basic question that guided the PSRC in its inquiry, analysis and evaluation was, “Has the DOE effectively provided direction and support for the public schools in their implementation of standards-based education?”

To answer this question, the PSRC reviewed documents and met with DOE staff to obtain data that could be used in its report. The report is organized to parallel the hierarchical structure and operation of the DOE: (1) the Office of the Superintendent of Education, (2) state offices responsible for curriculum, instruction, student support, personnel, assessment, and system accountability, (3) Complex Area Superintendents, and (4) schools. The report also includes information on (5) parent and community involvement in standards-based education, (6) pre-service training and preparation of teachers, (7) national reviews of the Hawaii Content and Performance Standards, (8) standards-based assessment, and (9) accountability.

The Office of the Superintendent

**The First Plan
for Standards-
Based Education**

By summer 2002, an inventory showed that 84% of the goals and activities of the DOE’s *Strategic Plan for Standards-Based Reform* had been completed or implemented. The remaining 16% of goals and activities were then incorporated into the *Strategic Implementation Plan*, dated January 2003.

2003: *Strategic Implementation Plan*

This plan specified four major goals to support the establishment of standards-based education:

- Provide standards-based education for every child;
- Provide comprehensive support for all students;
- Deliver coordinated, systemic support for staff and schools; and
- Achieve and sustain continuous improvement of student performance and professional, school, and system quality.

This 2003 *Strategic Implementation Plan* can be characterized as primarily capacity-building.

2005: *DOE Strategic Plan*

In 2005, after a year of discussion and development, the *2005-2008 DOE Strategic Plan* was put in place. This plan has three goals with subsets of objectives:

1. Improve student-achievement through standards-based education
 - 1.1 Require standards-based curriculum, instruction, and assessment in all classrooms
 - 1.2 Ensure proficiency in reading, mathematics, and science for all students
 - 1.3 Ensure that all students demonstrate the General Learner Outcomes
 - 1.4 Coordinate parents and other resources to achieve effective standards-based education
2. Sustain comprehensive support for all students
 - 2.1 Provide a learning environment that supports the social, emotional, and physical well-being of students, enabling them to attain the General Learner Outcomes and the Standards
 - 2.2 Ensure students will be caring, responsible, contributing participants in a democratic society
3. Continuously improve performance and quality
 - 3.1 Continuously improve student performance
 - 3.2 Continuously improve school quality
 - 3.3 Continuously improve system quality

Each objective includes strategies, outcome measures, baselines, and annual benchmarks; the latter three allow for systemic, multi-year tracking of progress. The plan also acknowledges the requirements of the *No Child Left Behind* legislation and Act 51, the *Reinventing Education Act of 2004*.

The *2005-2008 DOE Strategic Plan* also provided a cohesive framework for systemic improvement. As the State Superintendent commented in the Foreword of the document, “This is a ‘whole village’ plan.” Schools are required to base their three-year School Strategic Plans and their one-year Academic and Financial Plan on this plan. In addition, complex areas and state offices base their annual Implementation Plans on this *2005-2008 DOE Strategic Plan*.

**Superintendent
Hamamoto:**
*We are moving
toward a
system...*

On March 14, 2006, the Superintendent shared the following thoughts on standards-based education with the PSRC. Superintendent Hamamoto indicated that the DOE’s timeline for establishing a fully-functioning standards-based education system has been affected by three major forces: a lack of understanding of what a standards-based education system looks like; time to establish the system; and a need for professional development.

- While the DOE has an idea of what a standards-based classroom or curriculum looks like, other components of the system affected by standards (e.g., 2.0 GPA requirement for participation in athletics) need to be aligned to create a standards-based system.
- The timeline for implementing decisions is not always smooth. For example, a law may be passed in June with implementation scheduled for July. This action triggers questions: Is there a BOE policy? How should we implement the law? What does the law require? How does it fit into the DOE’s goals?
- Professional development is imperative for teachers. The paradox is that teachers are taken out of the classroom so they can improve teaching and learning; at the same time, the worry is that their absence from the classroom will have a negative impact on students. How do we compensate them so that they can be in the classroom and still receive training? This may mean changing the school year calendar so that training can be done without disrupting classroom instruction.

Findings:

1. The Superintendent has prepared strategic plans that have built capacity in the system by providing the state offices, complex areas, and schools with focus and direction for the implementation of standards-based education.
2. The *2005-2008 DOE Strategic Plan* specifies goals and enabling

objectives that include strategies, measures, baselines, and annual benchmarks to guide the implementation of standards and to provide the framework upon which formative evaluation of the implementation can be based.

3. Providing professional development to teachers within the constraints of the current school day and year, as set by both state statute and collective bargaining agreements, continues to be problematic.

State Offices

State Offices

The state offices that provided the PSRC with information regarding standards implementation were:

- The Office of Curriculum, Instruction, and Student Support (OCISS);
- Student Assessment Section (formerly Test Development Section); and
- The Office of Human Resources (OHR).

OCISS

The Office of Curriculum, Instruction, and Student Support (OCISS) is responsible for the development of the Hawaii Content and Performance Standards and its supporting resources: this includes the Hawaii Content and Performance Standards; curriculum, instruction, and assessment resources to implement the HCPS; professional development/ training resources; standards-based secondary courses and course guidelines; guidelines and procedures for reviewing instructional materials; standards-based report cards; and recommendations regarding promotion, retention, and other student policies to the Board of Education.

2003: DOE Work with HCPS Begins

In 2003, the Instructional Services Branch (ISB) of the DOE worked with Mid-Continent Research for Education and Learning (McREL) to identify essential and desirable standards, benchmarks, and performance indicators. This movement toward the development of performance standards was a response to the report of the 2002 PSRC, federal legislation, a legislative audit, and commentary from the field.

2005: HCPS III Refinements in HCPS II led to the development of HCPS III, which included 75 standards for 9 content areas (Career and Technical Education, Fine Arts, Health Language Arts, Math, Physical Education, Science, Social Studies and World Languages). These 9 documents, approved by the BOE Between April through August 2005, included the following key features:

- Strand – themes or “Big Ideas” that organize standards.
- Standard – a broad statement of what a student needs to know and be able to do.

- Topic – organizes benchmarks into related ideas.
- Benchmark – a specific statement of what a student should know and be able to do (related to the topic) at a specific grade level or grade level cluster.
- Sample Performance Assessment – a generalized description of how a student might demonstrate specific aspects of the benchmark.

The Sample Performance Assessment was accompanied by a rubric describing student performance at four levels.

**HCPS III
Guidelines for
Development**

HCPS III was developed by ISB and McREL using the following guidelines:

- Essential standards, benchmarks, and performance indicators were used as the foundation for the HCPS III standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded states’ standards.
- Analysis of the standards led to the elimination of overlaps and redundancies within and between content areas.
- Consistent grain size (benchmarks that were approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing “proficient.” Attention was paid to the taxonomic level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable. The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and Sample Performance Assessments were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

**2004-2005:
Standards-
Based Report
Card**

The elementary standards-based report card was introduced and used in pilot schools; a curriculum mapping tool was made available on Lotus Notes; and the middle school promotion policy was established for the four core courses.

**2004-2005:
Professional
Development
Modules**

At the same time, between Spring 2004 and August 2005, ISB developed five professional development modules, titled *Transforming Our Teaching and Learning (TOTAL)* which were presented to complex area staff and placed on the DOE website. The modules were also made available via Channel 56, a public access station.

