

## Title I Allocations for Restructuring Schools, SY 2007-08, Program ID 12649

School Name	County	District	Enrollment	Total Allocation
Haleiwa & Wahiawa Elementary	Honolulu	Central	200 / 444	\$151,000
Ka'ala Elementary	Honolulu	Central	425	\$119,069
Wahiawa Middle	Honolulu	Central	896	\$121,240
Waialua HIS	Honolulu	Central	674	\$117,096
Anuenue School	Honolulu	Honolulu	368	\$133,861
Central Middle	Honolulu	Honolulu	466	\$117,793
Dole Middle	Honolulu	Honolulu	849	\$119,656
Kalakaua Middle	Honolulu	Honolulu	1053	\$128,946
Kalihi Kai Elementary	Honolulu	Honolulu	683	\$65,955
Ilima Intermediate	Honolulu	Leeward	1212	\$118,335
Ma'ili Elementary	Honolulu	Leeward	786	\$104,000
Makaha Elementary	Honolulu	Leeward	568	\$117,472
Nanaikapono Elementary	Honolulu	Leeward	923	\$115,000
Nanakuli Elementary	Honolulu	Leeward	486	\$115,000
Nanakuli HIS	Honolulu	Leeward	1210	\$115,000
Wai'anae Elementary	Honolulu	Leeward	603	\$84,042
Wai'anae High	Honolulu	Leeward	2218	\$115,000
Wai'anae Intermediate	Honolulu	Leeward	1056	\$110,367
Waipahu Elementary	Honolulu	Leeward	995	\$115,000
Waipahu Intermediate	Honolulu	Leeward	1267	\$115,000
Kahalu'u Elementary	Honolulu	Windward	224	\$115,000
Parker Elementary	Honolulu	Windward	333	\$115,000
Waiahole Elementary	Honolulu	Windward	80	\$100,000
Waimanalo EIS	Honolulu	Windward	542	\$118,058
Hilo Intermediate	Hawaii	Hawaii	558	\$92,794
Kalaniana'ole EIS	Hawaii	Hawaii	353	\$91,973
Kau High & Pahala Elem	Hawaii	Hawaii	515	\$123,328
Kea'au Middle	Hawaii	Hawaii	613	\$94,783
Kealakehe Elementary	Hawaii	Hawaii	983	\$81,918
Kealakehe Intermediate	Hawaii	Hawaii	933	\$93,876
Keonepoko Elementary	Hawaii	Hawaii	615	\$15,000
Laupahoehoe HES	Hawaii	Hawaii	218	\$101,130
Na'alehu EIS	Hawaii	Hawaii	379	\$130,022
Pahoa HIS	Hawaii	Hawaii	761	\$120,959
Waimea Elementary	Hawaii	Hawaii	667	\$80,428
Hana High & Elementary	Maui	Maui	357	\$116,931
Kahului Elementary	Maui	Maui	895	\$117,438
Kaunakakai Elementary	Maui	Maui	212	\$115,745
Lihikai Elementary	Maui	Maui	1118	\$117,746
Maunaloa Elementary	Maui	Maui	57	\$115,690
Moloka'i High	Maui	Maui	394	\$116,791
Moloka'i Intermediate	Maui	Maui	160	\$116,185
Koloa Elementary	Kauai	Kauai	183	\$65,373
Waimea Canyon EIS	Kauai	Kauai	460	\$115,000
Kamaile Elementary	Honolulu	Charter	646	\$115,000
Kualapuu Elementary	Maui	Charter	361	\$115,000
				\$5,000,000

**Record of Provider Services - Program ID 12649, Restructuring  
SY 2007-2008**

Name of School	Assessment of the School's Progress Towards Improving Student Achievement	Plans for the Allocation: Focus of Service(s) (e.g. leadership training, professional development, assessment training, etc.)	Amount allocated
Anuenue School	<p>The school was able to meet the proficiency target for Reading and met safe harbor in Math in the Spring 2007 HSA results.</p> <p>The WARE quarterly assessment data also shows an increase from the first to fourth quarter as follows: Math – aggregate gain of 7.64%, Reading – aggregate gain of 4.54%</p>	<p>Part-time Teachers and Paraprofessionals:</p> <ul style="list-style-type: none"> <li>• Conduct quarterly assessments</li> <li>• Supplemental instruction (e.g., tutorial)</li> <li>• Family Involvement Coordinator</li> <li>• Supplemental Education Services coordinator</li> <li>• Tech support coordinator</li> </ul> <p>Restructuring team coordinator Leadership coaches Substitutes for teachers to attend professional development sessions/articulation meetings Support for non-highly qualified teachers to become highly qualified Supplemental materials for mathematics and language arts Consultant fees for <i>Investigations</i> and <i>Connected Mathematics</i></p>	\$133,8761
Hale'iwa Elementary	<p>Group Progress Profiles reflect the school is on track with their pacing guide and daily lesson implementation logs.</p> <p>Intervention Rosters reflect targeted students are receiving effective and regular interventions.</p> <p>AYP status reports reflect school success in making AYP in both reading and mathematics.</p> <p>Benchmark Tracker results and corresponding quarterly progress reports reflect school's attainment and/or progress towards meeting their outcomes and benchmarks.</p> <p>Walkthroughs reflect consistency in rigor and instructional implementation of reading and math programs across all grade levels.</p>	<p>Leadership development – Reading and Mathematics coaches Professional development – Everyday Mathematics Standards-based assessment articulation meetings</p>	\$75,500 *funding augmented by other sources

Name of School	Assessment of the School's Progress Towards Improving Student Achievement	Plans for the Allocation: Focus of Service(s) (e.g. leadership training, professional development, assessment training, etc.)	Amount allocated												
Kahaluu Elementary	<p>Kahaluu made AYP in reading for the second year and missed AYP in math in one cell by 2%. 07-08 Quarter 1 Benchmark Tracker results will be used as baseline data. Kahaluu will be using the following assessments to monitor progress towards Student Achievement:</p> <ul style="list-style-type: none"> <li>• Benchmark Tracker –quarterly assessment</li> <li>• Monthly Progress Reports</li> <li>• HSA</li> </ul>	<p>Funds will be used for:</p> <ul style="list-style-type: none"> <li>• Accelerated intervention materials</li> <li>• Peer coaching materials</li> </ul>	\$115,000												
Kalihi Kai Elementary	<p>AIRS Quarterly Assessment results show an aggregate score of 34 in Reading and 40 in Mathematics. School continues to work towards increasing the number of students meeting proficiency on the quarterly grade level common reading and mathematics assessments.</p>	<p>Academic coach to assist teachers in improving their Essential Instructional Actions. Substitutes for teachers to attend professional development sessions/articulation meetings.</p>	\$65,955												
Kamaile Elementary	<p>HSA scores indicate an upward trend for students meeting proficiency in mathematics (2004 average – 5%, 2007 average – 18%) HSA scores indicate an upward trend for students meeting proficiency in reading (2004 average – 23%, 2007 average – 27%)</p>	<p>Contract services from Dr. Marick Tedesco</p>	\$115,000												
Keonepoko Elementary	<p>HSA scores indicate an upward trend for students meeting proficiency in mathematics (2004 average – 22%, 2007 average – 27%) HSA scores indicate an upward trend for students meeting proficiency in reading (2004 average – 32%, 2007 average – 40%)</p>	<p>Substitutes for teachers to attend professional development sessions/articulation meetings. Supplies to support professional development in reading and mathematics.</p>	\$15,000												
Koloa Elementary	<p>The number of student meeting proficiency is growing. The school met Adequate Yearly Progress on the Hawaii State Assessment, spring 2007.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Grade 3</u></th> <th style="text-align: center;"><u>Grade 4</u></th> <th style="text-align: center;"><u>Grade 5</u></th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td style="text-align: center;">43%</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">41%</td> </tr> <tr> <td><b>Math</b></td> <td style="text-align: center;">53%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">26%</td> </tr> </tbody> </table>		<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<b>Reading</b>	43%	58%	41%	<b>Math</b>	53%	29%	26%	<p>Contract services of Gale Elkins to provide professional development to train teachers as coaches in reading and math.</p>	\$65,373
	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>												
<b>Reading</b>	43%	58%	41%												
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Name of School	Assessment of the School's Progress Towards Improving Student Achievement	Plans for the Allocation: Focus of Service(s) (e.g. leadership training, professional development, assessment training, etc.)	Amount allocated
Kualapuu Elementary	<p>HSA scores indicate an upward trend for students meeting proficiency in mathematics (2004 average – 18%, 2007 average – 30%)</p> <p>HSA reading scores indicate progress is being made. However, there is much work to be done.</p>	<p>Contract services:</p> <ul style="list-style-type: none"> <li>• Product development and use of data for student achievement analysis</li> <li>• Progress monitoring and tutoring of students for reading [e.g., DIBELS, Success For All, AIR Language Arts, Mathematics, and Hawaiian Language Immersion Program Language Arts/Mathematics (translated) Assessments]</li> <li>• Mathematics staff development (e.g., University of Chicago – Everyday Math)</li> <li>• 4MAT/Foundations and Framework staff development</li> </ul> <p>Materials and supplies for reading, mathematics, and Hawaiian language</p>	\$115,000
Maili Elementary	<p>HSA scores indicate an upward trend for students meeting proficiency in reading and math, from 20% to 37% and from 3% to 20%, respectively. However, there is much work to be done.</p>	<p>Professional development:</p> <ul style="list-style-type: none"> <li>• WestEd will focus on critical thinking skills and student engagement</li> <li>• Scott Foresman Road to Reading, Grades 3-6</li> <li>• Voyager Math, an intervention program, Gr. 3-6</li> <li>• Substitute days</li> </ul> <p>Resources to support instruction as the current math program may be replaced.</p>	\$104,000
Nanaikapono Elementary	<p>IDMS first quarter results show an average of 14% of the students, K-6, are proficient in reading and 14% are proficient in mathematics.</p> <p>Proficiency is determined as greater than 65% correct on the first quarter assessment.</p>	<p>Contract services:</p> <ul style="list-style-type: none"> <li>• University of Hawaii</li> <li>• ETS – assessment system</li> </ul>	\$115,000
Nanakuli Elementary	<p>HSA scores indicate an upward trend for students meeting proficiency in mathematics (2004 average – 18%, 2007 average – 30%)</p> <p>HSA reading scores indicate progress is being made. However, there is much work to be done.</p>	<p>Professional development:</p> <ul style="list-style-type: none"> <li>• Reading Well reading program for Grades K-2</li> <li>• Language! reading program for Grades 3-6</li> <li>• Saxon Math</li> </ul>	\$115,000

Name of School	Assessment of the School's Progress Towards Improving Student Achievement	Plans for the Allocation: Focus of Service(s) (e.g. leadership training, professional development, assessment training, etc.)	Amount allocated
Nanakuli High and Intermediate	School has made student gains in Language Arts and Mathematics, as measured by the Hawaii State Assessment, due to focused implementation of their strategic plan.	Continue to strengthen Language Arts and Mathematics: <ul style="list-style-type: none"> <li>• Use of the Kaplan Lesson Bank for teachers in Language Arts and Mathematics</li> <li>• NovaNet program for students</li> <li>• TeachFirst program for teachers</li> </ul>	\$115,000
Parker Elementary	Parker made AYP 06-07. 07-08 Quarter 1 Benchmark Tracker results will be used as baseline data. Parker will be using the following assessments to monitor progress towards improving Student Achievement: <ul style="list-style-type: none"> <li>• Benchmark Tracker- quarterly assessment</li> <li>• Monthly Progress Reports</li> <li>• HSA</li> </ul>	Funds will be used for: <ul style="list-style-type: none"> <li>• Additional classroom support (tutors)</li> <li>• Substitutes for Professional Development and articulation time</li> <li>• Supplemental tutorial programs</li> </ul>	\$115,000
Wahiawa Elementary	The Student Progress Matrix reflects that the school is on track with their pacing guide and daily lesson implementation logs. Intervention Rosters reflect targeted students are receiving effective and regular interventions. AYP status reports reflect school success in making AYP in both reading and mathematics. Benchmark Tracker results and corresponding quarterly progress reports reflect school's attainment of their outcomes and benchmarks. Walkthroughs reflect consistency in rigor and instructional implementation of the math program across all grade levels.	Leadership development –Mathematics coach Professional development – Everyday Mathematics Substitutes for teachers to attend assessment and data analysis articulation meetings and staff development sessions	\$75,500 *funding augmented by other sources

Name of School	Assessment of the School's Progress Towards Improving Student Achievement	Plans for the Allocation: Focus of Service(s) (e.g. leadership training, professional development, assessment training, etc.)	Amount allocated																								
Waianae High	<p>HSA reading scores indicate an upward trend for students meeting proficiency in reading (2006 average – 31%, 2007 average – 46%). However, there is much work to be done.</p> <p>Although Waianae High School's HSA math scores have not reflected the amount of work that has gone into developing their teachers (student scores were 7% in 2006 to 6% in 2007), we will see an improvement in the 2008 math scores.</p>	<p>Professional Development: The (BERC) is contracted to provide program and instructional reviews through site visitations. Teachers will be guided and facilitated by BERC staff to apply BERC protocols to assess teachers they are observing. At the end of the contract, BERC will facilitate a full day of report dissemination and processing and the school leadership will map out Phase II.</p>	\$115,000																								
Waimea Canyon Elementary and Intermediate School	<p>On the first quarter district-wide assessment, Learnia, the students showed progress. The movement towards "approaches" and "proficient" were significant from a "well below" base reflected on the 2007 Hawaii State Assessment.</p> <p>HSA Spring 2007 Scores:</p> <table border="1" data-bbox="495 818 1020 1057"> <thead> <tr> <th></th> <th><u>Grade 3</u></th> <th><u>Grade 4</u></th> <th><u>Grade 5</u></th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>47%</td> <td>61%</td> <td>50%</td> </tr> <tr> <td><b>Math</b></td> <td>35%</td> <td>56%</td> <td>31%</td> </tr> <tr> <td></td> <td><u>Grade 6</u></td> <td><u>Grade 7</u></td> <td><u>Grade 8</u></td> </tr> <tr> <td><b>Reading</b></td> <td>47%</td> <td>57%</td> <td>62%</td> </tr> <tr> <td><b>Math</b></td> <td>33%</td> <td>43%</td> <td>22%</td> </tr> </tbody> </table>		<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<b>Reading</b>	47%	61%	50%	<b>Math</b>	35%	56%	31%		<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<b>Reading</b>	47%	57%	62%	<b>Math</b>	33%	43%	22%	<p>Continue to provide professional development for teachers to converse about student learning, to analyze student data in depth, and to address the areas of need in the classroom. Provide skills-based assistance for students who need the help. Contract for QES Learning Plus Association, Marilyn Lippiatt to maximize first and best teaching using components of explicit direct instruction in the classroom; to refine classroom observation skills and identify promoters and distracters for student learning; apply learning theory and conference types to real life situations in order to sustain and improve instruction and support performance.</p>	\$115,000
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Waipahu Elementary	<p>First quarterly assessment report shows students are performing better in reading than in mathematics.</p>	<p>Establish literacy coach position to assist with ELL students. Purchase additional literacy materials and programs. Provide professional development workshops on best practices for ELL students in literacy and math. Substitutes and stipends for teachers to attend professional development sessions/articulation meetings.</p>	\$115,000																								

Name of School	Assessment of the School's Progress Towards Improving Student Achievement	Plans for the Allocation: Focus of Service(s) (e.g. leadership training, professional development, assessment training, etc.)	Amount allocated
Waipahu Intermediate	<p>Instruction is moving forward with the help of School Improvement Network (SIN), in implementing student learning targets and formative assessments. Departments whose implementation is congruent with SIN's efforts are readjusting their curriculum and modifying common assessments to address student learning to rigor.</p>	<p>Comprehensive Teaching and Learning Framework to include:</p> <ul style="list-style-type: none"> <li>• Staff resources</li> <li>• Pre-assessment</li> <li>• Analysis reports design</li> <li>• Onsite training for the leadership team and teachers</li> </ul>	\$115,000
Waiahole Elementary	<p>Waiahole did not make AYP but did make significant progress in reading and math from 2006 to 2007. 07-08 Quarter 1 Benchmark Tracker results will be used as baseline data. Waiahole will be using the following assessments to monitor progress towards Student Achievement:</p> <ul style="list-style-type: none"> <li>• Benchmark Tracker-quarterly assessment</li> <li>• Monthly Progress Reports</li> <li>• HSA</li> </ul>	<p>Funds will be used for:</p> <ul style="list-style-type: none"> <li>• Accelerated intervention materials</li> <li>• Peer coaching materials</li> </ul>	\$100,000



**AMERICA'S**  

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**C H O I C E**®

**Restructuring Provider's Meeting  
with  
Hawaii Department of Education**

October 30, 2007

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Attachment III - America's Choice  
Fall Quarterly Report (SY 2007-2008)

## America's Choice in Hawaii, 2007-08

- **Team includes elementary literacy and math specialists, and secondary literacy and math specialists.**
- **Newly included is a leadership specialist to assist with Technical Assist visits.**
- **Meetings with principals and coaches focused on specific skill development of each role.**
- **Customized assistance to schools via Technical Assistance and on-site professional development.**
- **Quarterly assessment for quarter 3 will be mini-summative rather than based on Q3 benchmarks.**

# Hawaii America's Choice Team

- **Elementary Literacy: Joan Toledo**
- **Elementary Math: Susan Luna**
- **Secondary Literacy: Christie McCarley**
- **Secondary Math: Mari Vann-Bilinsky**
- **Leadership TA: Ed Bilinsky**
- **Hawaii Project Manager: Hazel Sumile**
- **Regional Manager: Vera Vignes**

- **Kealakehe Elementary**
- **Hilo Intermediate**
- **Keaau Middle**
- **Pahoa High & Intermediate School**
- **Waianae Intermediate**



# Kealakehe Elementary School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	51%	Met	55%	Met	53%	Met	53%	Met	+2%
Disadvantaged	39%	Met	47%	Met	43%	No	46%	Met	+7%
Disabled	17%	No	n/a		14%	Met	n/a		
Limited English	n/a		n/a		n/a		32%	Met	
Asian/Pacific	44%	Met	51%	Met	49%	Met	50%	Met	+6%
White	72%	Met	68%	Met	69%	Met	62%	Met	-10%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	34%	Met	32%	Met	33%	Met	37%	Met	+3%
Disadvantaged	25%	Met	30%	Met	26%	No	30%	Met	+5%
Disabled	3%	No	n/a		12%	Met	n/a		
Limited English	n/a		n/a		n/a		14%	Met	
Asian/Pacific	32%	Met	28%	Met	30%	Met	36%	Met	+4%
White	48%	Met	45%	Met	47%	Met	43%	Met	-5%

Overall:

2007: Met

2006: Not Met

2005: Met

2004: Not Met

# Kealakehe Elementary School - Highlights

- **Faculty meeting times are all used for professional development. These sessions/meetings are all based on implementation rubric, focus walks, etc.**
- **Dedicated coaches -- very professional, hard-working.**
- **Principal is well organized and has worked hard to protect coaches from extraneous responsibilities, thereby allowing them to focus on classroom work with teachers.**
- **Meetings are planned ahead, focused, and facilitated well by members of the Design Team.**
- **Sincere effort to implement with fidelity.**
- **Large school but well-managed.**

# Kealakehe Elementary School - Challenges

- **School is large; therefore, sub-groups are also large and each year, careful scrutiny must be done of particular sub-groups, i.e., ELL and sped.**
- **Grade levels have many classrooms, thereby making it difficult to hold teacher meetings and study groups during the school day. Principal has basically given up all faculty meeting times to hold professional development activities every Wednesday in some configuration.**
- **There are just a few teachers who continue to question why they must implement the America's Choice School Design.**



# Hilo Intermediate School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	47%	Met	41%	No	44%	Met	67%	Met	+20%
Disadvantaged	26%	No	27%	No	34%	No	58%	Met	+32%
Disabled	7%	No	n/a		12%	Met	n/a		
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	47%	Met	35%	No	40%	Met	67%	Met	+20%
White	44%	Met	68%	Met	63%	Met	n/a		
Sped Partic'n	98%	Met	98%	Met	95%	Met	95%	Met	-3%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	24%	Met	28%	Met	29%	Met	35%	Met	+11%
Disadvantaged	8%	No	18%	Met	20%	No	24%	No	+16%
Disabled	0%	No	n/a		20%	No	n/a		
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	24%	Met	28%	Met	29%	Met	33%	Met	+9%
White	25%	Met	50%	Met	33%	Met	n/a		
Sped Partic'n			98%	Met	96%	Met	94%	No	-4%

## Overall:

2007: Not Met

2006: Not Met

2005: Not Met

2004: Not Met

# Hilo Intermediate School - Highlights

- **Literacy and Math coaches are strong. Design Coach is a half-time teacher who is working hard to involve non-ELA/math teachers in the implementation of AC school-wide.**
- **Coaches are using students' assessment data during coaches' meetings.**
- **ELA teachers are taking responsibility for student achievement, and are diligently seeking ways to improve instruction. They are working to implement small group instruction according to student need.**
- **School-wide rituals/routines in place.**

## Hilo Intermediate School - Challenges

- **Many math teachers are not math certified. They are uncomfortable with content and implementation of workshop model.**
- **HQA data shows reading scores dropped lower than math. Item analysis indicates that students probably are not reading test questions completely or correctly. Appears to be a particular strand that most students frequently answered incorrectly.**
- **Math HQA data also indicates certain strands that students missed consistently and frequently due to misconception and misinterpretation of question.**



# Keaau Middle School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	30%	Met	34%	No	29%	No	40%	Met	+10%
Disadvantaged	26%	No	32%	No	28%	No	37%	Met	+11%
Disabled	5%	No	n/a		5%	No	13%	Met	+8%
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	25%	No	28%	No	26%	No	37%	Met	+12%
White	44%	Met	n/a		44%	Met	52%	Met	+8%
Sped Particōn	96%	Met	93%	No	97%	Met	91%	No	-5%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	8%	No	24%	Met	22%	No	19%	No	+11%
Disadvantaged	4%	No	20%	Met	20%	No	17%	No	+13%
Disabled	0%	No	n/a		3%	No	n/a *	No	
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	4%	No	19%	Met	19%	No	18%	No	+14%
White	26%	Met	n/a		36%	Met	31%	Met	+5%
Sped Particōn	96%	Met	93%	No	97%	Met	90%	No	-6%

\* Results suppressed to protect student identity in accordance with FERPA.

### Overall:

2007: Not Met

2006: Not Met

2005: Not Met

2004: Not Met

# Keaau Middle School - Highlights

- **Literacy and Math Coaches are strong.**
- **Coaches share student assessment data with teachers during coaches' meetings.**
- **Extra study skills classes are in place for targeted students. Instruction is set-up to allow students to work on areas of need as indicated by the HSA.**
- **Implemented word walls school-wide (vocabulary development is an identified need).**
- **Purchased Math Navigator and is planning to use it during study skills.**
- **New Math Coach is knowledgeable and focused on working in areas which she has control.**

# Keaau Middle School - Challenges

- **There is a need for stronger leadership in the full implementation of the AC Design.**
- **ELL teacher is new and struggles with instruction and workshop implementation.**
- **Workshop model is not consistent in math classes.**
- **Design Coach is a brand-new teacher as well as new to the school; she has struggled with Design Team meetings. Many teachers are resistant to her leadership and the AC Design. Principal needs to follow-through with support.**
- **ELA SPED teacher does not consistently implement AC model/instruction.**
- **Math Coach having challenges with a few strong-willed teachers who do not behave professionally during teacher meetings.**



# Pahoa High and Intermediate School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	24%	No	33%	No	33%	No	49%	Met	+25%
Disadvantaged	23%	No	31%	No	26%	No	45%	Met	+22%
Disabled	3%	No	n/a		7%	No	n/a *	No	+4%
Limited English	n/a		n/a		n/a				
Asian/Pacific	22%	No	32%	No	30%	No	46%	Met	+24%
White	32%	Met	39%	Met	44%	Met	n/a		

\* Results suppressed to protect student identity in accordance with FERPA.

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	18%	Met	21%	No	14%	No	21%	Met	+3%
Disadvantaged	15%	Met	18%	No	9%	No	16%	Met	+1%
Disabled	0%	No	n/a		4%	No	n/a *	No	
Limited English	n/a		n/a		n/a				
Asian/Pacific	16%	Met	17%	No	13%	No	19%	Met	+3%
White	29%	Met	35%	Met	29%	Met	n/a		

\* Results suppressed to protect student identity in accordance with FERPA.

Overall:

2007: Not Met

2006: Not Met

2005: Not Met

2004: Not Met



# Pahoa High and Intermediate School - Highlights

- **Math and Design Coaches are strong.**
- **Math Coach is working diligently with student assessment data. Shares data with teachers during coaches' meetings.**
- **Design Coach working with other content area teachers to implement reading in the Content strategies.**
- **Math Coach is very strong in content and is leading the teachers in constructing common benchmark assessments and calibrating student work.**
- **Teachers of special education students are participating in the literacy and/or math teacher meetings.**
- **The math teachers are in the beginning stages of a true professional learning community.**
- **Teachers are focused on teaching to the benchmarks.**
- **Ramp Up math curriculum is used.**
- **A math elective course for targeted students is offered.**
- **Taking implementation of AC Design deeper.**

# Pahoa High and Intermediate School - Challenges

- **Literacy Coach is new this year, though he has been on staff and seems well-respected by other teachers.**
- **Many ELA teachers are new to teaching and to the Design.**
- **Some teachers still resistant to AC Design.**



# Waianae Intermediate School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	15%	No	16%	No	23%	No	37%	Met	+22%
Disadvantaged	13%	No	13%	No	20%	No	34%	Met	+21%
Disabled	0%	No	2%	No	6%	No	9%	No	+7%
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	14%	No	15%	No	23%	No	37%	Met	+23%
White	16%	No	n/a		n/a		n/a		

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	5%	No	10%	No	11%	No	15%	No	+10%
Disadvantaged	4%	No	7%	No	9%	No	13%	No	+9%
Disabled	0%	No	n/a		2%	No	3%	No	+1%
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	5%	No	9%	No	11%	No	14%	No	+9%
White	5%	No	n/a		n/a		n/a		

## Overall:

2007: Not Met

2006: Not Met

2005: Not Met

2004: Not Met

# Waianae Intermediate School - Highlights

- **Design Team members all have previous experience with AC and show a commitment to improving student achievement.**
- **Administration realizes the need to take the AC Design deeper. Providing PD opportunities to do so.**
- **Science and Social Studies teachers have been sent to Reading in the Content Area training. Some teachers are already implementing strategies.**
- **ELA department is strong. Working to go deeper with Design by implementing conferencing, student-led closings, etc.**
- **Two new teachers were sent to the on-grade math training. They participated well.**
- **Coaches using HSA and HQA data to conference with teachers regarding student progress and instructional planning.**

# Waianae Intermediate School - Challenges

- **SPED department needs help with workshop implementation. Some SPED teachers also need support/training regarding instructional strategies.**
- **Math department needs to review their instructional tasks as aligned to appropriate grade-level benchmarks.**
- **School has opted to not use the Ramp Up Math curriculum this year.**

# RESTRUCTURING SCHOOLS

## Year 2

- **Kealakehe Intermediate**
- **Kalanianaʻole Elementary & Intermediate**
- **Laupahoehoe K-12**
- **Waimea Elementary**
- **Waianae Elementary**
- **Makaha Elementary**



# Kealakehe Intermediate School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	46%	Met	47%	Met	48%	Met	62%	Met	+16%
Disadvantaged	30%	Met	36%	Met	42%	No	50%	Met	+20%
Disabled	7%	No	n/a		7%	No	17%	No	+10%
Limited English	n/a		n/a		n/a		31%	Met	
Asian/Pacific	40%	Met	42%	No	45%	Met	58%	Met	+18%
White	63%	Met	71%	Met	62%	Met	73%	Met	+10%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	19%	Met	28%	Met	26%	No	24%	No	+5%
Disadvantaged	11%	Met	23%	No	19%	No	18%	No	+7%
Disabled	2%	No	n/a		11%	No	7%	No	+5%
Limited English	n/a		n/a		n/a		12%	No	
Asian/Pacific	15%	Met	26%	No	24%	No	21%	No	+6%
White	32%	Met	44%	Met	38%	Met	37%	Met	+5%

Overall:

2007: Not Met

2006: Not Met

2005: Not Met

2004: Not Met

# Kealakehe Intermediate School - Highlights

- **The elementary and the intermediate school coaches have begun cross-level articulation.**
- **New literacy coach hired; she is familiar with the AC Design, having been a coach at a feeder elementary school.**
- **All math classes have ELMOs that teachers use to have students share and talk about their work.**
- **School-wide expectation that cooperative learning strategies will be implemented in ALL classes.**
- **Very strong pair of math teachers in the 8th grade.**
- **Strong implementation of ELA instruction in sped classes.**
- **Teachers who attended AC training implement far better than those who did not.**
- **Principal is very actively engaged in seeking solutions to problems at the school; he sometimes involves the CAS as well as AC personnel in problem-solving.**

# Kealakehe Intermediate School - Challenges

- There is a need for the Design Team to work together on improving certain aspects of teaming.
- Cohesiveness within the whole school in working toward a common goal needs to be cultivated.
- Math teacher meetings are held twice a week for just 35 minutes.
- Personal and professional differences exist within a key department and between that content area coach and the teachers, preventing maximum use of whatever time exists for professional development.
- Ramp Up Math is not being taught with integrity due to teachers' perceived need to teach to quarterly benchmarks. Problem is that there is not a common alternate math curriculum in place.
- Timely and appropriate registration of students has been a problem, resulting in chaos in the administering of the first quarter assessment and the way reports were generated.
- Quick action in response to issues and concerns have sometimes resulted in chaos and confusion in implementation and a feeling on the part of the school that ACI is non-supportive of their efforts.
- Several ELA teachers are new to teaching and AC. There is often a loss of instructional time within these classes.



# Kalaniana'ole Elementary & Intermediate School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	38%	Met	43%	No	41%	No	45%	Met	+7%
Disadvantaged	30%	Met	37%	Met	35%	No	38%	Met	+8%
Disabled	n/a		n/a		n/a		n/a		
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	37%	Met	36%	No	38%	No	42%	Met	+5%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	9%	No	17%	No	16%	No	24%	No	+15%
Disadvantaged	6%	No	14%	No	12%	No	20%	No	+14%
Disabled	n/a		n/a		n/a		n/a		
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	8%	No	12%	No	15%	No	24%	No	+16%

Overall:

2007: Not Met

2006: Not Met

2005: Not Met

2004: Not Met



# Kalaniana'ole Elementary & Intermediate School - Highlights

- **Three new coaches this year. They each come with strong content knowledge and experience. More classroom visits and feedback to teachers are being made this year.**
- **Coach team is very professional in their work and in their focus.**
- **Design Team uses data to inform decisions.**
- **Principal is very focused. Design coach and VP are also strong instructionally.**
- **Common study group time is in the schedule.**



# Kalaniana'ole Elementary & Intermediate School - Challenges

- **The Design team has the vision and the knowledge base for student learning and instruction--the challenge comes in making it actually happen.**
- **Only one math certified teacher at the middle school level, and management and instructional skills are questionable.**
- **Math content is not strong in the other teachers who teach math--but they are willing to learn and some study on their own.**
- **Math coaches are not math certified; however, they are strong instructional leaders and respected among the faculty.**
- **There is a high level of intensity in the focus on the goal; the climate sometimes becomes tense and overwhelming because of this.**



# Laupahoehoe School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	38%	Met	47%	Met	36%	No	43%	No	+5%
Disadvantaged	37%	Met	48%	Met	32%	No	35%	No	-2%
Disabled	n/a		n/a		n/a		n/a		
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	36%	Met	n/a		36%	No	37%	No	+1%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	10%	Met	10%	No	9%	No	21%	Met	+11%
Disadvantaged	3%	No	15%	No	9%	No	19%	Met	+16%
Disabled	n/a				n/a		n/a		
Limited English	n/a				n/a		n/a		
Asian/Pacific	5%	No			9%	No	18%	Met	+13%

## Overall:

2007: Not Met

2006: Not Met

2005: Not Met

2004: Not Met

## Laupahoehoe School - Highlights

- **Coaches meet as Design Team with planned agenda.**
- **Attempting to implement “Core” meetings at secondary level, on Wednesdays.**
- **Million word campaign improving.**

# Laupahoehoe School - Challenges

- Due to multiple demands on his time, principal is not always available for Design Team meetings.
- Principal's availability during CL visit is also inconsistent.
- Community and School Community Council have been challenging the principal.
- No schedule in place to support elementary cluster Teacher Meetings/Study Groups; coaches meet with K-5 teachers after school, 1:1.
- There is some frustration with the perceived lack of teacher follow through.
- Resistance to change on the part of some teachers--trying to beat the system rather than go along with the reform model.
- Glitches noted in implementation of First Quarter Assessment, with a couple of teachers deliberately choosing not to score their students' constructed responses.
- Some compliance noted during visits, but not an overall, sincere effort to implement the AC Design.

# Waimea Elementary School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	39%	Met	45%	Met	42%	No	44%	Met	+5%
Disadvantaged	36%	Met	40%	No	32%	No	37%	Met	+1%
Disabled	n/a		n/a		n/a		n/a		
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	37%	Met	47%	Met	38%	No	44%	Met	+7%
White	n/a		n/a		58%	Met	n/a		
White Partic'n	n/a		n/a		100%	Met	100%	Met	

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	13%	Met	15%	No	13%	No	27%	Met	+14%
Disadvantaged	10%	Met	14%	No	8%	No	24%	Met	+14%
Disabled	n/a		n/a		n/a		n/a		
Limited English	n/a		n/a		n/a		n/a		
Asian/Pacific	13%	Met	17%	No	12%	No	25%	Met	+12%
White	n/a		n/a		20%	Met	n/a		
White Partic'n	n/a		n/a		100%	Met	100%	Met	

## Overall:

2007: Met  
 2006: Not Met  
 2005: Not Met  
 2004: Met

# Waimea Elementary School - Highlights

- **Lead CL met with principal at length on two visits.**
- **Teacher Meetings held regularly on rotational basis.**
- **Design Team meetings follow agenda.**
- **New teachers are attending Stage 1 trainings, even though school is contractually at Stage 2.**

## Waimea Elementary School - Challenges

- **Coaches making greater efforts to be in classrooms. However, there is a lack of consistency among coaches as well as in terms of scheduling. One coach had 0 time in classrooms in September.**
- **Lack of support personnel to help coaches with clerical duties (labeling books, inventory, proctoring) contributes to this problem.**
- **Kindergarten has 6 new teachers and only one from last year. Need lots of support with content knowledge and pedagogical skills.**
- **Support CL has not met yet with principal during a visit; principal is either not present or not available.**
- **Some teachers seem to not understand the AC Design and appear to be uninterested in learning.**
- **Some compliance observed but not an overall, sincere effort to implement.**



# Waianae Elementary School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	26%	No	34%	Met	22%	No	24%	No	-2%
Disadvantaged	24%	No	36%	Met	21%	No	22%	No	-2%
Disabled	n/a		n/a		5%	No	5%	No	--
Limited English	n/a		n/a						
Asian/Pacific	25%	No	34%	Met	22%	No	23%	No	-2%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	16%	Met	25%	Met	13%	No	22%	Met	+6%
Disadvantaged	16%	Met	26%	Met	11%	No	22%	Met	+6%
Disabled	n/a		n/a		n/a	No	8%	No	--
Limited English	n/a		n/a						--
Asian/Pacific	18%	Met	24%	Met	12%	No	22%	Met	+4%

## Overall:

2007: Not Met

2006: Not Met

2005: Met

2004: Not Met

## Waianae Elementary School - Highlights

- **Coaches are veterans who have been in position since AC began, except for math coach.**
- **Leadership Team has focused for the past two years on developing trust and honesty in communication within their team.**
- **They want to develop a culture of achievement/professional community among themselves as well as within the whole faculty.**

# Waianae Elementary School - Challenges

- **Implementation is not consistent across classrooms. Pockets of good instruction are present but there are also classrooms of veteran teachers where there are few signs of implementation.**
- **Teachers need to understand the depth of knowledge required to meet and exceed benchmarks on the state assessment.**
- **There is more effort this year on coaches being in classrooms. However, note that amount of time in classrooms went down from August to September for all four coaches. Classroom follow-up from teacher meetings is needed.**
- **Math coach has returned to the classroom as of second quarter; math responsibilities now taken over by Design Coach.**
- **Science training offered by AC but not utilized.**



# Makaha Elementary School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	32%	Met	42%	Met	42%	No	44%	Met	+12%
Disadvantaged	31%	Met	37%	Met	42%	No	45%	Met	+14%
Disabled					n/a		n/a		
Limited English					n/a		n/a		
Asian/Pacific	28%	No	36%	Met	38%	No	45%	Met	+17%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	7%	No	32%	Met	28%	Met	31%	Met	+24%
Disadvantaged	6%	No	30%	Met	26%	Met	28%	Met	+22%
Disabled					n/a		n/a		
Limited English					n/a		n/a		
Asian/Pacific	7%	No	26%	Met	26%	Met	30%	Met	+23%

Overall:

2007: Met

2006: Not Met

2005: Met

2004: Not Met

# Makaha Elementary School - Highlights

- **Coaches are planning and facilitating rotational Teacher Meetings.**
- **While there are some “gaps” and teachers who need assistance, most are dedicated to implementation.**
- **Coaches observing more often in classes this year, meeting with teachers to brief/debrief.**
- **Principal supports instruction with purchase of quality instructional materials as funding becomes available.**
- **Efforts are being made to “free up” coaches from other duties.**
- **Now that funds are available, some new teachers are being sent for Stage 1 literacy training on the Big Island.**

# Makaha Elementary School - Challenges

- **Due to lack of support personnel, coaches continue to struggle with clerical and other duties which keep them from being in classrooms.**
- **There is a need for more systematic partnering between sped and regular ed teachers in inclusion classrooms.**
- **Coaches have been reluctant to attend Academies and Network meetings, which are an important part of their continued growth.**
- **Implementation of teacher specialist concept has fluctuated from one year to the next, resulting in confusion and difficulty in developing teachers' skills and knowledge level of their content area.**
- **Teacher Looping is now implemented voluntarily rather than mandated.**



# RESTRUCTURING SCHOOLS

## Year 1

- **Kalakaua Middle School**
- **Kau High and Pahala Elementary School**
- **Naalehu School**



# Kalakaua Middle School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	26%	No	33%	No	36%	No	56%	Met	+30%
Disadvantaged	21%	No	28%	No	32%	Met	56%	Met	+35%
Disabled	3%	No	n/a		7%	No	5%	No	+2%
Limited English	0%	No	6%	No	14%	No	27%	No	+21%
Asian/Pacific	27%	No	33%	No	36%	No	56%	Met	+29%

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	14%	Met	14%	No	19%	No	20%	No	+6%
Disadvantaged	11%	Met	10%	No	18%	No	20%	No	+9%
Disabled	0%	No	n/a		4%	No	n/a		
Limited English	2%	No	n/a		6%	No	7%	No	+5%
Asian/Pacific	14%	Met	14%	No	19%	No	20%	No	+6%

## Overall:

2007: Not Met

2006: Not Met

2005: Not Met

2004: Not Met

# Kalakaua Middle School - Highlights

- **Math coach newly-hired during first quarter.**
- **Interim principal is visible on campus and shows a strong commitment to the AC design.**
- **Ramp Up math curriculum is being implemented in the 6th and 8th grades for students 2 or more years below grade level (majority of students).**
- **Ramp Up Literacy curriculum implemented in English department.**
- **All students have double periods for English and math.**
- **Navigator has started after school as a safety net.**
- **Science teachers are generally enthusiastic about implementing workshop model per training they received from AC.**
- **Literacy Coach is strong. She has set up lab classrooms and implemented frequent modeling.**

# Kalakaua Middle School - Challenges

- **Acting principal currently in place.**
- **There is high turnover of teachers in the school, especially in the math and ELA departments.**
- **English as a Second Language staff uncertain about implementation of workshop model and best instructional practices. Have not been included in AC initiatives for the last couple of years.**
- **Teacher meeting time is designed for team planning. There is no regular math or ELA department study group time.**
- **Math content knowledge of all 7th grade teachers is not strong.**
- **Need full-time literacy coach as well as someone to focus on implementation of the AC Design in non-ELA/math classrooms (i.e., Design Coach).**



# Kau High and Pahala Elementary School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	23%	No	36%	Met	34%	No	48%	Met	+25%
Disadvantaged	20%	No	32%	No	35%	No	46%	Met	+26%
Disabled	n/a		n/a		n/a		n/a		
Limited English	10%	No	n/a		n/a		n/a		
Asian/Pacific	20%	No	33%	Met	32%	No	45%	Met	+25%
Disadv Partici/n					88%	No			
Sped Partici/n							87%	No	

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	9%	No	14%	No	15%	No	17%	No	+8%
Disadvantaged	7%	No	15%	No	10%	No	17%	No	+10%
Disabled	n/a		n/a		n/a	No	n/a		
Limited English	10%	Met	n/a		n/a	No	n/a	No	
Asian/Pacific	8%	No	13%	No	12%	No	16%	No	+8%
Disadv Partici/n					88%	No	91	No	
Sped Partici/n							85	No	

## Overall:

2007: Not Met  
 2006: Not Met  
 2005: Not Met  
 2004: Not Met

# Kau High and Pahala Elementary School - Highlights

- **Efforts to implement noted in majority of classrooms.**
- **Rituals and routines solidly in place in several classrooms.**
- **Design Team members usually follow through on next steps provided by AC Cluster Leader.**



# Kau High and Pahala Elementary School - Challenges

- **This is a K-12 school with a reform model addressing K-8; keeping cohesion school-wide is challenging.**
- **School is making an effort to implement at Stage 1 but may need to move faster.**
- **Coaches came from the ranks, from either elementary or secondary level and prefer to work at level they are comfortable with.**
- **Math coach needs support to focus on coaching responsibilities.**



# Naalehu School - Percent Proficient Based on NCLB Report

## Reading Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	25%	No	35%	Met	27%	No	23%	No	-2%
Disadvantaged	18%	No	34%	Met	22%	No	22%	No	+4%
Disabled	n/a		n/a		n/a		n/a		
Limited English	n/a		n/a		14%	No	12%	No	
Asian/Pacific	19%	No	31%	Met	21%	No	21%	No	+2%
Disadv Partici/n									
Sped Partici/n									

## Math Proficiency:

Sub-Group	2004		2005		2006		2007		+/-
All Students	20%	Met	20%	No	13%	No	12%	No	+2%
Disadvantaged	4%	No	17%	Met	9%	No	12%	No	+8%
Disabled	n/a		n/a		n/a		n/a		
Limited English	n/a		n/a		9%	No	6%	No	
Asian/Pacific	6%	No	15%	No	10%	No	10%	No	+4%
Disadv Partici/n									
Sped Partici/n	n/a						89%	No	

## Overall:

2007: Not Met  
 2006: Not Met  
 2005: Not Met  
 2004: Not Met

# Naalehu School - Highlights

- **Interim principal appears to be strong in student management.**
- **Math and literacy coaches are in place.**
- **Strong components are in place in ELA Ramp Up and on-grade classes.**
- **Middle school ELA teacher is reflective, uses this to redirect and plan.**
- **MS special education teacher is working with Ramp Up during math and Navigator during skills practice.**
- **Secondary ELA teacher has some previous experience with AC curriculum.**
- **Strong visible support from CAS.**

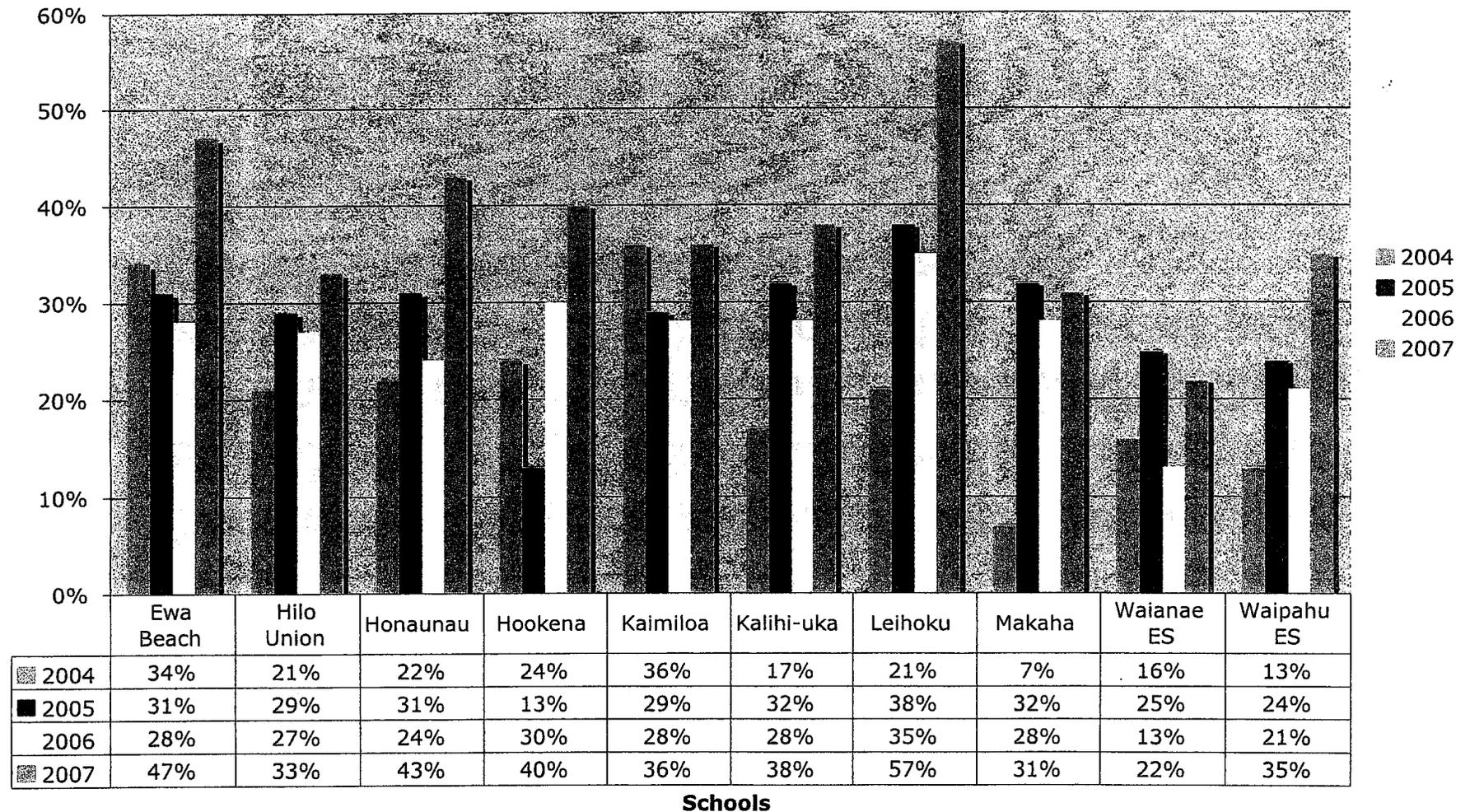
# Naalehu School - Challenges

- Interim principal.
- Teachers see student management as an issue.
- Bell schedule with 45 minute periods presents challenge for on-grade classes to do the workshop model within the given amount of time.
- Need to enhance literate classroom environments. Need to work on leveled classroom libraries, bulletin boards, organization of artifacts, etc.
- There is only one secondary math classroom; establishment of solid rituals and routines is needed.
- Math coach needs to spend time daily in this secondary math classroom.
- Community is not aligned with the school.
- Large percentage of student body is composed of English Language Learners, a group which has presented various community-level as well as school-level issues.
- ELL inclusion for most students should be a school goal, rather than all kids being in Newcomer Center.