**2005-2006:
HCPS III
Distributed;
Other System
Changes**

During SY 2005-2006, HCPS III documents were distributed to schools and information about the development of HCPS III was disseminated at meetings held for department heads and curriculum leaders of the various content areas.

In 2005-2006, elementary schools began using the standards-based report card and the Authorized Courses and Code Numbers (ACCN), which lists all courses that can be offered in the secondary schools, was revised to reflect the standards.

**2006:
Benchmark
Maps**

In 2006, after a series of meetings with school- and complex-level curriculum leaders, ISB published benchmark maps, a quarterly sequence of *clustered* benchmarks to be covered within a grade or course, for each of the nine content areas. Their purpose is to provide consistency throughout the state in identifying when benchmarks will be addressed.

**Protocol for
Assisting
Schools and
Complexes**

Transforming Our Teaching and Learning (TOTAL), the professional development modules developed by OCISS, were launched in 2005 via television and training sessions with complex area staff. Because of concerns and requests raised in response to this initial effort, the following process is currently used to customize OCISS training:

- A Complex Area Superintendent (CAS) assesses the needs of schools in the complex area and submits a list of professional development sessions in priority order with preferred dates to OCISS.
- Requests are routed to appropriate branches/teams within OCISS. The Assistant Superintendent for OCISS notifies the CAS as to which staff member will work with him/her to provide the requested professional development sessions.
- A Branch Director or Section Administrator from OCISS coordinates the session with a CAS.
- The state team conducts sessions with selected complex area team staff (e.g. School Renewal Specialist, Resource Teacher) and school level leaders. These persons become the “trainer of trainers.”
- The complex area team and school level leaders plan and deliver staff development sessions to the complex area schools and/or target populations. State team members coach or mentor at initial sessions.

- The complex area team and school level leaders provide sustained support in the schools in order to build each school's capacity to apply appropriate skills.

There is still flexibility with regard to the delivery of services and state curriculum personnel may respond to an individual school's request for assistance. However, if the expectation is that the complex or district is to provide follow-up support, then schools are advised that the protocol described above should be followed.

Student Assessment Section

The Student Assessment Section in the Office of the Superintendent is primarily responsible for the development of the Hawaii State Assessment (HSA) program. Representatives met with the PSRC on April 12, 2006 to explain changes to the HSA between 2002 and 2006 and plans for the HSA beginning with SY 2006-2007. The HSA is comprised of criterion-referenced items based on the HCPS and a norm-referenced test. Terra Nova will replace the Stanford Achievement 9 abbreviated reading and math tests in 2007. American Institutes for Research (AIR) has been contracted to develop the new HSA. Both Achieve, Inc. and the Education Trust attest to the rigor of the HCPS and HSA.

Office of Human Resources

On June 20, 2006, the Office of Human Resources (OHR) informed the Commissioners about a number of developments relevant to the delivery of standards-based education. The Collaborative Human Resources Automation Project (CHAP) records personnel data. An Educational Assistant training program has the objective of meeting the No Child Left Behind requirements for quality staff; 95% of the Educational Assistants have met NCLB requirements. OHR also reported that less than 5% of teachers evaluated within a given school year are rated as unsatisfactory through the Professional Evaluation Program for Teachers (PEP-T).

Professional Development Educational Research Institute

The Professional Development & Educational Research Institute (PDERI) staff presented information about professional development of administrators and teacher leaders on May 9, 2006. In SY 2004-2005, PDERI launched a three-year, federally-funded project aimed at developing leadership among administrators and teachers. This initiative contains the following training components: *Na Kumu Alakai* (for teacher leaders); Administrator Certification for Excellence (for certification into administration with focus on vice-principals); New Principals Academy; Hawaii Principals Academy (for veteran principals); Complex Area Superintendent; and Mentor Academy (for training retired principals to serve as mentors).

Findings:

1. The Office of Curriculum, Instruction and Student Support (OCISS) has been the lead office in the development of the Hawaii Standards System

that includes various subsystems (e.g., curriculum frameworks, instructional guides, etc.) that support the implementation of the Hawaii Content and Performance Standards.

2. The Office of Curriculum, Instruction and Student Support (OCISS) has developed a series of professional development sessions to help teachers improve their skills in implementing the Hawaii Content and Performance Standards.
3. The professional development modules have not been evaluated for quality of content or implementation.
4. Professional development sessions are customized and adapted to meet the diverse needs of schools.
5. The Hawaii State Assessment contains standards-based tests that are valid, reliable, and with high standards.
6. The Department of Education has established a comprehensive training program to meet its needs for competent administrators.

Complex Areas Complex Areas

Complex Areas are administrative areas comprised of two or more complexes (a high school, middle/intermediate school and elementary schools within its attendance area). There are fifteen (15) complex areas, each with varying numbers of schools ranging from a high of 22 to a low of 9. Each complex is headed by a Complex Area Superintendent (CAS), whose major responsibilities are to coordinate and support the efforts of the complex area schools to effectively implement standards-based education.

Complex Area schools are assisted in meeting their professional development needs for standards implementation, following this general process:

- The CAS confers with school principals to plan the Complex Area professional development support.
- The Complex Area team collects evidence in collaboration with principals and school staff to identify professional development needs.
- Priority support is provided to schools identified under NCLB as “Corrective Action” or “Needs Improvement” schools.
- The Complex Area team works with the schools to provide staff development, facilitate continuing assess of progress in implementation of the strategic plan, broker additional resources, facilitate focus group meetings, and monitor progress.

On April 12, 2006, the CASs shared the following comments with the PSRC:

- The TOTAL professional development modules needed to be adjusted to meet the needs of the complexes. There is a need to customize professional development to meet diverse school needs.
- There was no clear plan for training and follow-up of TOTAL modules. There has been no evaluation or feedback on the modules.
- The “train-the-trainer” model is not effective. The cadre (“trainers”) has had difficulty transferring lessons back to the school.
- The complexes ought to be involved in the development of support tools so that the complexes can support the training conducted by the State Office.
- There has been increased confidence among school leaders (principals and teachers). Sharing among principals has created a professional learning community.
- The *2005-2008 DOE Strategic Plan*, the *Complex Strategic Plan* and school *Financial and Academic Plan* are aligned.
- External consultants and reform programs provide information and insight on standards-based education.
- The standards-based elementary report card has provided focus and impetus for change.
- Superintendent Patricia Hamamoto’s clear message is reaching teachers.
- Leadership needs to be developed, not just among principals but among School Renewal Specialists, vice-principals, teachers, etc. Instructional leadership among teachers needs to be cultivated.
- Secondary schools are a challenge because their focus on content interferes with teaching to standards. They also need help with standards-based grading, reporting, and assessment.
- Assessment needs to tell us how to help students.
- We need to involve parents and the community more.

- We are challenged to find time for professional development beyond the use of waiver days and professional improvement days. We need to look at professional development in new ways.
- We need to “stay the course.” Teachers are using the standards but they need time to get to know HCPS III and to carry out school plans for improvement. We had to develop plans using a variety of models over the past three years; we need time to implement our plan.
- We need qualified teachers. Principals need additional staff to assist them in their performance of the numerous tasks they are charged with.

Findings:

1. Complex Area Superintendents have strengthened performance of their roles and responsibilities since 2002.
2. Complex areas would like to be involved in the state’s development of “support tools” for implementation of the HCPS.
3. Time is needed beyond the ways currently available to provide professional development for teachers.
4. Teachers need time to carry out the implementation of HCPS III.