- **Given sufficient amount of time to implement the whole Design, schools can turn around and show progress in student achievement. For these alumni schools, America's Choice is now part of the fabric of the school and student achievement is expected.**

# America's Choice Alumni Schools AYP Math, All Students

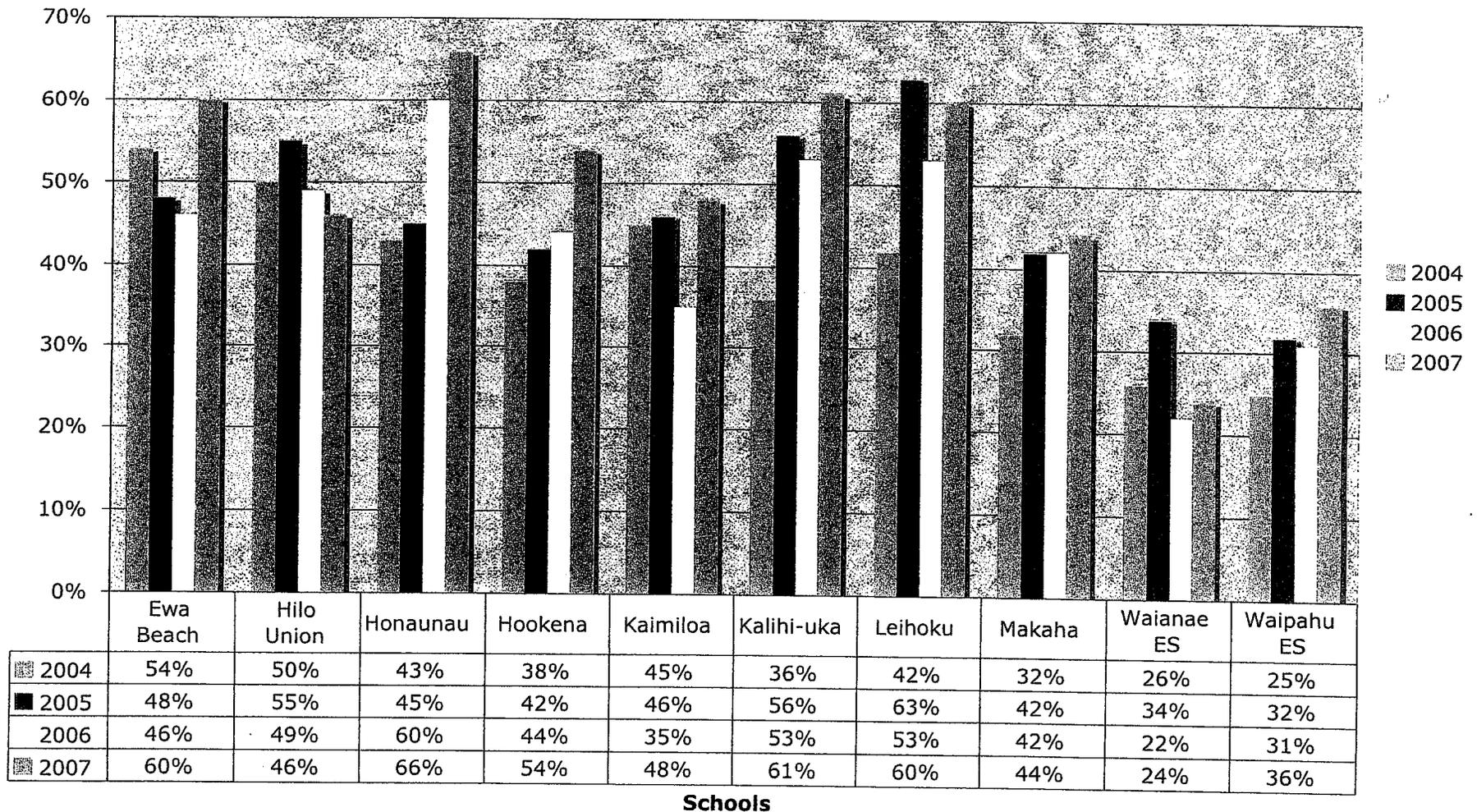
Alumni America's Choice Schools, AYP Math, All Students



Schools

# America's Choice Alumni Schools AYP Reading, All Students

Alumni America's Choice Schools, AYP Reading, All Students



Schools



AMERICA'S  
C H O I C E ®

**Restructuring Provider's Meeting  
with  
Hawaii Department of Education**

April 5, 2007

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# RESTRUCTURING SCHOOLS

## Year 2

- Kealakehe Elementary
- Hilo Intermediate
- Keaau Middle
- Pahoa High & Intermediate School
- Waianae Intermediate

# KEALAKEHE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

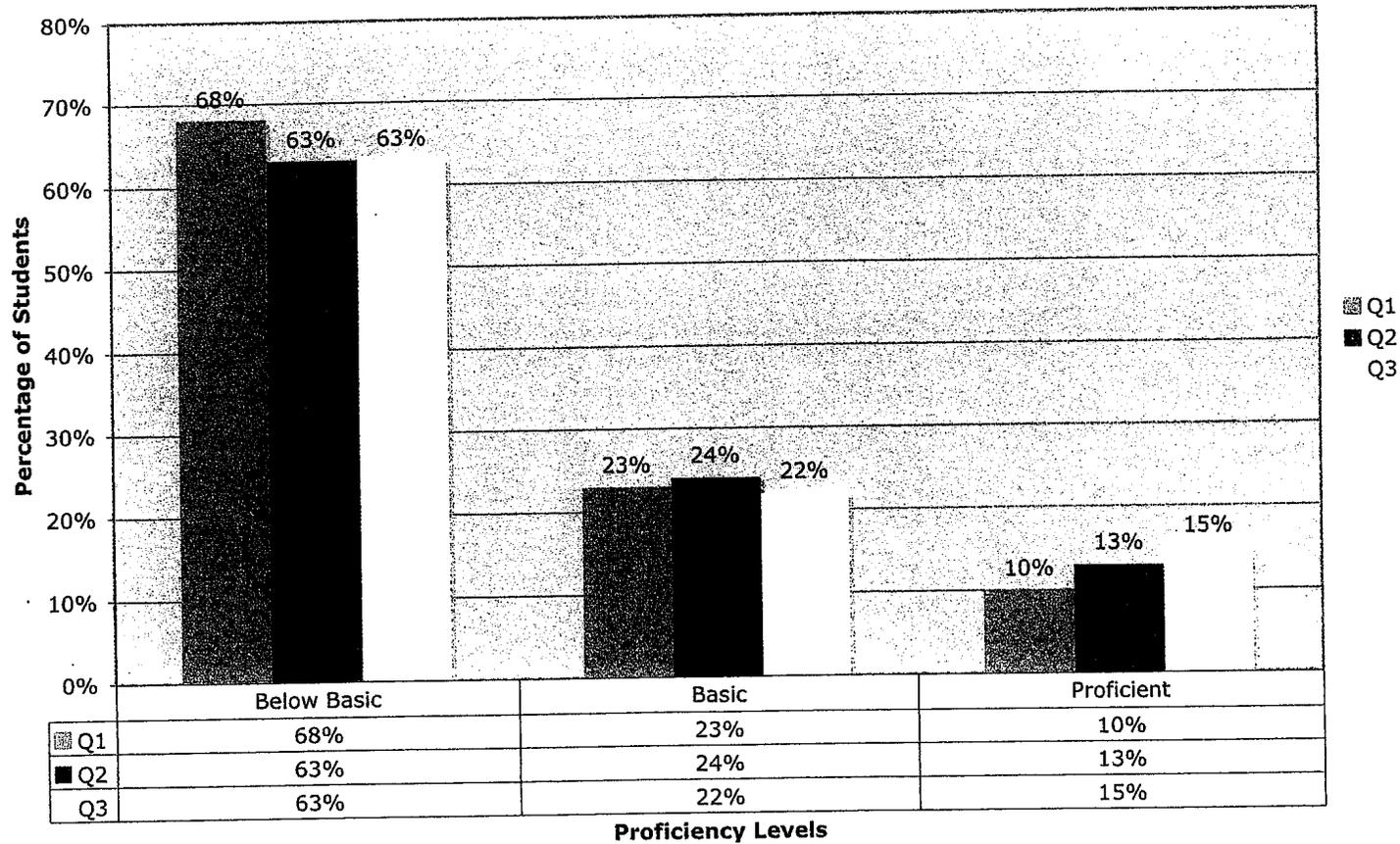
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	598	619	590	588	604	565
	Proficient	9% (53)	15% (94)	22% (131)	10% (59)	15% (91)	21% (119)
	Basic	24% (144)	23% (144)	23% (136)	26% (152)	27% (166)	24% (136)
	Below	67% (401)	62% (381)	55% (323)	64% (377)	57% (347)	55% (310)
<b>For AYP Grades</b>		<b>Reading</b>			<b>Math</b>		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	121	119	114	112	120	109
	Proficient	5% (6)	9% (11)	15% (16)	13% (14)	15% (18)	14% (15)
	Basic	26% (32)	27% (32)	25% (29)	26% (29)	23% (27)	23% (25)
	Below	69% (83)	64% (76)	61% (69)	62% (69)	63% (75)	63% (69)
Disadvantaged	Total	207	203	187	204	200	170
	Proficient	2% (5)	5% (11)	11% (21)	4% (8)	8% (16)	8% (14)
	Basic	12% (24)	11% (23)	17% (31)	18% (36)	20% (39)	22% (38)
	Below	86% (178)	83% (169)	72% (135)	78% (160)	73% (145)	69% (118)
ESL	Total	60	60	54	58	55	47
	Proficient	0% (0)	0% (0)	7% (4)	0% (0)	4% (2)	13% (6)
	Basic	8% (5)	7% (4)	11% (6)	12% (7)	24% (13)	15% (7)
	Below	92% (55)	93% (56)	81% (44)	88% (51)	73% (40)	72% (34)
Special Education	Total	47	47	43	44	40	37
	Proficient	0% (0)	0% (0)	2% (1)	0% (0)	0% (0)	3% (1)
	Basic	0% (0)	4% (2)	5% (2)	5% (2)	0% (0)	11% (4)
	Below	100% (47)	96% (45)	93% (40)	95% (42)	100% (40)	86% (32)
White	Total	100	112	92	97	96	90
	Proficient	4% (4)	20% (22)	25% (23)	10% (10)	16% (15)	21% (19)
	Basic	29% (29)	42% (47)	28% (26)	24% (23)	29% (28)	18% (16)
	Below	67% (67)	38% (43)	47% (43)	66% (64)	55% (53)	61% (55)

# KEALAKEHE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### MATHEMATICS: GRADES 3-5

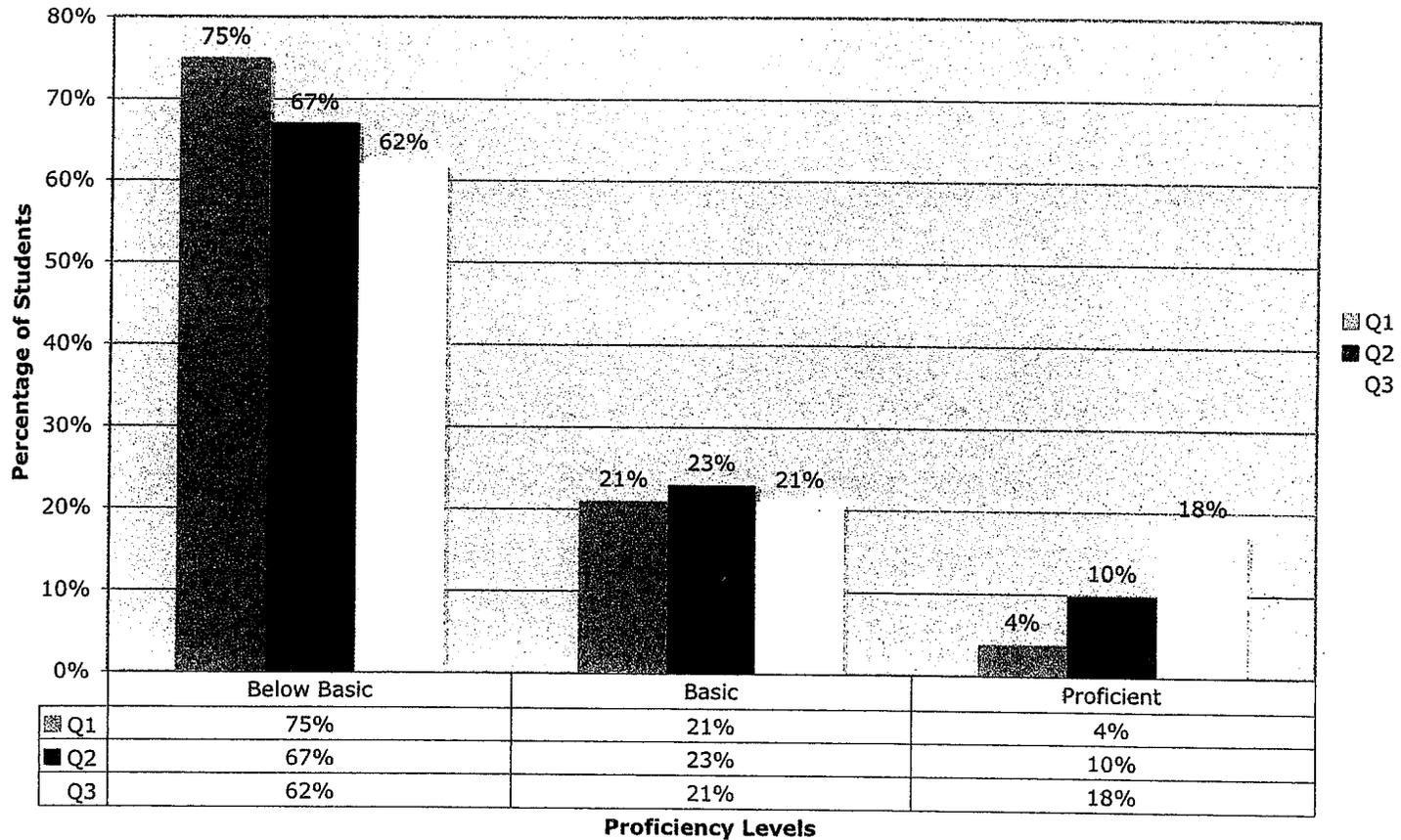


# KEALAKEHE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### READING: GRADES 3-5



# KEALAKEHE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grade 4-5

SUBJECT	QUARTER	Grade 4					Grade 5				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Math	Q1	86	61.90%	53	38.10%	139	122	77.70%	35	22.30%	157
	Q2	92	69.70%	40	30.30%	132	129	76.30%	40	23.70%	169
	Q3	69	55.60%	55	44.40%	124	117	71.80%	46	28.20%	163

# KEALAKEHE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 4-5

SUBJECT	QUARTER	Grade 4					Grade 5				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Reading	Q1	77	51.00%	74	49.00%	151	72	48.00%	78	52.00%	150
	Q2	80	55.20%	65	44.80%	145	73	42.90%	97	57.10%	170
	Q3	71	53.80%	61	46.20%	132	56	35.40%	102	64.60%	158



# KEALAKEHE ELEMENTARY SCHOOL

## Highlights

- Points of note: Special education population has decreased over the course of the year. Influenced to some degree by increased understanding of the concept of inclusion.
- Whole school data trends show upward slope in both reading and math.
- Prediction graphs reflect similar upward slopes for both areas.
- Every teacher predicts at least 28% and 44% on 2007 HSA.
- Navigator tutoring after school
- BMT / Learnia is analyzed and targeted students' performance tracked
- Targeted students continue to be monitored monthly for specific areas:
  - DRA scores
  - Constructed Response scores
  - Quarterly assessments
  - Attainment of 25 Books Campaign goals
- Genre Study of Standardized Testing
- Mentor program for identified target students
- Scrimmage and SRE
- A 21<sup>st</sup> Century grant provides additional tutoring safety nets as a "double dose" of instruction 4 days a week for students struggling in reading.
- PD in ELL, Fluency, SpEd strategies



# HILO INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

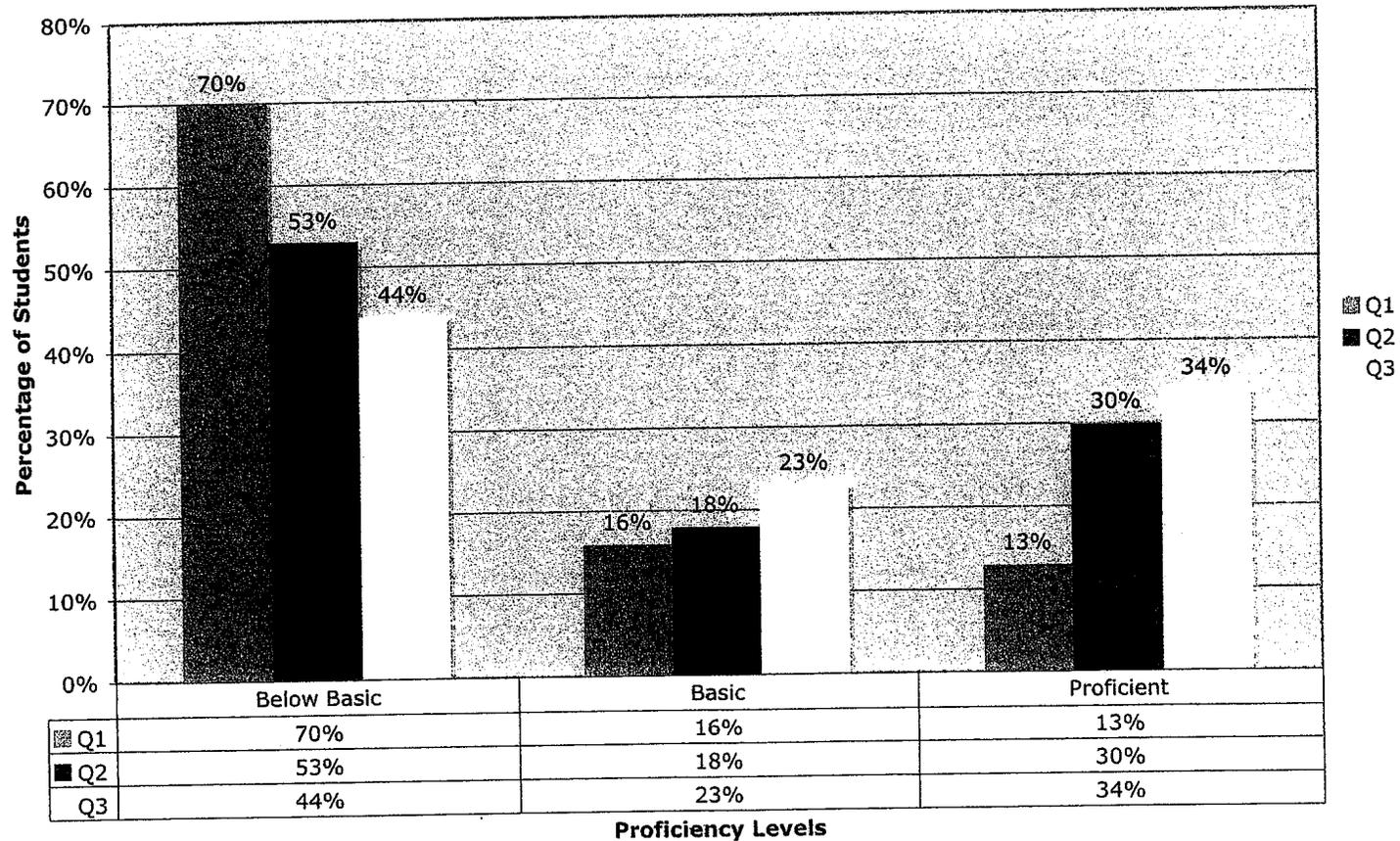
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	467	464	476	426	480	462
	Proficient	7% (32)	5% (24)	12% (56)	15% (63)	19% (91)	25% (115)
	Basic	25% (119)	23% (107)	26% (126)	15% (63)	16% (77)	19% (90)
	Below	68% (316)	72% (333)	62% (294)	70% (300)	65% (312)	56% (257)
<b>For AYP Grades</b>							
		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	64	63	65	66	66	65
	Proficient	8% (5)	6% (4)	22% (14)	24% (16)	47% (31)	57% (37)
	Basic	38% (24)	33% (21)	28% (18)	21% (14)	20% (13)	17% (11)
	Below	55% (35)	60% (38)	51% (33)	55% (36)	33% (22)	26% (17)
Disadvantaged	Total	134	132	129	130	134	120
	Proficient	0% (0)	2% (3)	5% (6)	5% (6)	19% (26)	23% (28)
	Basic	13% (18)	8% (11)	13% (17)	15% (19)	13% (18)	24% (30)
	Below	87% (116)	89% (118)	82% (106)	81% (105)	67% (90)	52% (62)
Special Education	Total	35	35	31	35	32	27
	Proficient	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	7% (2)
	Basic	0% (0)	3% (1)	0% (0)	0% (0)	6% (2)	0% (0)
	Below	100% (35)	97% (34)	100% (31)	100% (35)	94% (30)	93% (25)
White	Total	40	39	39	41	39	35
	Proficient	10% (4)	13% (5)	13% (5)	27% (11)	36% (14)	49% (17)
	Basic	30% (12)	26% (10)	21% (8)	10% (4)	23% (9)	11% (4)
	Below	60% (24)	62% (24)	67% (26)	63% (26)	41% (16)	40% (14)

# HILO INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### MATHEMATICS: GRADE 8



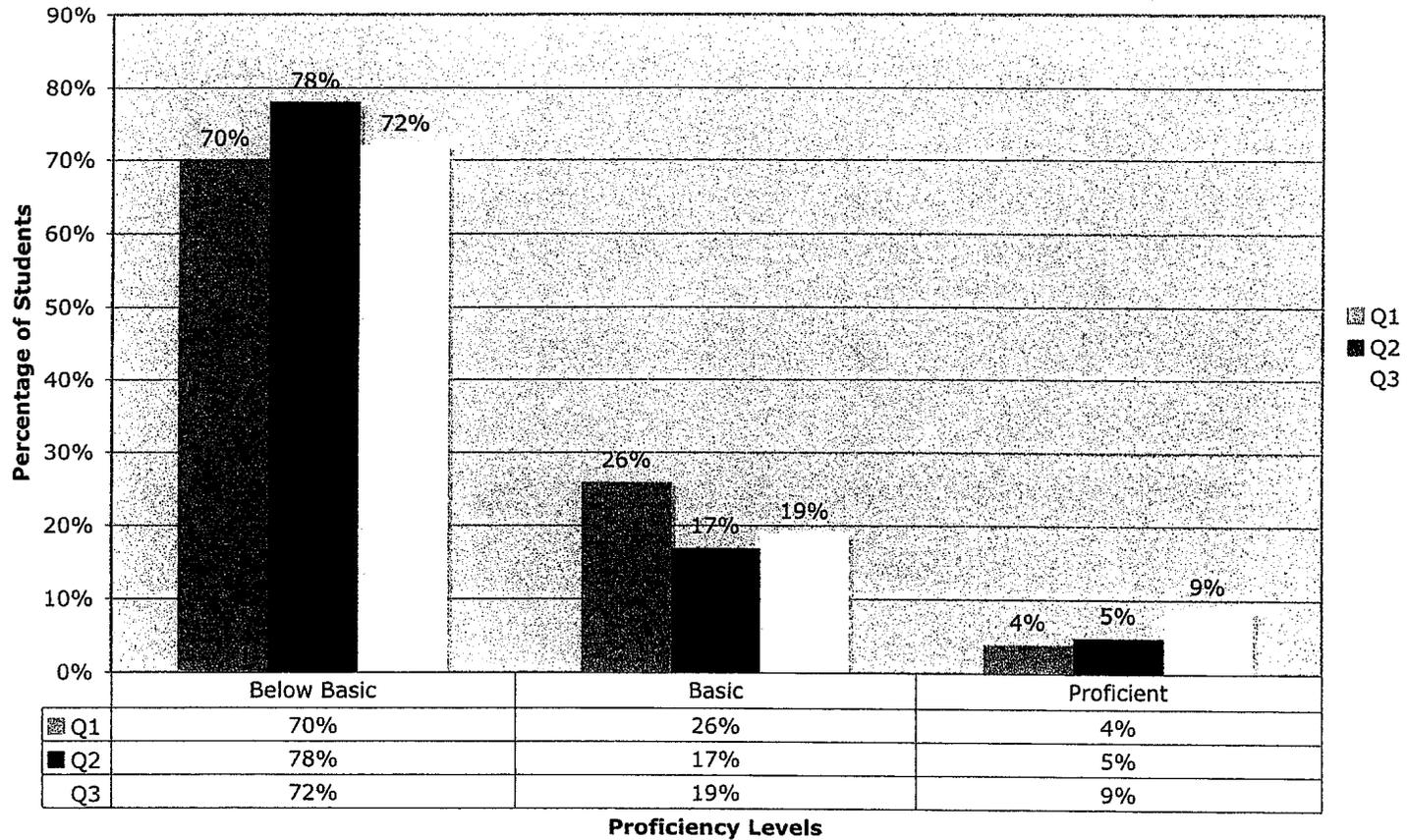


# HILO INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### READING: GRADE 8



# HILO INTERMEDIATE SCHOOL

## Quarterly Assessments SY 200607

### Equated Data, Math Grade 8

		Grade 8				
SUBJECT	QUARTER	Non Proficient		Proficient		Total N
		N	%	N	%	
Math	Q1	163	66.50%	80	33.50%	243
	Q2	142	55.20%	114	44.80%	256
	Q3	150	62.60%	89	37.40%	239



# HILO INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grade 8

		Grade 8				
SUBJECT	QUARTER	Non Proficient		Proficient		Total N
		N	%	N	%	
Reading	Q1	128	51.60%	120	48.40%	248
	Q2	127	51.60%	121	48.40%	248
	Q3	143	57.20%	107	42.80%	250



# HILO INTERMEDIATE SCHOOL

## Highlights

- Curriculum maps aligned to HCPS III
- Students use rubrics with teacher feedback on regular constructed responses.
- Whole faculty engaged in analyzing quarterly data and agreed to reinforce math and/or ELA benchmarks.
- The master schedule and bell schedule allow for 5 days of 90-minute blocks for ramp up classes.
- Weekly teacher meetings focus on strategies that teachers practice and implement.
- Design team meetings are held once a week to monitor the implementation of the AC design.
- School is using data to monitor the effectiveness of programs and strategies.
- Teachers have used scrimmage and Test-taking Genre Studies.
- A mentor who is aware of students' quarterly assessment is monitoring each identified targeted student.
- Percentage of students meeting the 25 Book Campaign goal increasing each quarter.
- Principal actively involved with presentation of the Principal's Book of the Month.
- Overall data shows upward trends in both reading and math.
- If things remain the same, Q4 data may indicate both reading and math at mid-40's percent proficient.



# KEAAU MIDDLE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

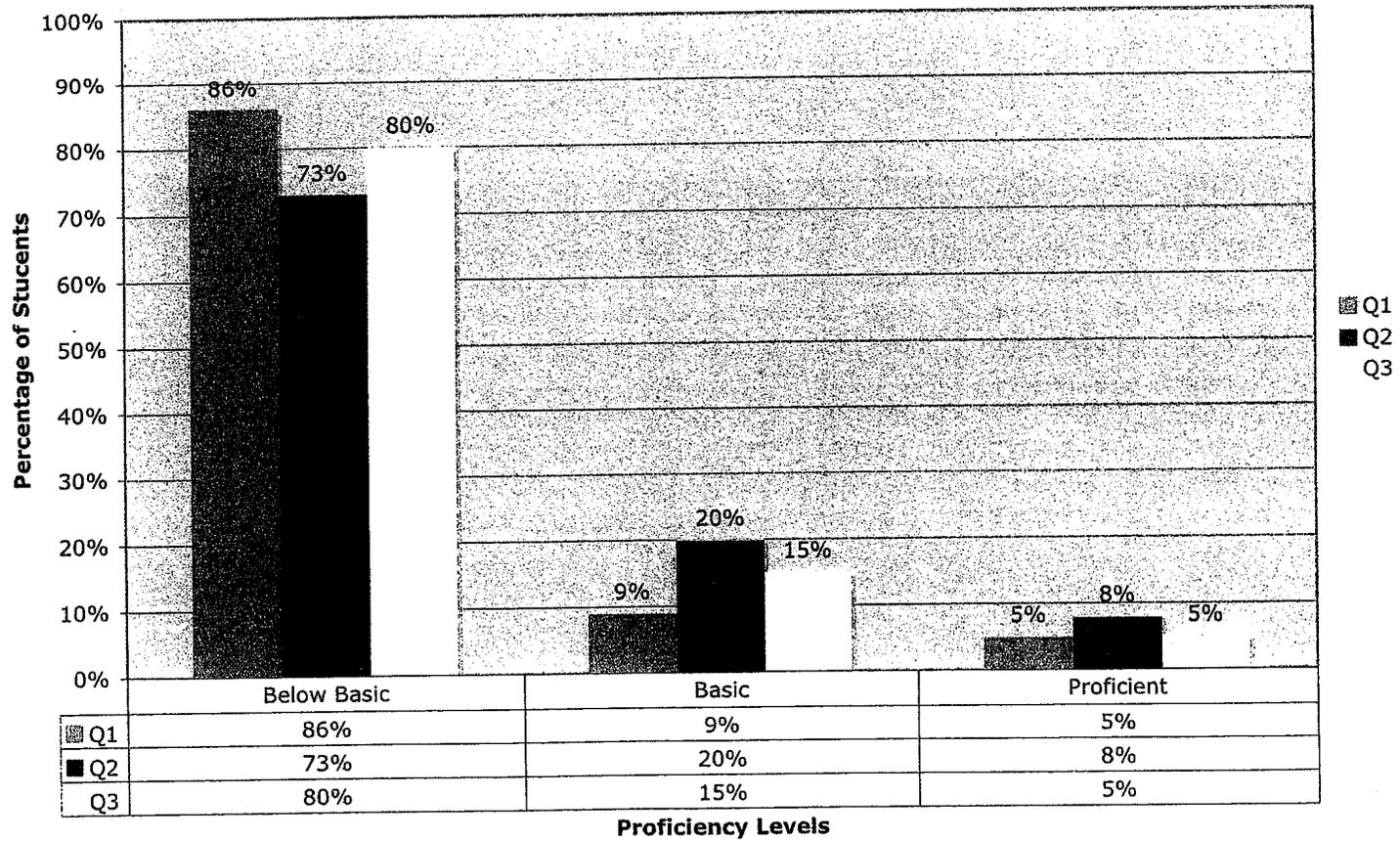
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	496	562	579	540	570	583
	Proficient	4% (21)	6% (35)	4% (21)	4% (24)	8% (46)	4% (21)
	Basic	16% (81)	15% (84)	19% (110)	8% (45)	21% (122)	13% (75)
	Below	79% (394)	79% (443)	77% (448)	87% (471)	71% (402)	84% (487)
<b>For AYP Grades</b>		<b>Reading</b>			<b>Math</b>		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	101	120	123	119	120	123
	Proficient	2% (2)	8% (10)	2% (3)	6% (7)	11% (13)	3% (4)
	Basic	21% (21)	16% (19)	25% (31)	12% (14)	16% (19)	22% (27)
	Below	77% (78)	76% (91)	72% (89)	82% (98)	73% (88)	75% (92)
Disadvantaged	Total	243	267	264	261	265	263
	Proficient	6% (15)	6% (16)	3% (8)	4% (10)	6% (15)	3% (9)
	Basic	14% (33)	17% (45)	19% (50)	7% (18)	19% (50)	13% (34)
	Below	80% (195)	77% (206)	78% (206)	89% (233)	75% (200)	84% (220)
Special Education	Total	43	43	42	40	41	46
	Proficient	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Basic	2% (1)	2% (1)	7% (3)	0% (0)	5% (2)	2% (1)
	Below	98% (42)	98% (42)	93% (39)	100% (40)	95% (39)	98% (45)
White	Total	71	71	66	73	72	68
	Proficient	10% (7)	18% (13)	6% (4)	7% (5)	13% (9)	6% (4)
	Basic	24% (17)	23% (16)	21% (11)	10% (7)	32% (23)	18% (12)
	Below	66% (47)	59% (42)	73% (48)	84% (61)	56% (40)	76% (52)

# KEAAU MIDDLE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

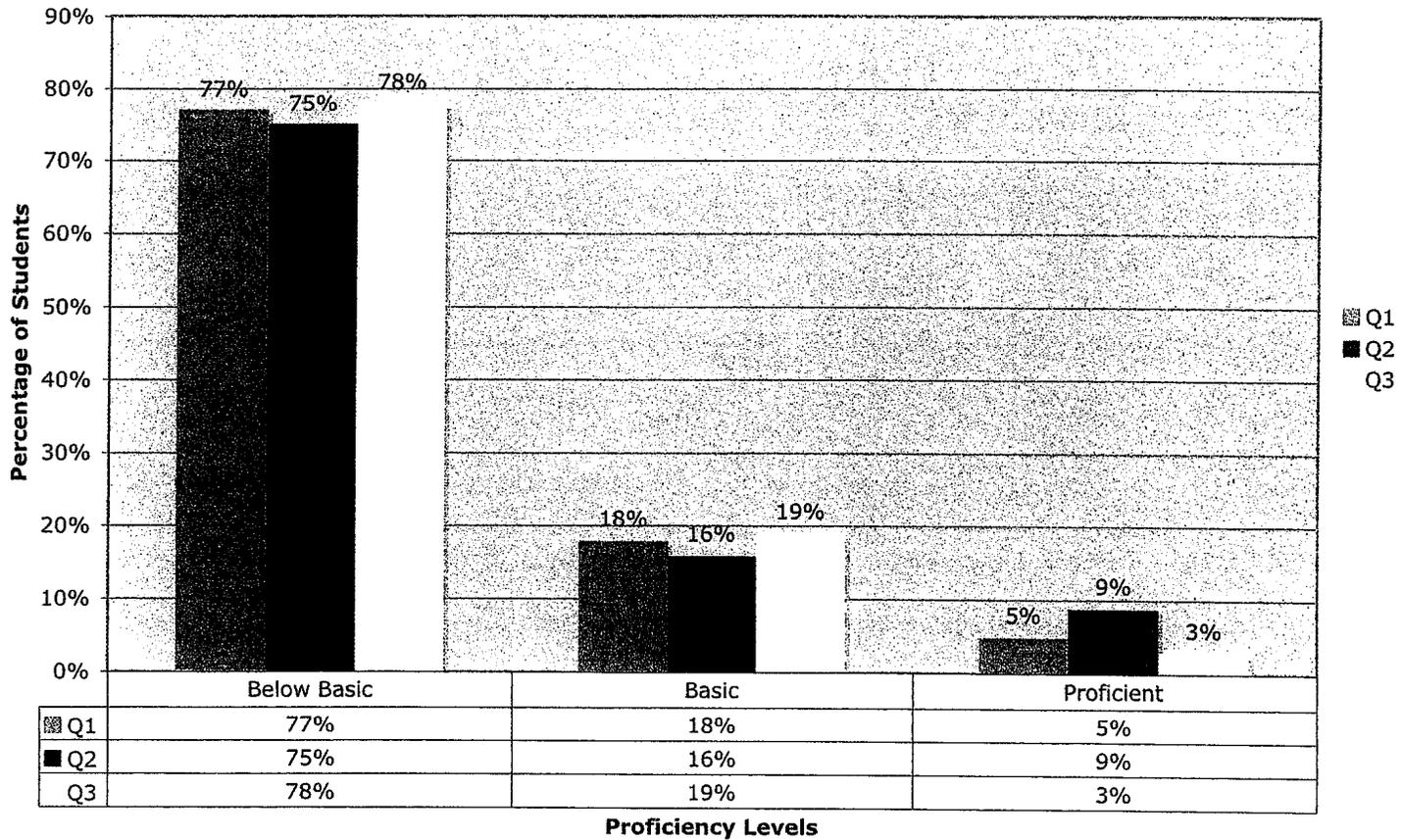
#### MATHEMATICS: GRADE 7 AND GRADE 8





# KEAAU MIDDLE SCHOOL Quarterly Assessments SY 2006-07, Q1-Q3 AYP Grade Levels

## READING: GRADE 7 AND GRADE 8



# KEAAU MIDDLE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 7-8

SUBJECT	QUARTER	Grade 7					Grade 8				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Math	Q1	133	84.60%	29	15.40%	162	117	87.20%	23	12.80%	140
	Q2	132	78.90%	40	21.10%	172	106	66.70%	41	33.30%	147
	Q3	151	87.80%	24	12.20%	175	139	92.40%	11	7.60%	150

# KEAAU MIDDLE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 7-8

SUBJECT	QUARTER	Grade 7					Grade 8				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Reading	Q1	137	78.60%	38	21.40%	175	104	63.90%	60	36.10%	164
	Q2	129	66.80%	65	33.20%	194	124	66.10%	67	33.90%	191
	Q3	135	69.20%	60	30.80%	195	145	73.20%	53	26.80%	198

# KEAAU MIDDLE SCHOOL

## Highlights

- Although not displayed, Gr. 6 predictive data shows upward trend in both areas, though data is not close to DOE's proficiency objectives.
- Q1 and Q3 tests were based on benchmark maps that the school was not following. Therefore, prediction of either math or reading is questionable for this school.
- Q2 test was based on Complex's Core Maps; Q1 and Q3 tests were based on state benchmarks.
- Q2 results very different from Q1 and Q3; much higher.
- LT was "distracted" with FOL mid-year; is now back on track.
- Began Booster Buddies program in March.
- Beginning the work of involving non-core teachers in addressing reading and math areas of weakness.
- Classrooms generally appear standards-based but will now work on ensuring deeper implementation.
- Coaches were in classrooms irregularly; specific teachers are now identified who need their help, along with what they need help with.
- Coaches have begun to work with departments on analyzing quarterly assessment data and aligning it to their instruction.
- Principal will reconsider coaches' retaining DH role next year; suggestion that the two roles be separated.

# PAHOA HIGH & INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

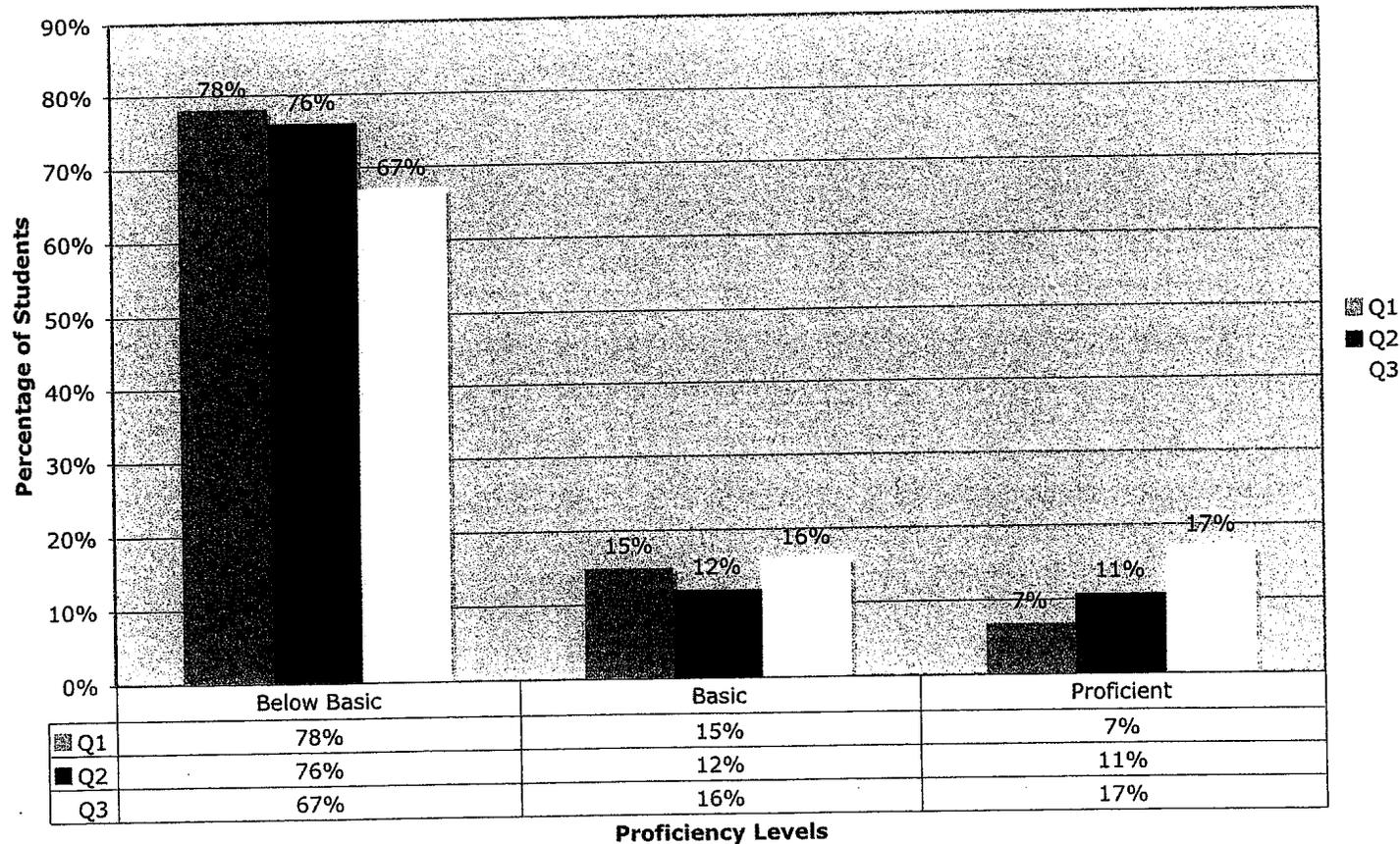
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	460	411	378	426	449	398
	Proficient	4% (18)	11% (45)	6% (23)	5% (22)	12% (54)	14% (57)
	Basic	16% (74)	17% (69)	22% (83)	12% (49)	12% (56)	17% (68)
	Below	80% (368)	72% (297)	72% (272)	83% (355)	76% (339)	69% (273)
<b>For AYP Grades</b>		<b>Reading</b>			<b>Math</b>		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	69	65	71	88	94	83
	Proficient	7% (5)	12% (8)	6% (4)	10% (9)	18% (17)	23% (19)
	Basic	17% (12)	14% (9)	23% (16)	17% (15)	13% (12)	13% (11)
	Below	75% (52)	74% (48)	72% (51)	73% (64)	69% (65)	64% (53)
Disadvantaged	Total	155	139	149	218	233	190
	Proficient	4% (6)	9% (12)	7% (10)	4% (8)	8% (19)	15% (28)
	Basic	13% (20)	14% (20)	20% (30)	11% (23)	12% (28)	15% (28)
	Below	83% (129)	77% (107)	73% (109)	86% (187)	80% (186)	71% (134)
Special Education	Total	33	24	29	44	66	31
	Proficient	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Basic	3% (1)	0% (0)	3% (1)	0% (0)	0% (0)	3% (1)
	Below	97% (32)	100% (24)	97% (28)	100% (44)	100% (66)	97% (30)
White	Total	42	36	42	62	63	49
	Proficient	14% (6)	17% (6)	10% (4)	6% (4)	14% (9)	29% (14)
	Basic	19% (8)	19% (7)	21% (9)	16% (10)	14% (9)	12% (6)
	Below	67% (28)	64% (23)	69% (29)	77% (48)	71% (45)	59% (29)

# PAHOA HIGH & INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### MATHEMATICS: GRADE 8, 9 AND 10

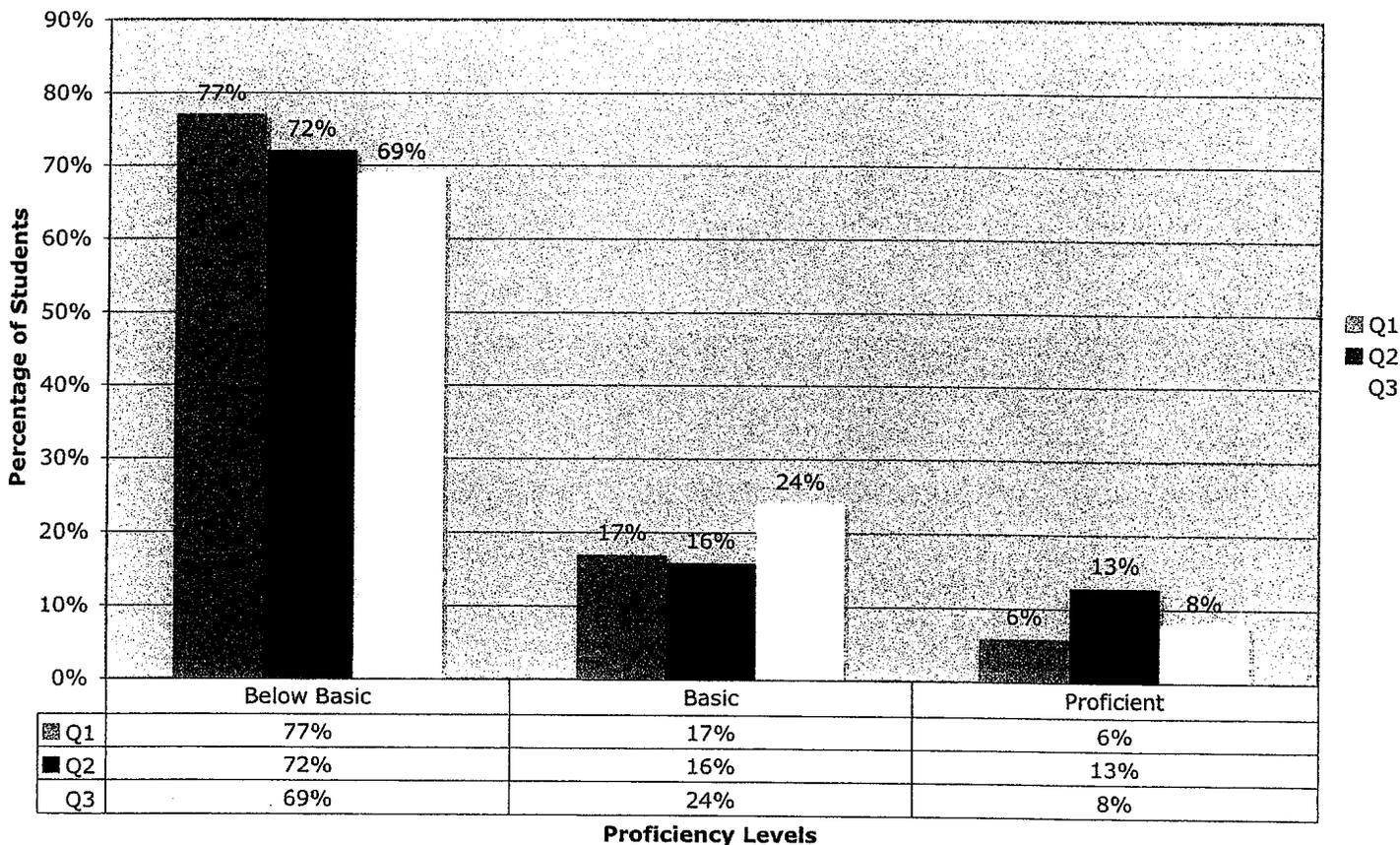


# PAHOA HIGH & INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### READING: GRADE 8 AND GRADE 10



# PAHOA HIGH & INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grade 8

		Grade 8				
SUBJECT	QUARTER	Non Proficient		Proficient		Total N
		N	%	N	%	
Math	Q1	86	76.10%	27	23.90%	113
	Q2	74	62.70%	44	37.30%	118
	Q3	73	65.20%	39	34.80%	112

# PAHOA HIGH & INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grade 8

		Grade 8				
SUBJECT	QUARTER	Non Proficient		Proficient		Total N
		N	%	N	%	
Reading	Q1	91	68.90%	41	31.10%	132
	Q2	66	54.50%	55	45.50%	121
	Q3	82	59.90%	55	40.10%	137

# PAHOA HIGH & INTERMEDIATE SCHOOL

## Highlights

- The school will be shifting the focus of teacher meetings from analysis of past lessons to collaborative planning of future lessons.
- Coaches are visiting classrooms on a daily basis to assist teachers in using both formative and summative data results in their instruction.
- Coaches will assist teachers during common planning sessions to develop meaningful formative assessments to monitor progress during the 4<sup>th</sup> quarter.
- Some math classes are being co-taught and monitored by the math coach.
- A plan is in place to identify students who will need Ramp Up and remedial assistance for next school year.
- Changes in Leadership team make-up will be made for next year.
- Whole school math data shows upward slope; same positive slope noted for AYP grades 8-10.
- Reading data shows “bump” for Q2.
- However, equated data shows that with a moderate confidence level, approximately 40-45% of 8<sup>th</sup> graders will be proficient on Q4 assessment in both reading and math.



# WAIANAE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

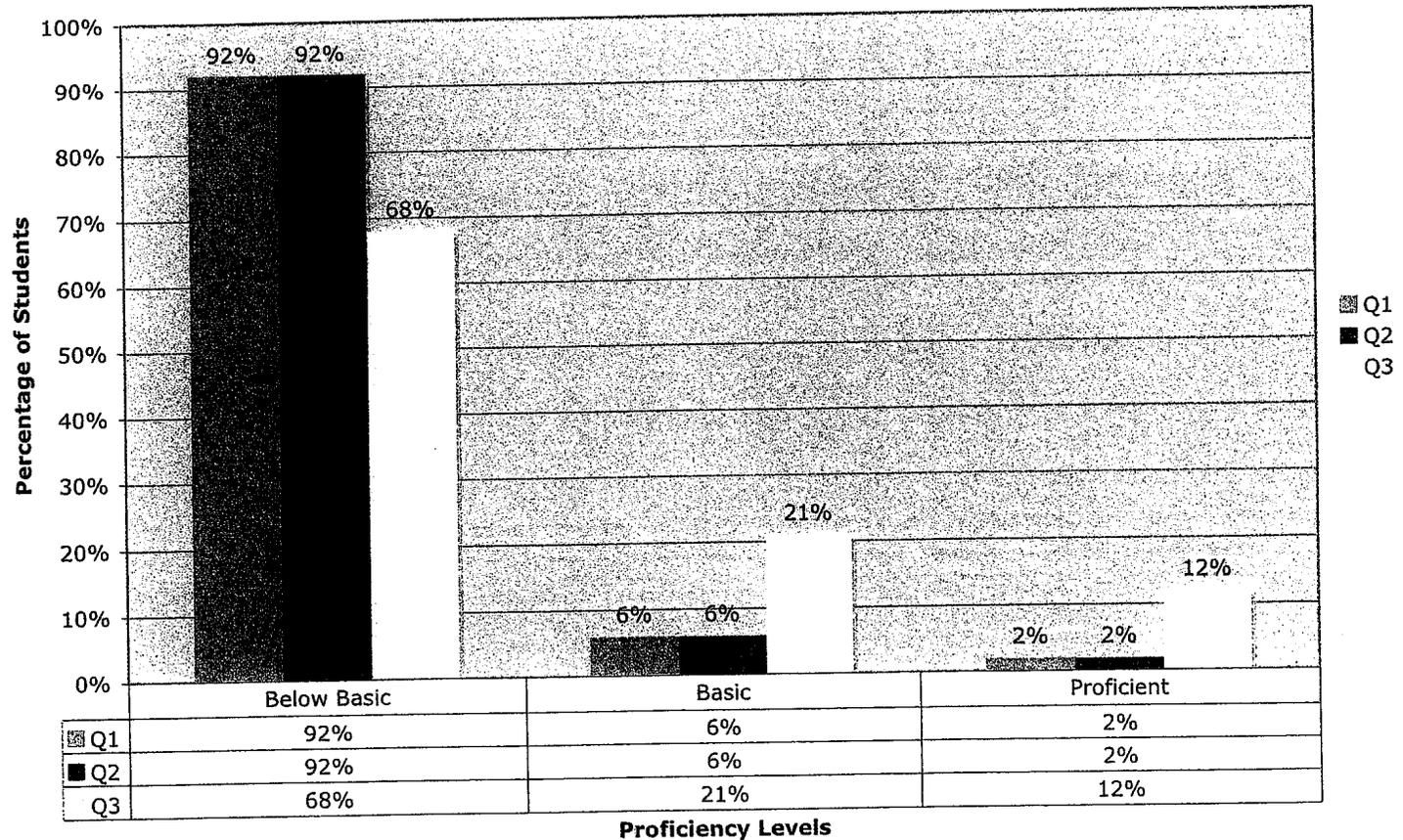
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	831	880	715	821	850	463
	Proficient	2% (15)	3% (27)	3% (23)	1% (5)	2% (17)	6% (27)
	Basic	19% (162)	15% (130)	20% (141)	6% (49)	5% (46)	12% (55)
	Below Basic	79% (654)	82% (723)	77% (551)	93% (767)	93% (787)	82% (381)
<b>For AYP Grades</b>							
		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	114	123	94	113	124	55
	Proficient	2% (2)	2% (2)	2% (2)	0% (0)	2% (3)	15% (8)
	Basic	19% (22)	8% (10)	15% (14)	12% (14)	9% (11)	2% (12)
	Below Basic	79% (90)	90% (111)	83% (78)	88% (99)	89% (110)	64% (35)
Disadvantaged	Total	264	293	200	273	292	139
	Proficient	2% (5)	1% (3)	2% (4)	0% (0)	2% (7)	12% (16)
	Basic	13% (34)	8% (22)	8% (17)	7% (18)	5% (15)	19% (27)
	Below Basic	85% (225)	91% (268)	90% (170)	93% (255)	92% (270)	69% (96)
Special Education	Total	67	77	47	63	72	46
	Proficient	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Basic	0% (0)	0% (0)	2% (1)	0% (0)	0% (0)	7% (3)
	Below Basic	100% (67)	100% (77)	98% (46)	100% (63)	100% (72)	93% (43)
White	Total	23	32	20	24	33	19
	Proficient	4% (1)	6% (2)	5% (1)	0% (0)	6% (2)	16% (3)
	Basic	9% (2)	16% (5)	20% (4)	0% (0)	6% (2)	37% (7)
	Below Basic	87% (20)	78% (25)	75% (15)	100% (24)	88% (29)	47% (9)

# WAIANAE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### WAIANAE INTERMEDIATE MATHEMATICS: GRADE 8

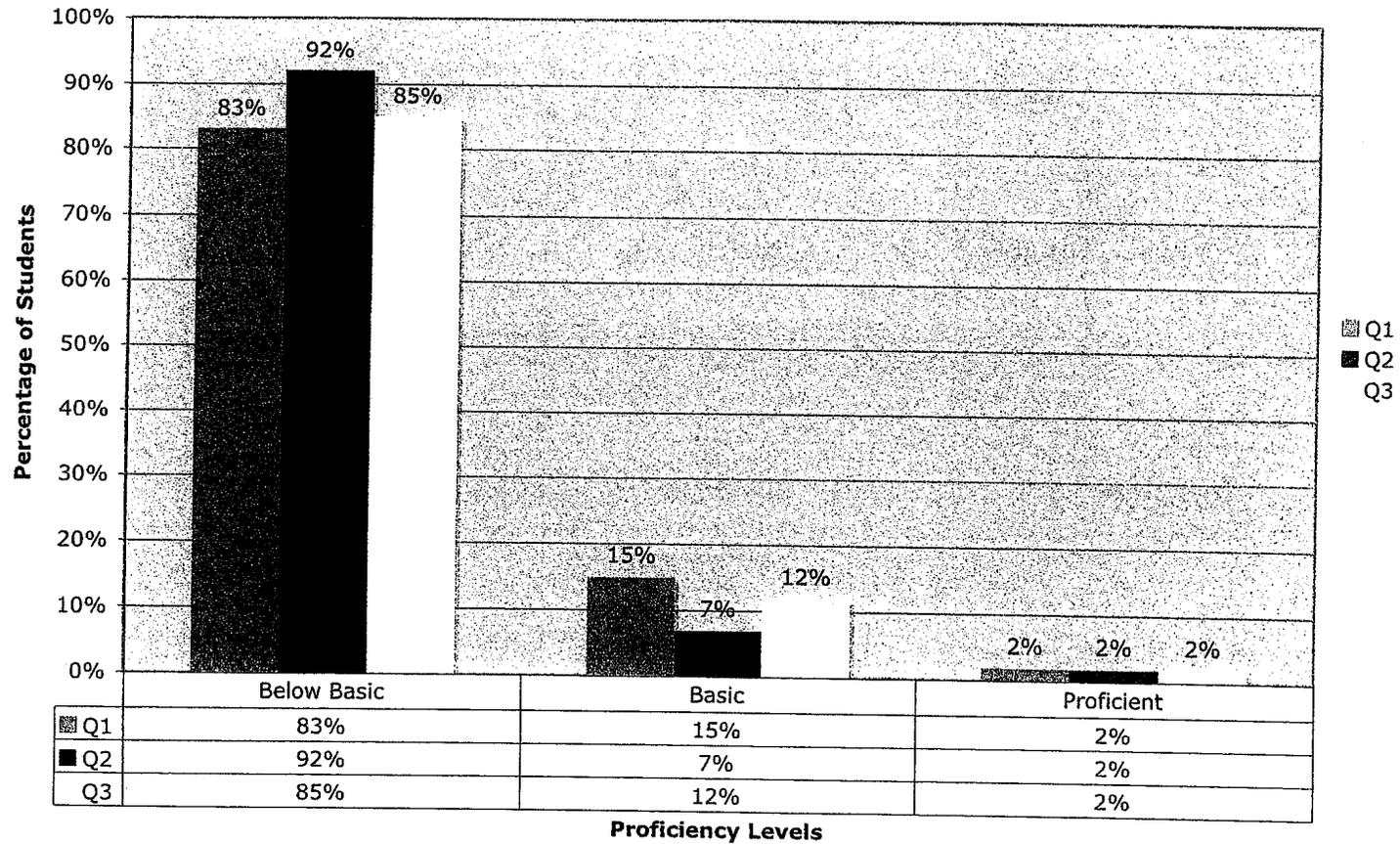


# WAIANAE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### WAIANAE INTERMEDIATE READING: GRADE 8



# WAIANAE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07 Equated Data, Math Grade 8

		Grade 8				
SUBJECT	QUARTER	Non Proficient		Proficient		Total N
		N	%	N	%	
Math	Q1	377	91.50%	35	8.50%	412
	Q2	411	93.40%	29	6.60%	440
	Q3	218	88.60%	28	11.40%	246

# WAIANAE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07 Equated Data, Reading Grade 8

		Grade 8				
SUBJECT	QUARTER	Non Proficient		Proficient		Total N
		N	%	N	%	
Reading	Q1	289	71.40%	116	28.60%	405
	Q2	336	73.20%	123	26.80%	459
	Q3	244	72.80%	91	27.20%	335

# WAIANAE INTERMEDIATE SCHOOL

## Highlights

- Test data for Grade 8 remains flat over the three quarters in both reading and math. Predictions, if they are borne out with HSA data, will be flat from 2005 and 2006 in both areas.
- Coaches tutor “targeted” students in safety nets before, during and after school and during spring break.
- High turn over rate of teachers creates issues in the area of professional development.
- Team has identified teachers who are having management issues and are providing support.
- Quarterly test results are being used in classrooms for test prep review.
- Teacher planning sessions need to be used to work on analyzing data to drive instruction.
- A change in coaching staff will take place next year. Additional changes may also be warranted at this point. A plan is in place to use Q4 to re-look at math curriculum maps and re-align to DOE benchmarks.

# RESTRUCTURING SCHOOLS

## Year 1

- **Kealakehe Intermediate**
- **Kalaniana'ole Elementary & Intermediate**
- **Laupahoehoe K-12**
- **Waimea Elementary**
- **Waianae Elementary**
- **Makaha Elementary**



# KEALAKEHE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

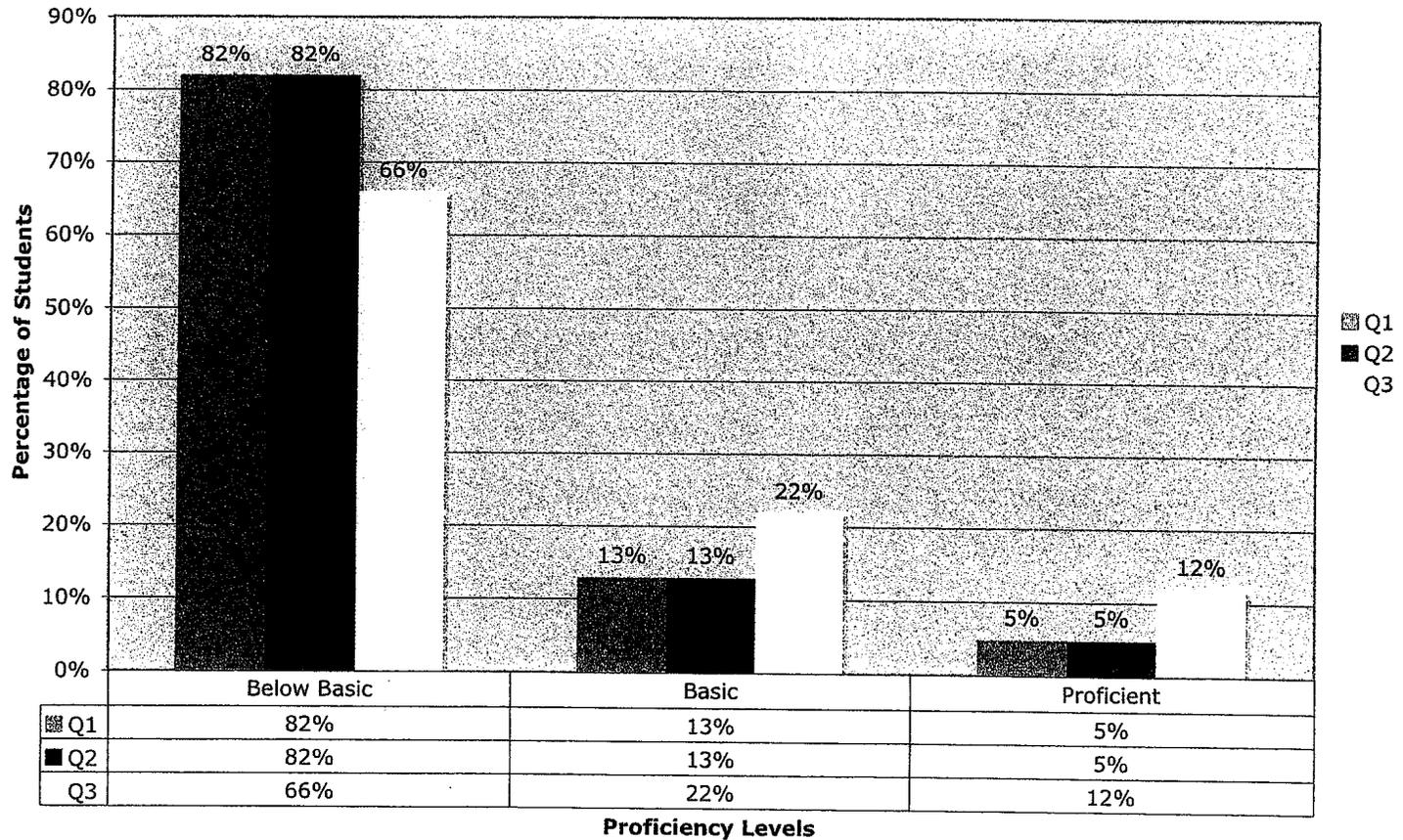
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
ALL STUDENTS	Total	630	625	776	753	750	689
	Proficient	9% (54)	5% (34)	5% (39)	4% (32)	5% (37)	8% (56)
	Basic	36% (226)	30% (187)	24% (187)	15% (112)	17% (128)	15% (102)
	Below	56% (350)	65% (404)	71% (550)	81% (609)	78% (585)	77% (531)
<b>For AYP Grades</b>		<b>Reading</b>			<b>Math</b>		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	99	115	121	119	117	108
	Proficient	8% (8)	4% (5)	4% (5)	5% (6)	4% (5)	11% (12)
	Basic	32% (32)	25% (29)	24% (21)	11% (13)	12% (14)	22% (24)
	Below	60% (59)	70% (81)	72% (87)	84% (100)	84% (98)	67% (72)
Disadvantaged	Total	159	186	213	202	191	173
	Proficient	5% (8)	3% (6)	5% (10)	2% (4)	2% (4)	9% (16)
	Basic	27% (43)	21% (39)	21% (44)	12% (24)	12% (22)	21% (37)
	Below	68% (108)	76% (141)	65% (159)	86% (174)	86% (165)	69% (120)
Special Education	Total	No Data	No Data	44	No Data	8	15
	Proficient			0% (0)		0% (0)	0% (0)
	Basic			11% (5)		0% (0)	0% (0)
	Below			89% (39)		100% (8)	100% (15)
White	Total	78	95	105	99	100	98
	Proficient	15% (12)	7% (5)	10% (11)	10% (10)	9% (9)	17% (17)
	Basic	42% (33)	37% (35)	26% (27)	18% (18)	19% (19)	29% (28)
	Below	42% (33)	56% (53)	64% (67)	72% (71)	72% (72)	54% (53)

# KEALAKEHE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### MATHEMATICS: GRADES 7 AND 8

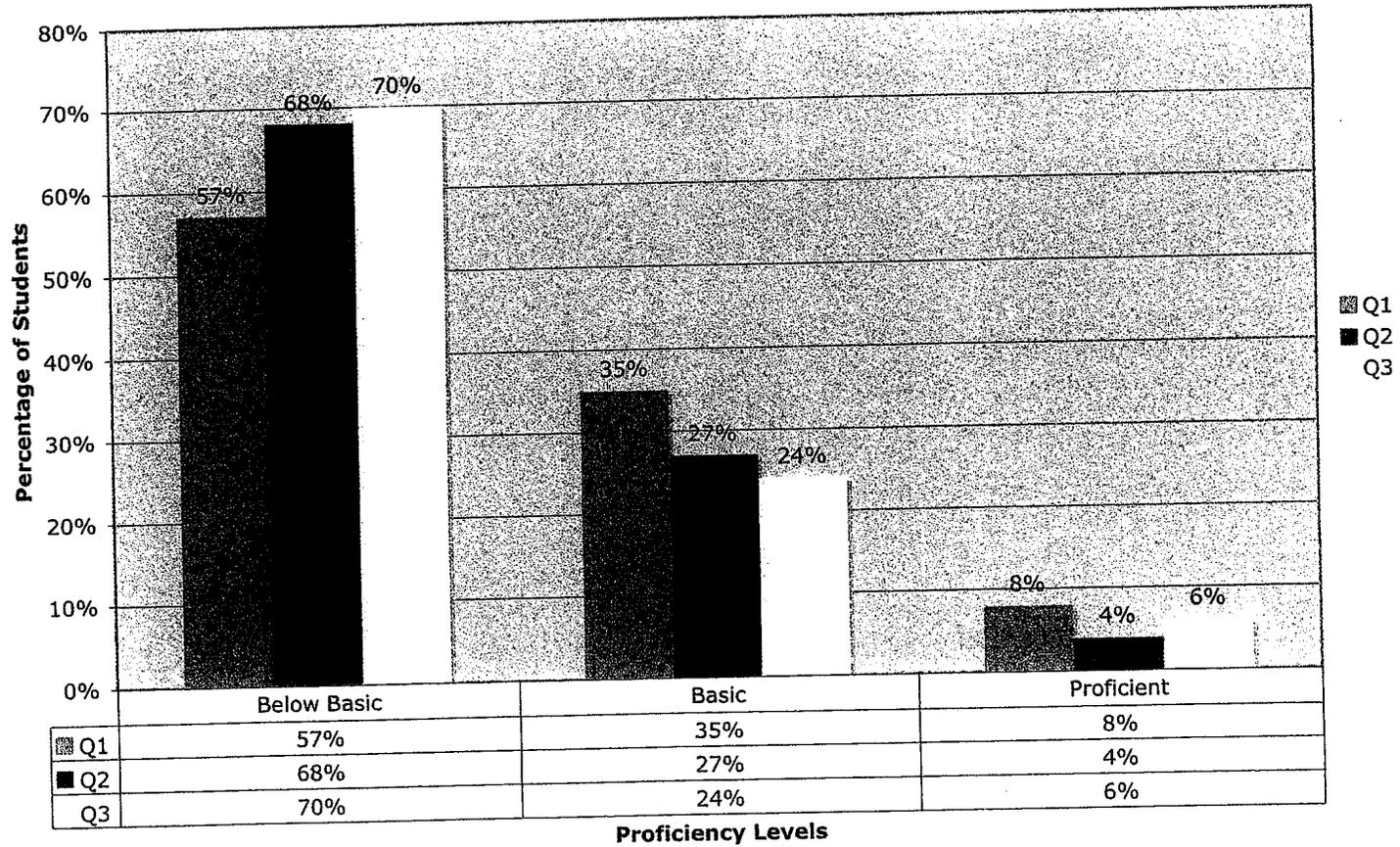


# KEALAKEHE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### READING: GRADES 7 AND 8



# KEALAKEHE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 7-8

SUBJECT	QUARTER	Grade 7					Grade 8				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Math	Q1	197	87.00%	29	13.00%	226	179	72.60%	71	27.40%	250
	Q2	189	84.90%	33	15.10%	222	207	77.70%	61	22.30%	268
	Q3	189	83.30%	38	16.70%	227	147	73.90%	54	26.10%	201

# KEALAKEHE INTERMEDIATE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 7-8

SUBJECT	QUARTER	Grade 7					Grade 8				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Reading	Q1	108	54.80%	86	45.20%	194	88	43.30%	115	56.70%	203
	Q2	111	52.40%	101	47.60%	212	132	54.10%	111	45.90%	243
	Q3	129	56.40%	98	43.60%	227	159	61.10%	101	38.90%	260



# KEALAKEHE INTERMEDIATE SCHOOL

## Highlights

- Whole school data indicates an upward slope for math but reading data seems to indicate the opposite.
- Implementation of Ramp-Up to Math and Ramp-Up to Literacy
- Ninety-minute blocks implemented to increase instructional time to effectively implement the workshop model.
- Two full time subs hired so teachers can attend training sessions, do classroom observations and work on curriculum planning
- Complex was awarded 21<sup>st</sup> Century Learning Centers Grant for after school programs
- Each teacher supports a group of students in the 25 Book Campaign.
- Content area teacher meetings focused on benchmarks and student works are held twice a week.
- Three coaches are in place: design, literacy and math. Change in team membership is anticipated for next year.
- Principal holds a vision of students actively engaged in meaningful work and has continued to modify what he deems to be evidence.



# KALANIAOALE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

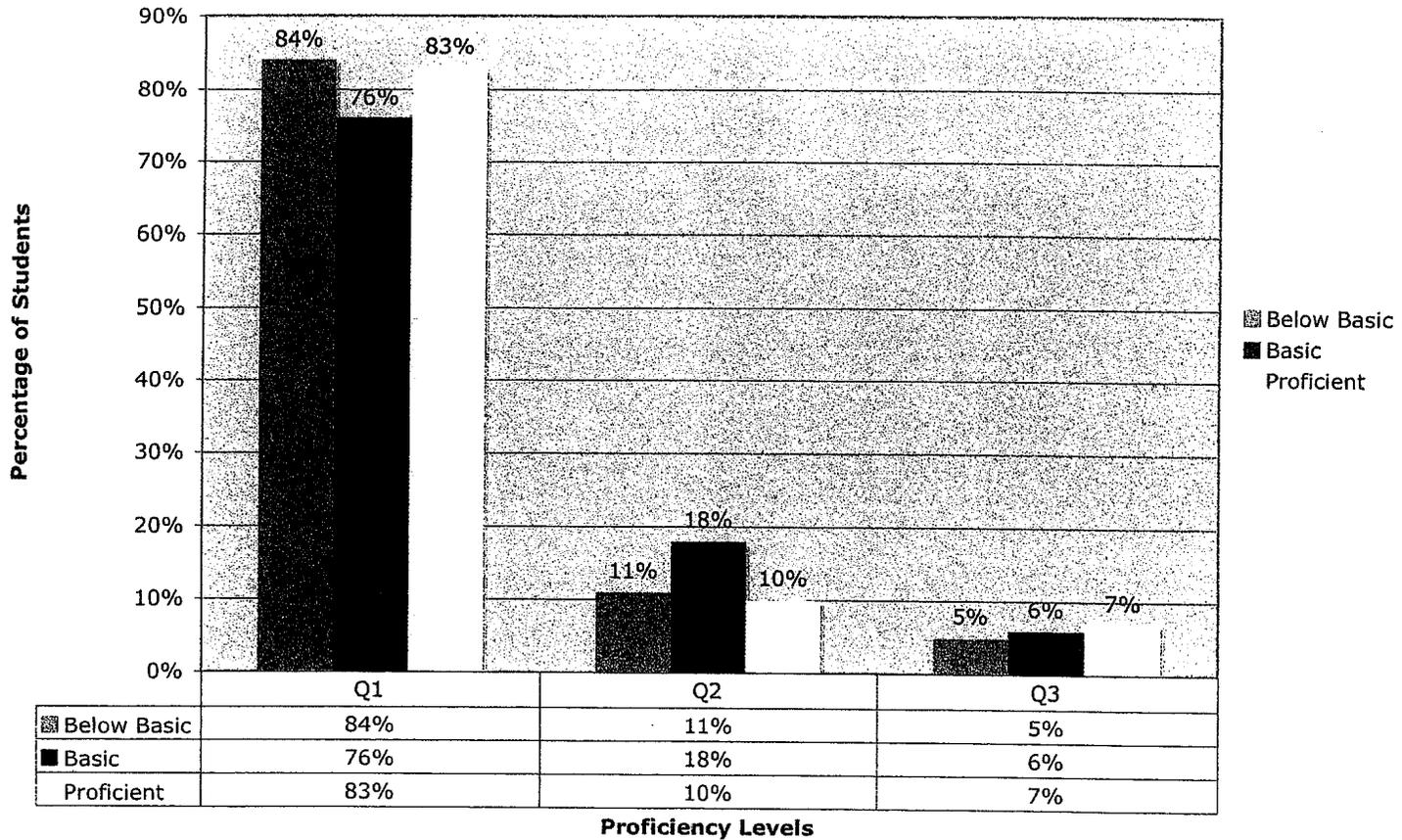
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	260	245	238	256	250	245
	Proficient	7% (17)	9% (22)	10% (24)	6% (15)	6% (15)	10% (24)
	Basic	20% (52)	21% (51)	22% (52)	13% (33)	18% (44)	10% (25)
	Below	73% (191)	70% (172)	68% (162)	81% (208)	76% (191)	80% (196)
<b>For AYP Grades</b>		<b>Reading</b>			<b>Math</b>		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	95	85	82	91	87	86
	Proficient	5% (5)	7% (6)	4% (3)	5% (5)	7% (6)	9% (8)
	Basic	18% (17)	27% (23)	26% (21)	10% (9)	20% (17)	9% (8)
	Below	77% (73)	66% (56)	71% (58)	85% (77)	74% (64)	83% (70)
Disadvantaged	Total	123	121	110	121	124	117
	Proficient	4% (5)	8% (10)	8% (9)	4% (5)	8% (10)	6% (7)
	Basic	18% (22)	17% (20)	16% (18)	8% (10)	15% (19)	7% (8)
	Below	78% (96)	75% (91)	75% (83)	88% (106)	77% (95)	87% (102)

# KALANIANA'OLE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### MATHEMATICS: GRADES 3-8

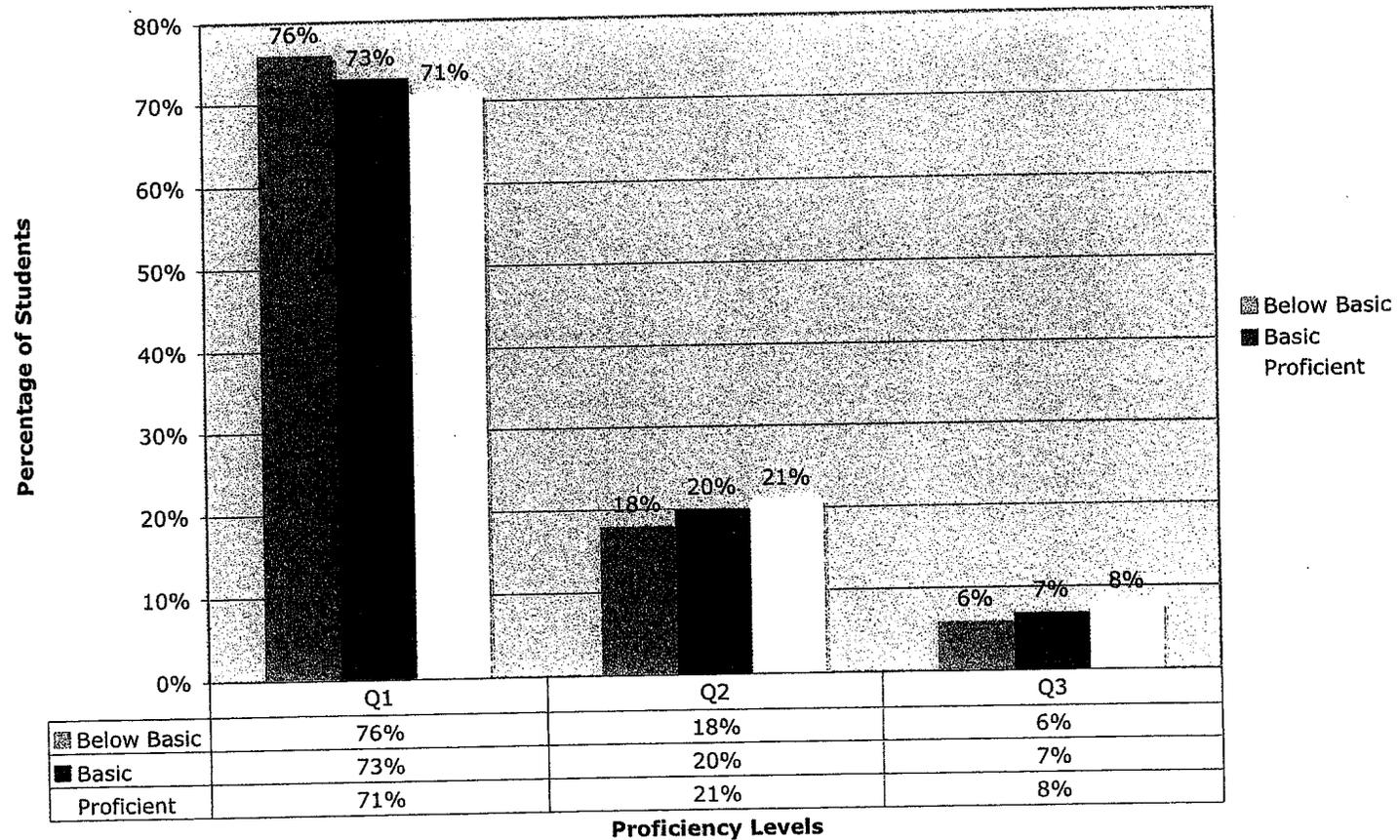


# KALANIANA'OLE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### READING: GRADES 3-8



# KALANIANA'OLE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 4-6

SUBJECT	QUARTER	Grade 4					Grade 5					Grade 6				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%		N	%			
Math	Q1	34	85.00%	6	15.00%	40	26	74.30%	9	25.70%	35	39	90.70%	4	9.30%	43
	Q2	32	82.10%	7	17.90%	39	24	68.60%	11	31.40%	35	37	88.10%	5	11.90%	42
	Q3	30	83.30%	6	16.70%	36	28	82.40%	6	17.60%	34	36	90.00%	4	10.00%	40

# KALANIANA'OLE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 7-8

SUBJECT	QUARTER	Grade 7					Grade 8				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Math	Q1	35	94.60%	2	5.40%	37	26	92.90%	2	7.10%	28
	Q2	33	89.20%	4	10.80%	37	29	96.70%	1	3.30%	30
	Q3	36	92.30%	3	7.70%	39	27	90.00%	3	10.00%	30

# KALANIAOALE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 4-6

SUBJECT	QUARTER	Grade 4					Grade 5					Grade 6				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%		N	%	N	%	
Reading	Q1	22	55.00%	18	45.00%	40	16	48.50%	17	51.50%	33	27	61.40%	17	38.60%	44
	Q2	22	57.90%	16	42.10%	38	15	46.90%	17	53.10%	32	35	81.40%	8	18.60%	43
	Q3	9	24.30%	28	75.70%	37	17	53.10%	15	46.90%	32	30	78.90%	8	21.10%	38

# KALANIANA'OLE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 7-8

SUBJECT	QUARTER	Grade 7					Grade 8				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Reading	Q1	22	59.50%	15	40.50%	37	19	65.50%	10	34.50%	29
	Q2	28	71.80%	11	28.20%	39	16	51.60%	15	48.40%	31
	Q3	27	71.10%	11	28.90%	38	20	60.60%	13	39.40%	33

# KALANIANA'OLE SCHOOL

## Highlights

- Generally, across the grade levels, predictions in math show upward trends.
- In reading, there is an upward trend in predictive data at Grades 4 and 8. Downward trends at Grades 6 and 7 are of concern and need to be examined with School Design Team.
- DRA, Math and ELA constructed responses, 25 Book Campaign and Learnia quarterly assessments are used to monitor and chart student progress.
- Middle school students are in Ramp Up Mathematics
- One half of the middle school students are in Ramp-Up Literacy I and II.
- Targeted students are assigned a mentor to follow-up with student goals.
- SMART (Strategic, Measurable, Attainable, Results driven, Time bound) goals are consistently reinforced to focus action plans.
- Weekly teacher meetings are held to plan lessons based on benchmarks, develop rubrics, assess student work against benchmarks, share data.
- Implementation of Diana Day's Vision Management: MAPS (Materials, Attitude, Placement, Speaking voice) and use of Pride Folders
- Teachers used "scrimmage" and test-taking genre study.
- Four coaches: design, primary literacy, secondary literacy and math.
- Strong, organized and reflective leadership



# LAUPAHOEHOE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

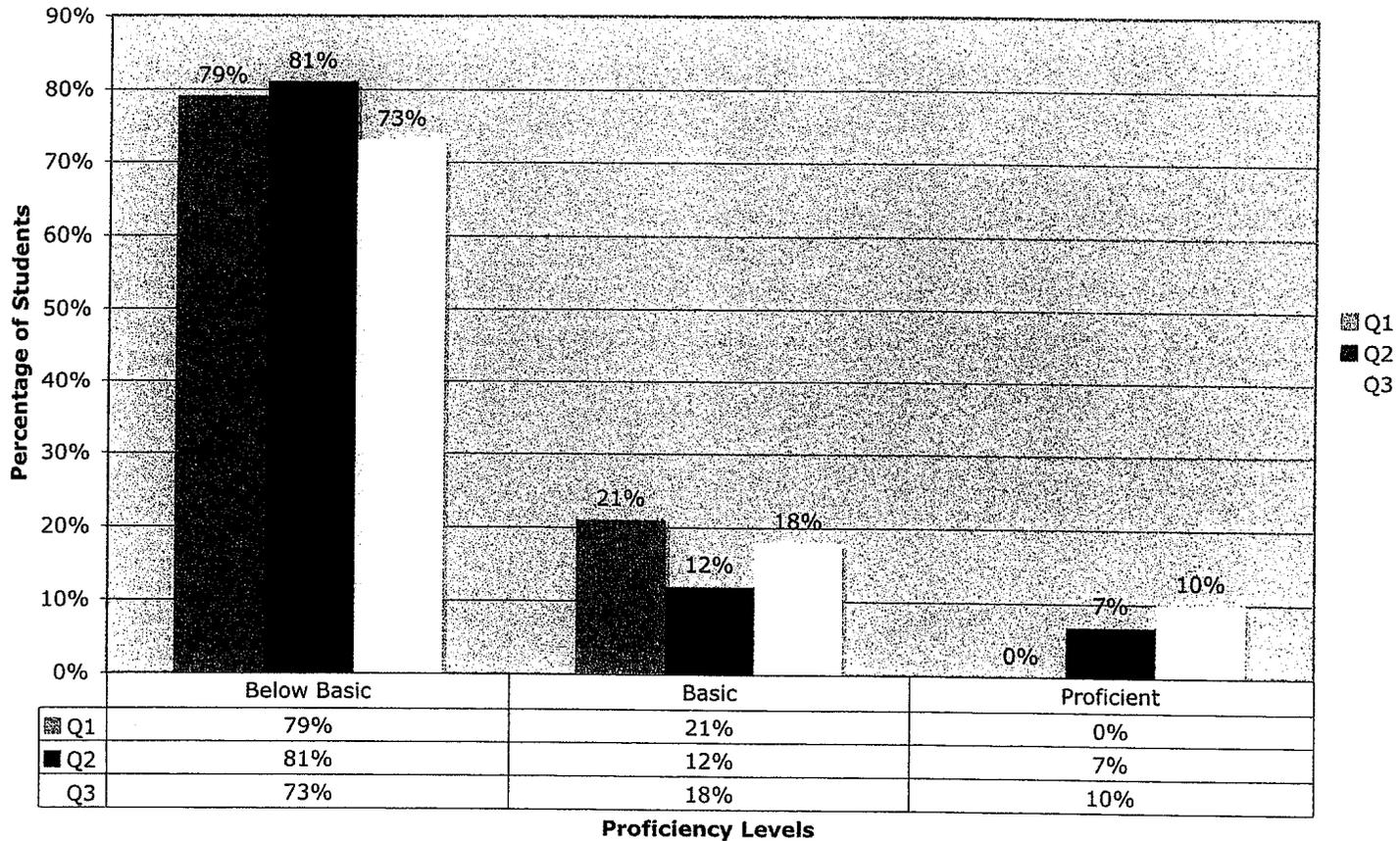
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	81	105	117	74	100	81
	Proficient	0% (0)	13% (14)	15% (18)	0% (0)	8% (8)	7% (6)
	Basic	15% (12)	24% (25)	20% (23)	22% (16)	9% (9)	10% (8)
	Below Basic	85% (69)	63% (66)	65% (76)	78% (58)	83% (83)	82% (67)
<b>For AYP Grades</b>		<b>Reading</b>			<b>Math</b>		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	25	33	31	27	33	33
	Proficient	0% (0)	6% (2)	10% (3)	0% (0)	6% (2)	6% (2)
	Basic	40% (1)	18% (6)	0% (0)	15% (4)	11% (3)	18% (6)
	Below Basic	96% (24)	76% (25)	90% (28)	85% (23)	85% (28)	76% (25)
Disadvantaged	Total	12	22	20	15	21	24
	Proficient	0% (0)	13% (3)	0% (0)	0% (0)	10% (2)	13% (3)
	Basic	8% (1)	18% (4)	5% (1)	27% (4)	19% (4)	21% (5)
	Below Basic	92% (11)	68% (15)	95% (19)	73% (11)	71% (15)	67% (16)