Recommendations:

1. That the Office of Curriculum, Instruction and Student Support and Complex Areas work together to plan and evaluate the effectiveness of professional development in improving schools and student achievement.
2. That the “trainer of trainers” model be evaluated for effectiveness as a model for providing professional development.
3. That the DOE explore ways of providing time for teacher professional development beyond the options that are currently offered.
4. That the DOE reassure schools about the stability of HCPS III so that schools can see results of their improvement efforts.

Schools

Schools:

A Complex Area Superintendent provides leadership and support to the schools within a complex area through the school principals. Each school, through its three-year *School Strategic Plan* and its current-year *Academic and Financial Plan* describes the actions it will take to improve student achievement of HCPS III. It is in Hawaii’s public school classrooms that

learning takes place. The 2006 PSRC was especially interested in what takes place in Hawaii's classrooms.

Aware that they were working with a short timeline and with budgetary constraints, the 2006 PSRC requested the assistance of the Systems Accountability Office, which responded with the following information sources regarding school-level implementation of the standards.

- A survey, *Principals' Observation of Classroom Teachers*, which was distributed in May 2006 to 254 principals. Principals were asked to report results of their systematic observations/evaluations of classroom teachers and to assess their teachers' ability to teach to the standards.
- A survey, conducted by Ward Research, was distributed to 255 principals and 11,282 teachers statewide. It asked about professional development activities, readiness to teach to standards, and challenges in implementing standards-based education. This survey was largely adapted, with permission, from the EdSource Survey *Implementing California's Academic Standards: High school principals*. EdSource is a California-based, independent, nonpartisan, not-for-profit organization. The surveys were distributed in May 2006 and collected in June 2006.
- The 2005 *School Quality Survey* (SQS) results for the dimensions of Standards-Based Learning and Quality Student Support were disaggregated for student, teacher, and parent groups. The SQS is a biennial survey of perception in the dimensions of the Standards Implementation Design (SID), a framework and process for school improvement. It is used by schools during their accreditation and school improvement discussions. The SQS is administered to all teachers, a random sampling of parents throughout the DOE, and all students in Grades 5, 8 and 11.

Each of these surveys is described and results are discussed below.

Principals' Observations of Classroom Teachers

This short survey asked principals to indicate the number of teachers at the school who worked directly with students to implement the standards, the average number of observations conducted per week, and the principal's assessment of the teachers' competence in teaching to the standards. Sixty-three per cent (63%) of the principals returned their observations made on 5,578 teachers; this is 49% of classroom teachers statewide.

- The distribution of the returns was as follows: 73% from elementary schools, 14% from middle/intermediate schools, 9% from high schools, and 4% from multi-level schools.

- The average number of classroom visits/observations was distributed as follows: Overall -- 5.26 observations a week; Elementary -- 5.30 observations a week; Middle/Intermediate -- 5.86 observations a week; High Schools -- 4.21 observations a week; and Multi-level Schools -- 5.0 observations a week.
- Principals indicated 4 staff development activities conducted per quarter during School Year 2005-2006.
- Principals rated their teachers' capacity to teach to the HCPS as follows (Figure 1):

Figure 1: Principals' Assessment of Teachers' Capacity to Teach to HCPS	
Percent deemed proficient or effective (Overall)	63%
• Elementary teachers	70%
• Middle/Intermediate teachers	57%
• High school teachers	52%
• Multi-level school teachers	40%
Percent of teachers working toward proficiency (Overall)	37%
• Elementary teachers	30%
• Middle/Intermediate teachers	43%
• High school teachers	48%
• Multi-level school teachers	60%

- The results are consistent with data showing school status in meeting the requirements of Adequate Yearly Progress (AYP) under the provisions of the *No Child Left Behind Act* (Figure 2).

Figure 2: School status under <i>No Child Left Behind</i>		
School Type	% Not NCLB-Sanctioned	% Met AYP
Elementary	72%	49%
Middle/Intermediate	19%	11%
High	12%	6%
Multi-level	11%	0%

Findings:

1. The lower the school level (e.g., elementary as opposed to high school), the better were the principals' ratings of teacher proficiency to deliver standards-based classroom instruction.
2. The lower the school level (e.g., elementary as opposed to high school), the better the school was able to make AYP and avoid NCLB sanctions.

3. The principals' ratings indicate that there are teachers who, although considered "Satisfactory" in PEP-T, have not incorporated standards-based instruction into their teaching practices.

Recommendations:

1. That the DOE investigate whether the criteria and standards for rating teacher proficiency in teaching to the HCPS used by principals in classroom observations are comparable to the criteria used for standards-based instruction.
2. That the BOE and DOE both consider the lagging progress in secondary schools to implement the HCPS to be a serious problem that merits swift, high-priority attention and resolution.

The Ward Research Survey

Surveys were distributed to 255 principals and 11,282 teachers. A total of 166 principals and 3,221 teachers completed and returned the surveys to Ward Research by June 15, 2006. This sample size results in a +/- 4.5% margin of error for principals and a +/- 1.5% margin of error for teachers at a 95% confidence level. Response rates from districts and from levels (elementary, middle/intermediate, high, and multi-level schools) were consistent with statewide demographics.

The survey yielded the following results:

- Almost all principals (93%) and teachers (92%) stated that teachers have participated in professional development focusing on content and instructional strategies to meet the needs of all learners.
- While it appears that teachers are receiving professional development, principals commonly believed that more professional development is needed in the core subject areas compared to teachers (Figure 3)

Figure 3. Comparison of Teacher and Principal Responses, Professional Development Needs		
Content Area	% Teachers indicating Professional Development is Needed	% Principals indicating Professional Development is Needed
Language Arts	31%	52%
Math	29%	64%
Science	34%	71%
Social Studies	35%	64%
Other	16%	12%

- Teachers tended to rate their own capacity to teach to HCPS across all subject areas slightly higher than did principals. For instance, 44% of

Language Arts teachers rated their capacity as *fully capable*, while only 33% of principals rated teachers' capacity the same.

- In response to the question about conditions that would help teachers be more fully prepared to teach to the standards, the most popular items among principals were:
 - *Greater ability to analyze and evaluate student data* (75% to 82% for the four core content areas). High school principals felt the strongest (89% in all subject areas) followed by middle/intermediate principals (83% to 89% for four core content areas).
 - *More articulation within and between grade levels* (74% to 78% for the four core content areas). Elementary principals felt the strongest (78% to 83% for four core content areas) followed by middle/intermediate school principals (68% to 74% for four core content areas).
- In response to the question about conditions that would help teachers be more fully prepared to teach to the standards, the most popular items among teachers were:
 - *More articulation within and between grade levels* (39% to 45% for four core content areas). Elementary teachers felt the strongest (61% to 65% for four core content areas) followed by multi-level school teachers (22% to 29% for four core content areas).
 - *Instituting a schoolwide curriculum* (32% to 35% for four core content areas). Elementary teachers felt the strongest (47% to 52% for four core content areas) followed by high school teachers (17% to 23% for four core content areas).
- Teachers and principals have differing perceptions of challenging factors in implementing standards-based education (Figure 4).

Figure 4. Factors that Impact on the School's Capacity to Implement Standards-Based Education (In Priority Order)			
Teachers	Mean (5-point scale)	Principals	Mean (5-point scale)
Inadequate parent support	3.79	Inadequate differentiated instruction	3.67
Inadequate resources	3.66	Inadequate parent support	3.63
Student demographic factors	3.62	Inadequate use of assessment to adjust instruction	3.47
Large class size	3.61	Inadequate analysis of student data	3.40
Students lack achievement orientation	3.61	Student demographic factors	3.38

- By school type, teachers and principals have different perceptions of challenging factors in implementing standards-based education. Mean scores on a 5-point scale show the following differences:
 - The factor having the greatest impact on the school's capacity to implement standards-based education among high school teachers is *Students lack achievement orientation* (mean of 3.99); among middle/ intermediate school teachers, *Inadequate parent support* (mean of 3.99); among elementary school teachers, *Lack of state-level support* (mean of 3.70); and among multi-level school teachers, *Inadequate parent support* (mean of 4.13).
 - The factor having the greatest impact on the school's capacity to implement standards-based education among high school principals is *Inadequate differentiated instruction* (mean of 3.95); among middle/ intermediate school principals, *Inadequate parent support* (mean of 3.78); among elementary school principals, *Inadequate parent support* (mean of 3.59); and among multi-level school principals, *Inadequate differentiated instruction* (mean of 4.00).
- Teachers who are unlicensed or teaching out of their field are significantly less likely to have: participated in professional development focusing on content and instruction or on using assessment results, examined student work in relation to HCPS, used curriculum materials and instructional strategies aligned with HCPS, or reported to students and parents about student progress toward meeting HCPS.
- 18% of high school teachers, 17% of middle/intermediate school teachers, 9% of elementary school teachers, and 12% of multi-level school teachers report that they are either unlicensed or teaching out of their field.
- What teachers do and what principals believe teachers do are aligned in some instances. For example:
 - 83% of teachers indicated that they participated in professional development that focuses on using assessment results as feedback to modify instruction. 86% of principals indicated that they thought the teachers at their school were using assessment results in this way.
 - 76% of teachers said that they and their students examine the quality of their work in relation to the HCPS. 77% of principals said they thought their teachers were doing this.

- What teachers do and what principals believe teachers do differ on some levels. For example:
 - 84% of teachers indicated they use standards-based classroom assessments to determine how well students are learning. 75% of principals indicated that their teachers do this. When disaggregated by school type, the responses show great variation (Figure 5).

Figure 5. Use of Standards-Based Assessments to Determine How Well Students Are Learning.		
School Type	Teachers (% Agree)	Principals (% Agree)
High school	74	41
Middle/intermediate school	80	60
Elementary school	90	83
Multi-level school	85	78

- 45% of teachers agreed that their school curriculum is coordinated within and across grade levels; 62% of principals agreed with the statement. When results are disaggregated by school type, the differences in perception are consistent among all school types (Figure 6).

Figure 6. A Coordinated Curriculum Within and Across Grade Levels Exists		
School Type	Teachers (% Agree)	Principals (% Agree)
High school	32	59
Middle/intermediate school	49	71
Elementary school	50	66
Multi-level school	43	25

- 66% of teachers indicated that reports to students and parents include information about student progress toward meeting the HCPS. 78% of principals agree that this reporting is taking place. Disaggregating results by school type reveals a difference in perception between teachers and principals in secondary schools. The strong agreement between principals and teachers at the elementary level is probably because the standards-based report card is already in use at the elementary level (Figure 7).

Figure 7. Reports Include Information About Student Progress		
School Type	Teachers (% Agree)	Principals (% Agree)
High school	35	17
Middle/intermediate school	44	44
Elementary school	91	94
Multi-level school	59	56

- 56% of teachers indicated that supports are in place to assist them in using student achievement data (i.e. student work and test results) to examine curriculum and its articulation to make adjustments. 79% of principals agreed with the statement.

Findings:

1. There are strong differences in perception between principals and teachers that need further investigation.
2. There is a need to examine the effectiveness of professional development efforts if 83% of teachers report participating in professional development that focuses on using assessment results as feedback to modify instruction but 76% of teachers say that they and their students examine the quality of their work in relation to the HCPS and only 66% of teachers provide reports that include information about student progress toward meeting the HCPS.

Recommendations:

1. That the results of the Ward Research survey of principals and teachers be shared with schools, complexes, and state offices for the purpose of examining common understandings, perceptions, and professional development approaches for effectiveness. Once shared, steps should be taken to close the perception gap.
2. That the principals and staff of high schools, middle/intermediate schools, and multi-level schools re-examine current professional development approaches for effectiveness.

The School Quality Survey (SQS)

The SQS is administered biennially to all students in grades 5, 8, and 11, all teachers, and randomly selected parents. Respondents are asked to indicate their agreement or disagreement with statements using a 5-point scale. Information gathered from the SQS is used in developing self-study reports for accreditation and the A/FP. Statements are grouped into nine dimensions. Six dimensions parallel the components in the Standards Implementation Design process. School-by-school and system results can be found at: <http://arch.k12.hi.us>.

The PSRC reviewed disaggregated data for each of the subgroups and each of the items in the SQS. In addition, the PSRC compared results from the 2001, 2003, and 2005 administrations of the SQS. Results of the PSRC's analysis of SQS data follow.

- There are more students at the elementary level (85%) reporting that teachers explain to them what is learned than at the middle/intermediate level (67%) or at the high school level (66%).
- 94% of teachers indicated that their teaching and learning activities are focused on helping students achieve the standards and General Learner Outcomes.
- 81% of teachers responded that their schools offered quality educational programs and a variety of courses based on HCPS. The students responded to similarly worded items in the following way: 73% of elementary students agreed; 52% of middle/intermediate school students agreed, and 53% of high school students agreed.
- 66% of elementary students indicated that what they were learning helped them reach the HCPS, 55% of middle/intermediate school students agreed; and 47% of high school students agreed.
- 82% of elementary students agreed with teacher self-assessment (85%) that their assigned homework is appropriate and productive in meeting HCPS. Middle/intermediate school students (54%) and high school students (51%) disagreed markedly in their responses.
- 90% of teachers responded affirmatively to the statement that their curriculum and instructional strategies emphasize higher-order thinking and problem solving skills whereas only 69% of middle/intermediate school students and 51% of high school students agreed with the teachers' assessment. Only elementary school students (91%) agreed with the teachers.
- 82% of elementary students, 60% of middle/intermediate school students, and 55% of high school students responded that they learn by doing things, not just by sitting and listening, whereas 97% of teachers thought their instruction included active participation of students.
- 83% of elementary students, 59% of middle/intermediate school students, and 49% of high school indicated that teachers usually find another way to help students understand the work.
- While 91% of teachers thought that they gave parents and students feedback of student progress and suggested ways for students to improve, only elementary school students (83%) generally agreed, and only 60% of middle/intermediate school students and 47% of high school students agreed.

- 73% of elementary school students, 64% of middle/intermediate school students, and 62% of high school students indicated that they are aware of how well they are doing in class.

Hawaii State Student Council Open Meeting

At their statewide Spring meeting, members of the Hawaii State Student Council were asked their thoughts about standards and their classroom experiences with the HCPS. These high school students responded with the following comments.

When asked to describe what goes on in the classroom in terms of standards, they indicated:

- Most teachers just post them on the wall or write them on the board
- The standards are not referred to everyday in most classes
- They do not address them unless there will be a classroom visitation
- Standards are outlined in the syllabus passed out in the beginning of the year
- A small part of the teachers do express the standards daily
- In AP (Advanced Placement) classes, the focus is mostly on the exam, not the standards
- Some teachers are trying to fit the standards into their curriculum, instead of the other way around
- Lessons do not seem to be based on standards
- There is little to no emphasis on what standards are or their meaning
- Some teachers provide checklists for the standards

When asked, “How are the standards being used in the classroom to help you achieve?” students replied:

- For the most part, they are “just there”
- Rubrics are helpful and get them more often [than before], but they are mostly only for projects and important assignments
- They [seem to] mostly just help the teacher to outline their lesson plans

- Whether or not the teachers express what the standards are, the level is still the same
- Standards are hardly used
- There is not much awareness of the standards
- They are the basis for the work that is assigned

Findings:

1. The responses of students to the various items in the SQS are consistent with findings from other that sources that standards-based education has been implemented more successfully at the elementary school than at the secondary school level.
2. There are strong differences in perception between secondary students and secondary teachers.