# LAUPAHOEHOE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### MATHEMATICS: GRADES 3-10

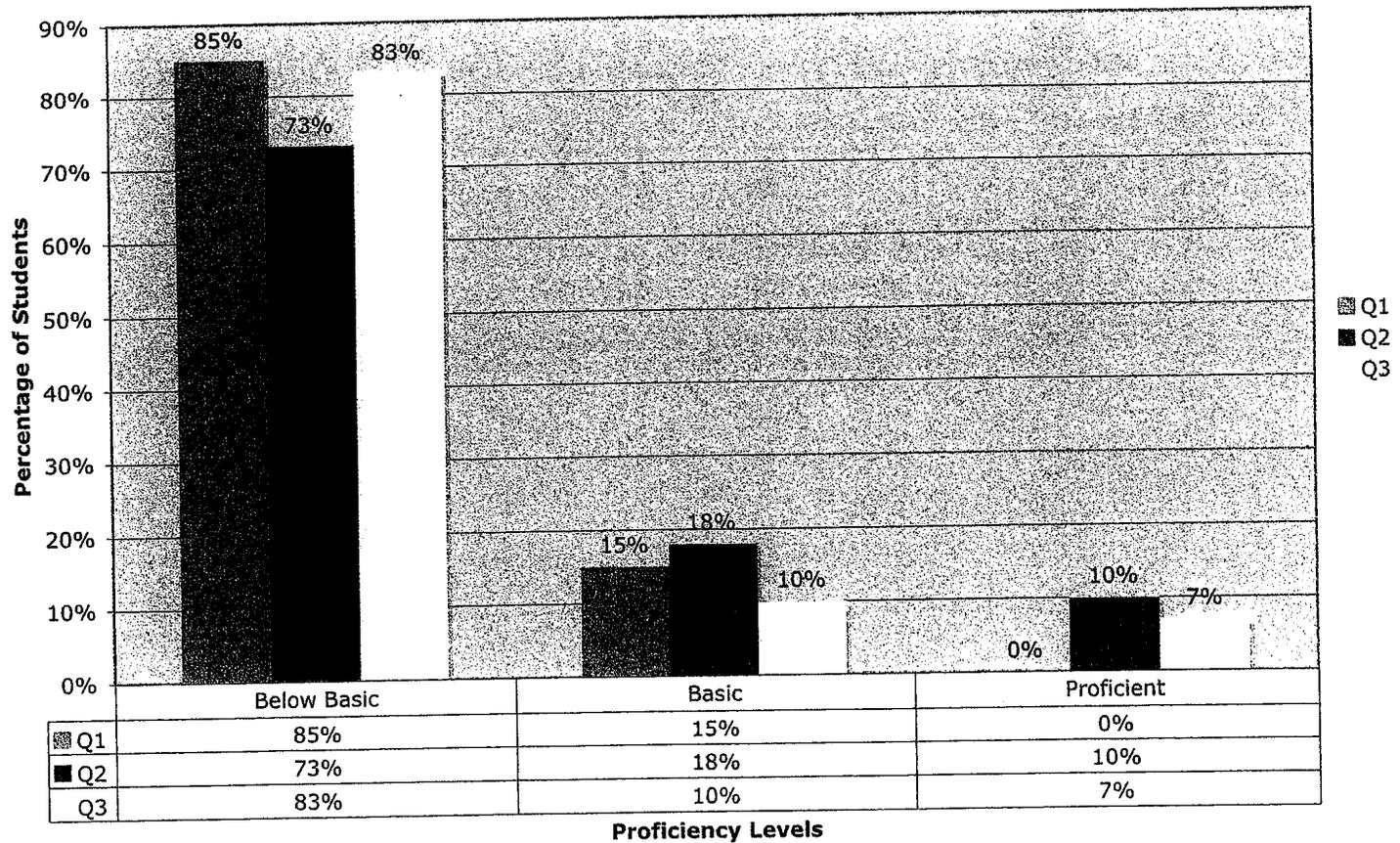


# LAUPAHOEHOE SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### READING: GRADES 3-8 AND 10



# LAUPAHOEHOE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 4-6

SUBJECT	QUARTER	Grade 4					Grade 5					Grade 6				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%		N	%	N	%	
Math	Q1	7	77.80%	2	22.20%	9	17	100.00%		0.00%	17	10	76.90%	3	23.10%	13
	Q2	11	100.00%		0.00%	11	15	88.20%	2	11.80%	17	17	94.40%	1	5.60%	18
	Q3	10	90.90%	1	9.10%	11	18	100.00%		0.00%	18	19	100.00%		0.00%	19

# LAUPAHOEHOESCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 7-8

SUBJECT	QUARTER	Grade 7					Grade 8				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Math	Q1	9	90.00%	1	10.00%	10	7	87.50%	1	12.50%	8
	Q2	10	100.00%		0.00%	10	12	92.30%	1	7.70%	13
	Q3	12	100.00%		0.00%	12	10	83.30%	2	16.70%	12

# LAUPAHOEHOE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 4-6

SUBJECT	QUARTER	Grade 4					Grade 5					Grade 6				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%		N	%	N	%	
Reading	Q1	5	55.60%	4	44.40%	9	6	40.00%	9	60.00%	15	7	53.80%	6	46.20%	13
	Q2	8	72.70%	3	27.30%	11	15	78.90%	4	21.10%	19	13	92.90%	1	7.10%	14
	Q3	6	54.50%	5	45.50%	11	10	50.00%	10	50.00%	20	13	72.20%	5	27.80%	18

# LAUPAHOEHOE SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 7-8

SUBJECT	QUARTER	Grade 7					Grade 8				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Reading	Q1	7	87.50%	1	12.50%	8	6	60.00%	4	40.00%	10
	Q2	6	54.50%	5	45.50%	11	6	50.00%	6	50.00%	12
	Q3	8	57.10%	6	42.90%	14	6	42.90%	8	57.10%	14

# LAUPAHOEHOE SCHOOL

## Highlights

- Due to large fluctuations from quarter to quarter, no predictions could be made for math. For reading, grades 7 and 8 there are upward slopes while grade 6 shows a potentially steep decline from Q1. Reading data in elementary grades also show large fluctuations that result in an inability to make predictions for Q4.
- Navigator tutoring
- Using Teacher Meeting time to regularly review target student data and plan for interventions in math in both elementary and secondary.
- Elementary ELA Teacher Meetings focused on SRE, scrimmage, CR, multiple choice, and general implementation of AC Design.
- Use of Professional Learning Communities time to provide some professional development in strategic instructional practices. Time also used to do some collaborative scoring of CR.
- Using Learnia data to inform instruction and provide areas of focus for scrimmages.
- School wide use of "Scrimmage"



# WAIMEA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

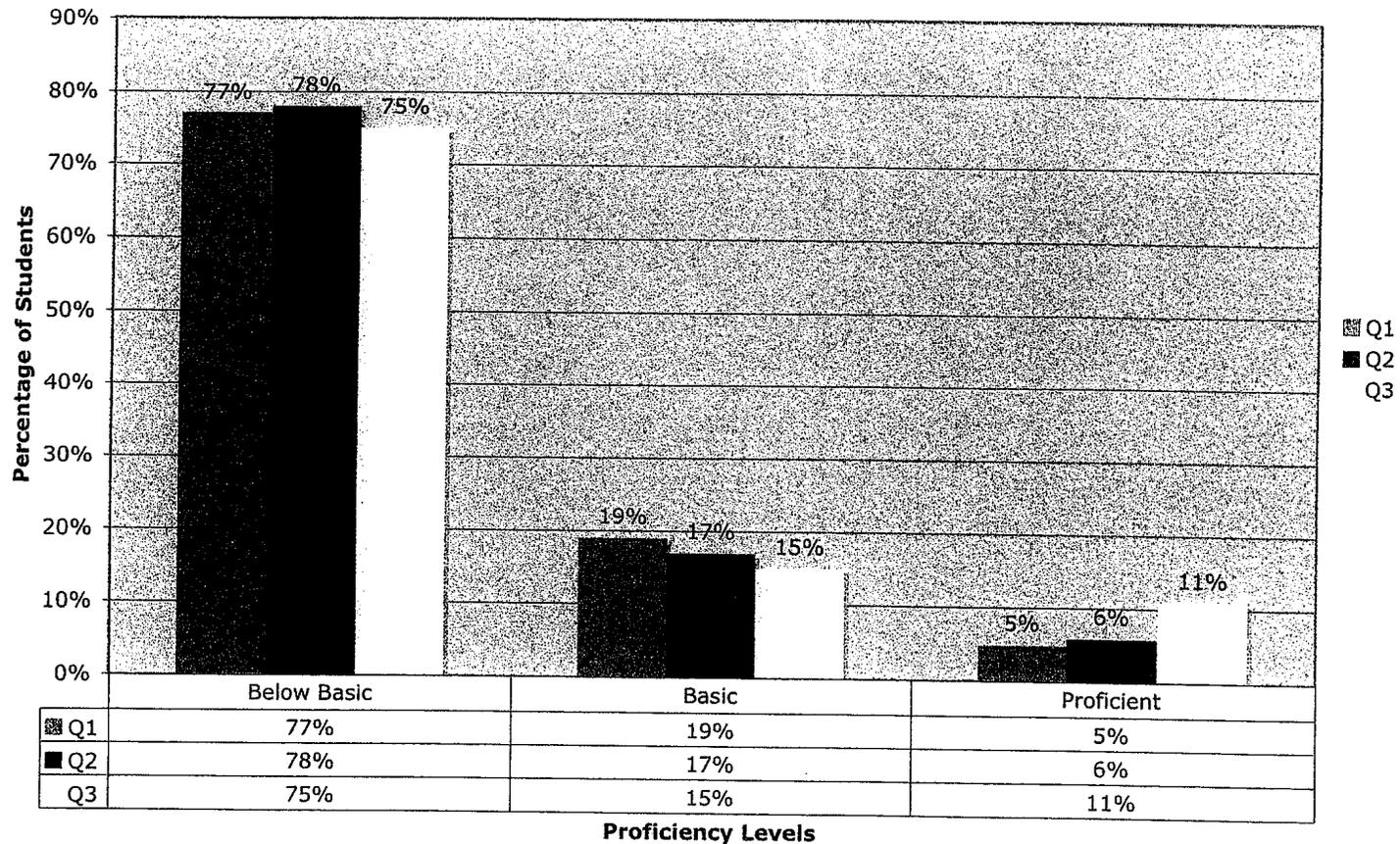
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	249	315	345	243	366	249
	Proficient	3% (7)	8% (26)	12% (42)	5% (12)	4% (16)	17% (43)
	Basic	15% (38)	21% (66)	18% (63)	19% (45)	42% (152)	21% (53)
	Below	82% (204)	71% (223)	68% (240)	77% (186)	54% (198)	61% (153)
For AYP Grades		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
	Total	72	65	70	70	69	71
Asian/Pacific Islanders	Proficient	4% (3)	2% (1)	7% (5)	1% (1)	6% (4)	8% (6)
	Basic	4% (3)	14% (9)	17% (12)	19% (13)	10% (7)	11% (8)
	Below	92% (66)	85% (55)	76% (53)	80% (56)	84% (58)	80% (57)
	Total	123	106	119	119	122	119
Disadvantaged	Proficient	2% (3)	4% (4)	5% (6)	3% (3)	2% (2)	8% (10)
	Basic	10% (12)	14% (15)	14% (17)	12% (14)	17% (21)	12% (14)
	Below	88% (108)	82% (87)	81% (96)	86% (102)	81% (99)	80% (95)
	Total	41	32	42	39	40	42
White	Proficient	2% (1)	16% (5)	21% (9)	8% (3)	13% (5)	29% (12)
	Basic	30% (12)	22% (7)	26% (11)	28% (11)	23% (9)	12% (5)
	Below	68% (28)	63% (20)	52% (22)	64% (25)	65% (26)	60% (25)

# WAIMEA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

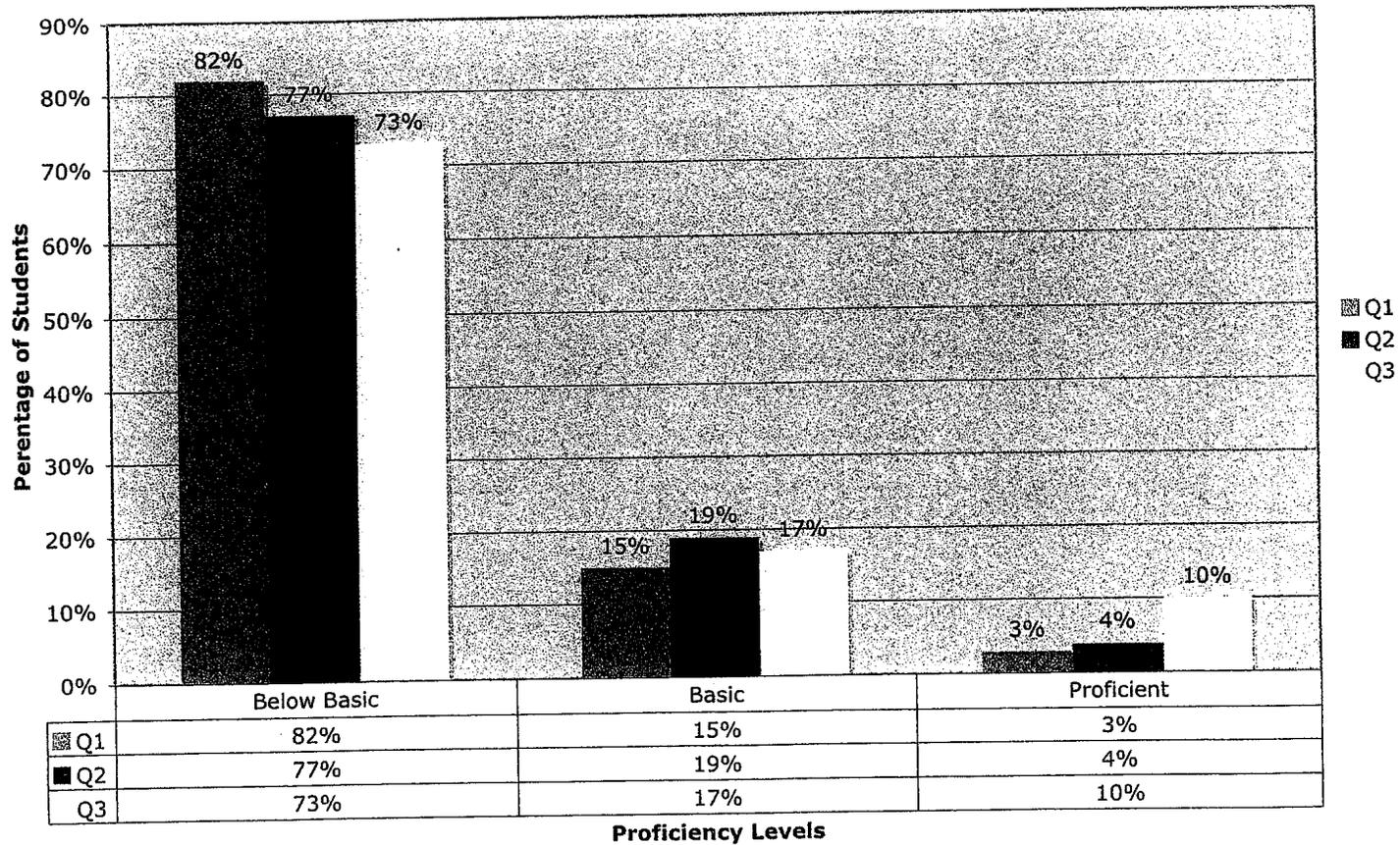
#### MATHEMATICS: GRADE 3 - 5





# WAIMEA ELEMENTARY SCHOOL Quarterly Assessments SY 2006-07, Q1-Q3 AYP Grade Levels

## READING: GRADES 3 - 5



# WAIMEA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 4-5

SUBJECT	QUARTER	Grade 4					Grade 5				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
Math	Q1	64	79.00%	17	21.00%	81	59	89.40%	7	10.60%	66
	Q2	68	76.40%	21	23.60%	89	79	90.80%	8	9.20%	87
	Q3	68	75.60%	22	24.40%	90	82	88.20%	11	11.80%	93

# WAIMEA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 4-5

		Grade 4					Grade 5				
SUBJECT	QUARTER	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%	
		Reading	Q1	55	64.70%	30	35.30%	85	27	41.50%	38
Q2	39		58.20%	28	41.80%	67	56	68.30%	26	31.70%	82
Q3	49		55.70%	39	44.30%	88	51	54.30%	43	45.70%	94

# WAIMEA ELEMENTARY SCHOOL

## Highlights

- Revisited Targeted students with recent data to determine “appropriately identified target students” (close to proficiency).
- Did planning for instructional strategies to address student needs.
- Identified students needing after-school SES Title I tutoring.
- 90-minute math block implemented (30 minutes skills/60 minutes concept building).
- Math Navigator will be used during the skills portion of 90-minute block.
- School-wide use of SRE strategy for constructed response.
- Data indicates need to focus on Grade 5 for both reading and math.
- Whole school data shows overall upward trend from Q1 to Q3 in both reading and math.



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# WAIANAE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

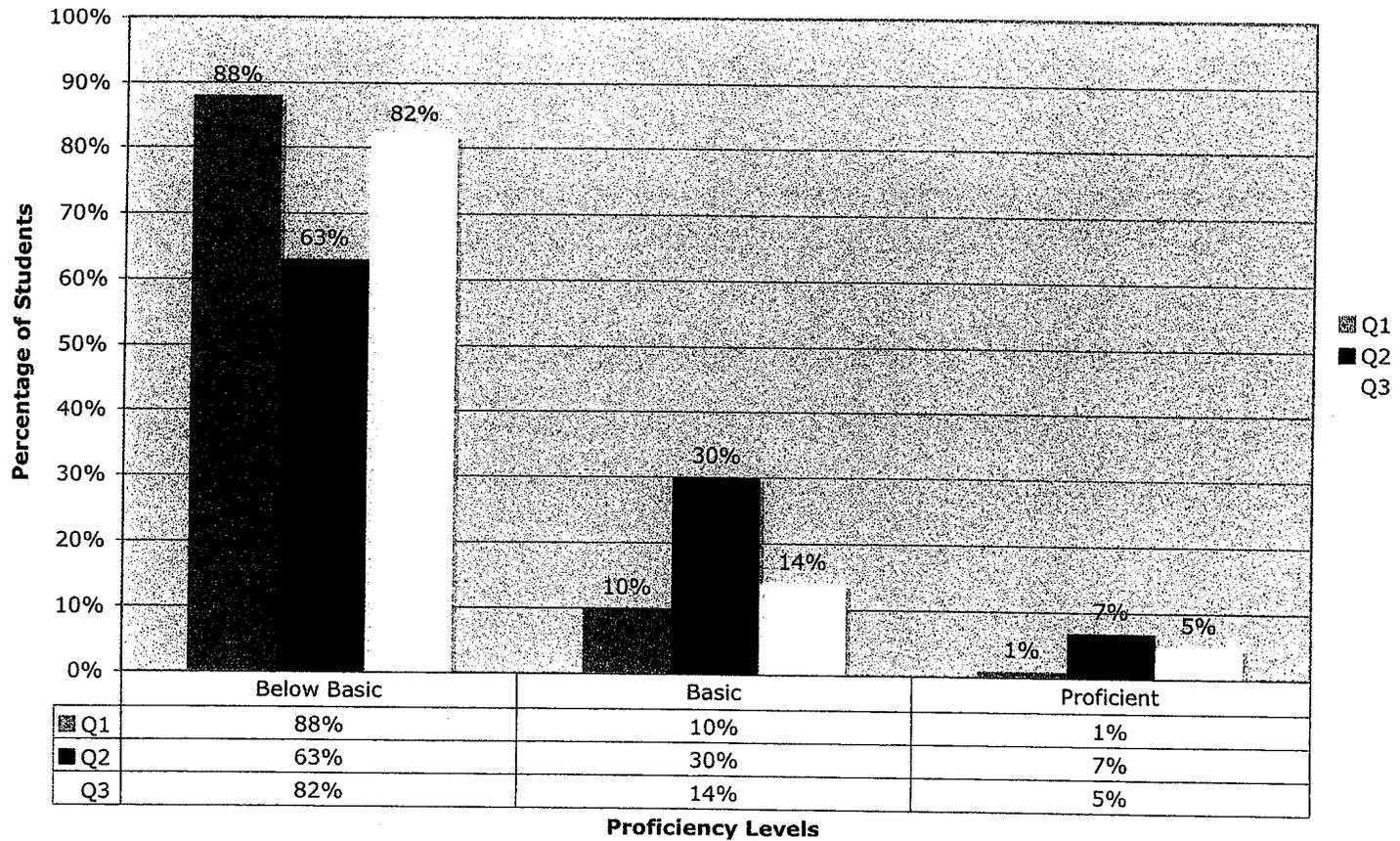
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
ALL STUDENTS	Total	386	387	383	365	378	381
	Proficient	1% (2)	2% (8)	3% (10)	2% (6)	10% (36)	14% (55)
	Basic	7% (28)	11% (33)	9% (35)	11% (39)	24% (91)	15% (57)
	Below	92% (356)	89% (346)	88% (338)	88% (320)	66% (251)	71% (269)
<b>For AYP Grades</b>		<b>Reading</b>			<b>Math</b>		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	115	113	113	104	110	112
	Proficient	0% (0)	2% (2)	0% (0)	0% (0)	7% (8)	3% (3)
	Basic	7% (8)	9% (10)	5% (6)	17% (18)	25% (27)	19% (21)
	Below	93% (107)	89% (101)	95% (107)	83% (86)	68% (75)	79% (88)
Disadvantaged	Total	239	227	219	221	218	218
	Proficient	0% (0)	1% (3)	1% (3)	1% (3)	7% (15)	5% (10)
	Basic	5% (13)	8% (18)	5% (10)	9% (20)	26% (56)	14% (31)
	Below	94% (226)	91% (206)	94% (206)	90% (198)	67% (147)	81% (177)
Special Education	Total	29	25	23	29	23	21
	Proficient	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	5% (1)
	Basic	0% (0)	0% (0)	0% (0)	0% (0)	4% (1)	10% (2)
	Below	100% (29)	100% (25)	100% (23)	100% (29)	96% (22)	86% (18)

# WAIANAE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### MATHEMATICS: GRADES 3-6



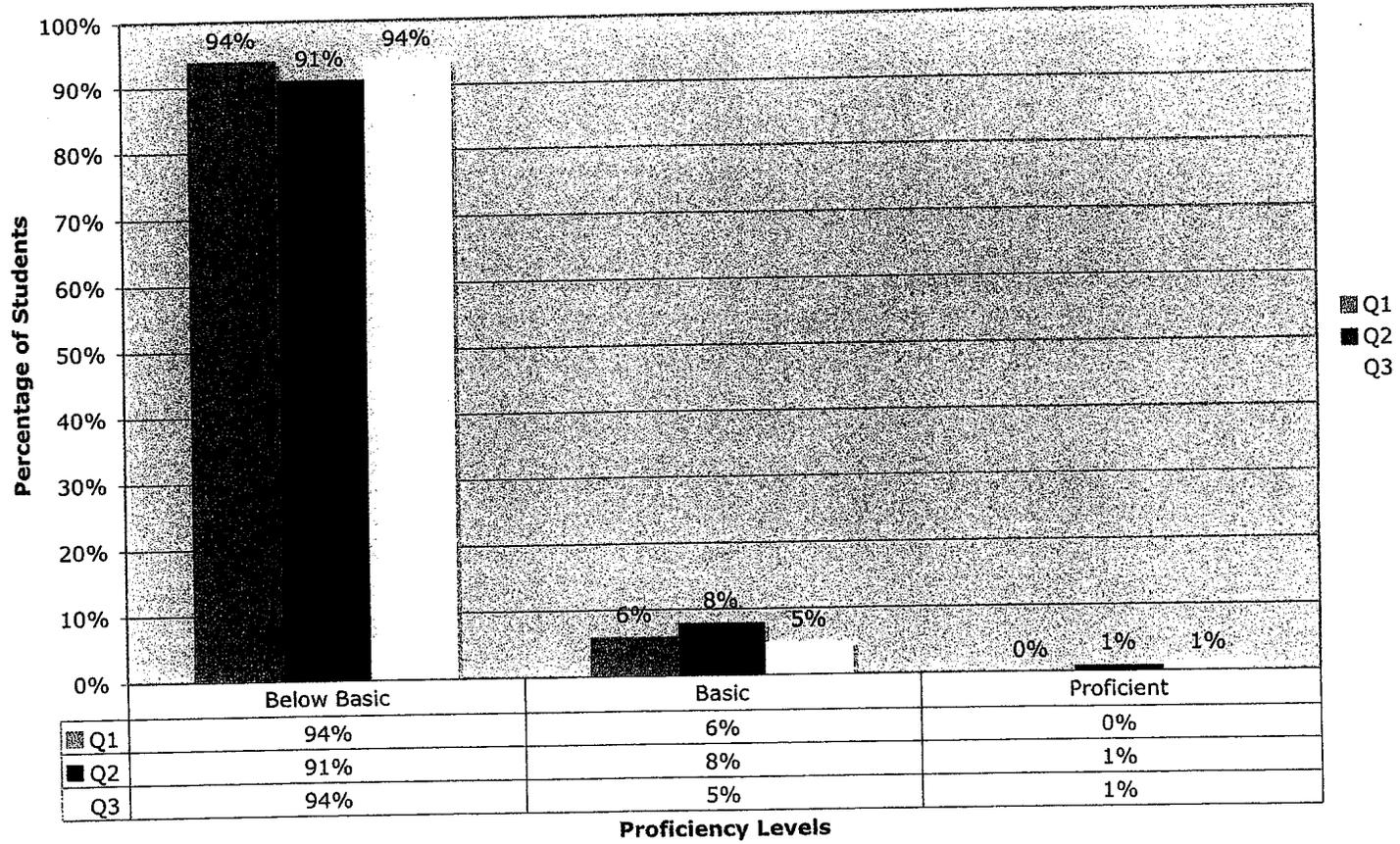


# WAIANAE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### READING: GRADES 3-6



# WAIANAE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 4-6

SUBJECT	QUARTER	Grade 4					Grade 5					Grade 6				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%		N	%	N	%	
Math	Q1	68	81.90%	15	18.10%	83	72	92.30%	6	7.70%	78	54	100.00%		0.00%	54
	Q2	61	75.30%	20	24.70%	81	67	82.70%	14	17.30%	81	43	75.40%	14	24.60%	57
	Q3	63	81.80%	14	18.20%	77	72	94.70%	4	5.30%	76	55	79.70%	14	20.30%	69

# WAIANAE ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 4-6

SUBJECT	QUARTER	Grade 4					Grade 5					Grade 6				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%		N	%	N	%	
Reading	Q1	63	75.00%	21	25.00%	84	59	72.80%	22	27.20%	81	69	95.80%	3	4.20%	72
	Q2	61	76.30%	19	23.80%	80	57	70.40%	24	29.60%	81	69	97.20%	2	2.80%	71
	Q3	59	76.60%	18	23.40%	77	53	67.90%	25	32.10%	78	64	92.80%	5	7.20%	69



# WAIANAE ELEMENTARY SCHOOL

## Highlights

- Due to “bump” in Q2 of math scores in Grades 4, 5, and 6, difficult to predict for Q4.
- Big concern about lack of reading progress in Grade 6.
- On whole school data, based on 71% = proficient, very few students in Grades 3-6 were proficient in reading over all 3 quarters. There was more upward movement in math.
- School has been working on refining how Leadership Team works together and making progress on that.
- Coaches recently began to regularly and frequently work in classrooms with identified teachers who need help.
- After-school tutoring has been on going since start of year. Challenge: Getting students who need the extra help to stay for the tutoring.



AMERICA'S  
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# MAKAHA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### Percent Proficient: Total School & Disaggregated Data for AYP Grades

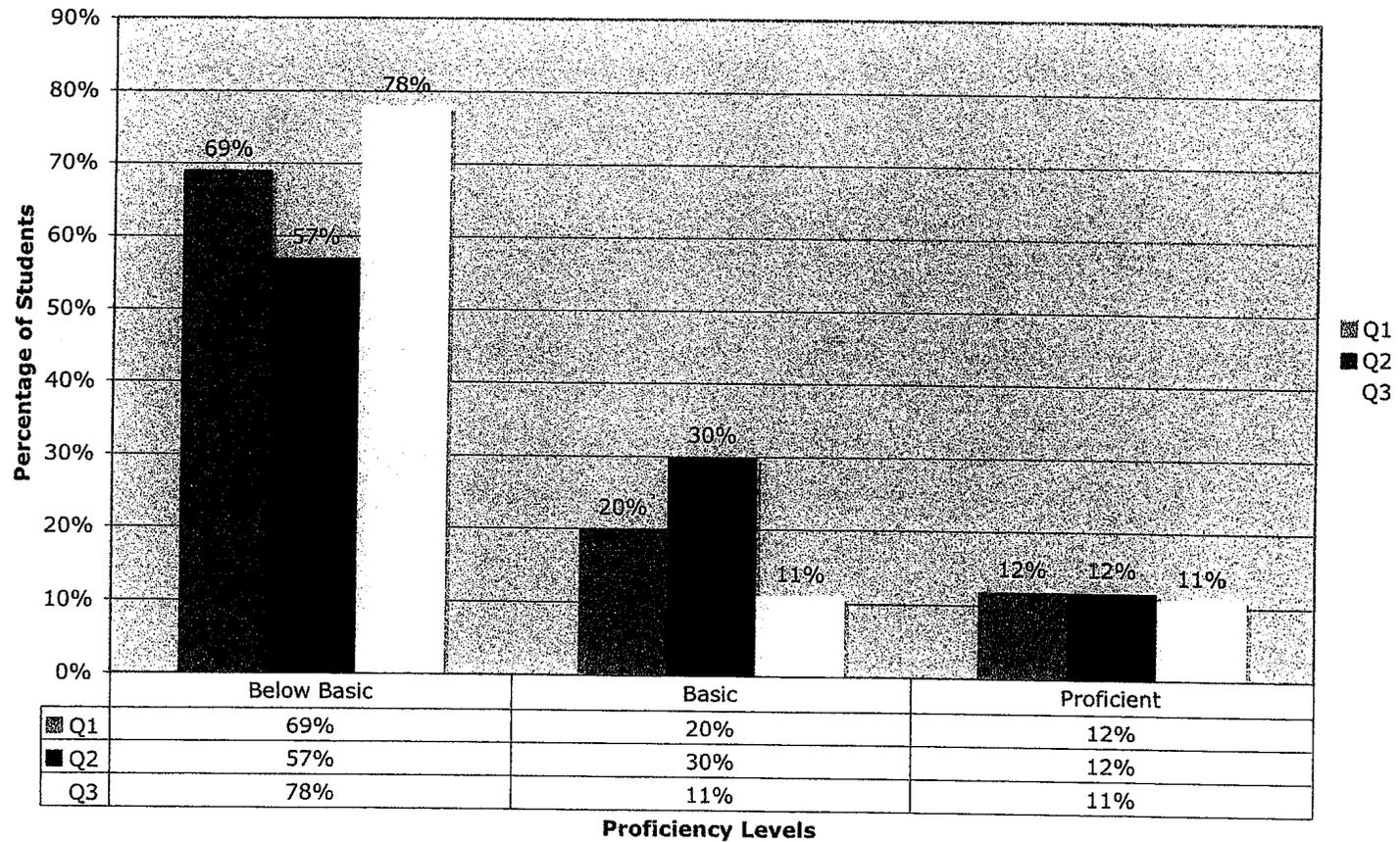
TOTAL SCHOOL		Reading			Math		
		Q1	Q2	Q3	Q1	Q2	Q3
ALL STUDENTS	Total	362	358	377	365	352	371
	Proficient	5% (18)	8% (29)	11% (42)	12% (42)	16% (51)	13% (49)
	Basic	19% (67)	20% (71)	21% (81)	21% (75)	30% (105)	16% (58)
	Below	77% (277)	72% (258)	67% (254)	68% (248)	56% (295)	71% (264)
<b>For AYP Grades</b>		<b>Reading</b>			<b>Math</b>		
		Q1	Q2	Q3	Q1	Q2	Q3
Asian/Pacific Islanders	Total	68	71	73	67	69	72
	Proficient	4% (3)	4% (3)	5% (4)	7% (5)	12% (8)	4% (3)
	Basic	16% (11)	27% (19)	14% (10)	24% (16)	33% (23)	11% (8)
	Below	79% (54)	69% (49)	81% (59)	69% (46)	55% (38)	85% (61)
Disadvantaged	Total	202	208	200	202	196	196
	Proficient	2% (4)	5% (11)	7% (14)	12% (24)	11% (22)	10% (19)
	Basic	20% (40)	22% (45)	18% (36)	19% (38)	31% (61)	10% (20)
	Below	78% (158)	73% (15)	75% (150)	69% (140)	58% (113)	80% (157)

# MAKAHA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### MATHEMATICS: GRADES 3-6

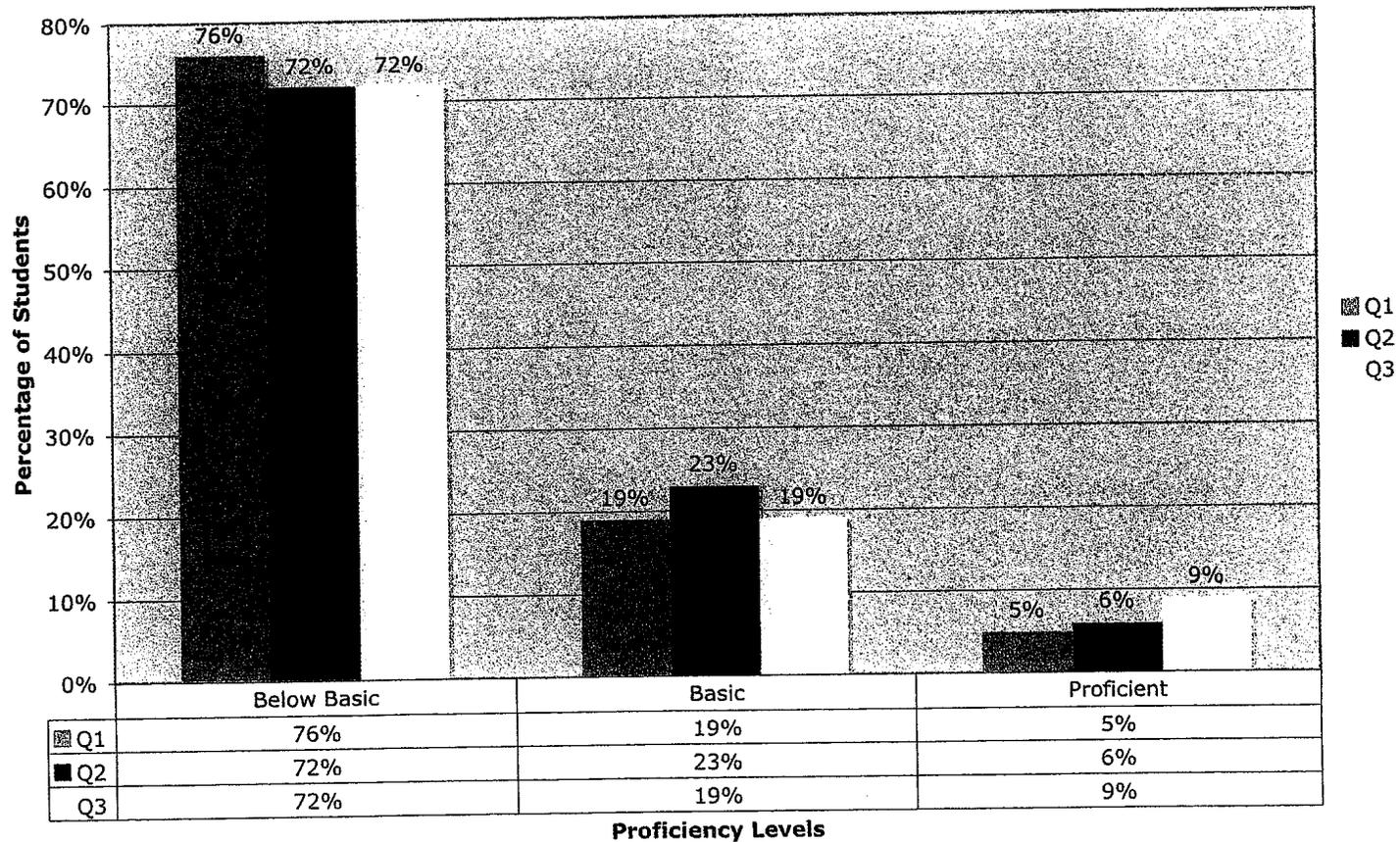


# MAKAHA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07, Q1-Q3

### AYP Grade Levels

#### READING: GRADES 3-6



# MAKAHA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Math Grades 4-6

SUBJECT	QUARTER	Grade 4					Grade 5					Grade 6				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%		N	%	N	%	
Math	Q1	51	85.00%	9	15.00%	60	35	56.50%	27	43.50%	62	62	82.70%	13	17.30%	75
	Q2	39	67.20%	19	32.80%	58	35	56.50%	27	43.50%	62	70	82.40%	15	17.60%	85
	Q3	48	85.70%	8	14.30%	56	52	76.50%	16	23.50%	68	75	86.20%	12	13.80%	87



# MAKAHA ELEMENTARY SCHOOL

## Quarterly Assessments SY 2006-07

### Equated Data, Reading Grades 4-6

SUBJECT	QUARTER	Grade 4					Grade 5					Grade 6				
		Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N	Non Proficient		Proficient		Total N
		N	%	N	%		N	%	N	%		N	%	N	%	
Reading	Q1	46	75.40%	15	24.60%	61	22	34.40%	42	65.60%	64	57	73.10%	21	26.90%	78
	Q2	39	65.00%	21	35.00%	60	28	46.70%	32	53.30%	60	65	77.40%	19	22.60%	84
	Q3	37	67.30%	18	32.70%	55	26	38.80%	41	61.20%	67	74	82.20%	16	17.80%	90



# MAKAHA ELEMENTARY SCHOOL

## Highlights

- Monthly Monitoring of students using variety of data sources (DRA, Reading/Math Constructed Response, BMT/Learnia Quarterly Assessments, math unit assessments) help with planning adjustments of instructional strategies to meet students' identified needs.
- Cluster Leader works with coaches and grade levels to develop sound instructional practices and test preparation.
- Regular Grade Level meetings targeting instructional strategies.
- School-wide focus on delivering strong test preparation program: Genre Study of Standardized Testing, Scrimmage, SRE, motivation and attitude
- Spring Break tutoring
- Navigator for students in Grades 3 and 4
- Whole school data shows upward trend in reading.
- Sixth grade level projection data shows gradual downward slope in math and a sharper down slope in reading.

# Hawai'i Edison Alliance

Quarterly Update  
October 31, 2007

Hawai'i  
Edison Alliance

- Review FY06/07 AYP Results
  - Discuss Action Plan to Address Subgroups/Subjects by School that did not make AYP
- Update on FY 07/08 School by School Progress
  - Benchmark Results
  - Key Initiatives, Focus Areas, Concerns

# FY06.07 Results – Year 2 Schools

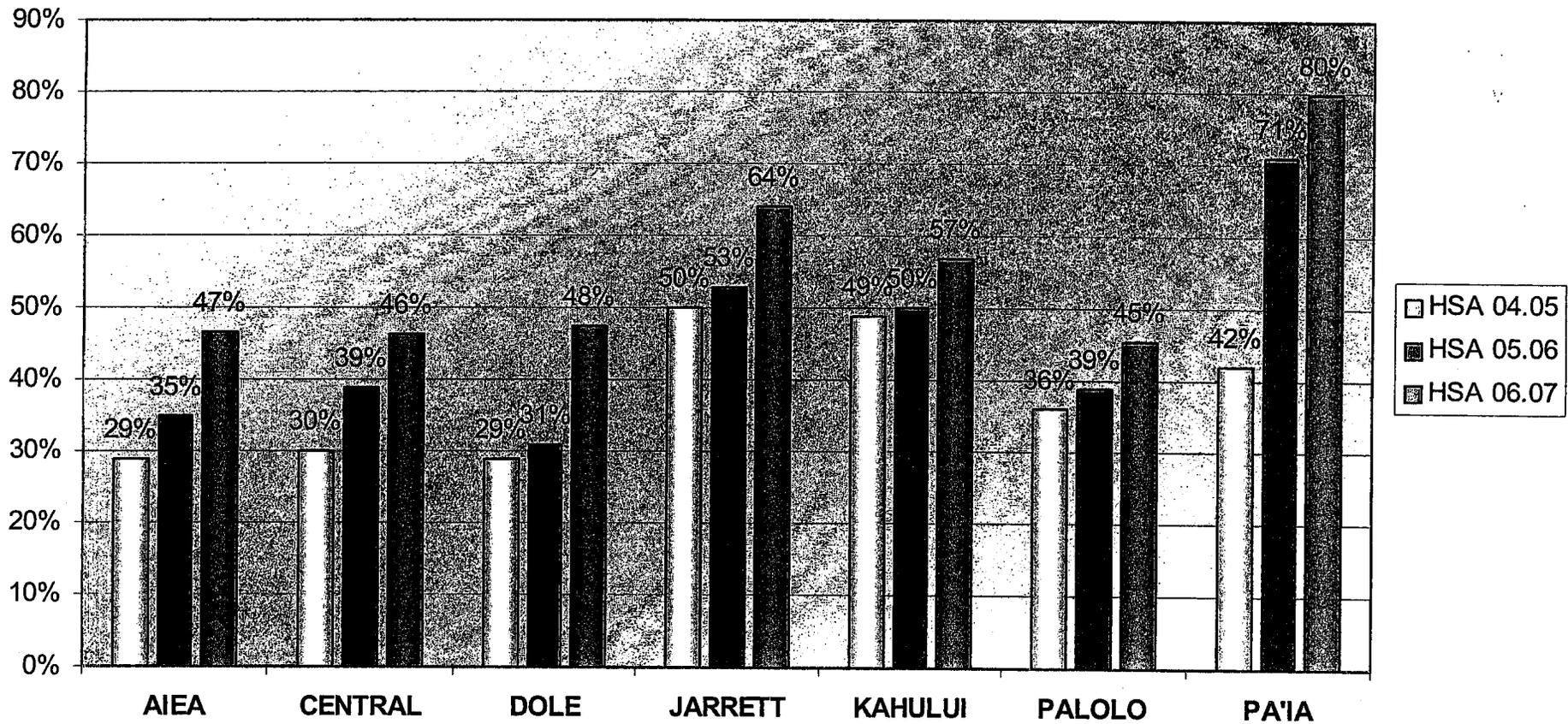
Status	School	Group	Subject	2004/5	2005/6	2006/7 Raw Score	1 YR Gain	2 YR Gain	AYP	STEPS TAKEN TO ADDRESS SHORTFALL
Good Standing	AIEA ELEMENTARY	All Students	Reading	29%	35%	46.60%	6%	18%		
			Math	9%	19%	31.60%	13%	23%		
		Disadvantaged	Reading	28%	32%	43.20%	11%	15%		
			Math	8%	15%	27.70%	13%	20%		
	CENTRAL MIDDLE	All Students	Reading	30%	39%	46.20%	7%	16%		
			Math	13%	21%	22.90%	2%	10%	NOT MET	Increased Teaching Time, Adoption of New Math Curriculum
		Disadvantaged	Reading	27%	34%	37.70%	4%	11%		
			Math	13%	19%	20.60%	2%	8%	NOT MET	Increased Teaching Time, Adoption of New Math Curriculum
		ESL	Reading	NA	21%	15.40%	-6%	NA	NOT MET	Adoption of ELLIS Software,
			Math	14%	17%	15.40%	-2%	1%	NOT MET	Increased Teaching Time, Adoption of New Math Curriculum
	DOLE MIDDLE	All Students	Reading	29%	31%	47.50%	17%	19%		
			Math	9%	20%	25.10%	5%	16%		
		Disadvantaged	Reading	27%	27%	41.80%	15%	15%		
			Math	7%	18%	22.40%	4%	15%	NOT MET	Differentiation with focus on this subgroup data. Teacher data conversations with principal, alliance. Peer coaching with two teachers.
		SPED	Reading	NA	4%	8.40%	4%	NA	NOT MET	Alliance Sped director working directly with Alliance team to ensure all Sped classe are maintaining pacing with grade level, differentiation cadre created at the school.
			Math	NA	4%	4.80%	1%	NA	NOT MET	same
		ESL	Reading	7%	11%	16.80%	6%	10%		
			Math	NA	8%	9.50%	2%	NA	NOT MET	Focus all site visits and data analysis reviews on these students. Working with specific teachers to enhance their differentiation skills.