Recommendation:

That schools conduct an item-by-item analysis of the School Quality Survey to identify significant differences in perception among teachers, students, and parents and take appropriate action.

D. National Reviews of the Hawaii Content and Performance Standards

The actions taken by the DOE (state, complex area, and school levels) informed the PSRC about the implementation of the standards. National reviews of state standards provide an external assessment of the rigor and quality of those standards. The PSRC examined several of these reviews of Hawaii's standards.

*Quality Counts
2006*

Each year, *Education Week* publishes *Quality Counts*, a review of state policies related to student achievement, standards and accountability, efforts to improve teacher quality, school climate and resources. Each state is given a grade for its progress in these selected indicators. Since Hawaii allocates resources as a statewide district, it was not given a grade for resources in 2006. *Quality Counts 2006* awarded Hawaii a B+ (87%) based on its findings:

- Hawaii has adopted standards in the core subject areas of English, mathematics, science, and social studies.
- English standards at all grade levels are clear, specific, and grounded in content.

- Mathematics standards at all grade levels are clear, specific, and grounded in content.
- Science standards at all grade levels are clear, specific, and grounded in content.
- Social studies standards at all grade levels are clear, specific, and grounded in content.

Achieve, Inc. On April 5, 2006, Matthew Gandal, executive vice president of Achieve, Inc. presented a report on the Hawaii State Assessment (HSA) to both education committees of the State Legislature and to the Committee on Regular Education, K-12. Achieve, Inc. is a nonprofit organization with a national reputation for work with state standards and statewide accountability systems. The report compared the HSA with six other state tests and concluded that the HSA is “a rigorous test” that reflects what students need when pursuing college and/or careers. Achieve’s review also concluded that the HSA’s proficiency levels are more comparable to those of the National Assessment of Educational Progress (NAEP) than those of many other states.

Fordham The Thomas B. Fordham Foundation annually reviews and grades state standards. In 2006, the Fordham Foundation gave the HCPS a grade of F, citing a lack of specific grade level expectations and a lack of specificity. However, the Fordham group used the HCPS II standards and accompanying curriculum documents and not the HCPS III for their review. Furthermore, the criticisms leveled against HCPS II were addressed in HCPS III.

Education Trust The Education Trust, an independent nonprofit organization, examined state assessments from 2003 to 2005 to assess patterns of student achievement. They found achievement gains in Hawaii’s statewide assessments in reading and math in the elementary grades, a slight drop in reading and an increase in math in the middle level, and an increase in reading and math at the high school level. The Education Trust also compared statewide results with results from the National Assessment of Educational Progress (NAEP), which provides an external check of the rigor of the HCPS and the HSA. The results for Hawaii are presented below (Figure 8):

Figure 8: Comparison of Hawaii State Assessment (2005) and National Assessment of Educational Progress (2005)	
Reading, Grade 4	
% Proficient and Above, State Assessment, Elementary Reading	56
% Proficient and Advanced, NAEP Grade 4 Reading	23
% Basic and Above, NAEP Grade 4 Reading	53
Mathematics, Grade 4	
% Proficient and Above, State Assessment, Elementary Math	26
% Proficient and Advanced, NAEP Grade 4 Math	27
% Basic and Above, NAEP Grade 4 Math	73
Reading, Grade 8	
% Proficient and Above, State Assessment, Middle School, Reading	38
% Proficient and Advanced, NAEP Grade 8 Reading	18
% Basic and Above, NAEP Grade 8 Reading	58
Mathematics, Grade 8	
% Proficient and Above, State Assessment, Middle School Math	20
% Proficient and Advanced, NAEP Grade 8 Math	18
% Basic and Above, NAEP Grade 8 Math	56

Source: Hall, D & Kennedy, S. (2006). *Primary Progress, Secondary Challenge: A State-by-State Look at Student Achievement Patterns*. Washington, D.C.: The Education Trust.

The results indicate that mathematics items in the HSA are parallel in rigor to the NAEP and that the reading items are slightly less rigorous than the NAEP.

Finding:

1. National organizations have found the Hawaii Content and Performance Standards to be valid and rigorous.

Parent and Community Input

E. Parent and Community Involvement

The basic question the PSRC sought to answer was, “What and how much do parents and community groups know about standards-based education in Hawaii?”

To seek answers, the PSRC scheduled meetings with parents of public school children at nine sites throughout the State: on Oahu at Ewa Beach Elementary, Alvah Scott Elementary, and Aina Haina Elementary schools; on Kauai at Kauai High School; on Lanai at Lanai High and Elementary School; on Molokai at Molokai High and Intermediate School; on Hawaii at Kealakehe Intermediate School and the Hawaii District Office Annex; and on Maui at Kula Elementary School. Various venues were used: BOE General Meetings, BOE community meetings; the statewide Parent-Teacher-Student Association Conference, and community open meetings from April 23 through September 7, 2006. The number of parents participating in a meeting numbered from a high of around 100 to none.

The PSRC used open discussion, a survey (not scientific), and a questionnaire to solicit parent thoughts about various aspects of standards-based education. Because the survey is not scientific, results should be read with caution. Results from the data sources follow. There were 77 surveys and 22 open-ended questionnaires returned.

- On the question, “How has your school informed you about the Hawaii Content and Performance Standards,” parents reported that the most common source was at a parent or community meeting (44%). The next source of information was the school newsletter (41%). 37% said that they learned about the HCPS through school informational flyers and parent-teacher conferences.
- 54% indicated that they had adequate understanding of performance standards.
- 71% knew whether their child was attaining the General Learner Outcomes.
- 50% knew whether their child knew what to do in class in order to succeed.
- 64% said that their children had told them that their teachers explain what good work looks like.
- 69% said their child knows what to do if he or she does not understand the work.
- 87% had children who brought home homework that they could complete independently.
- 86% were able to assist their children when they asked for help.
- 64% reported that their child’s report card told them how well their child was doing in class.
- 3% knew what they, as parents, could do to help their child do well in school.

There were 22 responses to the open-ended questionnaire. Most of these comments were supportive of their schools. A few opposed the standards. Among the reasons given were:

- The standards are “killing innovation” in education and do not motivate students to work harder.

- More needs to be done by the schools to educate parents because the standards are “very dry and boring subjects.”
- Four comments were negative about the report card and reporting system.

The *2005-2008 DOE Strategic Plan* includes the following objectives, strategies, and outcome measures related to parent involvement in public schools.

1.4 Coordinate parents and other resources to achieve effective standards-based education

1.4.1 Educate and involve parents and community members in standards-based education

Outcome measures:

- Increase the percent of parents who report assisting students in achieving the standards on the School Quality Survey
- Increase the number of parents who attend parent/community conferences, forums, meetings, and/or workshops based on standards education

3.1 Continuously improve student performance

Outcome measure:

- Increase the percent of parents reporting satisfaction with their school on the biennial School Quality Survey

Information on parent and community involvement activities is currently collected through the Comprehensive Student Support System (CSSS) database and the Parent-Community Networking Center (PCNC) Office. The database for SY 2005-2006 indicates that 25% of school activities addressed Student Learning.