# FY06.07 Results – Year 2 Schools

Status	School	Group	Subject	2004/5	2005/6	2006/7 Raw Score	1 YR Gain	2 YR Gain	AYP
Below Standard	KAHULUI ELEMENTARY	All Students	Reading	49%	50%	<b>57.00%</b>	<b>7%</b>	<b>8%</b>	MET
			Math	21%	28%	<b>46.00%</b>	<b>18%</b>	<b>25%</b>	MET
		Disadvantaged	Reading	42%	46%	<b>60.90%</b>	<b>15%</b>	<b>19%</b>	MET
			Math	11%	22%	<b>48.50%</b>	<b>27%</b>	<b>38%</b>	MET
		ESL	Reading	NA	35%	<b>25.40%</b>	<b>-10%</b>	<b>NA</b>	MET
			Math	NA	16%	<b>23.50%</b>	<b>8%</b>	<b>NA</b>	MET
Good Standing	PALOLO ELEMENTARY	All Students	Reading	36%	39%	<b>45.40%</b>	<b>6%</b>	<b>9%</b>	MET
			Math	15%	21%	<b>43.50%</b>	<b>23%</b>	<b>29%</b>	MET
Good Standing	PA'IA ELEMENTARY	All Students	Reading	42%	71%	<b>79.70%</b>	<b>9%</b>	<b>38%</b>	MET
			Math	25%	53%	<b>56.40%</b>	<b>3%</b>	<b>31%</b>	MET

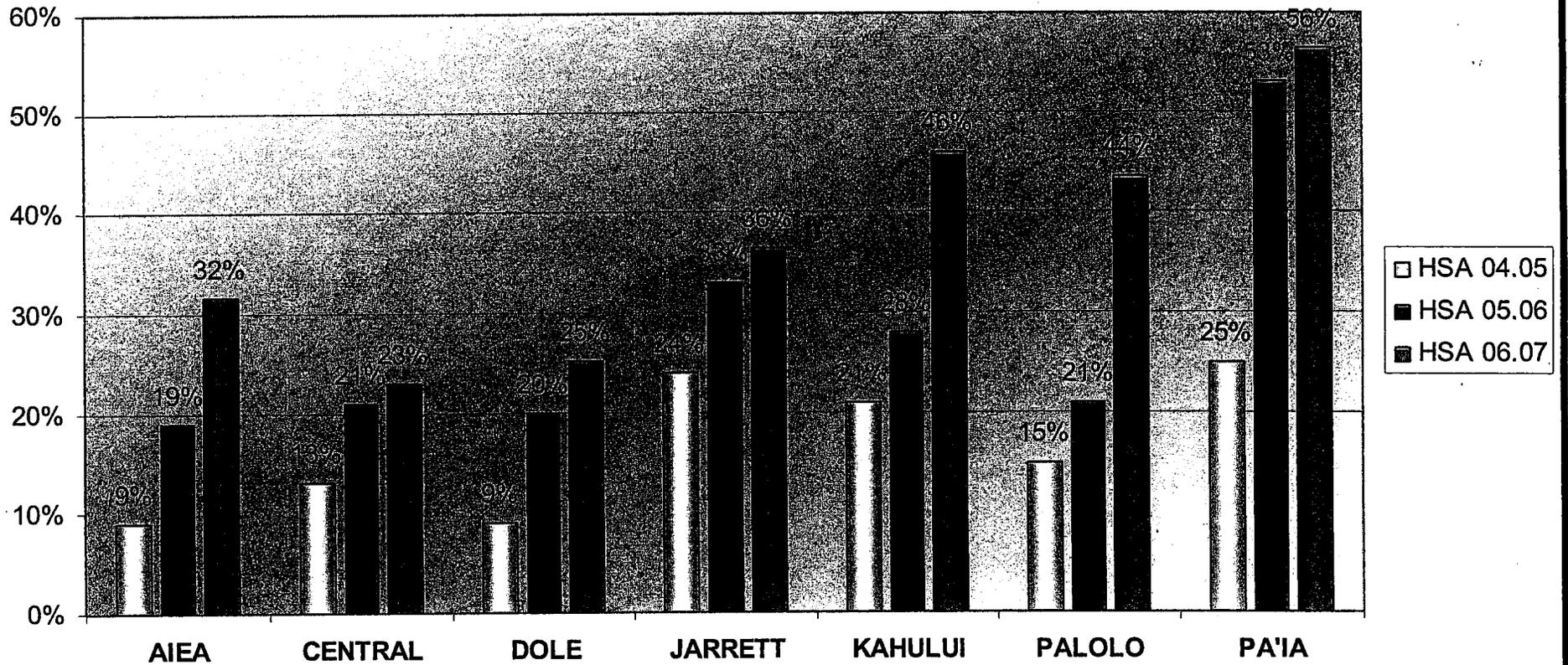
# FY 06/07 AYP Results – YEAR 2 SCHOOLS

**Edison Alliance Partner Schools - HSA 2 Year Reading Growth**  
*17.36% Average 2 Year Gains*



# FY 06/07 AYP Results – YEAR 2 SCHOOLS

**Edison Alliance Partner Schools - HSA 2 Year Math Growth**  
*20.84% Average 2 Year Gains*



# FY 06/07 AYP Results – YEAR 1 SCHOOLS

Status	School	Group	Subject	2004/5	2005/6	2006/7 Raw Score	1 YR Gain	2 YR Gain	AYP	STEPS TAKEN TO ADDRESS SHORTFALL
	ILIMA INTERMEDIATE	All Students	Reading	27%	34%	<b>66.00%</b>	32%	39%		
			Math	11%	21%	<b>26.20%</b>	5%	15%	NOT MET	Suggestion of New Math Coach, New Curriculum
		Disadvantaged	Reading	20%	29%	<b>58.80%</b>	30%	39%		
			Math	9%	16%	<b>23.40%</b>	7%	14%	NOT MET	Suggestion of New Math Coach, New Curriculum
		SPED	Reading	N/A	10%	<b>47.50%</b>	38%	NA		
			Math	N/A	9%	<b>22.50%</b>	14%	NA		
	KA'ALA ELEMENTARY	All Students	Reading	46%	42%	<b>57.40%</b>	15%	11%		
			Math	17%	12%	<b>38.30%</b>	26%	21%		
		Disadvantaged	Reading	37%	37%	<b>53.70%</b>	17%	17%		
			Math	16%	9%	<b>34.00%</b>	25%	18%		
		ESL	Reading	N/A	24%	<b>42.50%</b>	19%	NA		
			Math	N/A	13%	<b>17.50%</b>	5%	NA		
Good Standing	KALIHI ELEMENTARY	All Students	Reading	29%	40%	<b>51.60%</b>	12%	23%		
			Math	9%	21%	<b>35.90%</b>	15%	27%		
		Disadvantaged	Reading	31%	34%	<b>44.60%</b>	11%	14%		
			Math	10%	16%	<b>30.30%</b>	14%	20%		

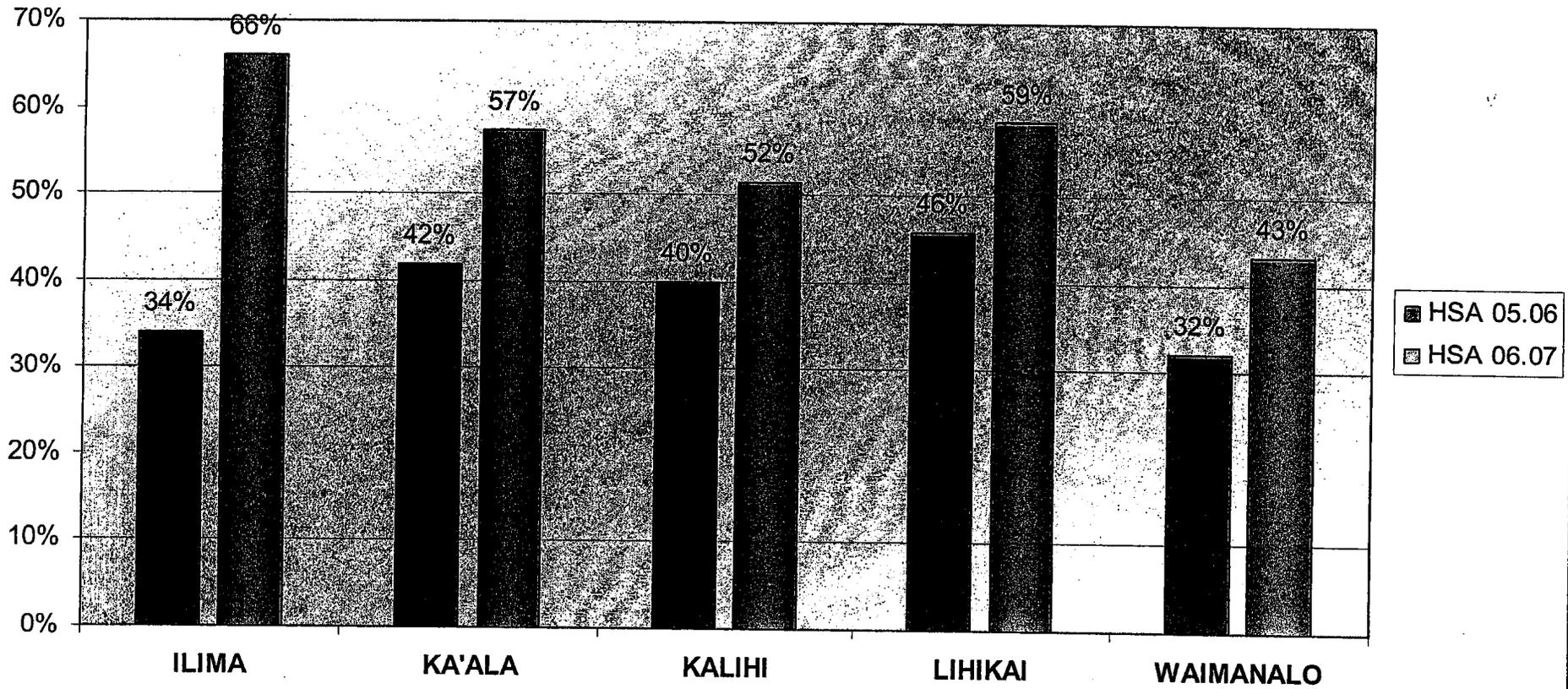
# FY 06/07 AYP Results – YEAR 1 SCHOOLS

Lihikai Elementary	All Students	Reading	48%	46%	<b>58.60%</b>	<b>13%</b>	<b>11%</b>	MET
		Math	27%	29%	<b>46.20%</b>	<b>17%</b>	<b>19%</b>	MET
	Disadvantaged	Reading	38%	38%	<b>47.90%</b>	<b>10%</b>	<b>10%</b>	MET
		Math	17%	21%	<b>34.80%</b>	<b>14%</b>	<b>18%</b>	MET
	SPED	Reading	N/A	22%	<b>19.20%</b>	<b>-3%</b>	<b>NA</b>	NOT MET
		Math	N/A	16%	<b>13.40%</b>	<b>-3%</b>	<b>NA</b>	MET
	ESL	Reading	N/A	24%	<b>44.20%</b>	<b>20%</b>	<b>NA</b>	MET
		Math	N/A	13%	<b>28.30%</b>	<b>15%</b>	<b>NA</b>	MET
Waimanalo K-8	All Students	Reading	34%	32%	<b>43.40%</b>	<b>11%</b>	<b>9%</b>	MET
		Math	17%	18%	<b>26.30%</b>	<b>8%</b>	<b>9%</b>	MET

Focus on differentiation through literacy centers, pacing of Sped classes, examining possibility of integrating students into regular ed.

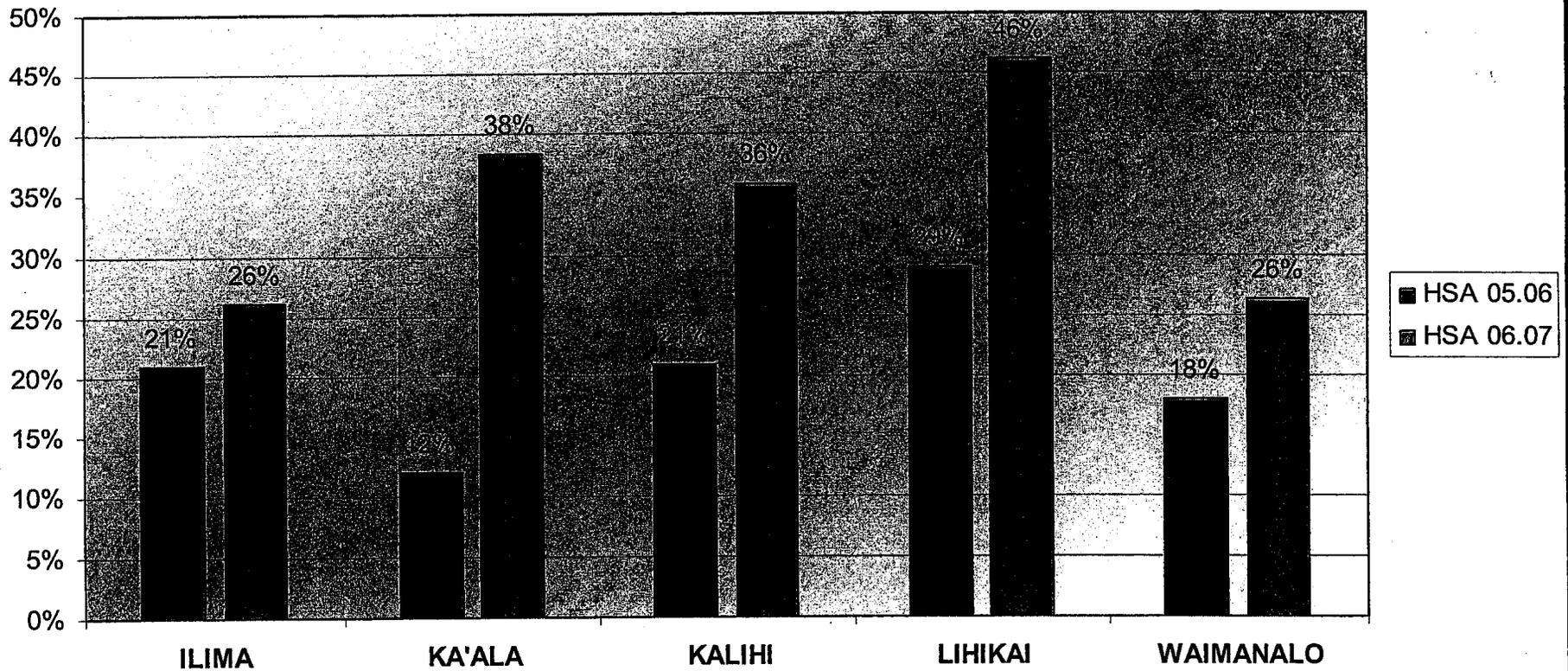
# FY 06/07 AYP Results – YEAR 1 SCHOOLS

**Edison Alliance New Partner Schools - HSA 1 Year Reading Growth**  
*16.6% Average 1 Year Gains*



# FY 06/07 AYP Results – YEAR 1 SCHOOLS

**Edison Alliance New Partner Schools - HSA 1 Year Math Growth**  
*14.38% Average 1 Year Gains*



- FAY Subgroup Reports
- School 90 Day Plans
  - Benchmark Results by School
  - Key Focus Areas
  - Areas of Concern
  - Specific Next Steps

Group	Subject	Subgroup size	School	State	SEP	OCT
All Students	Reading	183	52%	58%	55%	45%
			# Short		43	53
	Math		38%	46%	17%	27%
			# Short		58	51
Disadvantaged	Reading	149	49%	58%	54%	42%
			# Short		34	43
	Math		35%	46%	16%	24%
			# Short		44	40

# Aiea Elementary School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Develop consistent classroom expectations through walkthrough visits</b>	Developed a walkthrough form that includes consistency goals for each classroom	Share walkthrough goals with leadership team/staff - gather data	Gather data and present findings to staff - set new walkthrough priorities for 3rd quarter
2	<b>Regular benchmark analysis that ties to instructional improvements - ensure benchmarks are being taught</b>	Reviewed benchmark analysis form used by grade levels. Reviewed current data	During walkthroughs look for evidence of embedding plans and instructional ties to benchmarks	During walkthroughs look for evidence of embedding plans and instructional ties to benchmarks
3	<b>Strengthen math instruction through curricular program changes</b>	Shared math data and reiterated concerns about the math program	PD on math instruction- closely monitor math data- leadership topic	Monitor math data-if little improvement - begin looking at other programs

# Aiea Elementary School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	<b>Teach reading benchmarks using HM as vehicle</b>	Identify struggling teachers	Use HM program as first resource for struggling teachers	Continue support in artic and PD's
2	<b>Create a common understanding of the Writing process across the GLs Work on writing pacing plan based on writing standards</b>	PD on Writing process and time for writing planning	Consistency across GLs in writing	Consistency across GLs in writing
3	<b>Heterogeneous grouping in reading using HM</b>	Discussion with admin Visit to another school using HM	Start having the discussion on positives/negatives of grouping	Decision on moving to Heterogeneous Grouping

# Aiea Elementary School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>•Collect data on student engagement</li> <li>•Begin discussion of new math program</li> </ul>	<ul style="list-style-type: none"> <li>•PD focused on engaging students in math (Nov 9)</li> <li>•Active learning strategies</li> <li>•Using questions to engage students</li> </ul>	<ul style="list-style-type: none"> <li>•CRA sequence</li> </ul>
2	<b>Manipulatives</b>	<ul style="list-style-type: none"> <li>•Collect data</li> </ul>	<ul style="list-style-type: none"> <li>•Work with Susan to introduce different manipulatives and how to use during articulation</li> </ul>	<ul style="list-style-type: none"> <li>•Use articulation time to plan use of manipulatives</li> <li>•Model</li> </ul>
3	<b>Questioning</b>	<ul style="list-style-type: none"> <li>•Gather data on how teachers are questioning students, including levels of questioning</li> </ul>	<ul style="list-style-type: none"> <li>•Work with teachers to incorporate good follow up questions (will help with the why part of CRs)</li> <li>•Questions to get students talking about their learning with each other</li> </ul>	<ul style="list-style-type: none"> <li>•Review levels of questioning via Blooms with teachers and work on integrating various levels into math lesson</li> <li>•Model process</li> </ul>

# Aiea Elementary School ESL

TOP 3 ELL Initiatives		OCT	NOV	DEC
1	Work with both the reading and math Directors on embedding ELL strategies within classrooms. How can teachers meet the needs of NEP/LEP/FEP students? Have the ELL CC provide information from the DELL database for each teacher.	Meet with both the reading and math directors in order to address embedding of ELL strategies. Monitor the use of the DELL data within classrooms.	Conduct walkthroughs in reading and math with Directors focusing on classroom strategies.	Revisit strategies in need of immediate attention and develop PD and support for teachers.
2				
3				

# Central Middle School

Group	Subject	Subgroup Size	State	SEP	OCT	
All Students	Reading	249	52%	58%	76%	52%
			# Short		30	62
	Math		31%	46%	14%	27%
			# Short		65	55
Disadvantaged	Reading	176	44%	58%	80%	57%
			# Short		15	33
	Math		29%	46%	16%	26%
			# Short		41	36
Disabled (SPED)	Reading	0	%	58%	#####	#####
			# Short		#####	#####
	Math		%	46%	#####	#####
			# Short		#####	#####
Limited English (ESL)	Reading	59	24%	58%	35%	14%
			# Short		9	12
	Math		24%	46%	0%	8%
			# Short		13	12

# Central Middle School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	Ensure principal/VP are regularly checking classrooms and using data.	Set up walk through schedule with Principal/VP/CC and Alliance team	Continue monitoring of classes, share data at leadership	Continue monitoring of classes, share data at leadership. Identify specific support areas for teachers struggling.
2	Create and monitor school wide target list of ESL and Disad.	Create group and run reports to review with leadership and Admin team	Monitor with leadership team, focus observations on target classes; monitor ELA lesson cycle with Katchia and Admin.	Share data of growth of target kids and target additional weak areas.
3	Work with Reading and Math directors to ensure high quality teaching is occurring in all classes	Continue to walk through with Directors and Admin. Identify areas to focus on with departments and whole staff.	Create staff survey of support needs with Katchia for Nov. 9. Identify focus area for each teacher.	Ensure monitoring of identified classes, work with reading & math directors to narrow scope of support to areas identified during our team collaboration. Monitor use of conventions and skills in all classes

# Central Middle School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	Cycle of Instruction	Share expectations of lesson cycle with department	Create staff survey of support needs with Babette for Nov. 9. Identify focus area for each teacher. Implement and monitor phase 1 2nd week of November; phase 2 last week of November. Walk throughs of phase 1	Walk throughs of phase 1&2 with administrators/ Babette; Implement Phase 3 first week of December
2	Constructed Responses	Set expectations with ELA	Revisit rubric used currently by school and introduce the AIR four point item specific	Inter-rater reliability for 4 point rubrics
3	Monitoring Subgroups	Create group and run reports to review with leadership and Admin team	Observe classes with high number of target students. Go over specific needs of target students with teachers of target groups. Analyze benchmarks of target students. Keep focus on target students to be sure they are making progress.	Continue monitoring of classes with target students. Continue targeted support for teachers struggling. Work with Admin and VPES.

# Central Middle School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	Rubrics and Constructed Response	Train staff on using Item specific math rubrics and giving quality feedback to students	Provide support tot teachers using the AIR rubric tutorial; Analyze the constructed responses with the teachers during Nov. 8 articulation day	At school PD or through articulation, develop skills in inter-rater reliability to score constructed responses.
2	Ensure teachers are on pace	Continue to monitor pacing; work with individual teachers to ensure they are on pace by end of 2nd quarter	Monitor and assist teachers with staying on pace	Monitor and assist teachers with staying on pace
3	Questioning in math	Gather data on how teachers are questioning students, including level of questioning.	Work with teachers to incorporate good follow up questions(to help with the why part of the CRs) Questions to get students talking about their learning with each other	Review levels of questioning via BLOOMS or AIR questioning hierarchy. Work with teachers on integrating various levels of the math lesson. Model the process.

# Central Middle School ESL

TOP 3 ESL Initiatives		OCT	NOV	DEC
1	<p><b>Work with both ESL teachers on classroom strategies and interventions.</b></p>	<p>Meet with Sandra and Chase to address ELL data, instruction and interventions.</p>	<p>Revisit areas of instructional strategies and interventions that will support ESL teachers at Central</p>	<p>Develop site capacity within the school, focusing on integration of ELL strategies and interventions.</p>
2	<p><b>Use Data analysis to drive ELL interventions. Specific data from the (Benchmark FAY target group) in both reading and math.</b></p>	<p>Use the ELL FAY group to analyze Benchmark data and interventions for weak areas. Make certain teachers and CC are aware of student progress.</p>	<p>Revisit embedding plans. How are teachers addressing the individual needs of students based upon the Benchmark Assessment data?</p>	<p>Take a look at Benchmark trends and intervene with new embedding plan.</p>

Group	Subject	STUDENT POPULATION SIZE	School	State	SEP	OCT
All Students	Reading	478	53%	58%	82%	66%
			# Short		45	86
	Math		33%	46%	14%	18%
			# Short		136	129
Disadvantaged	Reading	325	48%	58%	85%	67%
			# Short		24	51
	Math		30%	46%	13%	18%
			# Short		85	80
Disabled (SPED)	Reading	40	18%	58%	49%	14%
			# Short		4	6
	Math		14%	46%	0%	0%
			# Short		6	6
Limited English (ESL)	Reading	86	29%	58%	66%	50%
			# Short		8	12
	Math		19%	46%	9%	3%
			# Short		15	16

# Dole Middle School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Ensure principal/VP are regularly checking classrooms and using data.</b>	Set up walk through schedule with Principal/VP/CC and Alliance team	Continue monitoring of classes, share data at leadership	Continue monitoring of classes, share data at leadership. Identify specific support areas for teachers struggling.
2	<b>Create and monitor schoolwide target list of ESL and Disad.</b>	Create group and run reports to review with leadership and Admin team. Focus walk throughs on specific classes with target students	Create a walk through sheet for principal/CCs Monitor with leadership team, focus observations on target classes	Share data of growth of target kids and target additional weak areas.
3	<b>One on one conversations with teachers and principal to raise student achievement.</b>	Set up plan to meet one on one with teachers to talk about student progress	One on one meetings with teachers to have focused discussions on student achievement	Follow up with one on one visits through classroom visits to Nov. teachers and meet with additional teachers.

# Dole Middle School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	Work with the LA department to varying their group activities with levels of reading passages, graphic organizers, etc.	Share plan with principal and CC, as well as Alliance team	Use department meetings to address one area at a time. Create a calendar with Patti to share with dept. head	Conduct walk throughs to monitor implementation of strategies. Use Tri-Circle list to monitor specific strategies used with specific students.
2	Use data from student work to assist teachers in moving the students to the next level of proficiency	Work with Alliance team to create "tri-circle" target list	Facilitate selection of form and analysis of benchmark and CR data to reflect on teaching practices. Provide teachers with targeted kids for limited scope of focus.	Continue analysis activities and monitoring of classes. Identify specific support areas for teachers struggling.
3	Work with ESL and Sped to support classroom instruction through pacing and instructional strategies	Joint walk throughs with ESL and Sped support	Continue to go on joint walk throughs and focus on classes with high ESL and/or Sped. Meet one on one with teachers with high ESL/Sped population and provide a five day lesson plan to specific teachers	Monitor implementation of five day plan. Joint walk throughs with VPES

TOP 3 Math Initiatives		OCT	NOV	DEC
1	Use data from student work to assist teachers in moving the students to the next level of proficiency	Analyze benchmark data and feedback given on constructed responses to determine skills that need to be embedded back in	Continue to analyze benchmark and feedback given on constructed response data. Use data to improve instruction and target specific skills.	Continue to analyze benchmark and feedback on constructed response data. Focus particularly on target kids' lowest strands.
2	Differentiation specific to math classes- work directly with Nohea and Jennifer	Visit classes and meet with teachers to identify immediate next steps needs for differentiation.	Visit classes, plan and model lessons with math teachers to ensure all students are engaged and participating.	Continue support of these teachers, review student progress and identify next steps in differentiation. Have teachers share their new techniques with the department.
3	Work with ESL and Sped to support classroom instruction through pacing and instructional strategies	Joint walk throughs with ESL and Sped support	Continue to go on joint walk throughs and focus on classes with high ESL and/or Sped. Meet one on one with teachers with high ESL/Sped population and provide a five day lesson plan to specific teachers	Monitor implementation of five day plan. Joint walk throughs with VPES

TOP 3 ESL Initiatives		OCT	NOV	DEC
1	Work with specific teachers to increase their differentiation skills- science/ social studies	Develop site capacity with teachers on ELL/SIOP strategies.	Observe and meet with individual classroom teachers to provide instructional strategies and coaching.	Begin to utilize peer coaching within the school.
2	Work with both the reading and math Directors on embedding SPED strategies within classrooms and ensuring SPED teachers are sticking to pacing plan	Use Data analysis to drive ELL interventions. Specific data from the (Benchmark FAY target group) in both reading and math.	Use the ELL FAY group to analyze Benchmark data and interventions for weak areas. Make certain teachers and CCs are aware of student progress.	Revisit embedding plans. How are teachers addressing the individual needs of students based upon the Benchmark Assessment data?
3	Collaborate with Alliance team to support special populations.	Work with both the reading and math Directors on embedding ELL strategies within classrooms.	Meet with both the reading and math directors in order to address embedding of ELL strategies.	Conduct walkthroughs in reading and math with Directors focusing on classroom strategies.

Group	Subject	Population Size	State	SEP	OCT	
All Students	Reading	70	56%	58%	61%	84%
			# Short		15	6
	Math		42%	46%	32%	44%
			# Short		20	16
Disadvantaged	Reading	0	%	58%	#####	#####
			# Short		#####	#####
	Math		%	46%	#####	#####
			# Short		#####	#####

# Kalihi Elementary School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Determine Target Students &amp; Focus on Instruction in classes with Target Students</b>	RTI reviewed in a PLC format during leadership-PD planned on Tier I	Walkthroughs to gauge instructional effectiveness with target student -provide instructional suggestions to teachers	Walkthroughs to gauge instructional effectiveness with target student -provide instructional suggestions to teachers
2	<b>Instructional Leadership &amp; Improved Communication</b>	Reviewed Edison's standard's based instruction expectations	Set up specific times to meet with CC's and Natalie - develop a consistent walkthrough schedule and a follow up protocol	Regularly review CR's and benchmark data during CC and leadership meetings
3	<b>Determine Effectiveness of Current Intervention Time</b>	Gather schedules and discuss intervention time usage with leadership team	Determine target students - use intervention time to review/preview standards missed as measured by benchmarks	Observe intervention time usage - have specific plans in place for target students

# Kalihi Elementary School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	Identify Common Assessments Targeting grades 4 and 5	Research Common Assessments Present Recommendations to CC, Principal and teachers Purchase or borrow materials	Obtain Materials Train on Assessments Assess by Mid November Use assessments to regroup and move students Use assessments to create small groups Use DIBELS data to help lower grades with grouping	Train Teachers in small group strategies
2	Begin to Group Heterogeneous		Discussion regarding if creating small groups in reading classes, why not in homeroom Use data from classes with majority of ELL students for discussion (Sara and Regan) Use data from DIS. Students to begin conversation Create next steps with teachers to discuss student transition.	Transition students and assist teachers in creating their small groups. Use articulation time to assist teachers with planning small groups using various tasks/literature
3	Common Assessments and CR	Constructed Response Review (creating and aligning with standard) Item-Specific Rubric 2 and 4 pt. Create CRs Continue Grade Level Articulation where assessments are discussed	Share CR template for student response	Analyze CRs and common assessments

# Kalihi Elementary School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Student engagement</b>	Gather data during walk through to determine the amount of student engagement in each class.	Determine how often students are given the opportunity to discuss their learning with each other	Works during articulation to increase the amount of time teachers are giving students to discuss their learning with each other.
2	<b>Aligning everyday math curriculum with the pacing guide</b>	Discuss with CC how teachers can use the every day math program to teach the benchmarks.	During articulation discuss with teachers how the everyday math program can be used to teach the benchmarks.	Follow up with teachers to ensure they are using the everyday math program to teach the benchmarks.
3	<b>Grouping</b>	Determine how students are being grouped in 4 <sup>th</sup> and 5 <sup>th</sup> grade?	Determine if we need to give an assessment to all 4 <sup>th</sup> and 5 <sup>th</sup> grade students to determine if the groupings are being successful	Determine where changes where the changes to the groupings need to be made based on the data collected.

Groups	Subject	Subgroup Size	Standard	State	SEP	OCT
All Students	Reading	495	58%	58%	91%	79%
			# Short		26	61
	Math		34%	46%	20%	25%
			# Short		137	128
Disadvantaged	Reading	249	58%	58%	79%	72%
			# Short		30	41
	Math		31%	46%	17%	23%
			# Short		65	60
Disabled (SPED)	Reading	51	53%	58%	26%	33%
			# Short		20	18
	Math		30%	46%	0%	3%
			# Short		16	15

# Ilima Intermediate School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Enhanced instructional leadership</b>	Developed a consistent walkthrough expectation - FIL implementation	With CC's develop consistent instructional expectations for each FIL component - determine walkthrough schedule at school for admin. Team	Admin. Team walkthrough schedule with instructional feedback
2	<b>Improved use of leadership team time</b>	Plan to begin setting department dates during Edison visits	Leadership meetings: set department agenda's, review data, share CR's	Leadership visits to department meetings on a regular basis
3	<b>Tri-C focus at the administrative level to determine teacher instruction to focus on</b>	Learn how to form and track Tri C groups	Teach principal to form and track Tri C groups - focus on classrooms with Tri C students	Continue to monitor Tri C students - provide direct instructional feedback to those teachers

# Ilima Intermediate School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	<b>CR planning aligned with pacing and based on AIR</b>	Locate/create passages & prompts for 1 <sup>st</sup> Sem	Start planning for 2 <sup>nd</sup> sem	Finalize CRs for 2 <sup>nd</sup> Sem
2	<b>Correct and complete implementation of FIL in all English classrooms</b>	Review purpose with grade 7 during PLC	Monitor	Monitor
3	<b>Use of BM data and new data analysis sheet to track student progress</b>	Intro to CC at meeting	Use analysis sheet to monitor student progress and target weak areas	Use analysis sheet to monitor student progress and target weak areas

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Data</b>	<ul style="list-style-type: none"> <li>•Implement data form</li> <li>•Continue analyzing student work</li> </ul>	<ul style="list-style-type: none"> <li>•Revisit data form, making appropriate additions based upon school needs</li> <li>•Begin looking for trends and address weak skills within benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>•Work with CC to locate weaknesses and target using focus fives</li> </ul>
2	<b>Instruction that includes concrete examples and the why behind the math process</b>	<ul style="list-style-type: none"> <li>•Set goal with Math CC and departments</li> </ul>	<ul style="list-style-type: none"> <li>•Work with Steve on PLC topic of concrete, representational, and abstract (moving toward manipulatives, without using the “m” word)</li> </ul>	<ul style="list-style-type: none"> <li>•Model C and R using manipulatives and</li> </ul>
3	<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>•Active learning strategies and questioning</li> <li>•Gather data during walk throughs</li> </ul>	<ul style="list-style-type: none"> <li>•Implement active learning strategies</li> <li>•Monitor level of questions</li> </ul>	<ul style="list-style-type: none"> <li>•Implement active learning strategies</li> <li>•Monitor level of questions</li> </ul>

Group	Subject	Number of Students	State	SEP	OCT	
All Students	Reading	153	58%	58%	103%	94%
			# Short			5
	Math		43%	46%	32%	43%
			# Short		45	38
Disadvantaged	Reading	109	58%	58%	93%	83%
			# Short		5	11
	Math		38%	46%	20%	36%
			# Short		34	27
Disabled (SPED)	Reading	0	%	58%	#####	#####
			# Short		#####	#####
	Math		%	46%	#####	#####
			# Short		#####	#####
Limited English (ESL)	Reading	0	%	58%	#####	#####
			# Short		#####	#####
	Math		%	46%	#####	#####
			# Short		#####	#####

# Jarrett Middle School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Systemic walkthroughs for gathering school wide data and trends</b>	Walkthroughs with the CC and the VPs	Look over walkthrough data gathered by Admin for trends	Report on the trends to full staff
2	<b>Math</b>	Look at all current student past BM, HSA data to identify weak areas and develop an improvement plan	Use of the workshop classes to pinpoint individual lesson for weak students	Monitor progress of students with the plan, and update as necessary
3	<b>Use of data to determine what classrooms need to be the focus for support</b>	Complete data analysis for subgroups to see which classrooms need the highest level of support including the tri-circle data.	Work with principal to determine needs of the classroom teachers requiring additional support.	Make sure the students are moving, BM scores going up, in those targeted classrooms.

# Palolo Elementary School

Category	Subject	Number of Students	State	SEP	OCT	
All Students	Reading	110	51%	58%	49%	68%
			# Short		29	18
	Math		46%	46%	30%	37%
			# Short		35	32
Disadvantaged	Reading	105	50%	58%	52%	72%
			# Short		25	15
	Math		46%	46%	30%	37%
			# Short		34	30
Disabled (SPED)	Reading	0	%	58%	#####	#####
			# Short		#####	#####
	Math		%	46%	#####	#####
			# Short		#####	#####
Limited English (ESL)	Reading	0	%	58%	#####	#####
			# Short		#####	#####
	Math		%	46%	#####	#####
			# Short		#####	#####

# Palolo Elementary School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	Groupings	All core classes being taught by their home base teachers with support teachers working with specific grade levels	Intervention groupings based on specific skills as reflected in the BM	Grade levels redoing groupings monthly
2	Walkthroughs	Doing weekly walkthroughs with the principal	Having principal set up a set monthly schedule for admin and CC to complete walkthroughs and gather data. Looking at walkthrough data in a systematic way.	Principal and CC continue to do and look at walkthrough data as a way of gathering data to be shared with Leadership.
3	Use of data to determine what classrooms support needs to be focused in.	Complete data analysis for subgroups to see which classrooms need the highest level of support. Include tricycle data.	Work with principal to determine needs of the classroom teachers needing additional support.	Make sure the students are moving, BM scores going up, in those targeted classrooms.

# Palolo Elementary School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	CR planning aligned with pacing and based on AIR	Locate/create passages & prompts for 1 <sup>st</sup> Sem	Start planning for 2 <sup>nd</sup> sem	Complete 2 <sup>nd</sup> semester plan for CRs
2	Use BM data to create intervention groups and write a 4 week embedding plan	Plan PD for teachers on Nov 9	PD, planning time Implement embedding plan	Create a plan for the next four weeks
3	AR implementation	Reintroduce AR to teachers	Monitor the use of AR	Incentive program for AR in place and students involved

# Palolo Elementary School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	CR's	Implement common rubric Gather data on "why"	Work with CC to develop "why" through articulation Student work analysis Giving feedback using rubric	Monitor student responses on CR during walk throughs
2	Student Engagement	Need recognized from walk through data –students talking about their learning CC to provide manipulatives as needed by grade level	Work with CC to discuss active learning strategies with teachers during articulation Implement strategies Follow up during walk throughs	CRA – Concrete, Representational, Abstract Manipulatives
3	Questioning	Gather data on how teachers are questioning students, including levels of questioning	Work with teachers to incorporate good follow up questions (will help with the why part of CRs) Questions to get students talking about their learning with each other	Review levels of questioning via Blooms with teachers and work on integrating various levels into math lesson Model process

# Palolo Elementary School ESL

TOP 3 ESL Initiatives		OCT	NOV	DEC
1	Develop site capacity with the new Curriculum Coordinator through extensive coaching and mentoring.	Meet with the CC and address ELL data, instruction and interventions.	Revisit areas of instructional strategies and interventions that will support CC.	Develop site capacity within the school, focusing on integration of ELL strategies and interventions.
2	Use Data analysis to drive ELL interventions. Specific data from the (Benchmark FAY target group) in both reading and math.	Use the ELL FAY group to analyze Benchmark data and interventions for weak areas. Make certain teachers and CC are aware of student progress.	Revisit embedding plans. How are teachers addressing the individual needs of students based upon the Benchmark Assessment data?	Take a look at Benchmark trends and intervene with new embedding plan.
3	Integrate ELL instructional strategies within reading and math classrooms	Meet with both the reading and math directors in order to address embedding of ELL strategies.	Conduct walkthroughs in reading and math with Directors focusing on classroom strategies.	Revisit strategies in need of immediate attention and develop PD and support for teachers.

# Waimanalo Intermediate and Elementary School

Group	Subject	Student Size	Standard	State	SEP	OCT
All Students	Reading	279	49%	58%	79%	83%
			# Short		54	48
	Math		34%	46%	30%	51%
			# Short		67	47
Disadvantaged	Reading	202	48%	58%	80%	81%
			# Short		39	39
	Math		33%	46%	30%	50%
			# Short		47	34
Disabled (SPED)	Reading	0	%	58%	#####	#####
			# Short		#####	#####
	Math		%	46%	#####	#####
			# Short		#####	#####

# Waimanalo Intermediate and Elementary School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Principal Communication Specifically with areas of concern: Reading Plan, CRs, and Pacing</b>	Use the Harris Survey results to pick one focus area to work on for improvement	Use the plan to have the principal communicate to her staff the importance of following up on the Reading Plan, CRs, and Pacing	Have the full leadership reflect on the Harris Survey and the teachers follow through after better communication
2	<b>Effective Use of Articulation Meetings</b>	Work with principal to set clear expectations for meeting to help her support and mentor the CC	Schedule for articulation meetings shared with full staff. Work with Principal as she continues to mentor the CC	Work with Principal on holding the CC accountable and supporting the CC so that the meetings are occurring and the nonnegotiables are being completed
3	<b>Use of data to determine what classrooms need to be the focus for support</b>	Complete data analysis for subgroups to see which classrooms need the highest level of support including the tri circle data.	Work with principal to determine needs of the classroom teachers needing additional support.	Make sure the students are moving (BM scores are going up) in those targeted classrooms.

# Waimanalo Intermediate and Elementary School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	<b>Written plans for intervention block to be created by teachers</b>	Work with new CC on what the plans should include and what it should look like	CC to meet with teachers on building the plans using companions as a resource	Monitoring of the written plans during walkthroughs by principal, VPES, CC and Reading Dir.
2	<b>Consistent use of intervention time to address reading benchmarks</b>	Monitor pacing & provide suggestions during weekly artic	Monitor pacing & provide suggestions during weekly artic	Monitor pacing & provide suggestions during weekly artic
3	<b>Increase use of differentiated instruction in the classrooms during the reading intervention period</b>	Sample lesson on waiver day	Implementation of DI lesson plan written on 10/29	Additional lesson plans created and utilized.

# Waimanalo Intermediate and Elementary School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Curriculum Programs</b>	<ul style="list-style-type: none"> <li>•Pacing</li> <li>•Daily Schedule</li> <li>•Games</li> <li>•Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>•Work with teachers and CC on parts of lesson, including games</li> <li>•Purpose of math message</li> <li>•Calculator and manipulative usage</li> </ul>	Work with CC to monitor and provide additional support to individual teachers
2	<b>Data</b>	<ul style="list-style-type: none"> <li>•Benchmark analysis</li> <li>•Analyzing student work</li> <li>•Mentor CC on how to help the teachers use data to inform instruction.</li> </ul>	<ul style="list-style-type: none"> <li>•Use data to build DI lesson for intervention classes</li> <li>•Mentor CC on how to help the teachers use data to build DI lessons.</li> </ul>	Work with the CC to monitor the use of DI by doing walkthroughs to help her recognize good examples.
3	<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>•Work with school to understand that what students are engaged in, is as important as being engaged.</li> </ul>	<ul style="list-style-type: none"> <li>•Introduce active learning and questioning to increase student engagement</li> <li>•Manipulatives with EDM; modeling. Work with CC so she can reinforce with teachers.</li> </ul>	Work with CC and Admin to monitor student engagement in high level activities

# Waimanalo Intermediate and Elementary School ESL

TOP 3 ELL Initiatives		OCT	NOV	DEC
1	<b>Develop the capacity of the ELL teacher.</b>	Create an action plan for the ELL teacher.	Revisit the steps within the action plan through coaching and mentoring. (ELL Director)	Address areas of improvement in instruction and assess future ELL needs within the school.
2	<b>Use Data analysis to drive ELL interventions. Specific data from the (Benchmark FAY target group) in both reading and math.</b>	Use the ELL FAY group to analyze Benchmark data and interventions for weak areas. Make certain teachers and CC are aware of student progress.	Revisit embedding plans. How are teachers addressing the individual needs of students based upon the Benchmark Assessment data?	Take a look at Benchmark trends and intervene with new embedding plan.
3	<b>Work with both the reading and math Directors on embedding ELL strategies within classrooms.</b>	Meet with both the reading and math directors in order to address embedding of ELL strategies.	Conduct walkthroughs in reading and math with Directors focusing on classroom strategies.	Revisit strategies in need of immediate attention and develop PD and support for teachers.

# Ka'ala Elementary School

Group	Subject	Number of Students	State	SEP	OCT	
All Students	Reading	174	58%	58%	56%	58%
			# Short		44	42
	Math		44%	46%	33%	37%
			# Short		52	48
Disadvantaged	Reading	143	58%	58%	57%	59%
			# Short		36	34
	Math		41%	46%	36%	35%
			# Short		38	38
Disabled (SPED)	Reading	0	%	58%	#####	#####
			# Short		#####	#####
	Math		%	46%	#####	#####
			# Short		#####	#####
Limited English (ESL)	Reading	46	48%	58%	43%	52%
			# Short		13	11
	Math		26%	46%	46%	29%
			# Short		6	8

# Ka'ala Elementary School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Development of Instructional Leader</b>	Continue to work with the principal to give teachers feedback from completed walkthroughs	Principal begin to identify strengths and weakness of staff	Weak teachers on improvement plans and receiving support form the CCs, and Admin.
2	<b>Data Analysis</b>	Work with principal to set goals for the HSA for all subgroups in the school	Continue to work with principal to facilitate BM analysis for Leadership Team.	Monthly BM analysis done by Leadership Team facilitated by principal
3	<b>Use of data to determine what classrooms support needs to be focused in.</b>	Complete data analysis for subgroups to see which classrooms need the highest level of support. Include tricycle data.	Work with principal to determine needs of the classroom teachers needing additional support.	Make sure the students are moving, BM scores going up, in those targeted classrooms.

# Ka'ala Elementary School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	<b>Implementation of CR rubric consistent with AIR</b>	Introduce the AIR rubric	Scoring using the AIR rubric	Developing Task Specific Rubrics based on the AIR rubric
2	<b>Consistency in addressing GL benchmarks during SFA/intervention time</b>	Discuss @ artic, monitor	Continue to monitor	
3	<b>Posting of SFA book title, skill, goal etc. on front board during reading block across grade levels</b>	Discuss idea of visiting grade 5 classrooms on a Wed to see a good model	Classroom visits	

# Ka'ala Elementary School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Math Games and Pacing</b>	<p>Attend collaboration meetings and grade level meetings to plan how to best incorporate games into instruction regularly</p> <p>Work with CC to find a way to incorporate missing benchmarks into the pacing guide</p>	<p>Collaborate with Bea to incorporate games into the pacing guide during articulation</p> <p>Play upcoming games</p> <p>Work closely with grade 3 inclusion class to organize games and plan for use</p>	<p>Monitor independent use of game by grade level</p> <p>Monitor pacing</p>
2	<b>Intervention/Data</b>	<p>Attend grade level meetings on Wed to offer support, provide suggestions, and answer questions</p>	<p>Work with Bea to find areas of weakness and provide additional resources to support</p> <p>Create target student lists from HAS data on PD Nov 9</p>	<p>Begin plan to implement Focus Five's in January</p> <p>What skills for each grade level</p> <p>When to do?</p>
3	<b>Questioning</b>	<p>Gather data on how teachers are questioning students, including levels of questioning</p>	<p>Work with teachers to incorporate good follow up questions (will help with the why part of CRs)</p> <p>Questions to get students talking about their learning with each other</p>	<p>Review levels of questioning via Blooms with teachers and work on integrating various levels into math lesson</p> <p>Model process</p>

# Ka'ala Elementary School ESL

TOP 3 ESL Initiatives		OCT	NOV	DEC
1	<b>Develop site capacity with teachers on ELL/SIOP strategies.</b>	Observe and meet with individual classroom teachers to provide instructional strategies and coaching.	Begin to utilize peer coaching within the school.	Support CCs with PD and instructional best practices for ELL students.
2	<b>Use Data analysis to drive ELL interventions. Specific data from the (Benchmark FAY target group) in both reading and math.</b>	Use the ELL FAY group to analyze Benchmark data and interventions for weak areas. Make certain teachers and CC are aware of student progress.	Revisit embedding plans. How are teachers addressing the individual needs of students based upon the Benchmark Assessment data?	Take a look at Benchmark trends and intervene with new embedding plan.
3	<b>Questioning</b>	Gather data on how teachers are questioning students, including levels of questioning	Work with teachers to incorporate good follow up questions (will help with the why part of CRs) Questions to get students talking about their learning with each other	Review levels of questioning via Blooms with teachers and work on integrating various levels into math lesson Model process

# Waialua High and Intermediate School

Group	Subject	Subgroup Size	School	State	SEP	OCT
All Students	Reading	151	58%	58%	45%	96%
			# Short		48	4
	Math		36%	46%	7%	43%
			# Short		49	30

**Benchmarks Longitudinal Report by Class**  
**Grade 9 Reading Benchmarkss**  
**Waialua High & Intermediate, 2007-2008**

Class	Sep	Oct
ENG LANG ARTS 1 GR 9-LCY1010-01-1-Kamisato	~	20   68%
ENG LANG ARTS 1 GR 9-LCY1010-02-1-Kamisato	~	24   65%
ENG LANG ARTS 1 GR 9-LCY1010-03-1-Kamisato	~	28   65%
ENG LANG ARTS 1 GR 9-LCY1010H-01-1-Kamisato	~	13   66%
ENG LANG ARTS 1 GR 9-LCY1010J-01-1-Simmons	~	5   66%
ENG LANG ARTS 1 GR 9-LCY1010S-01-1-Kawai	~	6   41%
ENG LANG ARTS 1 GR 9-LCY1010S-02-1-Kawai	~	2   40%
ENG LANG ARTS 1 GR 9-LCY1010U-01-1-Kusaka	~	1   60%

**Benchmarks Longitudinal Report by Class**  
**Grade 10 Reading Benchmarkss**  
**Waialua High & Intermediate, 2007-2008**

Class	Sep	Oct
ENG LANG ARTS 2 GR 10-LCY2010-01-1-Boxman	~	23   77%
ENG LANG ARTS 2 GR 10-LCY2010-02-1-Boxman	~	10   74%
ENG LANG ARTS 2 GR 10-LCY2010-03-1-Boxman	~	14   65%
ENG LANG ARTS 2 GR 10-LCY2010H-01-1-Boxman	~	16   67%
ENG LANG ARTS 2 GR 10-LCY2010J-01-1-Simmons	~	4   39%
ENG LANG ARTS 2 GR 10-LCY2010S-01-1-Kawai	~	7   36%
ENG LANG ARTS 2 GR 10-LCY2010U-5-0-Plemer	~	1   65%

**Benchmarks Longitudinal Report by Class**  
**Grade 9 Math Benchmarkss**  
**Waialua High & Intermediate, 2007-2008**

Class	Sep	Oct
<u>ALGEBRA 1A-MAX1110-01-1-Shikiya</u>	~	22   43%
<u>ALGEBRA 1A-MAX1110-02-1-Shikiya</u>	~	15   48%
<u>ALGEBRA 1A-MAX1110-03-1-Shikiya</u>	~	21   46%
<u>ALGEBRA 1A-MAX1110-04-1-Shikiya</u>	~	20   50%
<u>ALGEBRA TOPICS-MAX1010Z-01-1-Shumway</u>	~	10   43%
<u>PRE-ALGEBRA-MXX9087S-01-1-Hawkins</u>	~	7   27%
<u>PRE-ALGEBRA-MXX9087S-03-1-Hawkins</u>	~	8   35%
<u>PRE-ALGEBRA-MXX9087S-04-1-Hawkins</u>	~	7   29%
<u>PRE-ALGEBRA-MXX9087S-05-1-Hawkins</u>	~	3   35%

**Benchmarks Longitudinal Report by Class**  
**Grade 10 Math Benchmarkss**  
**Waialua High & Intermediate, 2007-2008**

Class	Sep	Oct
<u>ALGEBRA 2A-MAX1210-02-1-Shumway</u>	~	17   82%
<u>ALGEBRA 2A-MAX1210-03-1-Shumway</u>	~	24   79%
<u>ALGEBRA 2A-MAX1210-04-1-Shumway</u>	~	18   80%
<u>GEOMETRY A-MGX1110-01-1-Thompson</u>	~	18   58%
<u>GEOMETRY A-MGX1110-02-1-Thompson</u>	~	15   54%
<u>GEOMETRY A-MGX1110-04-1-Thompson</u>	~	18   53%

# Waialua High and Intermediate School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Effective Walkthroughs</b>	Complete weekly walkthroughs with Principal; get Principal to commit to doing five walkthroughs a day. Gather data from walkthroughs	Sit with Principal to analyze the walkthrough data.	Report results of walkthrough data to Leadership to determine focus for PD and third quarter goals.
2	<b>Use of Benchmark Data to track school progress, including the tricircle groupings.</b>	Get Principal comfortable with the data available from the BM tests.	Complete an analysis of the subgroup information with the principal and present to the Leadership Team	Principal complete data analysis and then review with the VPES
3	<b>Use of data to determine what classrooms need to be the focus for support.</b>	Complete data analysis for subgroups to see which classrooms need the highest level of support	Work with principal to determine needs of the classroom teachers requiring additional support.	Make sure the students are moving, BM scores going up, in those targeted classrooms.

# Waialua High and Intermediate School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	Work with the Language Arts department to finish completion of pacing guides.	Collect Pacing guides and coach teachers in the department on what is needed within these guides.	Guide teachers through the process of completion.	Collect all pacing guides. Begin companions for LA department.
2	Use Data analysis to drive reading interventions.	During the Language Arts Dept meetings, teachers will look at the skills taught and student progress.	Complete data analysis for the teachers so they can focus on embedding plans.	Revisit embedding plans. What instructional methods worked? Which areas can be improved upon?
3	Develop the leadership capacity of the department chair through coaching.	Meet with the Language Arts department chair to discuss goals for the LA department.	Coach LA chair on mentoring and teamwork within the LA department.	Begin to develop the LA department so they can begin to function as a team vs. individuals.

# Waialua High and Intermediate School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Benchmark Data</b>	Get teachers familiar with benchmark data reports	Teachers analyzing benchmark data to drive their instruction	Teachers creating sub groups to analyze benchmark data...
2	<b>Constructed Response</b>	Create a schedule of when teachers are giving constructed responses.	Creating item specific rubrics for analyzing the constructed responses	Using the constructed response data to analyze student progress
3	<b>Pacing</b>	Review 1 <sup>st</sup> semester pacing guides to see what is missing and needs to be added.	Creating 2 <sup>nd</sup> semester pacing guides	Analyzing pacing guides to ensure all benchmarks are covered before the HSA test.

# Kahului Elementary School

Group	Subject	Subgroup Size	School	State	SEP	OCT
All Students	Reading	370	58%	58%	57%	80%
			# Short	92	42	
	Math		46%	46%	46%	49%
			# Short	92	87	
Disadvantaged	Reading	245	58%	58%	43%	76%
			# Short	82	35	
	Math		46%	46%	46%	45%
			# Short	61	62	
Disabled (SPED)	Reading	0	%	58%	#####	#####
			# Short	#####	#####	
	Math		%	46%	#####	#####
			# Short	#####	#####	
Limited English (ESL)	Reading	81	33%	58%	54%	65%
			# Short	12	9	
	Math		31%	46%	30%	40%
			# Short	18	15	

# Kahului Elementary School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>School wide articulation time</b>	Articulation time scheduled for October 31st	Meet with CAS - reinstate Wednesday artic times - alternate between math & reading	Wednesday articulation times during SLT/PD time & schedule sub days for articulation time.
2	<b>Set Target Groups and Monitor their Progress - Examine ELL</b>	Shared vision during two staff meetings	Determine target groups - note ELL efforts at Lihikai and better results - monitor during walkthrough visits	Continue walkthrough visits to monitor target students
3	<b>Leadership Agendas that Reflect AFP</b>	Reviewed redundancy of current plan	Regularly examine CR's & benchmark progress with CC's and GLC's	Regularly examine CR's & benchmark progress with CC's and GLC's

# Kahului Elementary School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	❖ <b>Complete Companion Guides</b>	<ul style="list-style-type: none"> <li>❖ Work with ccs to complete At-A-Glance sheets for all grade levels.</li> <li>❖ Seek dept. approval for changes made to the At-A-Glances</li> <li>❖ Create the Curriculum Map/Companion Guide Template</li> </ul>	<ul style="list-style-type: none"> <li>❖ Work with the CC to make the weekly curriculum map/companion guide template.</li> <li>Provide to all teachers</li> </ul>	<p>Make sure teachers are adhering to pacing by conducting walkthroughs</p>
2	❖ <b>Student Engagement</b>	<ul style="list-style-type: none"> <li>❖ Obtain articulation time to meet with grades 3-5 to discuss student engagement.</li> <li>❖ Meet with 4th and 5<sup>th</sup> grade teachers to discuss student engagement and ELL strategies for Day 1 of the 5-day HBJ lessons</li> </ul>	<ul style="list-style-type: none"> <li>❖ Observe 4 and 5<sup>th</sup> grade teachers using student engagement and ELL strategies on Day 1 of the HBJ Lesson.</li> <li>❖ Work with cc to finalize sub dates.</li> <li>Share plan with principal.</li> </ul>	<p>Begin training using sub dates. Plan has been shared with cc and VPES.</p>
3	❖ <b>Constructed Response</b>		<ul style="list-style-type: none"> <li>❖ Share with cc 4-pt item – specific rubric, CR stem starters template for student’s responses.</li> <li>❖ Secure a Wed. Pd in Dec. to present to staff.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Present to staff</li> <li>❖ Monitor usage.</li> <li>❖ Secure a Wed. PD in Jan. to review CRs and conduct inter-rater reliability.</li> </ul>

# Kahului Elementary School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Manipulative</b>	Organizing the teachers manipulative kits	Creating take home manipulative kits for the students	Implementation of manipulative in class room lesson.
2	<b>Increase teacher meeting time</b>	Set up Math Cadre meetings	Arrange for time during SLT meetings for remaining grade level teachers to meet, Math Cadre Representative facilitates the meeting	Continue with grade level meetings
3	<b>Engaging activities</b>	Increasing the use of manipulative in class to create engaging activities	Discuss the amount of time provided for students to talk about their learning, cooperative learning activities	Discuss types of questioning used in class to increase RIGOR

# Kahului Elementary School ESL

TOP 3 ELL Initiatives		OCT	NOV	DEC
1	<b>Develop site capacity with teachers on ELL/SIOP strategies.</b>	Observe and meet with individual classroom teachers to provide instructional strategies and coaching.	Begin to utilize peer coaching within the school.	Support CCs with PD and instructional best practices for ELL students.
2	<b>Use Data analysis to drive ELL interventions. Specific data from the (Benchmark FAY target group) in both reading and math.</b>	Use the ELL FAY group to analyze Benchmark data and interventions for weak areas. Make certain teachers and CC are aware of student progress.	Revisit embedding plans. How are teachers addressing the individual needs of students based upon the Benchmark Assessment data?	Take a look at Benchmark trends and intervene with new embedding plan.
3	<b>Work with both the reading and math Directors on embedding ELL strategies within classrooms.</b>	How can teachers meet the needs of NEP/LEP/FEP students? Teachers will need DELL LOS Links assessment data. How did ELL students score on the LOS Links.test? Meet with both the reading and math directors in order to address embedding of ELL strategies.	Conduct walkthroughs in reading and math with Directors focusing on classroom strategies.	Revisit strategies in need of immediate attention and develop PD and support for teachers.

# Lihikai Elementary School

Group	Subject	Subgroup Size	School	State	SEP	OCT
All Students	Reading	418	<b>58%</b>	<b>58%</b>	<b>51%</b>	<b>64%</b>
			# Short		119	88
	Math		<b>46%</b>	<b>46%</b>	<b>29%</b>	<b>38%</b>
			# Short		137	118
Disadvantaged	Reading	192	<b>53%</b>	<b>58%</b>	<b>42%</b>	<b>52%</b>
			# Short		59	49
	Math		<b>41%</b>	<b>46%</b>	<b>20%</b>	<b>25%</b>
			# Short		63	59
Disabled (SPED)	Reading	44	<b>27%</b>	<b>58%</b>	<b>25%</b>	<b>21%</b>
			# Short		9	9
	Math		<b>22%</b>	<b>46%</b>	<b>15%</b>	<b>21%</b>
			# Short		8	8
Limited English (ESL)	Reading	62	<b>50%</b>	<b>58%</b>	<b>18%</b>	<b>18%</b>
			# Short		26	26
	Math		<b>35%</b>	<b>46%</b>	<b>12%</b>	<b>23%</b>
			# Short		19	17

# Lihikai Elementary School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Special education instruction</b>	Developed an action plan for department	Set an after school meeting to discuss Special Ed. Changes - CC's and principal to attend - November 7th	Implement changes to enhance special education situation
2	<b>Regularly examine CR's and benchmark data during leadership</b>	Lack of support recognized by leadership team	Gather and examine CR's and benchmark data during leadership	Gather and examine CR's and benchmark data during leadership
3	<b>Increased visibility among leadership and CC's</b>	Proposed a book study and walkthrough schedule	Determine target students - principal walkthroughs to focus on classrooms with target students	Regular principal walkthrough schedule-continue to monitor classes with target students

# Lihikai Elementary School **READING**

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	<b>Constructed Responses</b>		Assist school with calendar Select a week when assessments should be analyzed by teachers and analyzed in leadership. Provide CC with assistance on creating CRs Provide cc with item-specific rubric 2 pt or 4 pt. Provide CR template	Provide analysis sheet Conduct inter-rater reliability Analyze data at leadership
2	<b>Emphasis on Sped students and possible integration or intervention in reading / Working with sped director</b>		Inclusion Discussion with sped director regarding next steps. Possibly include... Selecting teachers who are willing to work with students. Work with director to create PD on inclusion regarding reading Role of EA, Reg. Ed. Teacher and Sped Teacher. Reading strategies and using the intervention manual OR Intervention group Work with ccs to select sped students for intervention. Select materials, location	Inclusion: Create schedule to assign Sped teachers, EAs and PPTs to classroom, Create a schedule where Reg./Sped teachers and Administrators can meet to plan. Select students and assign to teachers. Provide teachers with students. Create a walkthrough schedule for support and assist teachers. OR Intervention Group Meet with CC to review monthly benchmark data
3	<b>Common Assessments and CR</b>		Constructed Response Review (creating and aligning with standard) Item-Specific Rubric 2 and 4 pt. Create CRs Continue Grade Level Articulation where assessments are discussed Share CR template for student response	Continue Grade Level Articulation where assessments are discussed Share CR template for student response

# Lihikai Elementary School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Constructed Response</b>	Determine what is currently being done, are the questions grade appropriate and how are they being graded?	Creating item specific rubrics for constructed response	Using the data collected from constructed response to drive instruction
2	<b>Sped</b>	Create target groups in each grade level for sped	Have students in sped classes create goals for benchmark test and give incentives for those students who meet or exceed their goals.	Set up small group instructional opportunities for the sped students to get extra help in math
3	<b>Manipulative</b>	Determine what manipulative are available for teachers and students in each grade level	During grade level articulation go over possible manipulative that can be used to teach upcoming benchmarks, and have each grade level determine one manipulative they will use in the month of December	Continue discussing manipulative that can be used to teach the upcoming benchmarks for January and have grade levels determine one manipulative they will use in the month of January.

# Lihikai Elementary School ESL

TOP 3 ELL Initiatives		OCT	NOV	DEC
1	<p><b>Develop site capacity with teachers on ELL/SIOP strategies. Get into the Avenues classes.</b></p>	<p>Observe and meet with individual classroom teachers to provide instructional strategies and coaching. Follow up with Avenues teachers.</p>	<p>Begin to utilize coaching within the school.</p>	<p>Support CCs with PD and instructional best practices for ELL students.</p>
2	<p><b>Use Data analysis to drive ELL interventions. Specific data from the (Benchmark FAY target group) in both reading and math.</b></p>	<p>Use the ELL FAY group to analyze Benchmark data and interventions for weak areas. Make certain teachers and CC are aware of student progress.</p>	<p>Revisit embedding plans. How are teachers addressing the individual needs of students based upon the Benchmark Assessment data?</p>	<p>Take a look at Benchmark trends and intervene with new embedding plan.</p>
3	<p><b>Work with both the reading and math Directors on embedding ELL strategies within classrooms. Teachers will need DELL LOS Links assessment data. How did ELL students score on the LOS Links test?</b></p>	<p>How can teachers meet the needs of NEP/LEP/FEP students? Meet with both the reading and math directors in order to address embedding of ELL strategies.</p>	<p>Conduct walkthroughs in reading and math with Directors focusing on classroom strategies.</p>	<p>Revisit strategies in need of immediate attention and develop PD and support for teachers.</p>

Group	Subject	Subgroup Size	Standard	State	SEP	OCT	NOV
All Students	Reading	41	58%	58%	74%	90%	0%
			# Short	6	2	24	
	Math		46%	46%	40%	13%	0%
			# Short	11	16	19	

# Pa'ia Elementary School ACHIEVEMENT

TOP 3 Achievement Initiatives		OCT	NOV	DEC
1	<b>Ensure principal/CC are regularly checking classrooms and using data.</b>	Meet with principal to review how to read and disaggregate data	One to One meetings with Principal and each teacher to review data/ understand benchmark analysis	Review quality and content of CR with principal and key teachers- 5th grade Hawaiian and others identified.
2	<b>Create and monitor school wide target list</b>	Create group and run reports to review with leadership and Admin team	Monitor with leadership team, focus observations on target students- review student work with principal	Share data of growth of target kids and target additional weak areas with principal and CC.
3	<b>Support Director articulation plan</b>	Joint school visits to articulate reading and math specific needs	Follow up with Sara and Linell following the Nov. articulation meetings on specific action items. Plan articulation time for Directors in December.	Meet with Linell and Sara to reevaluate next steps for articulation.

# Pa'ia Elementary School READING

TOP 3 Reading Initiatives		OCT	NOV	DEC
1	<b>CR planning aligned with pacing and based on AIR</b>	Locate/create passages & prompts for 1 <sup>st</sup> Sem. Introduce general 2 & 4 pt rubrics	Provide time for teachers to plan for 2 <sup>nd</sup> sem on Nov. 8 articulation day.	Finalize CRs for 2 <sup>nd</sup> Sem
2	<b>Use benchmark data to drive planning and instruction during UA time</b>	Meet with select teachers on using data and planning	Monitor by conducting joint walk throughs with VPES	Articulation time with targeted teachers to discuss follow-up needs
3	<b>Grade levels on pace, emphasis placed on target kids</b>	Monitor pacing and student work	Monitor pacing and student work	Monitor pacing and student work

# Pa'ia Elementary School MATH

TOP 3 Math Initiatives		OCT	NOV	DEC
1	<b>Rubrics and Constructed Response</b>	Train staff on using Item specific math rubrics and giving quality feedback to students	Provide support to teachers using the AIR rubric tutorial; Analyze the constructed responses with the teachers during Nov. 8 articulation day	At school PD or through articulation, develop skills in inter-rater reliability to score constructed responses.
2	<b>Ensure teachers are on pace</b>	Continue to monitor pacing; work with individual teachers to ensure they are on pace by end of 2nd quarter	Monitor and assist teachers with staying on pace	Monitor and assist teachers with staying on pace
3	<b>Questioning in math</b>	Gather data on how teachers are questioning students, including level of questioning.	Work with teachers to incorporate good follow up questions(to help with the <i>why</i> part of the CRs) Questions to get students talking about their learning with each other	Review levels of questioning via BLOOMS or AIR questioning hierarchy. Work with teachers on integrating various levels of the math lesson. Model the process.



# Hawai'i Edison Alliance

Quarterly Update

April 4, 2007

## Alliance Year 2 School HSA Predictions for 2006/7

*Predictions are Edison Benchmark Assessment based estimations of performance toward overall AYP goals. These estimations are not meant to accurately predict specific final proficiency scores, especially in cases where schools are scoring above 100% of AYP goals.*

School	Group	Subject	2004/5	2005/6	2006/7 Goal	Tracking (F/M)	% of Goal	* AYP Prediction
AIEA ELEMENTARY	All Students	Reading	29%	35%	44%	33%	75%	MAKE
		Math	9%	19%	28%	34%	121%	BUBBLE
	Disadvantaged	Reading	28%	32%	42%	27%	65%	BUBBLE
		Math	8%	15%	25%	31%	123%	MAKE
CENTRAL MIDDLE	All Students	Reading	30%	39%	44%	35%	80%	MAKE
		Math	13%	21%	28%	17%	62%	NOT MAKE
	Disadvantaged	Reading	27%	34%	44%	31%	70%	NOT MAKE
		Math	13%	19%	28%	16%	58%	NOT MAKE
	ESL	Reading	N/A	21%	31%	28%	* 89%	BUBBLE
		Math	14%	17%	26%	23%	* 88%	BUBBLE
DOLE MIDDLE	All Students	Reading	29%	31%	41%	32%	79%	BUBBLE
		Math	9%	20%	28%	19%	69%	NOT MAKE
	Disadvantaged	Reading	27%	27%	37%	28%	76%	BUBBLE
		Math	7%	18%	28%	17%	60%	NOT MAKE
	SPED	Reading	N/A	4%	14%	3%	20%	NOT MAKE
		Math	N/A	4%	14%	0%	0%	NOT MAKE
	ESL	Reading	7%	11%	20%	11%	55%	NOT MAKE
		Math	N/A	8%	17%	13%	* 73%	BUBBLE
JARRETT MIDDLE	All Students	Reading	50%	53%	44%	49%	111%	MAKE
		Math	24%	33%	28%	47%	166%	MAKE
KAHULUI ELEMENTARY	All Students	Reading	49%	50%	44%	41%	93%	MAKE
		Math	21%	28%	28%	46%	164%	MAKE
	Disadvantaged	Reading	42%	46%	44%	34%	77%	BUBBLE
		Math	11%	22%	28%	47%	168%	MAKE
	SPED	Reading	N/A	18%	26%	25%	* 94%	BUBBLE
		Math	N/A	13%	22%	20%	* 89%	BUBBLE
	ESL	Reading	N/A	35%	42%	21%	49%	NOT MAKE
		Math	N/A	16%	25%	45%	178%	MAKE
PALOLO ELEMENTARY	All Students	Reading	36%	39%	44%	33%	75%	BUBBLE
		Math	15%	21%	28%	37%	131%	MAKE
PA'IA ELEMENTARY	All Students	Reading	42%	71%	44%	34%	76%	MAKE
		Math	25%	53%	28%	49%	173%	MAKE

\*60% (high score)  
\*56% (high score)

\* Adjusted based on 05/06 Comparison

Notes: \*

ELEMENTARY	READING Estimate Assumes 75% Goal Threshold as Reaching AYP GOAL MATH Estimate Assumes 130% Goal Threshold as Reaching AYP GOAL
MIDDLE	READING Estimate Assumes 85% Goal Threshold as Reaching AYP GOAL MATH Estimate Assumes 85% Goal Threshold as Reaching AYP GOAL
Math Results	Final Proficiency Outcomes of Schools with higher than 100% of goal are higher than anticipated result

**Key Accomplishments/Focus Areas 2006-07**

**AIEA ELEMENTARY SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>•Teacher Led School</li> </ul>	<ul style="list-style-type: none"> <li>•Pacing behind in some classes</li> <li>•Coverage of all standards</li> </ul>	<ul style="list-style-type: none"> <li>•Math program focuses on 'drilling' and very little problem solving. A new program is being discussed for next year.</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>•Hands off Leadership</li> <li>•No rigorous expectations for teachers</li> <li>•Still a teacher run school</li> </ul>	<ul style="list-style-type: none"> <li>•Pacing is on track</li> <li>•5<sup>th</sup> Grade achievement is far below other grades</li> </ul>	<ul style="list-style-type: none"> <li>•School opted not to adopt new math program</li> <li>•Utilizing Constructed Responses to address problem solving skills</li> <li>•5<sup>th</sup> grade achievement is far below other grades</li> </ul>

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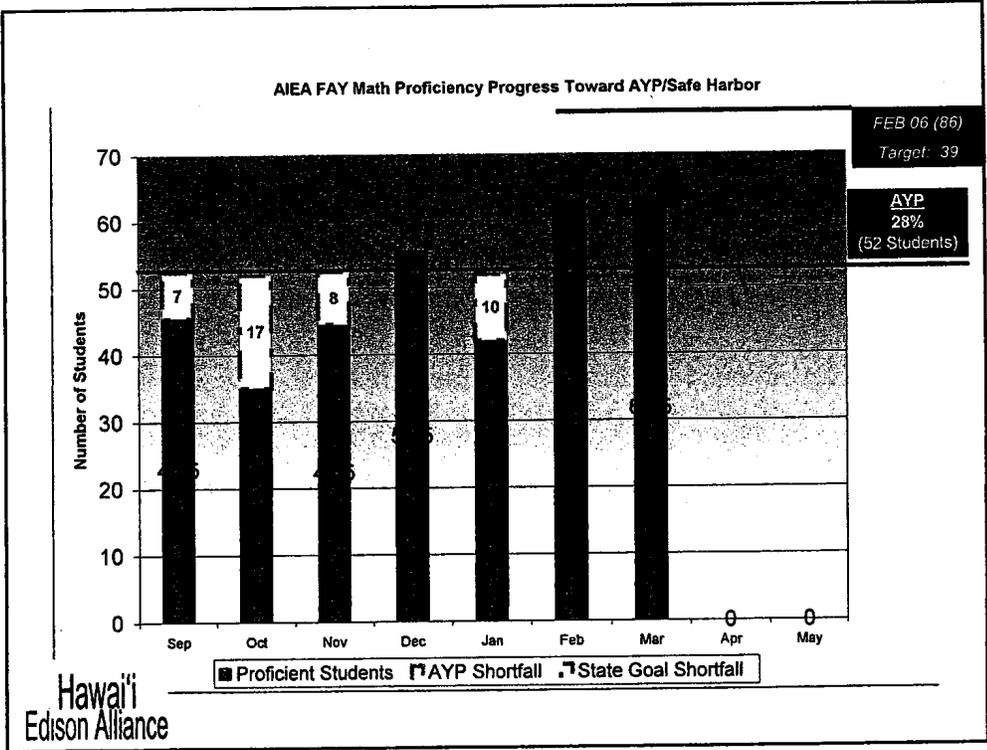
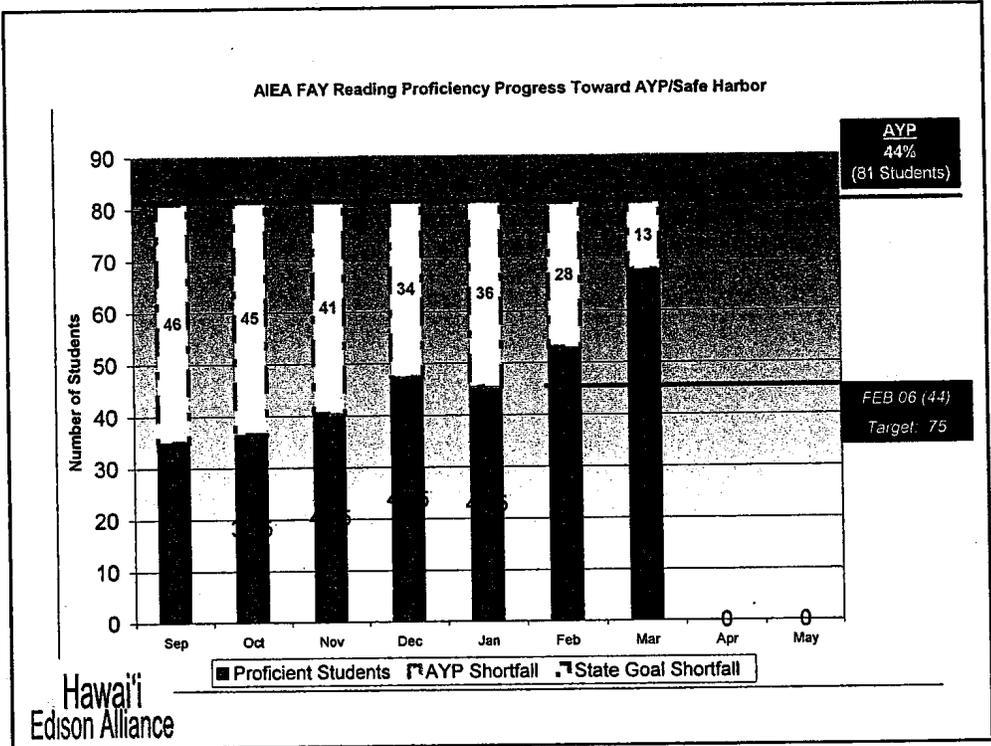
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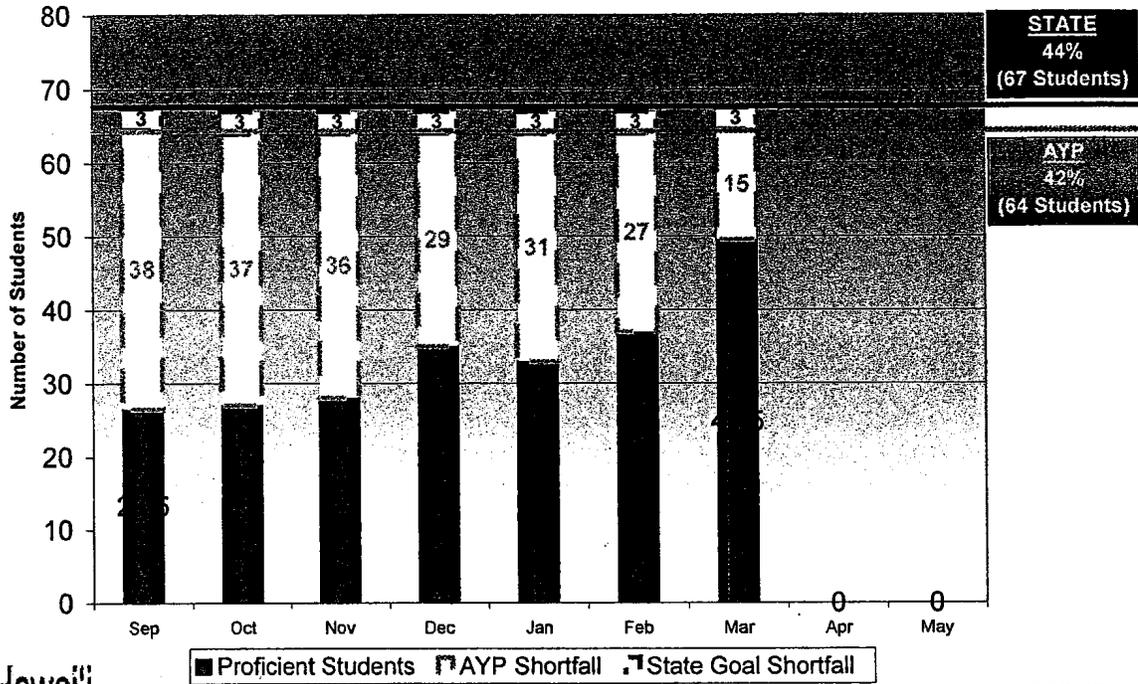
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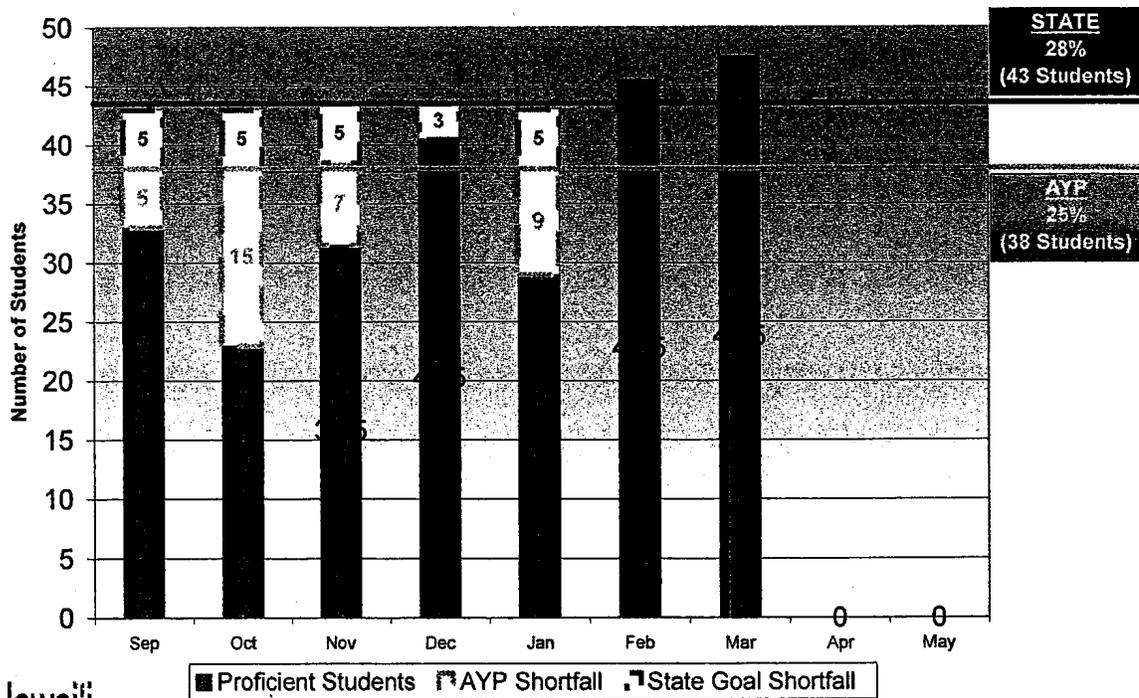


AIEA DISADV Reading Proficiency Progress Toward AYP/Safe Harbor



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AIEA DISADV Math Proficiency Progress Toward AYP/Safe Harbor



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**Key Accomplishments/Focus Areas 2006-07**

**CENTRAL MIDDLE SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>•Monitoring and servicing students in the ESLL Subgroup</li> </ul>		<ul style="list-style-type: none"> <li>•Current math program has not proven to be sufficient to ensure student mastery of grade level standards</li> <li>•Limited scheduled math instructional time – 3 out 5 instructional days</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>•Strong CC growth</li> <li>•Continued and significant progress in regards to goal and priority setting</li> </ul>	<ul style="list-style-type: none"> <li>•Very limited ESLL progress despite intensive support by Alliance and School</li> <li>•Progress in aligning curriculum</li> </ul>	<ul style="list-style-type: none"> <li>•New Math program chosen for next year</li> <li>•Schedule changes still in discussion (Close Vote)</li> <li>•Math Standard support across subject areas (Science)</li> </ul>

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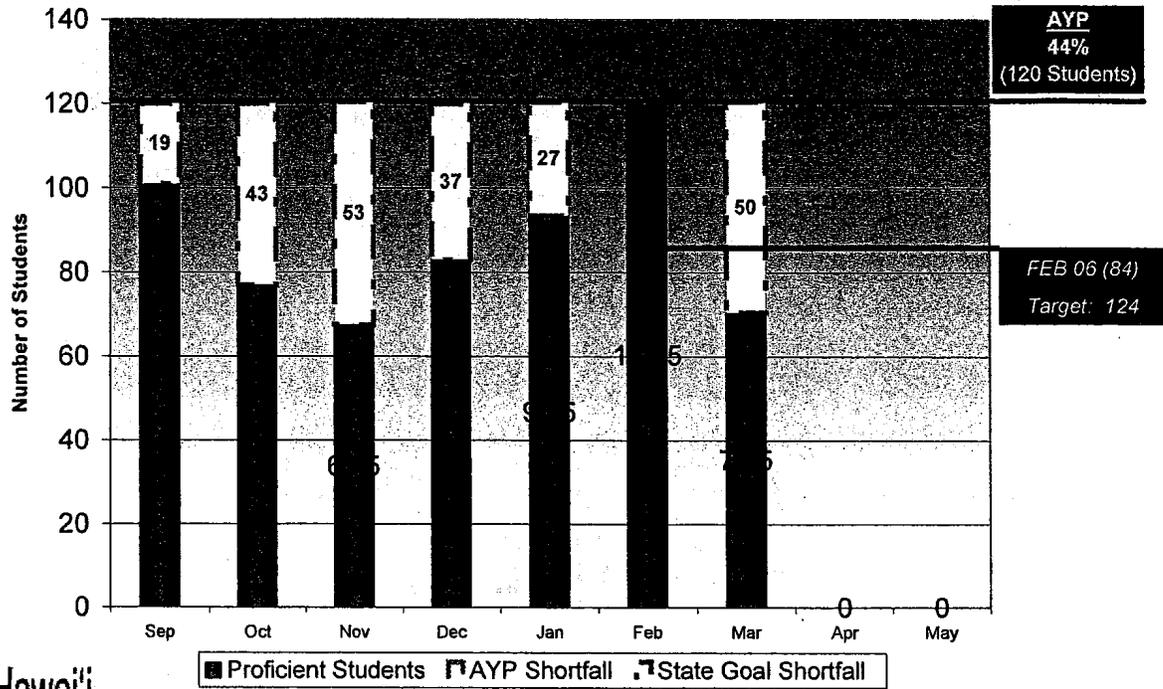


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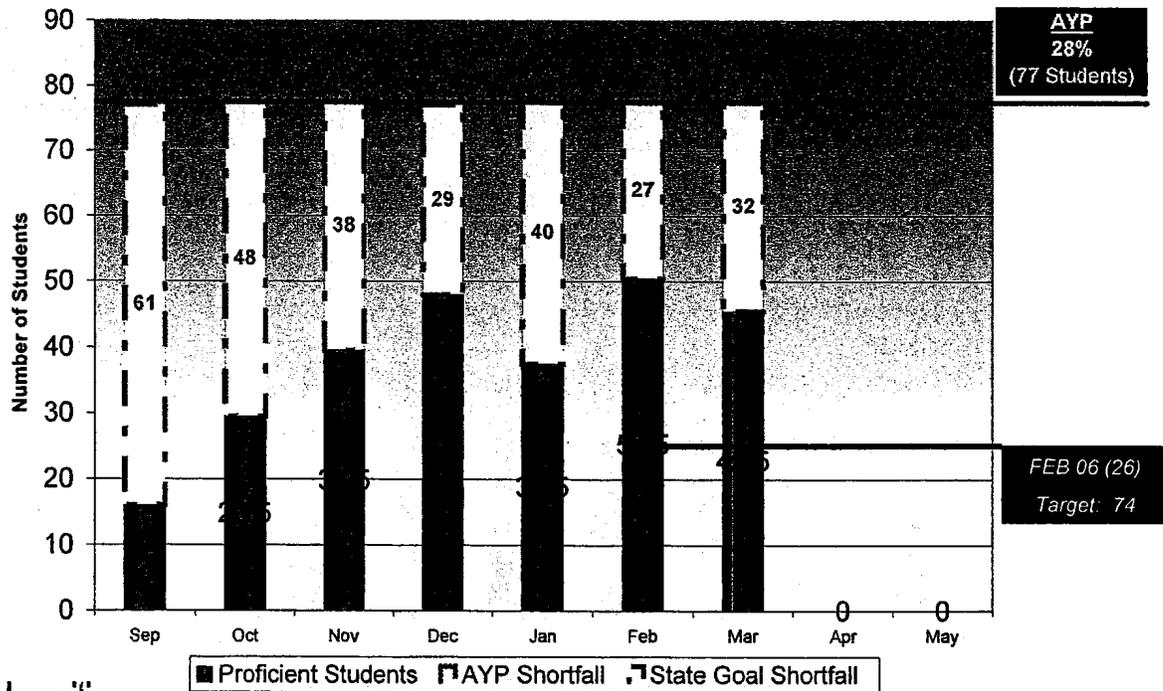
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Central (FAY) Reading Proficiency Progress Toward AYP/Safe Harbor