The *2005 Trend Report: Educational & Fiscal Accountability* provides trend data on school, complex, and state performance at selected benchmark grade levels in student achievement, safety and well being, and civic responsibility. One of the indicators under civic responsibility is the number of hours volunteered by parents at their child’s school. The report for SY 2004-2005 showed that parents volunteered a total of 302 hours per 100 students’ system-wide.

The School Quality Survey (SQS) surveys randomly selected parents from all schools every two years. The results of 2005 SQS regarding items falling under parental involvement indicate that:

- 66% of parents agreed that they participate in important decisions about their children’s education (for example, year-round school, discipline, homework).
- 69% of parents agreed that their child’s school encourages them to attend school events by scheduling them at appropriate times.
- 86% of parents agreed that they check their child’s homework regularly.
- 95% of parents agreed that they talk to their child about school regularly.
- 83% of parents agreed that their child’s school welcomes and encourages parents to be involved in all kinds of ways (for example, PTSA, classroom volunteer, tutoring their children at home).
- 56% of parents agreed that they take part in and support school and classroom activities.
- 53% agreed of parents agreed that their work schedule makes it hard for them to attend school and classroom activities.
- 70% of parents agreed that the child’s school provides many opportunities for them to get involved.
- 23% of parents agreed that they are involved in the school improvement process.

The Hawaii Business Roundtable

Carl Takamura, Executive Director of the Hawaii Business Roundtable, shared the following observations with the PSRC:

- The current HCPS make more sense [than HCPSII] and are more manageable, but should be regarded as a “work in progress.”
- The business community recognizes the importance of the standards.
- It is difficult for business to say whether HCPS has made a difference since the current high school students have not grown up with the standards. The business community is not seeing a difference in students coming out of high school; they do not seem more prepared than before.

- Students have an overblown self-assessment of what they have to offer.
- A test of the standards-based system will be whether teachers can find a way to make standards meaningful to students as they go through the transition years.
- When the State Performance Standards Commission developed the first set of standards, they encountered greatest resistance to the standards from middle and high school teachers.
- The business community's interest is in high school reform. In business, the emphasis is on application of skills. The school curriculum needs to be connected to the real world. Critical questions are, "What you are interested in and how does it relate to career or work? How will what you're learning help you earn a living?" The important thing is that students learn a skill so that they can support themselves while they decide what they want to do. Students leave the DOE Academy Schools with entry level skills.
- There seems to be a narrowing of the curriculum as academic areas demand more instructional time.

Findings:

1. Parent responses to the PSRC survey, the open-ended questionnaire, and the School Quality Survey indicate that they were informed by the schools about the HCPS and that they are involved in their own child's education.
2. Parents expressed difficulty in understanding the new standards-based report card and reporting system because they depart so greatly in form and grading standards from traditional reporting forms and processes.
3. The Hawaii Business Roundtable has supported the development and use of educational standards in Hawaii from its endorsement of the 1991 Hawaii State Performance Standards Commission that developed HCPS I to the present. The Hawaii Business Roundtable notes that standards-based education is not as evident in the performance of high school graduates as expected.

Recommendation:

That the DOE and the schools address all the elements of a standards-based system (i.e. report card, formative assessments, instructional practices, etc.).

Parent Community Networking Centers

The goal of Parent-Community Networking Centers (PCNC) is the establishment of supportive partnerships among the home, school, and community in order to support student achievement and build a sense of family and community in the school with the intent of implementing the six components of the Board Policy 2403, Parent/Family Involvement. The components are to improve: 1) communication between home and school; 2) responsible parenting; 3) student learning; 4) volunteering by parents; 5) decision-making about matters that affect children and parents; and 6) collaboration within the community.

Act 51, Session Laws of Hawaii 2004, appropriated funds to provide a part-time Parent Facilitator for each school.

In 2005, the capacity of the database in the Comprehensive Student Support System (CSSS) was expanded to store the information collected on PCNC activities throughout the public school system. This development allowed the recording of parent and family involvement data for each of the six components of parent/family involvement.

Each PCNC inputs data into the statewide database to record the number of participants, the number of activities, an estimated cost for the activity, and the purpose of the activity. The database is undergoing changes so that data is inputted more consistently across the DOE. A summary of the CSSS database indicates that 25% of PCNC activities were focused on Student Learning.

Findings:

1. The PCNC database shows promise of providing good formative and summative information regarding family and community activities.
2. The number of activities and participants in the sponsored events showed that the PCNC in the schools worked very diligently to promote parent/family involvement in public education.

Joint Venture Education Forum

The Joint Venture Education Forum (JVEF) and Military Families

The Joint Venture Education Forum (JVEF) is a partnership between the military community and the DOE. Its 25 members include representatives of the military, the BOE, the DOE, the legislature, business groups, the PTSA, and Hawaii 3Rs. The 2006 PSRC met with members of the JVEF, several parents, and a recently-graduated child of a military parent. In general, they talked favorably about the elementary schools. They appreciated the gifted/talented and accelerated programs. They found science teaching weak because of its reliance on textbooks and few hands-on activities. They

expressed appreciation for transition centers, transition programs, and the Parent-Community Networking Centers, which provide a smooth transition and welcome for families.

At the high school, Advanced Placement courses are challenging but “regular” classes are not challenging enough. The standards have been made clear in both kinds of classes, but their attainment differs from class to class. In challenging classes, students are held to higher expectations.

Parents expressed concern about the range of performance acceptable as “Meets Proficiency,” from 75-94%. Students are satisfied with minimum level attainment and parents felt expectations should be higher.

Each year, the *Hawaii Public School Survey of Military Families* is administered to military families on a variety of indicators, including their perceptions of and experiences with the Hawaii public school system. In addition, focus group sessions are held with families entering Hawaii and families leaving Hawaii for other assignments. Both the 2005 survey results and JVEF representatives indicate that there has been a steady improvement in military families’ perception of Hawaii’s public schools when their perceptions before coming to Hawaii are compared with their perceptions after departing Hawaii. Survey results and comments from focus group meetings with personnel who have been based in Hawaii and who are planning to move to Hawaii show that perceptions change after their Hawaii experience. However, when initial perceptions of military personnel coming to Hawaii are compared over time, there has been no change in these perceptions.

The *Hawaii Public School Survey of Military Families 2005* surveyed parents and students in grades 5 through 12. The report indicates that overall, attitudes and impressions continue to grow in a favorable direction, particularly among parents. The schools were generally viewed as safe and welcoming, with capable teachers who care about student learning and encourage critical thinking.

Curriculum Research and Development Group at the University of Hawaii, Manoa has been contracted to conduct a 2006 survey which will include items about the Hawaii Content and Performance Standards. A report is expected to be submitted in December 2006.

Findings:

1. There has been a steady improvement in military families’ perception of Hawaii’s public schools when their perceptions before coming to Hawaii are compared with their perceptions after departing Hawaii.

2. Curriculum Research and Development Group at the University of Hawaii, Manoa has been contracted to conduct a 2006 survey which will include items about the Hawaii Content and Performance Standards.

**Pre-Service
Teacher
Preparation**

Pre-Service Teacher Preparation

The competence of newly hired personnel is critically important to the successful implementation of standards-based education in the public schools. Competent teachers enter the schools with the necessary knowledge, skills, and disposition even before they participate in professional development activities.

Representatives of institutions of higher education that provide teacher preparation programs in the State of Hawaii were invited by the 2006 PSRC to share information about their programs. Representatives from Brigham Young University-Hawaii (BYUH), Hawaii Pacific University (HPU), and the University of Hawaii, Manoa (UH-M) presented information about their programs.

- BYUH has an undergraduate program and a Fifth Year program in elementary, secondary, and special education. Program quality is evaluated through the National Council for Accreditation of Teacher Education (NCATE). It is guided by the Hawaii Teacher Standards Board (HTSB) standards and requires the inclusion of the Hawaii Content and Performance Standards (HCPS) in students' coursework.
- HPU offers an M.Ed, Professional Certificate, and alternative certificate programs in secondary education. It is guided by Interstate New Teacher Assessment and Support Consortium (NTASC) and HTSB standards. The inclusion of HCPS is required in all coursework. It participates in OCISS-sponsored workshops and applies the insights into coursework.
- UH-M offers undergraduate and graduate programs in elementary and secondary education. Programs are offered online as well as on-site. All programs incorporate NCATE and HTSB standards into their goals and expectations of teacher candidates. The College of Education periodically evaluates the effectiveness of graduates who are "new hires" in the Department of Education.
- Representatives of the teacher training institutions meet regularly through a Teacher Education Coordinating Council (TECC) to exchange ideas to improve their programs.

- There was general agreement that events like participation in OCISS training or at the annual Educational Leadership Conference help pre-service programs better connect their programs to the DOE.

Findings:

1. Pre-service teacher preparation programs have incorporated the HCPS into their coursework to prepare their teacher candidates for standards-based education. At the same time, this benefits those who plan to be part of the DOE.
2. There is no systematic process to evaluate the effectiveness of pre-service teacher preparation program graduates who are “new-hires” in the Department of Education.
3. The teacher training institutions would welcome an annual briefing conducted by DOE personnel to improve communication as well as the quality of the teacher-education programs.

Recommendation:

That the DOE and pre-service teacher preparation programs in Hawaii systematically evaluate the effectiveness of their graduates who are “new hires” in the Department of Education.

F. Other Data

U.S. Department of Education Title I Monitoring.

A team from the U. S. Department of Education Student Achievement and School Accountability Programs (SASA) office monitored the Hawaii Department of Education (DOE) the week of April 17-21, 2006. The team conducted a comprehensive review of state assessments, state accountability plan, the effectiveness of instructional improvements and instructional support measures provided to schools, and compliance with fiscal and administrative oversight requirements of the state education agency (SEA).

In their report, the Title I Monitoring team made the following commendations.

- The Complex Area Superintendents for curriculum leadership in standards-based education and assessment-driven instruction.
- The schools for their efforts in implementing the standards.

Summary of Recommendations

The 2006 PSRC carefully reviewed available records, interviewed stakeholders, and surveyed stakeholders to conduct a fair and thorough review of the work conducted by the Board of Education and the Department of Education. Their information search aimed for breadth and depth so that their findings and recommendations would help stakeholders implement the Hawaii Content and Performance Standards so that it would improve learning and achievement for all students. Their findings have been listed in the Executive Summary and are incorporated in each of this report's subsections so that the evidence base and the rationale are clear.

Based on its findings, the 2006 PSRC concludes that the HCPS III has undergone rigorous development and that the Hawaii Content and Performance Standards III need not be modified at this time. The 2006 PSRC offers the following recommendations for action by the Board of Education; the Department of Education at state, complex area, and school levels; students; parents; and the community-at-large.

1. That the BOE Committee on Regular Education, K-12, schedule regular meetings with the DOE so that the DOE can provide formative progress assessment data about the implementation of HCPS.
2. That the Office of Curriculum, Instruction and Student Support and Complex Areas work together to plan and evaluate the effectiveness of professional development in improving schools and student achievement.
3. That the "trainer of trainers" model be evaluated for effectiveness as a model for providing professional development.
4. That the DOE explore ways of providing time for teacher professional development beyond the options that are currently offered.
5. That the DOE reassure schools about the stability of HCPS III so that schools can see results of their improvement efforts.
6. That the DOE investigate whether the criteria and standards for rating teacher proficiency in teaching to the HCPS used by principals in classroom observations are comparable to the criteria used for standards-based instruction.
7. That the BOE and DOE both consider the lagging progress in secondary schools to implement the HCPS to be a serious problem that merits swift, high-priority attention and resolution.
8. That the results of the Ward Research survey of principals and teachers be shared with schools, complexes, and state offices for the purpose of examining common understandings, perceptions, and professional development approaches for effectiveness. Once shared, steps should be taken to close the perception gap.

9. That the principals and staff of high schools, middle/intermediate schools, and multi-level schools re-examine current professional development approaches for effectiveness.
10. That schools conduct an item-by-item analysis of the School Quality Survey to identify significant differences in perception among teachers, students, and parents and take appropriate action.
11. That the DOE and the schools address all the elements of a standards-based system (i.e. report card, formative assessments, instructional practices, etc.).
12. That the DOE and pre-service teacher preparation programs in Hawaii systematically evaluate the effectiveness of their graduates who are “new hires” in the Department of Education.

Conclusion

The movement to implement standards-based education in Hawaii began in 1991, when the Hawaii State Legislature, through Act 334, Session Laws of Hawaii 1991, created the Hawaii Commission on Performance Standards. In 1994, the BOE adopted this Commission's final report and, by policy, named the standards the Hawaii Content and Performance Standards. These standards became known as "the blue book."

Since that beginning, the Hawaii Content and Performance Standards (HCPS) have gone through more than a decade of review and revision by teachers, representatives of institutions of higher education, content area experts, and national organizations. As a result, the standards have been refined into their present form, the Hawaii Content and Performance Standards III.

Since the last report of the PSRC in 2002, the BOE and the DOE have implemented systemic changes (e.g., changes in policy, changes in strategic planning, and changes in procedures). These actions have resulted from forces that are both internal and external to the Department of Education.

The 2006 PSRC examined BOE and DOE documents recording their responses to these buffeting forces. In addition, the 2006 PSRC collected information from a range of stakeholder; of particular interest were those at the school level (students, parents, teachers, and administrators), where learning takes place.

The 2006 PSRC fully accepted its charge with the resolve that its findings, conclusions, and recommendations would be valid and fair and would contribute significantly to the improvement of the Hawaii Content and Performance Standards.

The 2006 PSRC believes that the BOE and DOE should "stay the course" and fully implement standards-based education so that all children in Hawaii's public schools achieve consistently high results.

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Acronyms and Glossary

(Listed alphabetically by acronym)

2005-2008 DOE Strategic Plan: The current three-year improvement plan for the State of Hawaii Department of Education. Schools, complex areas, and state offices are required to use this plan as the basis for their improvement plans.

Act 51 (Reinventing Education Act of 2004): Amended by Act 221, SLH 2004. Education omnibus act with 13 state initiatives that implement comprehensive reform in Hawaii's public schools.

Accountability Framework: A comprehensive accountability framework for the State of Hawaii Department of Education. It conforms with state law (Act 238, Session Laws of Hawaii 2000), federal legislation (*No Child Left Behind Act* of 2001), Board of Education accountability expectations, and applicable components from the *Strategic Implementation Plan*. This is available at: <http://arch.k12.hi.us>.

ARCH (Assessment Resource Center Hawaii): This website, at: <http://arch.k12.hi.us>, posts assessment results for individual schools and the state for all Department of Education assessments.