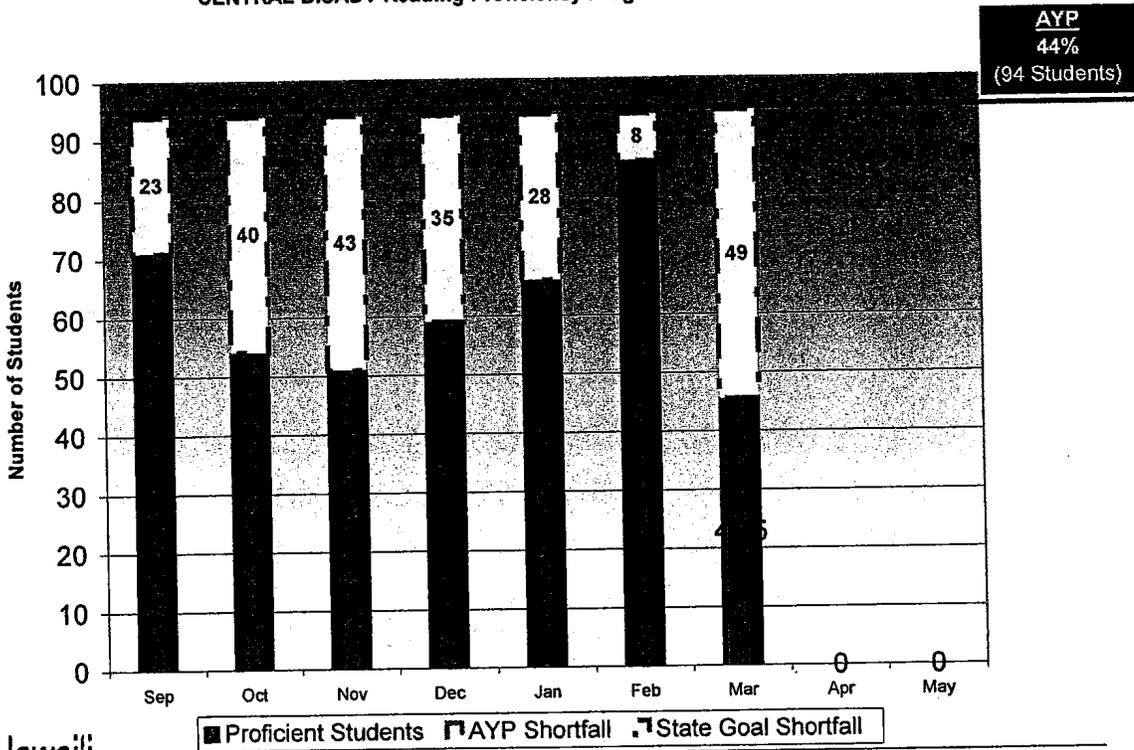
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Central (FAY) Math Proficiency Progress Toward AYP/Safe Harbor



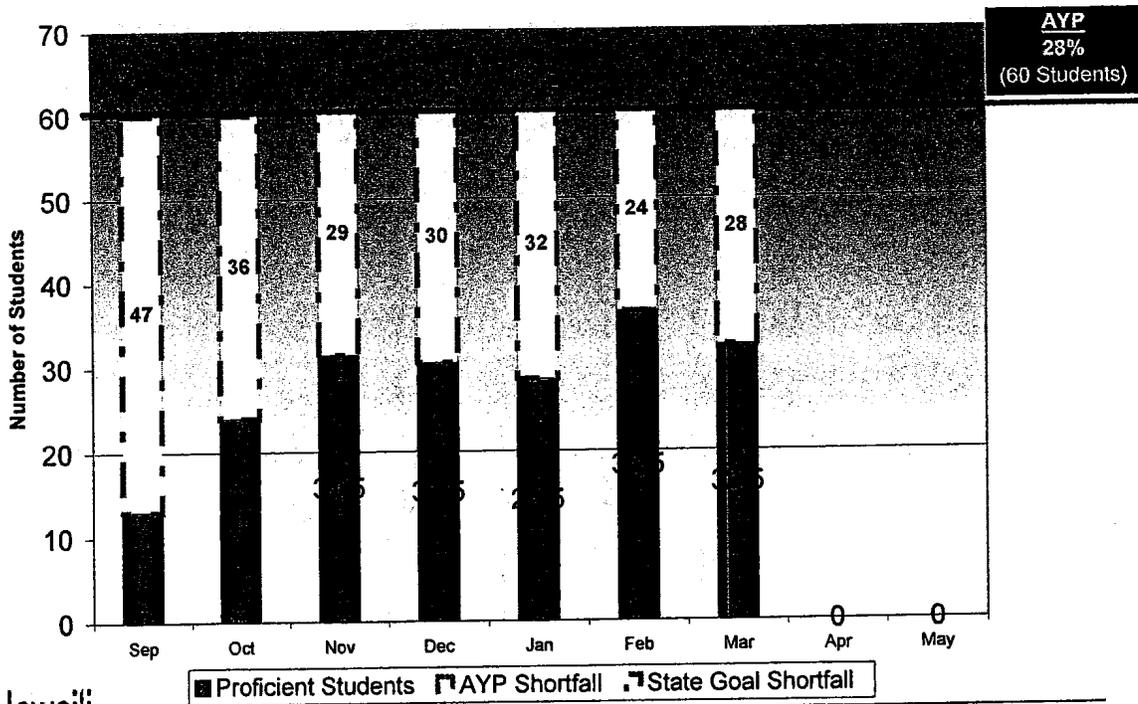
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CENTRAL DISADV Reading Proficiency Progress Toward AYP/Safe Harbor



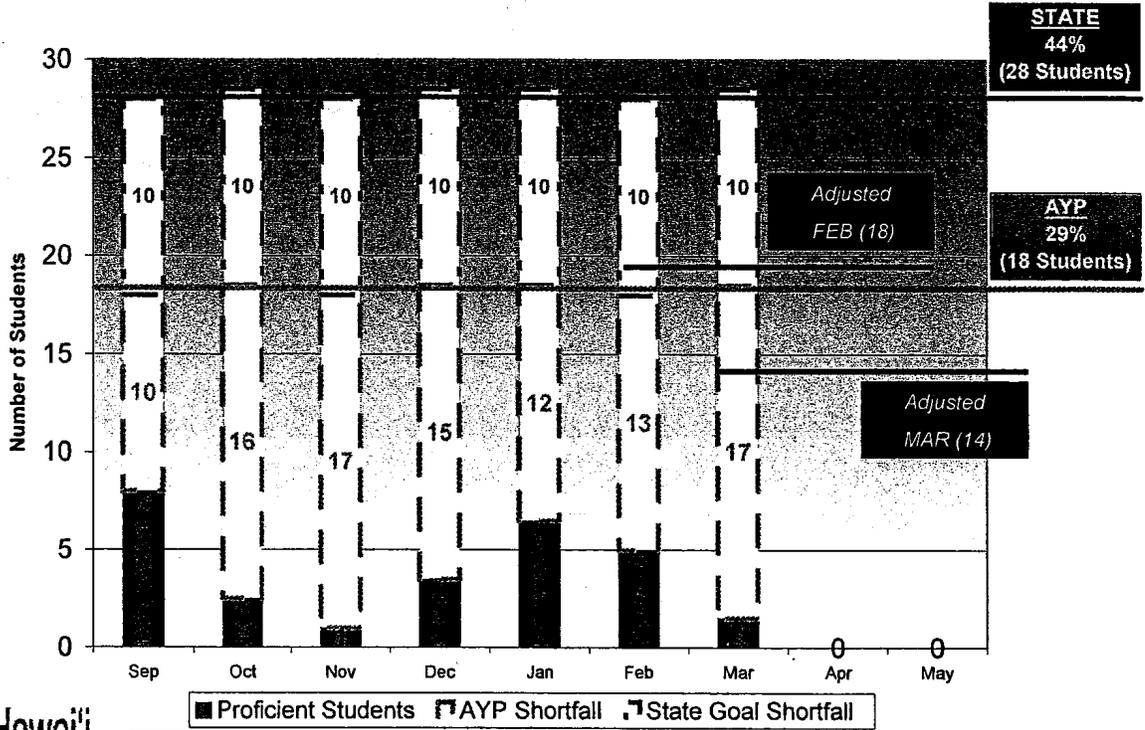
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CENTRAL DISADV Math Proficiency Progress Toward AYP/Safe Harbor



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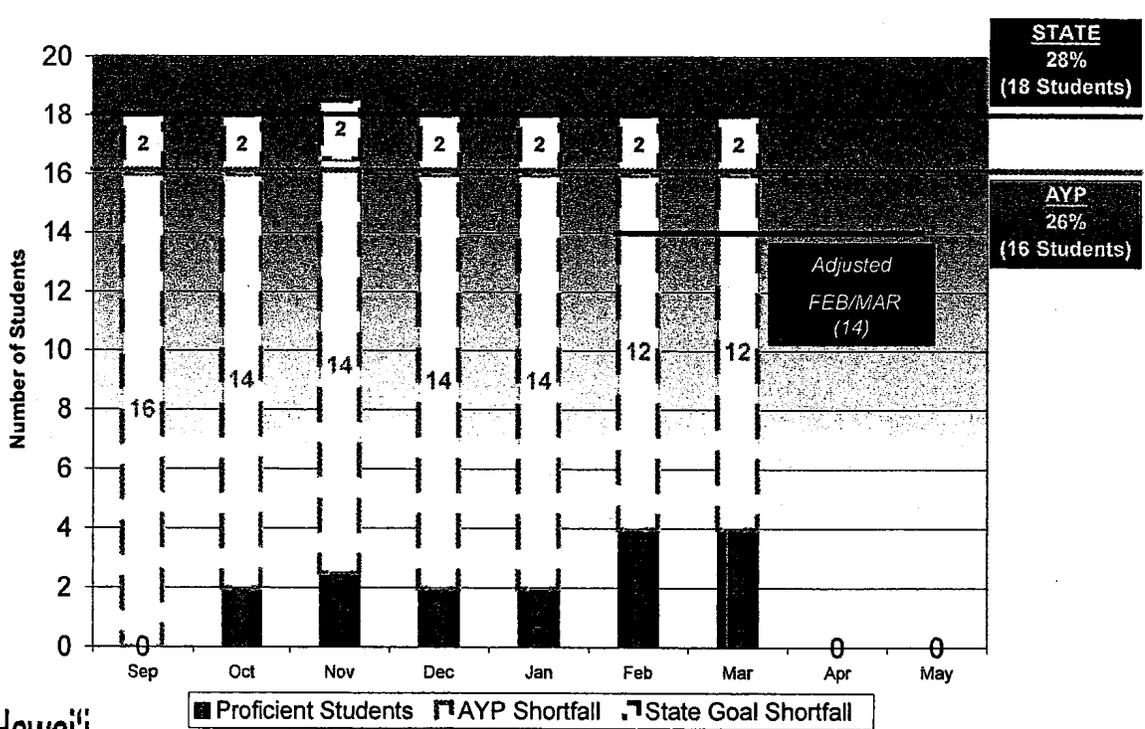
CENTRAL ESLL Reading Proficiency Progress Toward AYP/Safe Harbor



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Note: Adjustment Based on 05/06 Score Trends (21% Read, 17% Math)

CENTRAL ESLL Math Proficiency Progress Toward AYP/Safe Harbor



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Note: Adjustment Based on 05/06 Score Trends (21% Read, 17% Math)

**Key Accomplishments/Focus Areas 2006-07**

**DOLE MIDDLE SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>• School wide focus/ ownership of ESLL/SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensible instruction for ESLL students</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between Sped and Regular Ed program</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>• Areas for continued growth include data analysis and specific plans for subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Eighth grade team struggling with implementation of school-wide expectations and aligning content and pacing</li> <li>• ESLL students continue to be a challenge, especially those in mainstream classes</li> </ul>	<ul style="list-style-type: none"> <li>• Math teachers in 8th grade show less commitment to the school wide plan and expectations.</li> <li>• Special Ed and ESLL alignment is also still a work in progress</li> </ul>

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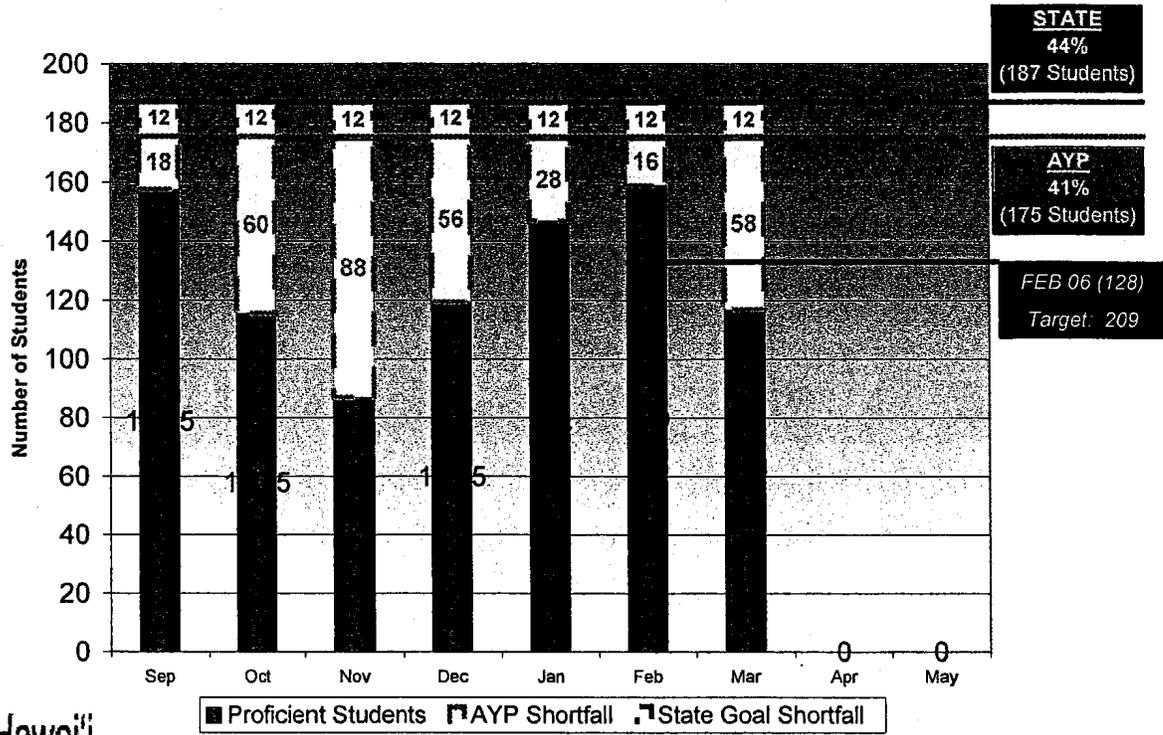
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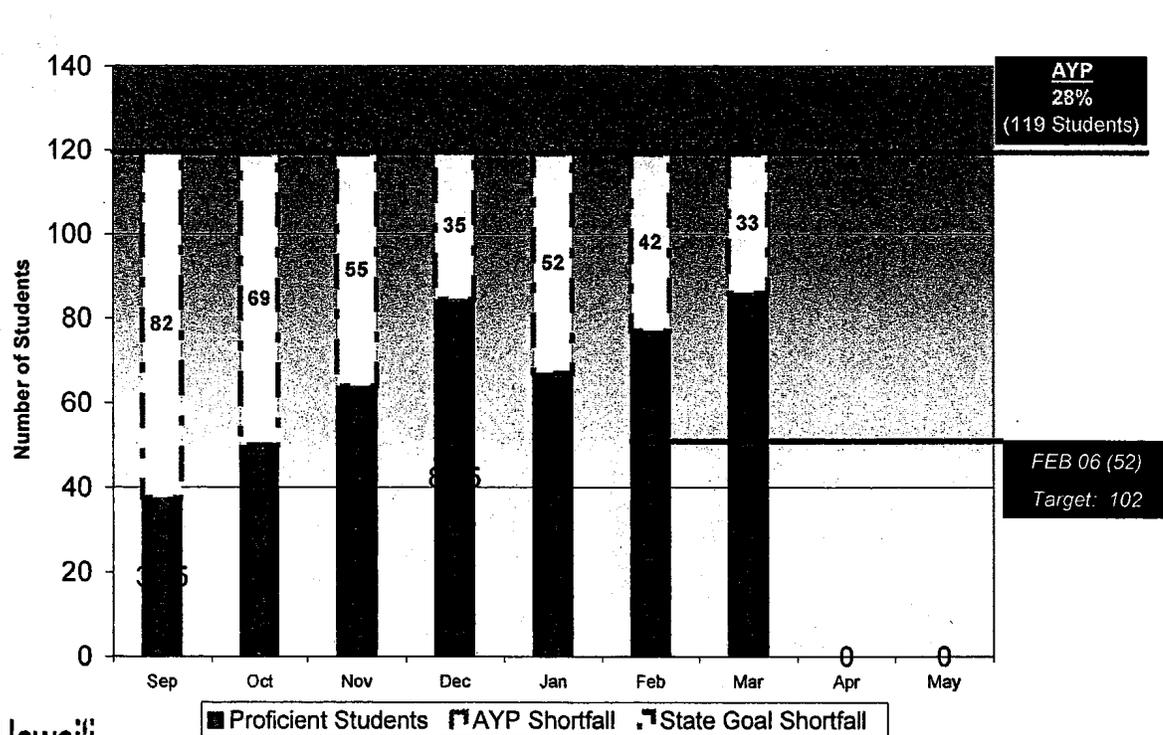
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DOLE FAY Reading Proficiency Progress Toward AYP/Safe Harbor



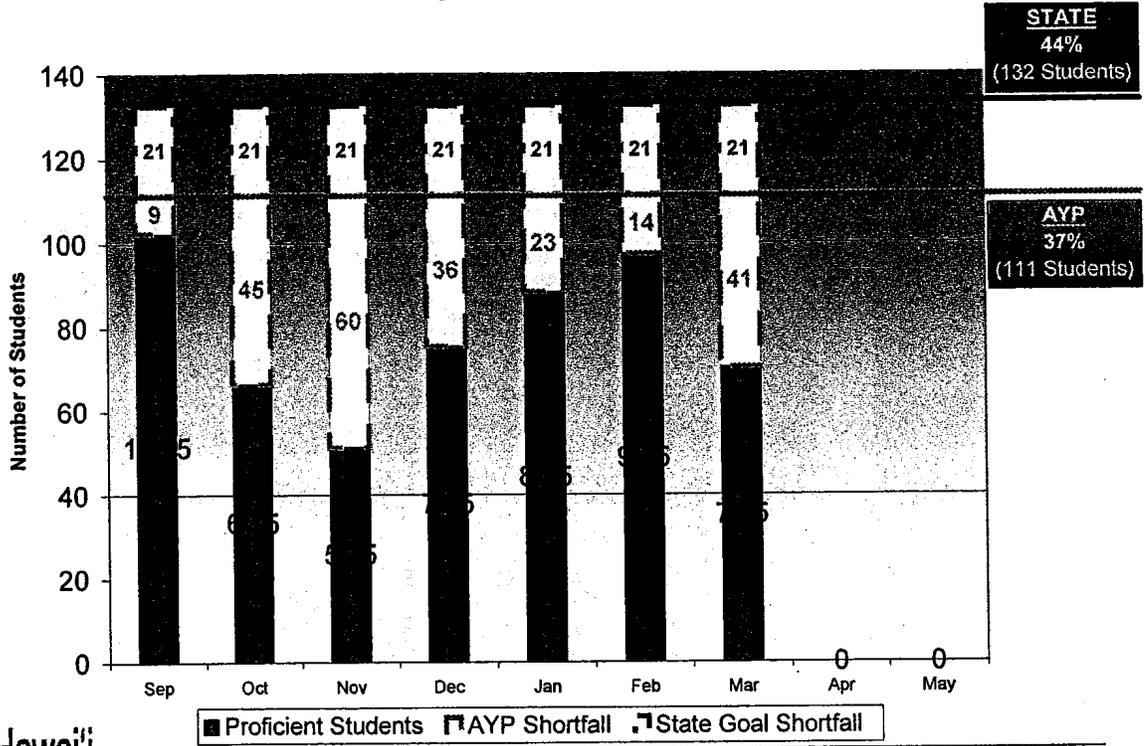
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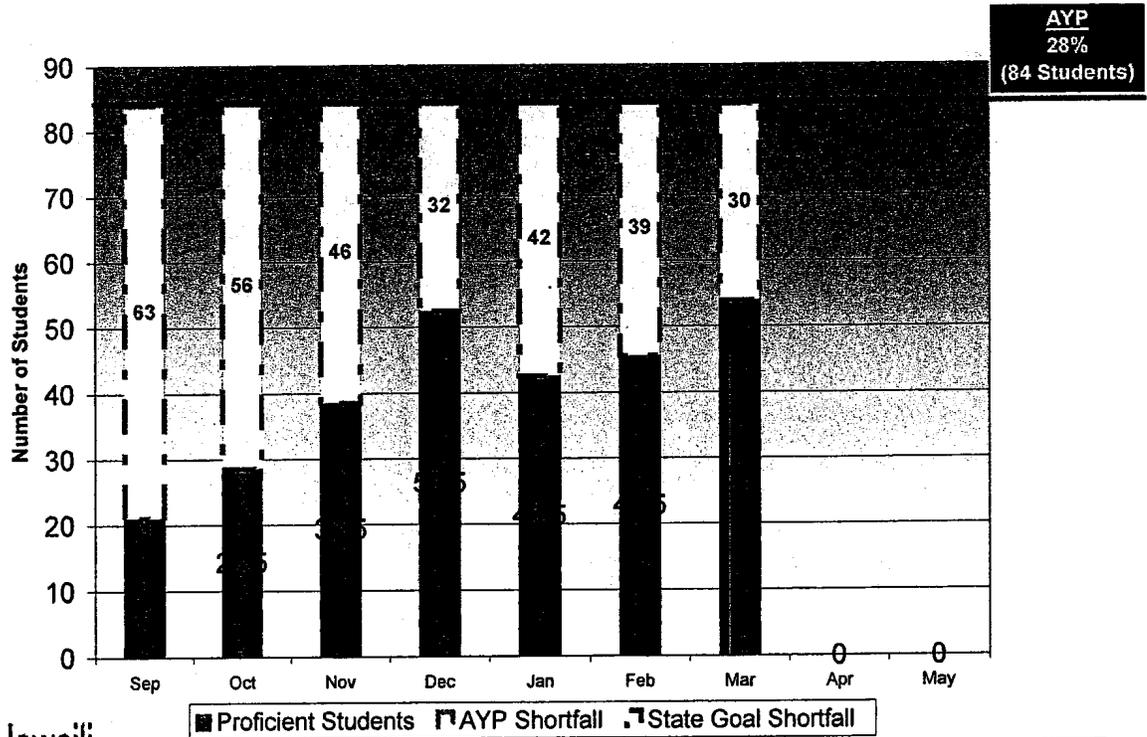
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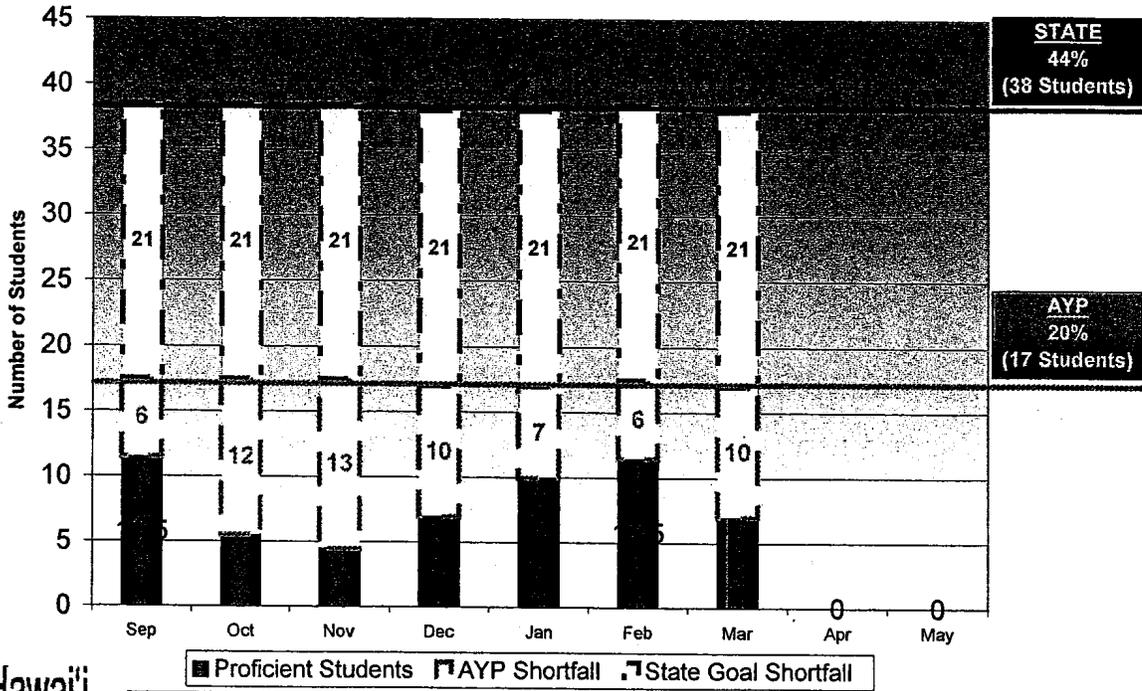
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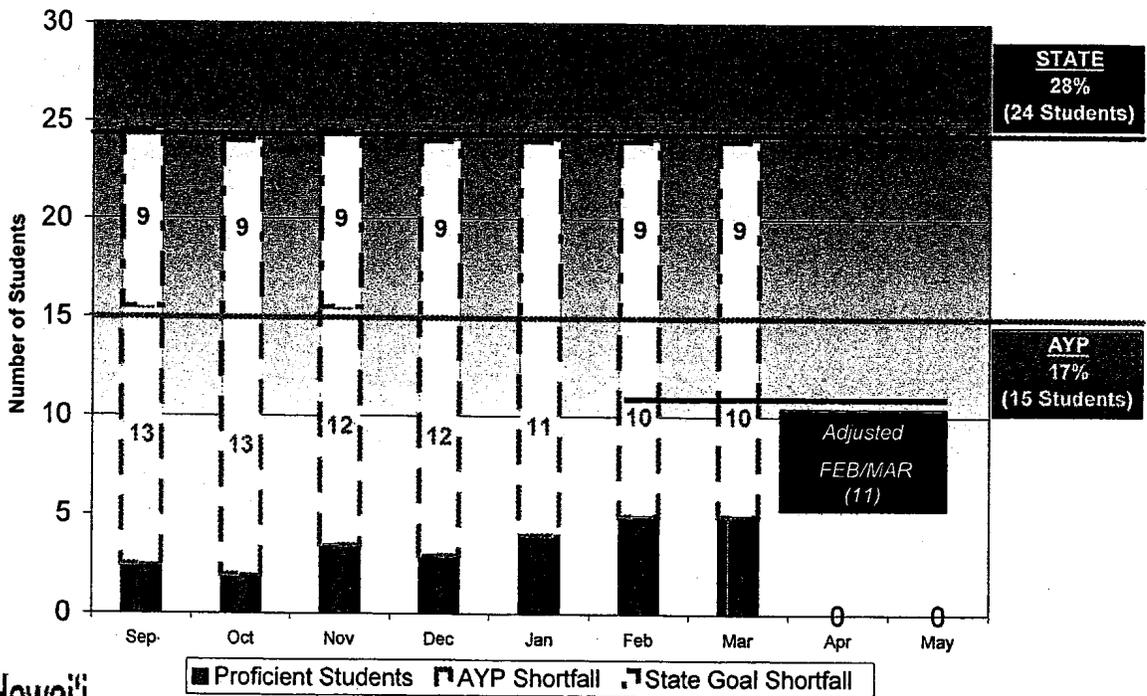
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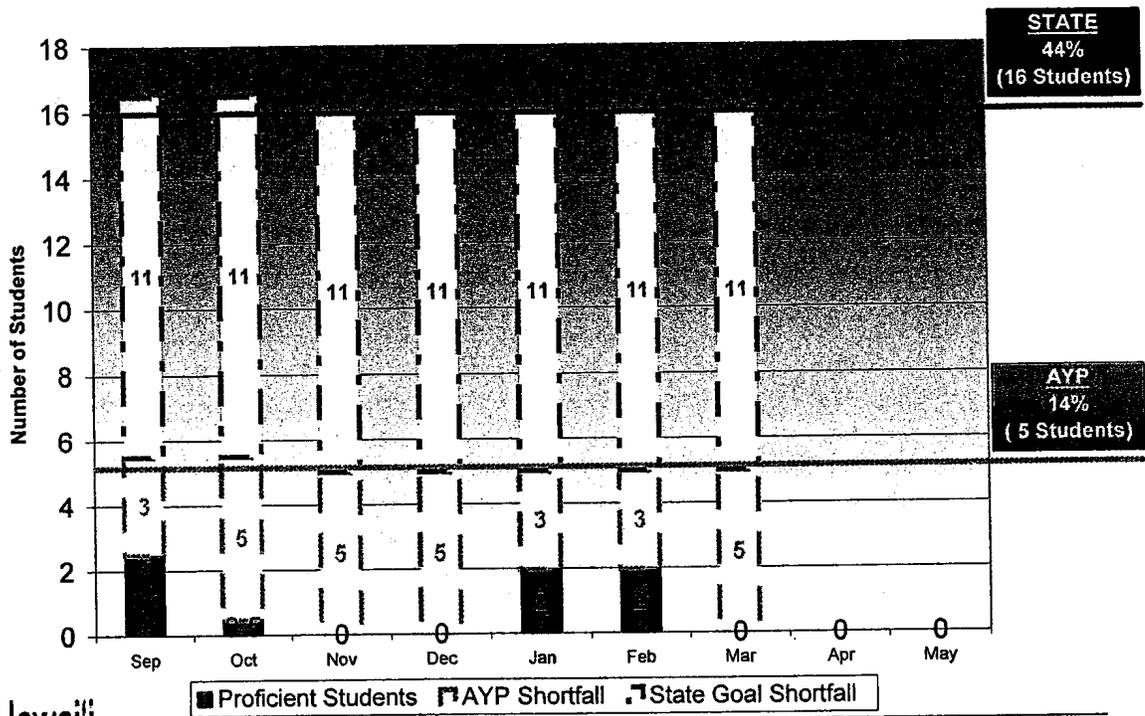
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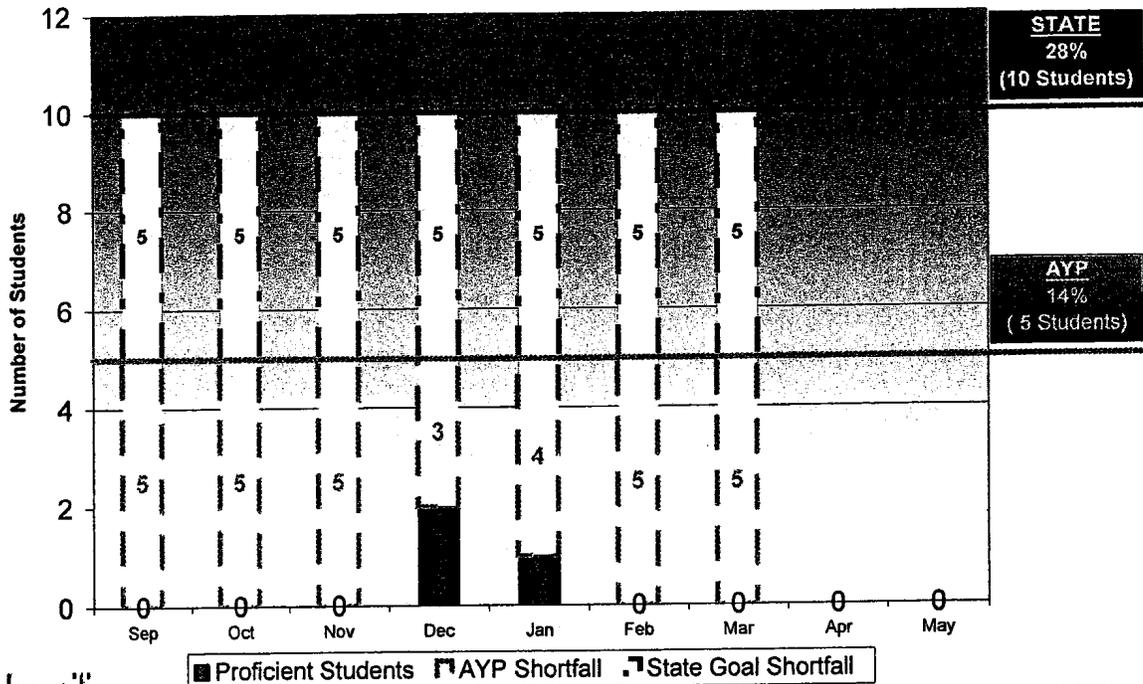
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DOLE SPED Reading Proficiency Progress Toward AYP/Safe Harbor



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DOLE SPED Math Proficiency Progress Toward AYP/Safe Harbor



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**Key Accomplishments/Focus Areas 2006-07**

**JARRETT MIDDLE SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>• Empowered leadership team</li> <li>• Smooth leadership transition</li> <li>• SPED involved in grade level and department meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of a formal language arts curriculum is causing disconnects within department.</li> </ul>	<ul style="list-style-type: none"> <li>• Math class is only 52 minutes 4 out of 5 days. This leaves little time for interventions for students who are behind.</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>• Continued smooth transition of leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Department determined way to formalize the curriculum across grade levels to ensure consistency</li> <li>• New Department Chair</li> <li>• SPED involved in grade level and department meetings</li> <li>• Cross subject articulation</li> </ul>	<ul style="list-style-type: none"> <li>• Limited instructional time has been changed in the new schedule for next year</li> <li>• Question of extent of cooperation/alignment between grade level teachers</li> </ul>

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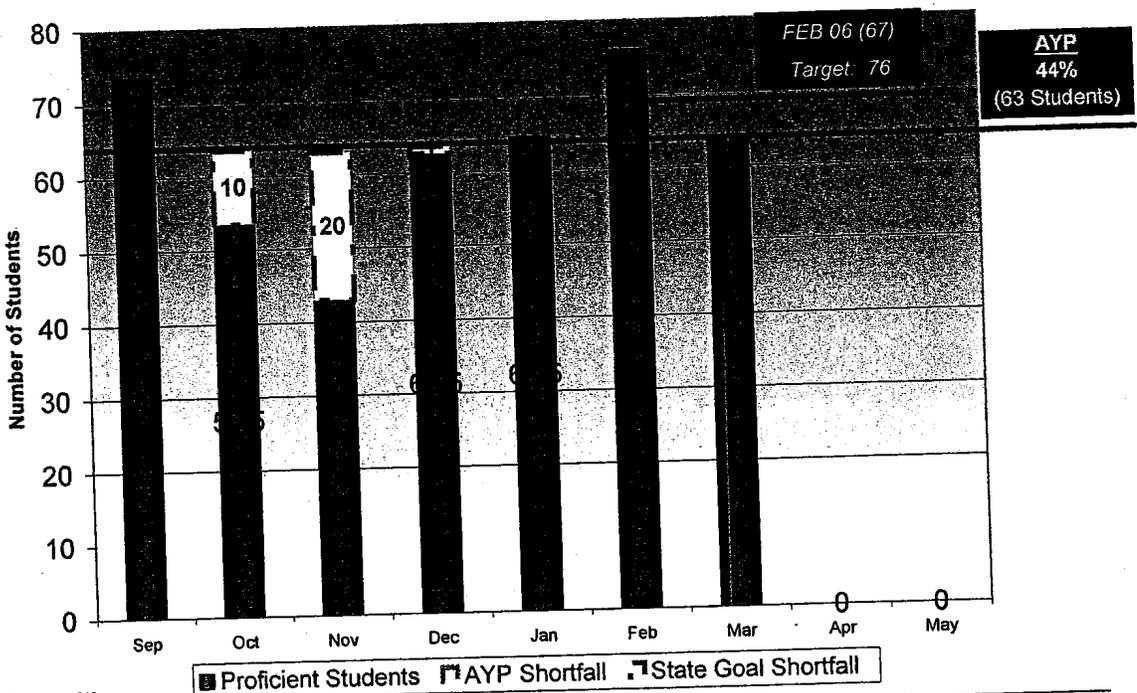


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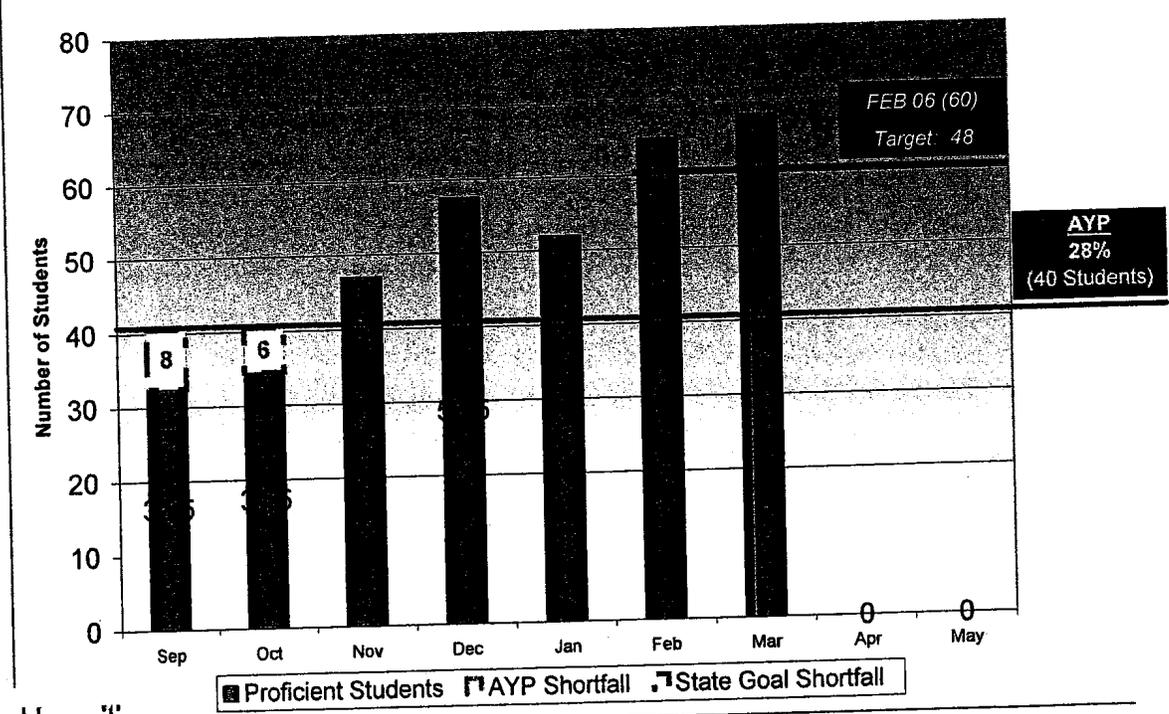
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JARRETT FAY Reading Proficiency Progress Toward AYP/Safe Harbor



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JARRETT FAY Math Proficiency Progress Toward AYP/Safe Harbor



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**Key Accomplishments/Focus Areas 2006-07**

**KAHULUI ELEMENTARY SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>•SPED implementation</li> <li>•Limited use of manipulatives</li> </ul>		
<b>Update</b>	<ul style="list-style-type: none"> <li>•Plans have been made for implementation of tutoring for targeted SPED students, ELL focus concerns</li> <li>•SPED continues to under perform when compared to the overall school population. Investigating new approach</li> </ul>	<ul style="list-style-type: none"> <li>•The school is beginning to work with centers and small groups to work on focused intervention skills.</li> <li>•Targeted SPED students are receiving tutoring four times per week from the curriculum coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>•Increased classroom involvement by ESLL coordinators</li> <li>•Continued need for increased manipulative use</li> </ul>

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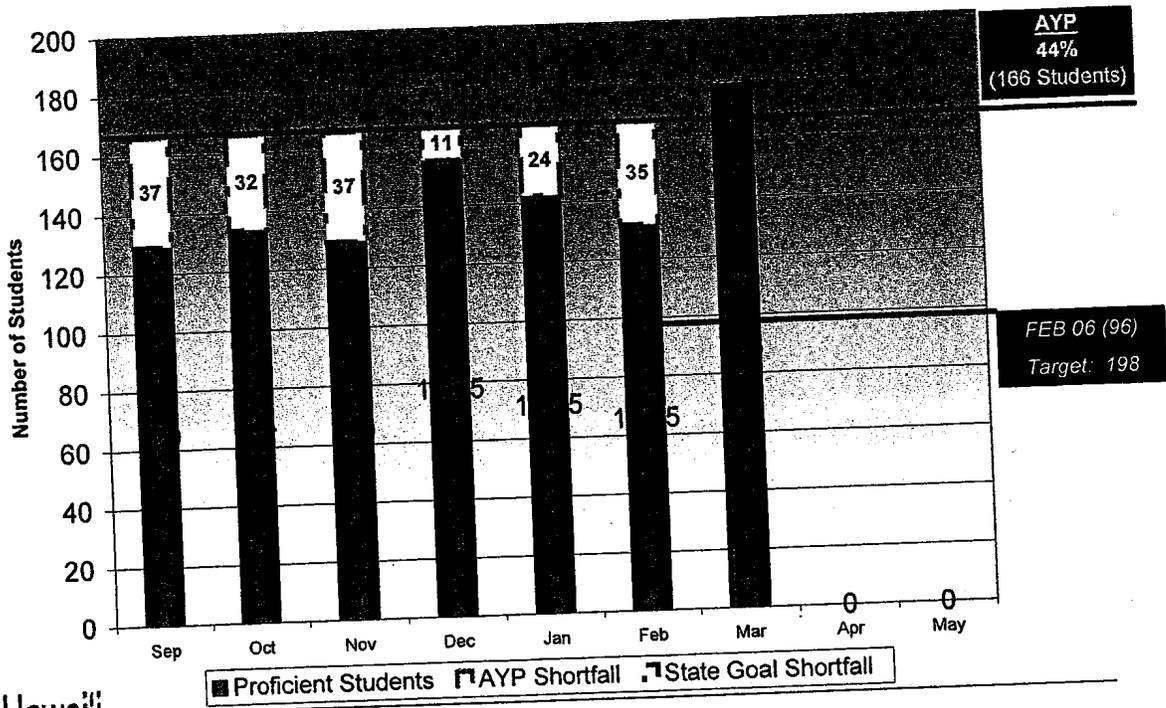
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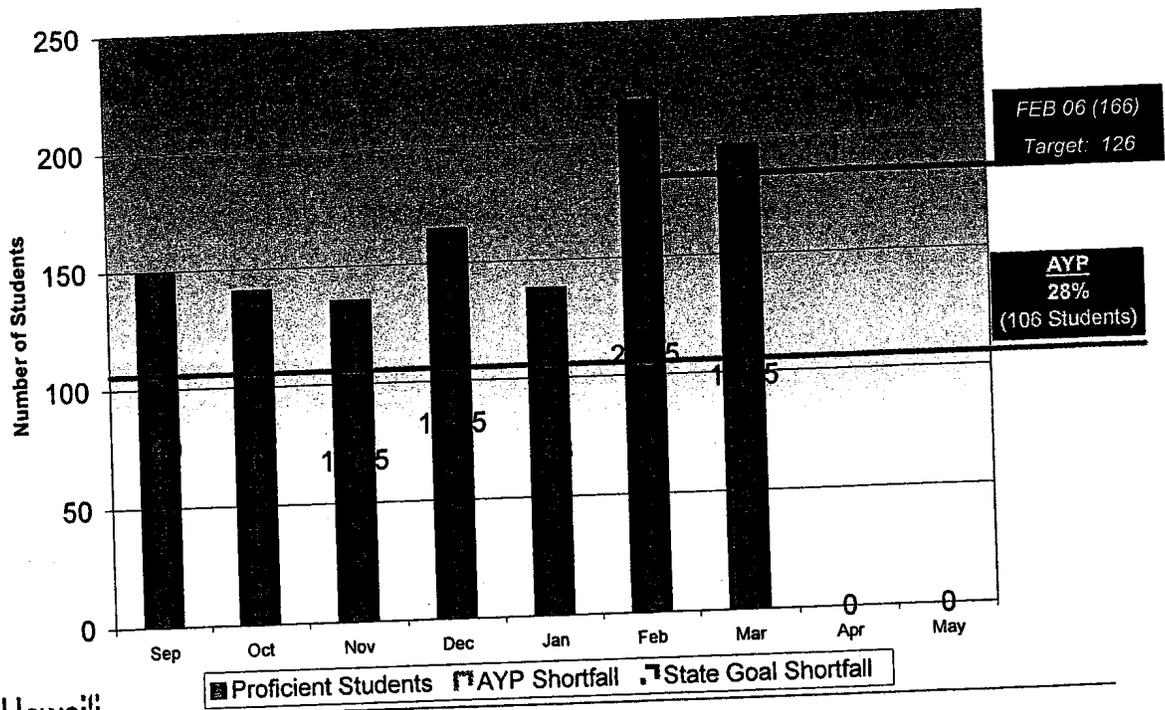
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KAHULUI FAY Reading Proficiency Progress Toward AYP/Safe Harbor