A/FP (Academic and Financial Plan): Annual school plan that is designed to improve school performance. The A/FP is based on the *2005-2008 DOE Strategic Plan* and the *School Strategic Plan*. It documents school goals, priorities, programs, activities, and the funds designated to accomplish them.

AYP (Adequate Yearly Progress): The minimum standard for improvement that all schools must achieve each year according to the federal *No Child Left Behind* accountability requirements. To make AYP, all student and all student subgroups (Special Education, English as Second Language Learner, Economically Disadvantaged, and five ethnic groups) must achieve a certain level of participation and proficiency on the Hawaii State Assessment, statewide reading and mathematics tests. In addition, schools must meet either an on-time graduation rate for high schools or must not exceed a retention rate for elementary and middle/intermediate schools. If a school meets the minimum standard for all 37 indicators, it has "Met AYP." If a school fails to meet one or more of the 37 indicators, it has "Not Met AYP."

CAS (Complex Area Superintendent): A CAS has oversight of schools within a complex area.

Complex: A groups of schools consisting of a comprehensive high school, middle/intermediate school(s) and elementary schools within its attendance boundary.

Complex Areas: These are administrative areas, made up of two or more complexes.

Complex Area Strategic Plan: The three-year improvement plan for complex areas; it is based on the *2005-2008 DOE Strategic Plan*.

CSSS (Comprehensive Student Support System): School-based delivery of supports and services that enable students to achieve the Hawaii Content and Performance Standards, to be confident and caring, and to become contributing citizens. The CSSS partnership among families, community, and school/DOE involves collaborative decision-making to ensure that prevention and intervention services match the severity, complexity, and frequency of need, and are delivered in a timely and efficient manner. CSSS links students and families to resources in the DOE, their community, and public and private agencies.

Economically Disadvantaged: These are students whose families meet the income qualifications for the federal free/reduced-cost lunch program.

ESLL (English as Second Language Learners): These students are certified as receiving English as a Second Language services.

GLOs (General learner Outcomes): Essential goals of standards-based learning in all content areas, for students in all grade levels, which is fostered in daily classroom activities and in a student's application of learning. The six GLOs are observable student behaviors: self-directed learner, community contributor, complex thinker, quality producer, effective communicator, and effective and ethical user of technology. Student progress on the GLOs is reported on the standards-based report card.

HCPS (Hawaii Content and Performance Standards): The foundation for Hawaii's public school curriculum, instruction, assessment, professional development, and accountability systems that includes nine content areas: Career and Life Skills, Fine Arts, Health, Language Arts, Mathematics, Physical Education, Science, Social Studies, and World Languages. Content standards define what students should know, be able to do, and care about. Performance standards clearly describe quality products or performance with examples of student work and commentary on how that work demonstrates student attainment of the standard.

HSA (Hawaii State Assessment): Statewide assessment in language arts and mathematics that is administered annually, in compliance with the federal No Child Left Behind Act requirements in grades 3, 4, 5, 6, 7, 8, and 10. Science will be included in the HSA beginning SY 2006-2007. The HSA comprises two kinds of tests: 1) a norm-referenced test that shows how students compare to a nationally selected group of students (called the "norm" group) and 2) a standards-based test that measures student achievement in reading and mathematics based on the HCPS.

HTSB (Hawaii Teacher Standards Board): An independent board that sets licensing and re-licensing requirements for teachers in the State of Hawaii.

ISB (Instructional Services Branch): The branch within OCISS charged with the development of the HCPS, its supporting curriculum, instruction, and assessment documents, the professional development modules for implementing HCPS, standards-based report cards, secondary courses, and for recommending policies in support of standards-based education.

JVEF (Joint Venture Education Forum): The JVEF is a partnership between the military community and the DOE. Its 25 members include representatives of the military, the BOE, the DOE, the legislature, business groups, the PTSA, and Hawaii 3R's.

NAEP (National Assessment of Educational Progress): Also known as "The Nation's Report Card," these are federal tests in reading, mathematics, writing, social studies, science, U.S. history, civics, geography, and the arts. They are developed and administered by the United States Department of Education (USDOE) to a sample of students in grades 4, 8 and 12 in participating states. The State of Hawaii has participated in NAEP assessments in reading, mathematics, writing, and science in grades 4 and 8.

NCLB (No Child Left Behind): This law, enacted in 2001, is a reauthorization of the Elementary and Secondary Education Act and consists of many Title programs (e.g., Title I, Title IV, etc.) each with its own funding and reporting requirements. The act specifies school and state accountability mandates and reporting requirements for Title I funds, and requires that all schools in a state must be subject to the same accountability system. NCLB reports are available at: <http://arch.k12.hi.us>.

OCISS (Office of Curriculum, Instruction and Student Support): OCISS is comprised of six branches. Within this office, the Instructional Services Branch (ISB) is responsible for the development of the Hawaii Content and Performance Standards and supporting resources; this includes the Hawaii Content and Performance Standards; curriculum, instruction, and assessment resources to implement the HCPS; professional development/training resources; standards-based secondary courses and course guidelines; guidelines and procedures for reviewing instructional materials; standards-based report cards; and recommendations regarding promotion, retention, and other student policies for the Board of Education.

OHR (Office of Human Resources): The Office of Human Resources is responsible for personnel within the State of Hawaii Department of Education.

PCNC (Parent-Community Networking Center): At the school level, PCNC refers to both the parent liaison as well as the office where parent involvement activities are conducted.

PDERI (Professional Development & Educational Research Institute): PDERI, part of the Office of Human Resources, is responsible for leadership development among school administrators and complex area superintendents.

PTSA: Parent-Teacher-Student Association.

SCC (School Community Council): A body of elected and appointed school shareholders (principal, teachers, non-certified school staff, students, parents, and community members) that is responsible for reviewing a school’s academic and financial plan, advising the principal and Complex Area Superintendent, and providing a vehicle for input from and communication among school shareholders.

School Strategic Plan: A three-year improvement plan for schools, based on the *2005-2008 DOE Strategic Plan*. The Academic and Financial Plan charts details for the current year of this three-year plan.

SID (Standards Implementation Design): Framework and process for analyzing school performance in four areas: helping students meet the HCPS, planning for improvement based on the analysis or performance, implementing the improvements, and assessing and evaluating results.

SPED (Special Education): Students certified as requiring specialized educational services. For NCLB purposes, the SPED counts includes all special education students listed on the official enrollment report as receiving special education services; it includes special education students with a “Speech and Hearing-Impaired only” condition.

SQS (School Quality Survey): This biennial survey gathers teacher, student, and parent perceptions that are useful to schools in developing school improvement plans for accreditation and standards implementation. The SQS also provides information about parent involvement and parent and student satisfaction with their schools. Surveys are available at: <http://arch.k12.hi.us>.

SSIR (School Status and Improvement Report): This annual school report includes a description of the school and its setting, a summary of progress in implementing HCPS, and information on school resources and educational outcomes. The SSIR is available at: <http://arch.k12.hi.us>.

SY: School year.

Title I: A school is designated a “Title I school” and receives supplemental federal funding under NCLB if its student population meets a specified poverty rate. Title I schools are obligated to follow federal requirements regarding Title I funds.

Transition Center: This refers to a room or a person responsible for helping military families and students transition into Hawaii’s public schools.

Trend Report: Educational & Fiscal Accountability: This annual report contains three years of trend data on schools, school complexes, and system performance at selected benchmark grade levels with performance indicators in areas relating to student achievement, safety and well-being, and civic responsibility. These reports are designed to present trend data information to the public in a concise two-page format for each complex and school. Reports are available at: <http://arch.k12.hi.us>.