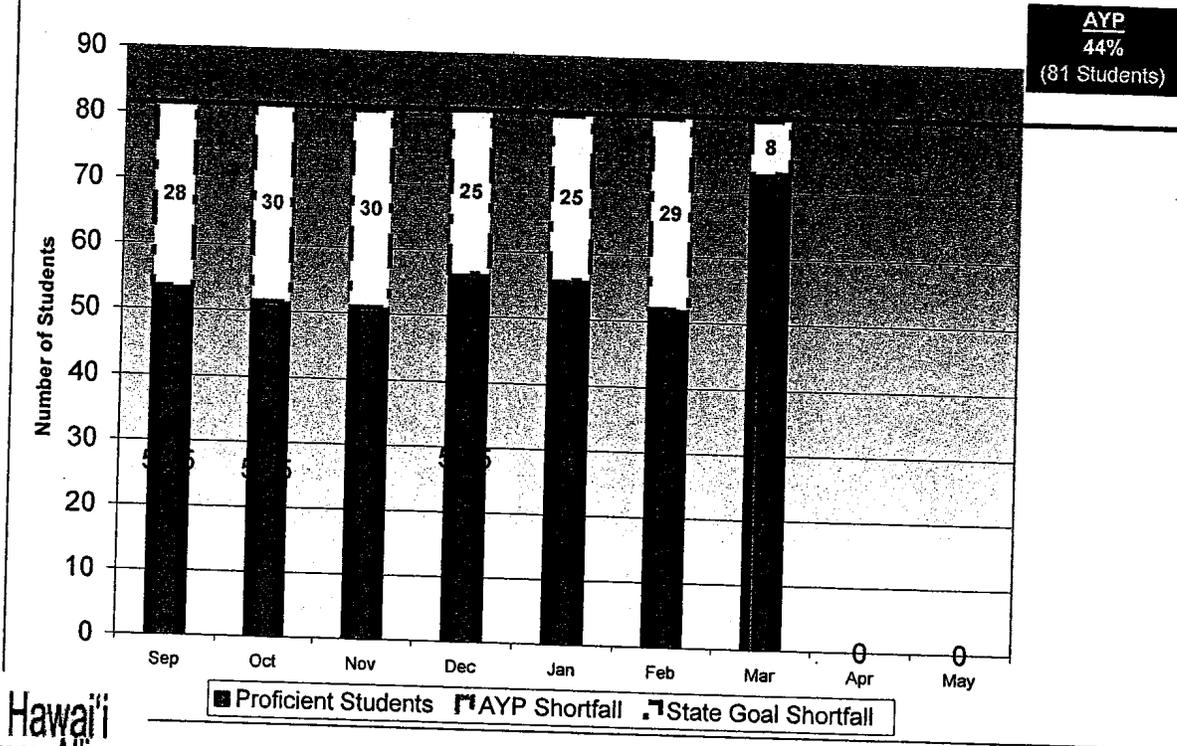
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KAHULUI FAY Math Proficiency Progress Toward AYP/Safe Harbor



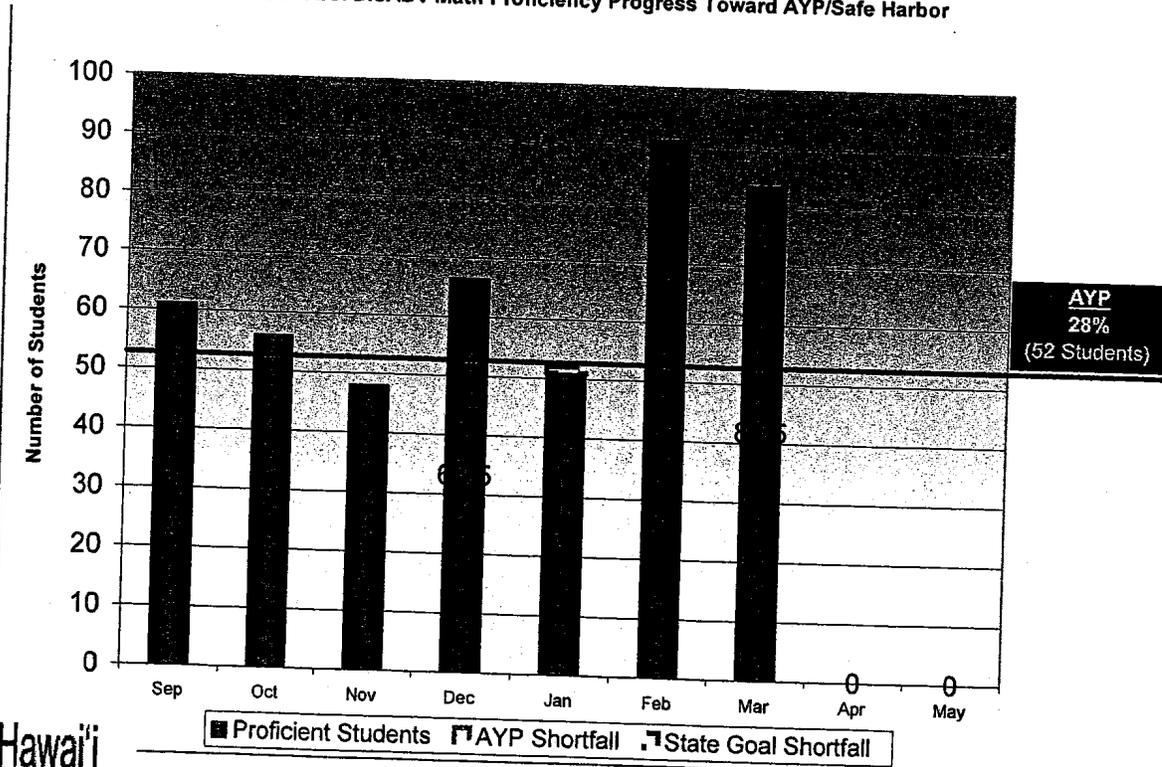
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KAHULUI DISADV Reading Proficiency Progress Toward AYP/Safe Harbor



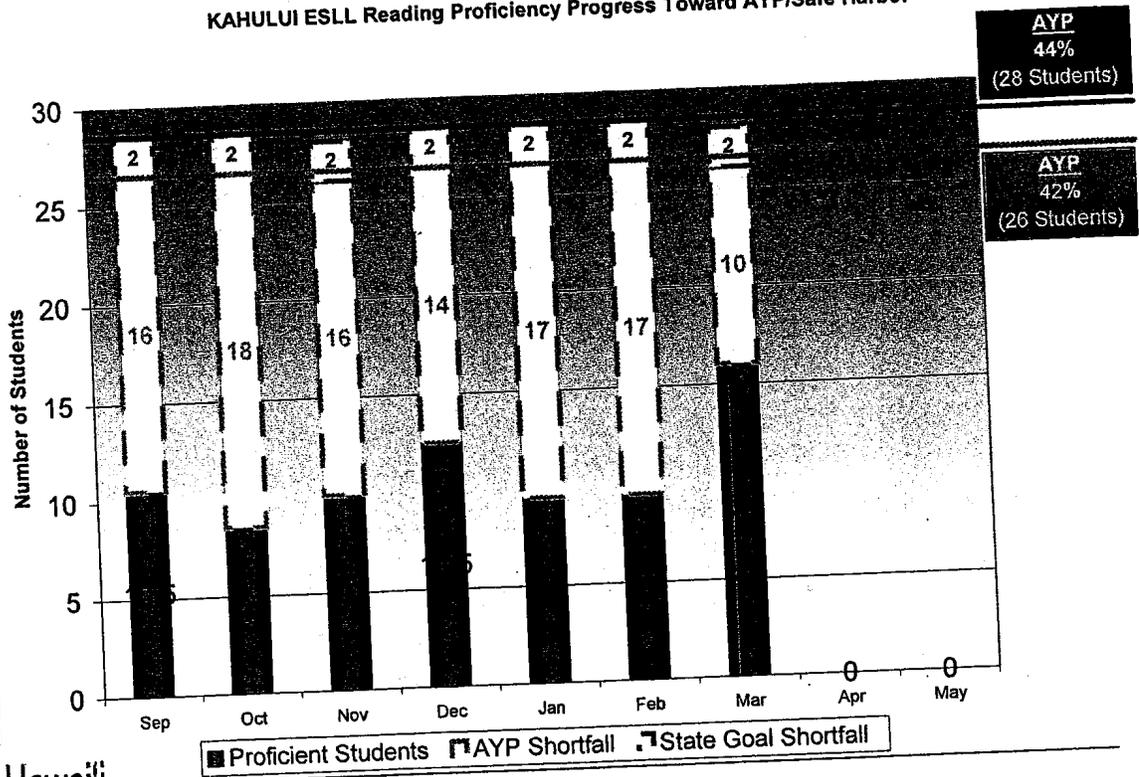
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KAHULUI DISADV Math Proficiency Progress Toward AYP/Safe Harbor



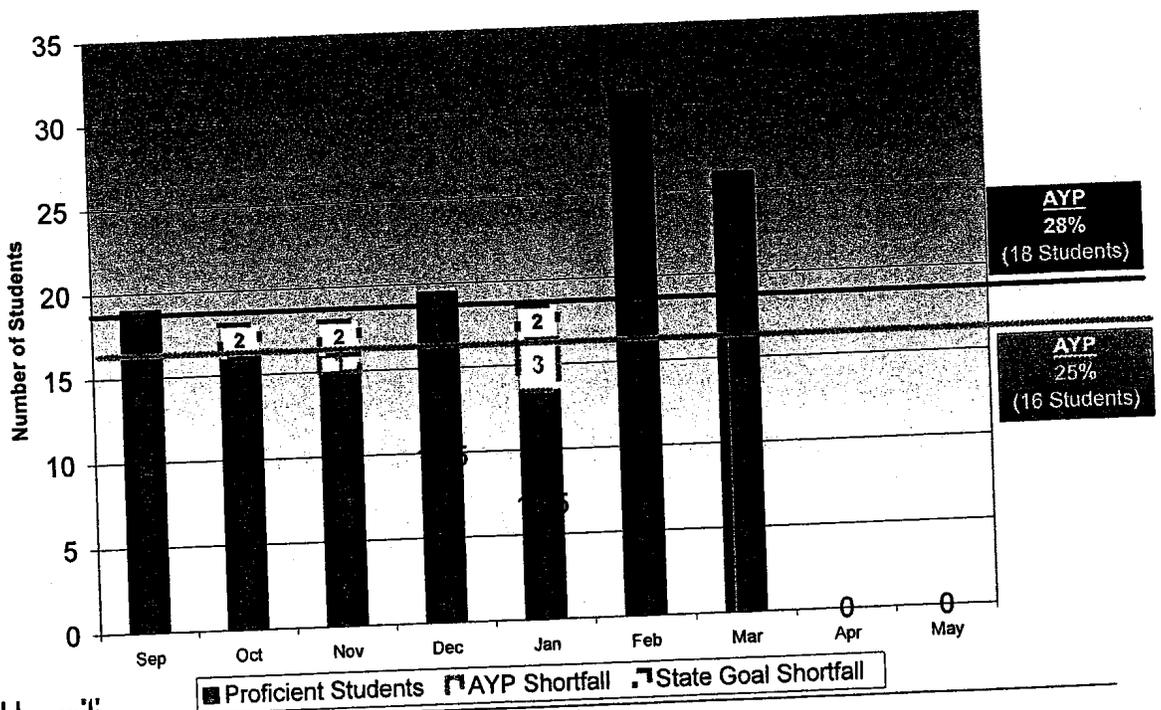
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KAHULUI ESLL Reading Proficiency Progress Toward AYP/Safe Harbor



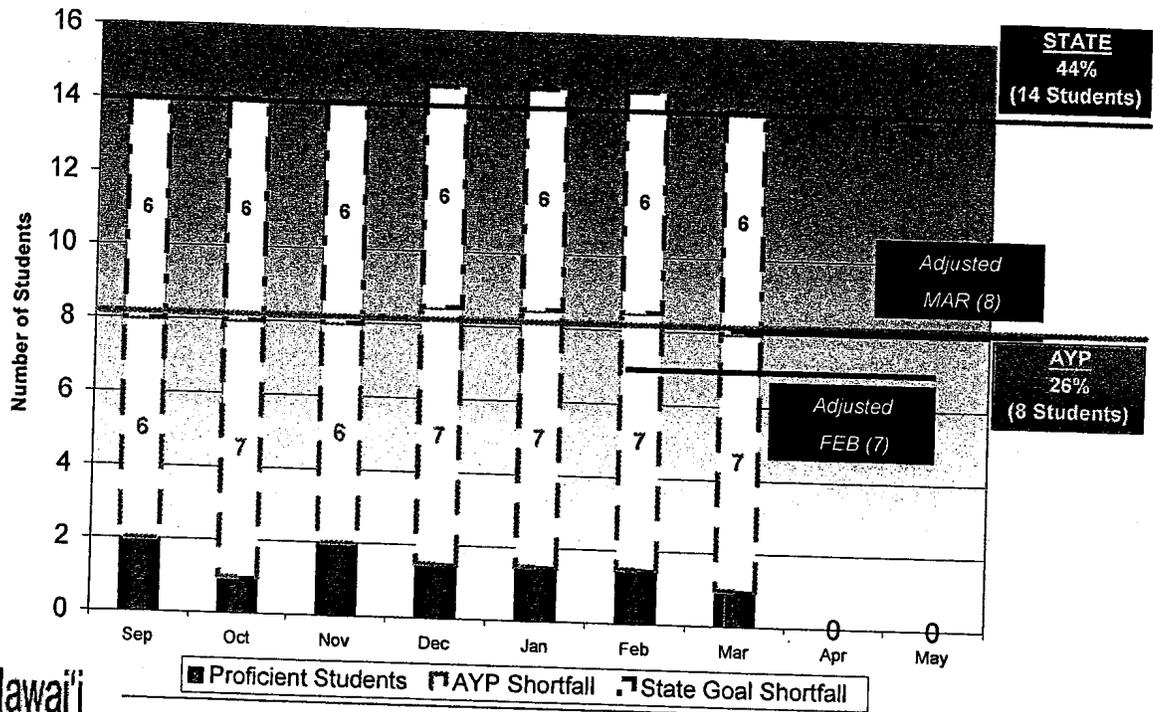
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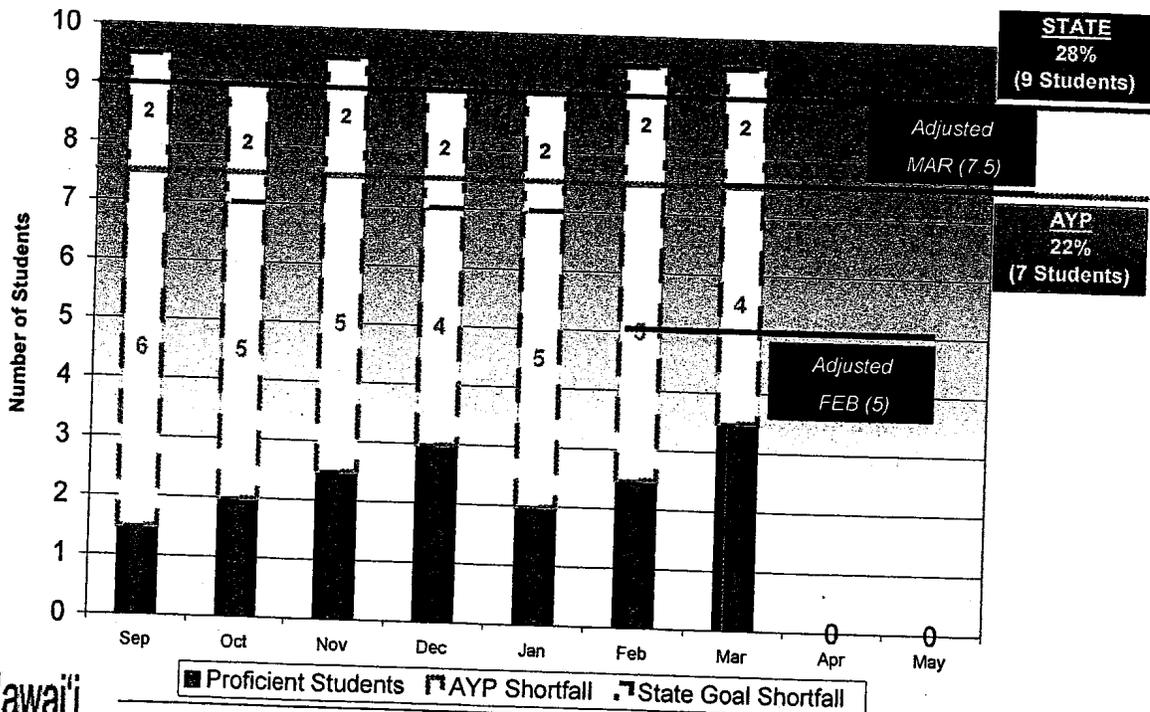
**KAHULUI SPED Reading Proficiency Progress Toward AYP/Safe Harbor**



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Note: Adjustment Based on 05/06 Score Trends

**KAHULUI SPED Math Proficiency Progress Toward AYP/Safe Harbor**



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Note: Adjustment Based on 05/06 Score Trends

**Key Accomplishments/Focus Areas 2006-07**

**PALOLO ELEMENTARY SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>• PD focus needs to be more on practical interventions vs. theory</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of teacher generated constructed responses and inter-rated reliability.</li> </ul>	<ul style="list-style-type: none"> <li>• Placements of students in homogeneous groups.</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>• Greater emphasis on follow up activities to PD</li> <li>• PD focus on practical instructional strategies vs. theory</li> <li>• Alliance Math/Reading conducting data analysis at teacher level</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman – school is already working with the new version for</li> <li>• Weeks at a glance include CRs</li> <li>• Constructed Response switch to AIR questions</li> <li>• 5<sup>th</sup> grade to heterogeneous grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Homogeneous ending in fall</li> <li>• Additional teaching support in tested grades</li> <li>• Math CC instructing small groups and developing intervention strategies</li> </ul>

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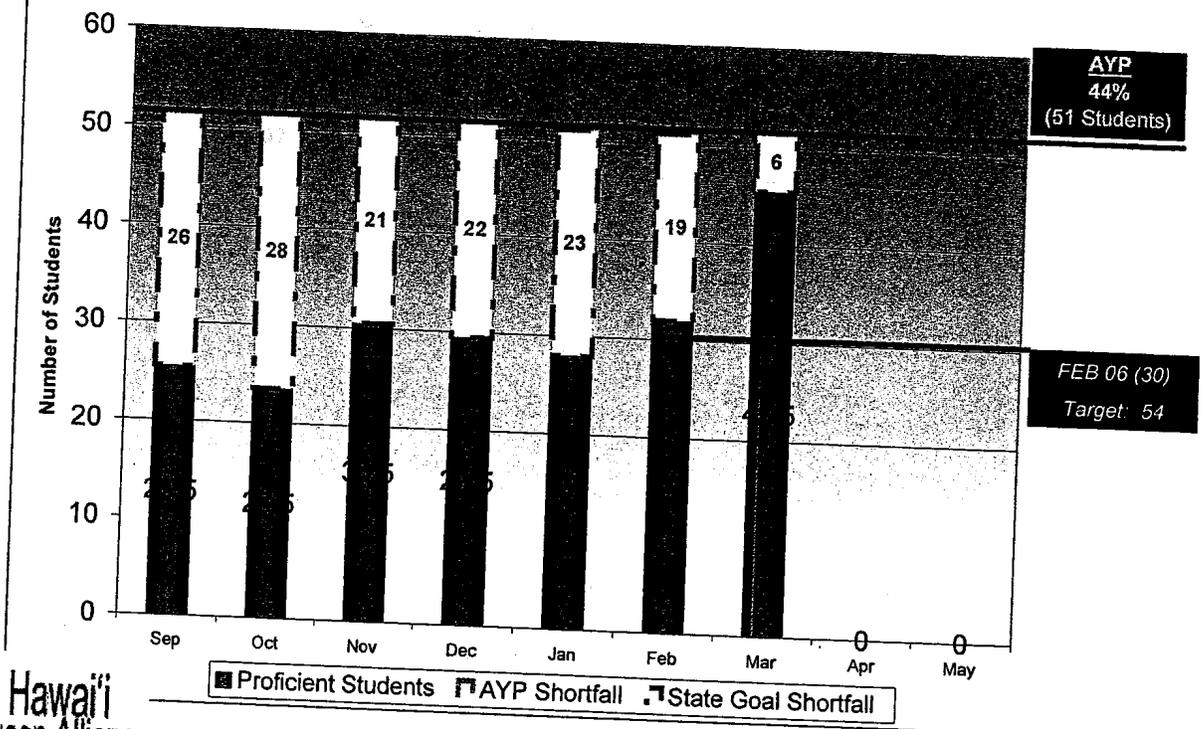
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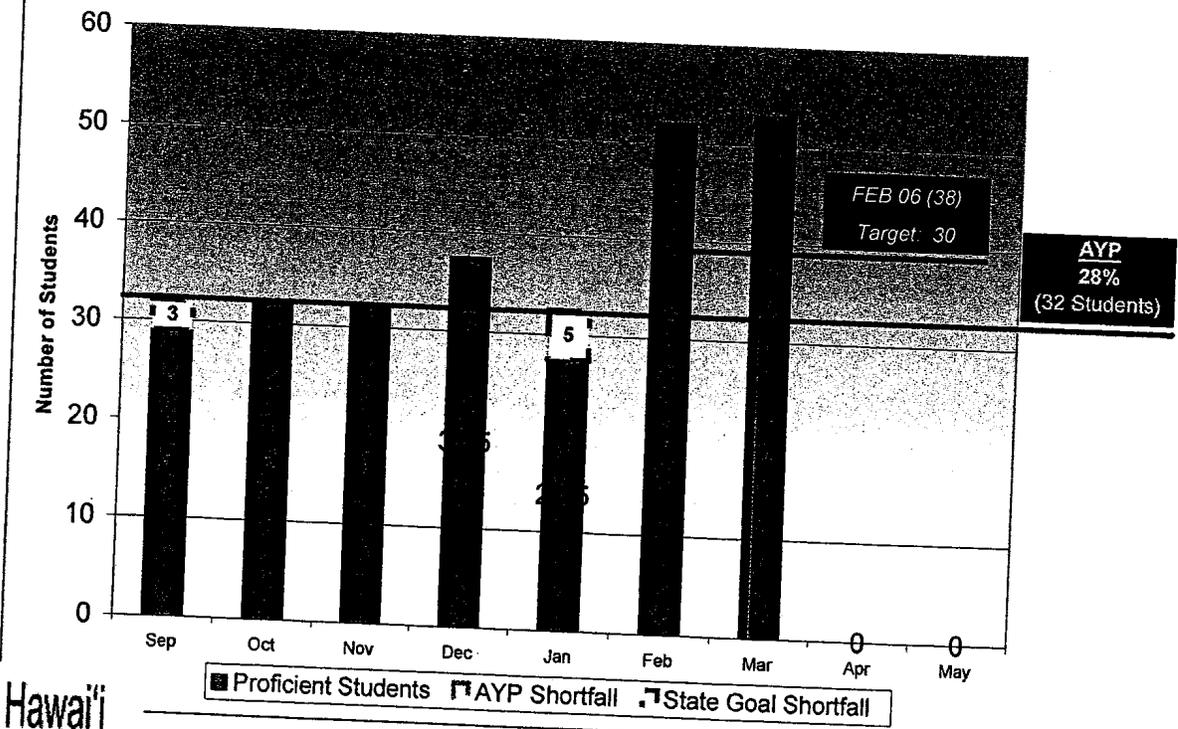
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PALOLO FAY Reading Proficiency Progress Toward AYP/Safe Harbor



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PALOLO FAY Math Proficiency Progress Toward AYP/Safe Harbor



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**Key Accomplishments/Focus Areas 2006-07**

**PA'IA ELEMENTARY SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>• Immersion teacher shortage necessitating coverage by other grade level teachers</li> </ul>		<ul style="list-style-type: none"> <li>• Inconsistently taught for full 60 minute block</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>• Leadership continuing to improve especially in the area of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers trained this quarter on utilizing constructed responses</li> <li>• Working on identifying item specific rubrics and a consistent constructed response scoring standard</li> <li>• Intervention groups started for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>• Working on increased use of manipulatives</li> <li>• Pacing on track</li> </ul>

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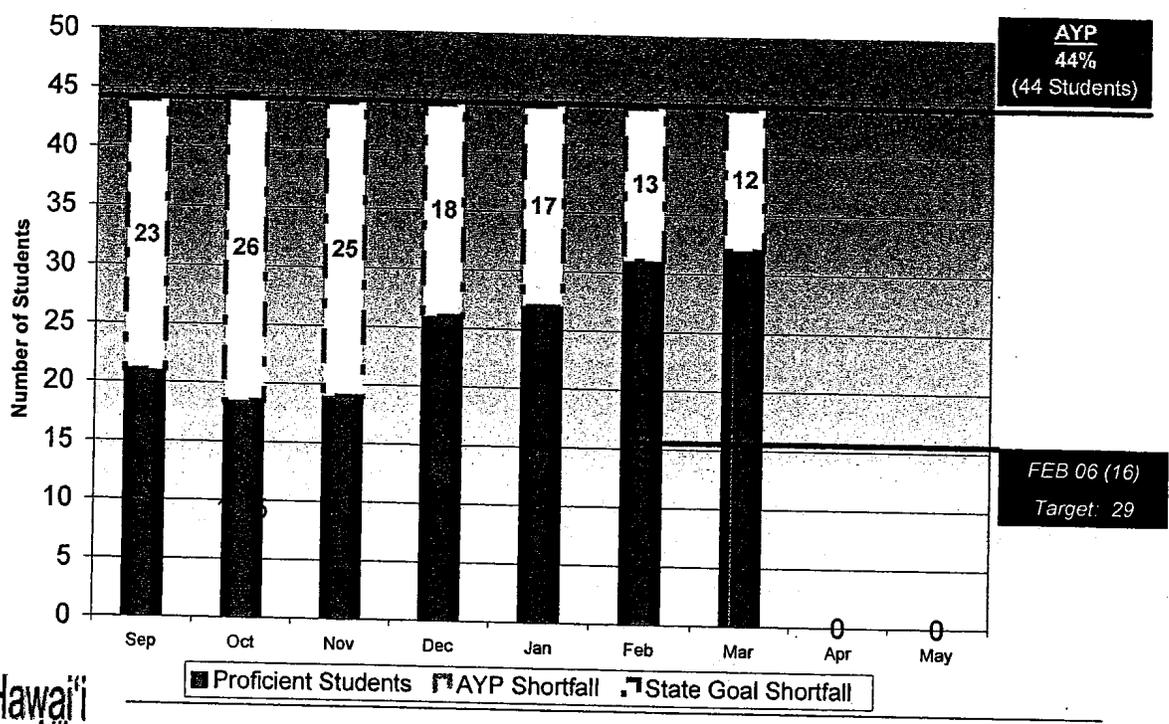


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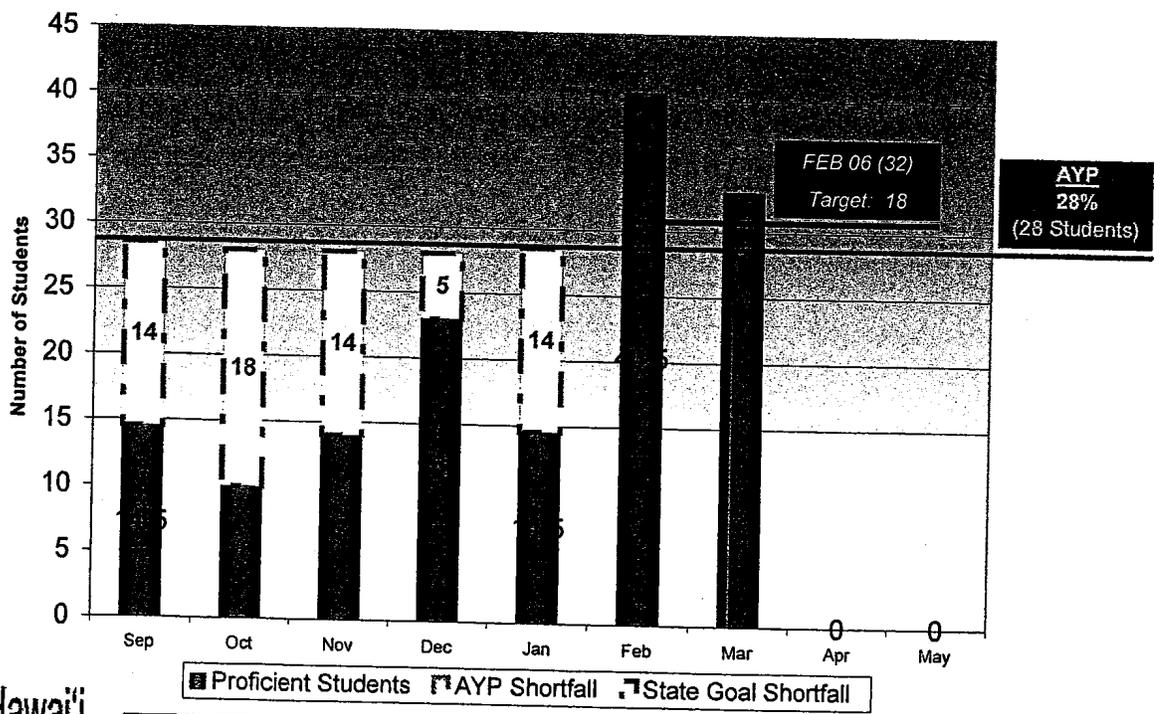
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Pa'ia FAY Reading Proficiency Progress Toward AYP/Safe Harbor



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Pa'ia FAY Student Math Proficiency Progress Toward AYP/Safe Harbor



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## Alliance Year 1 School HSA Predictions for 2006/7

Predictions are Edison Benchmark Assessment based estimations of performance toward overall AYP goals. These estimations are not meant to accurately predict specific final proficiency scores, especially in cases where schools are scoring above 100% of AYP goals.

School	Group	Subject	2004/5	2005/6	2006/7 Goal	Tracking (F/M)	% of Goal	* AYP Prediction
ILIMA INTERMEDIATE	All Students	Reading	27%	34%	44%	39%	87%	MAKE
		Math	11%	21%	28%	14%	50%	NOT MAKE
	Disadvantaged	Reading	20%	29%	36%	32%	88%	MAKE
		Math	9%	16%	26%	11%	42%	NOT MAKE
	SPED	Reading	N/A	10%	19%	8%	43%	NOT MAKE
		Math	N/A	9%	18%	3%	17%	NOT MAKE
KA'ALA ELEMENTARY	All Students	Reading	46%	42%	44%	29%	65%	BUBBLE
		Math	17%	12%	21%	43%	204%	MAKE
	Disadvantaged	Reading	37%	37%	44%	25%	56%	BUBBLE
		Math	16%	9%	18%	38%	211%	MAKE
KALIHU ELEMENTARY	All Students	Reading	29%	40%	44%	34%	76%	MAKE
		Math	9%	21%	28%	44%	158%	MAKE
	Disadvantaged	Reading	31%	34%	41%	28%	67%	BUBBLE
		Math	10%	16%	25%	40%	160%	MAKE
LIHIKAI ELEMENTARY	All Students	Reading	48%	46%	44%	35%	78%	MAKE
		Math	27%	29%	28%	46%	164%	MAKE
	Disadvantaged	Reading	38%	38%	44%	23%	51%	NOT MAKE
		Math	17%	21%	28%	34%	122%	MAKE
	SPED	Reading	N/A	22%	30%	21%	71%	BUBBLE
		Math	N/A	16%	26%	17%	63%	NOT MAKE
	ESL	Reading	N/A	24%	34%	5%	15%	NOT MAKE
		Math	N/A	13%	20%	38%	188%	MAKE
WAIMANALO K-8	All Students	Reading	34%	32%	39%	35%	90%	MAKE
		Math	17%	18%	28%	30%	106%	BUBBLE

Notes: \*

ELEMENTARY

READING Estimate Assumes 75% Goal Threshold as Reaching AYP GOAL  
 MATH Estimate Assumes 130% Goal Threshold as Reaching AYP GOAL

MIDDLE

READING Estimate Assumes 85% Goal Threshold as Reaching AYP GOAL  
 MATH Estimate Assumes 85% Goal Threshold as Reaching AYP GOAL

Math Results

Final Proficiency Outcomes of Schools with higher than 100% of goal are higher than anticipated result

**Key Accomplishments/Focus Areas 2006-07**

**ILIMA INTERMEDIATE SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>•Communication and follow through between leadership and staff</li> <li>•Common vision</li> <li>•8<sup>th</sup> grade achievement drop</li> </ul>	<ul style="list-style-type: none"> <li>• Student understanding of purpose of class work</li> </ul>	<ul style="list-style-type: none"> <li>•Inconsistent implementation of math program</li> <li>•Role of math coach</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>•Poor follow through and communication between leadership and staff</li> <li>•Continued lack of a common vision</li> <li>•Principal time at school</li> </ul>	<ul style="list-style-type: none"> <li>• Continued discrepancy between 7<sup>th</sup> and 8<sup>th</sup> grade progress</li> <li>•Active Reading Coach</li> <li>•Department progressing well</li> </ul>	<ul style="list-style-type: none"> <li>•Still not aligned in its efforts to provide standards based instruction (worksheet use)</li> <li>•Uncooperative/Disengaged Math Coach</li> </ul>

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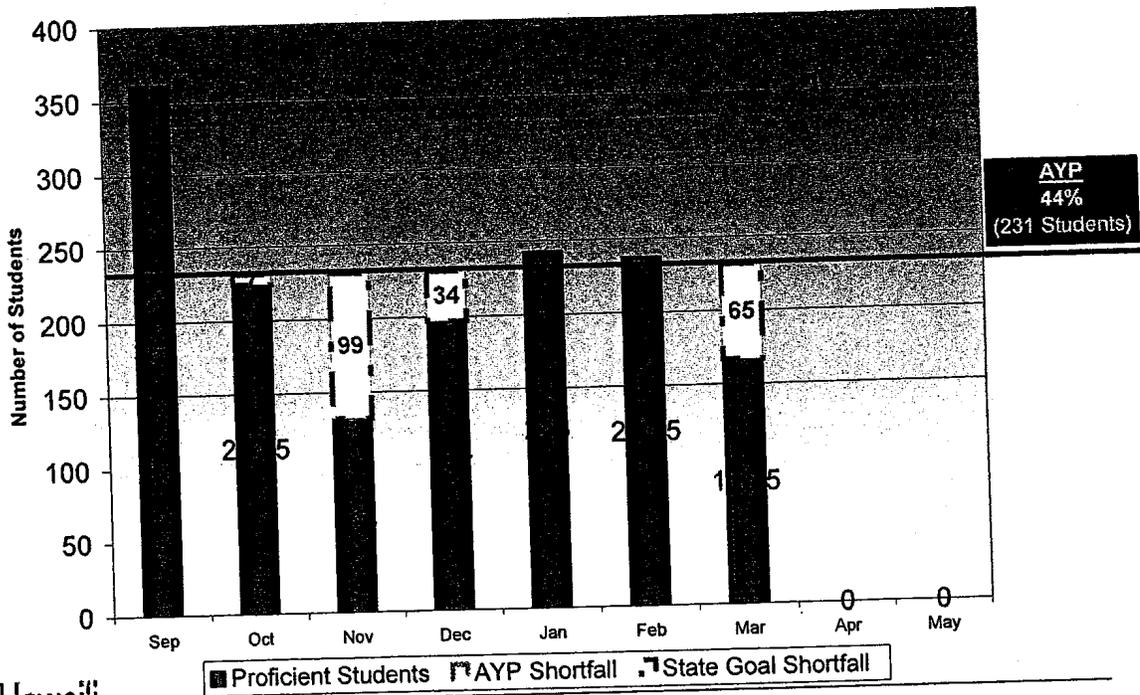


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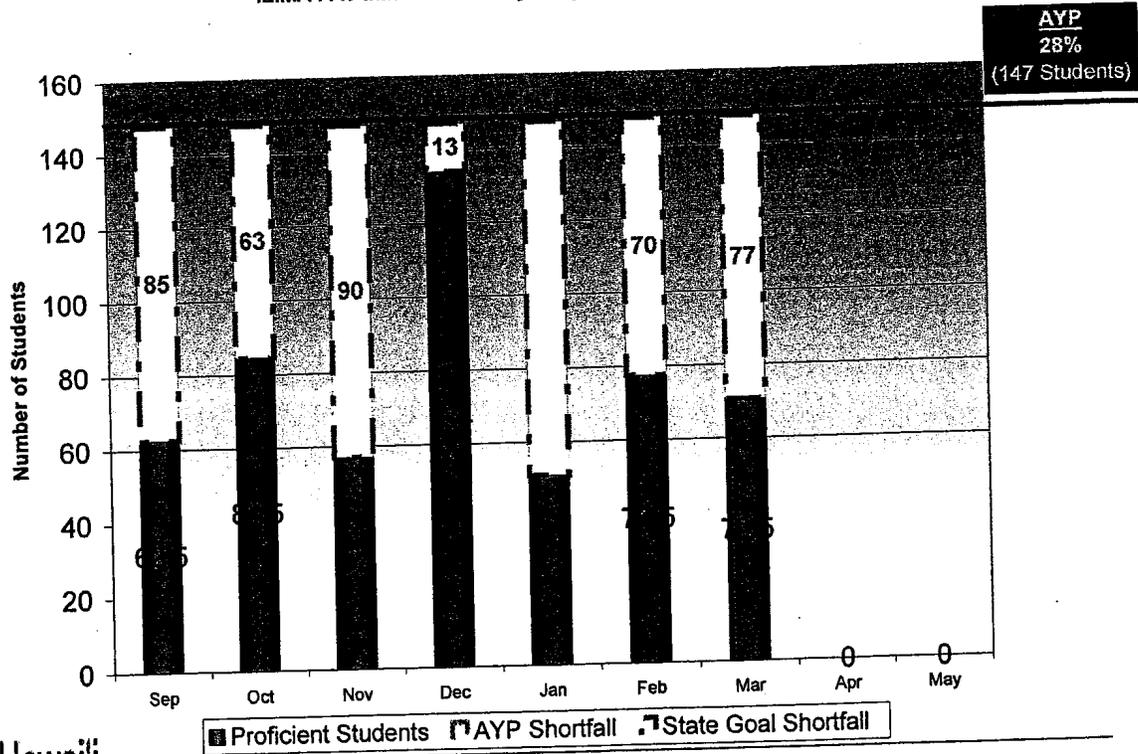
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ILIMA FAY Reading Proficiency Progress Toward AYP/Safe Harbor



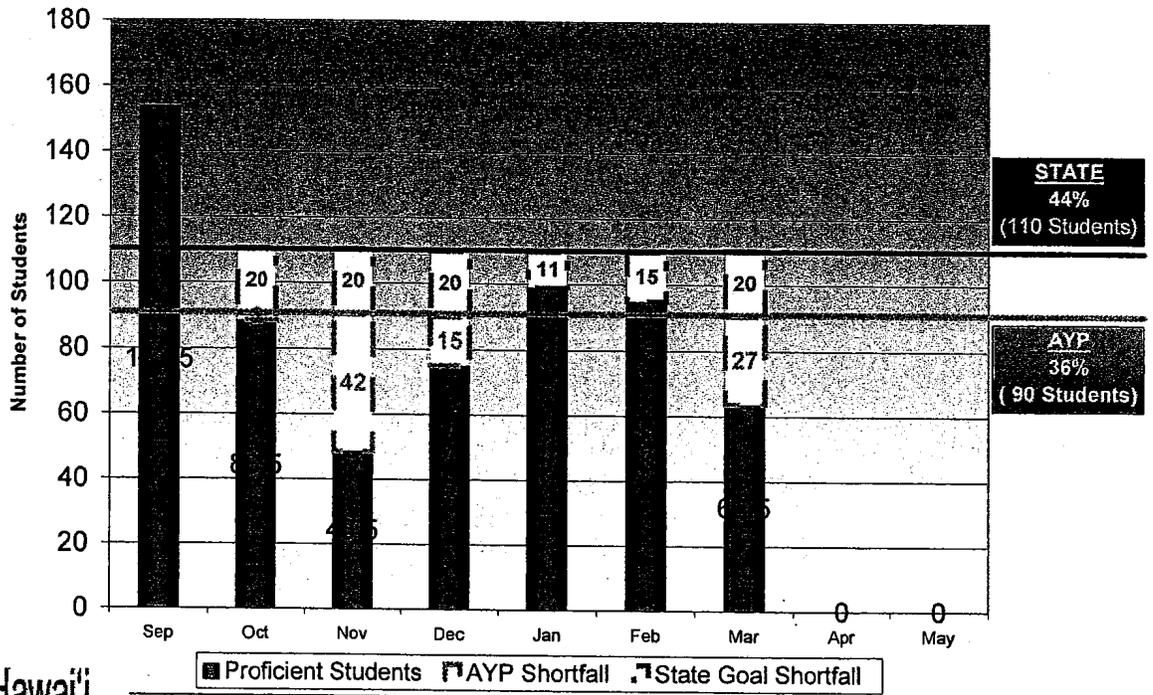
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ILIMA FAY Math Proficiency Progress Toward AYP/Safe Harbor



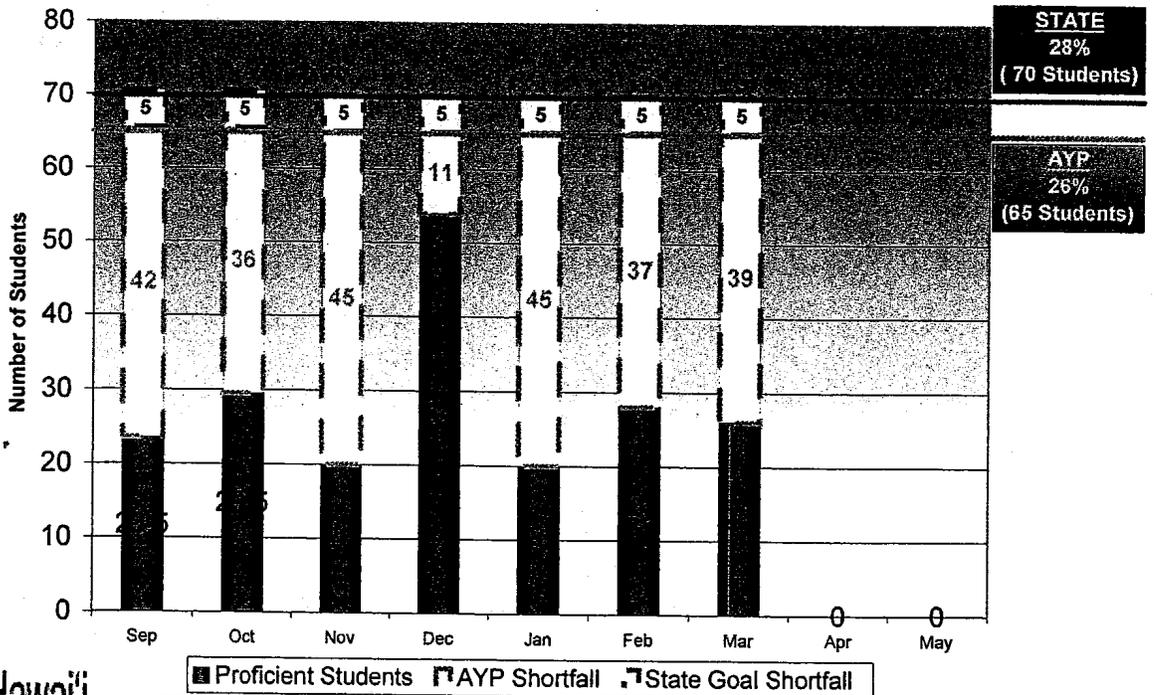
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ILIMA DISADV Reading Proficiency Progress Toward AYP/Safe Harbor



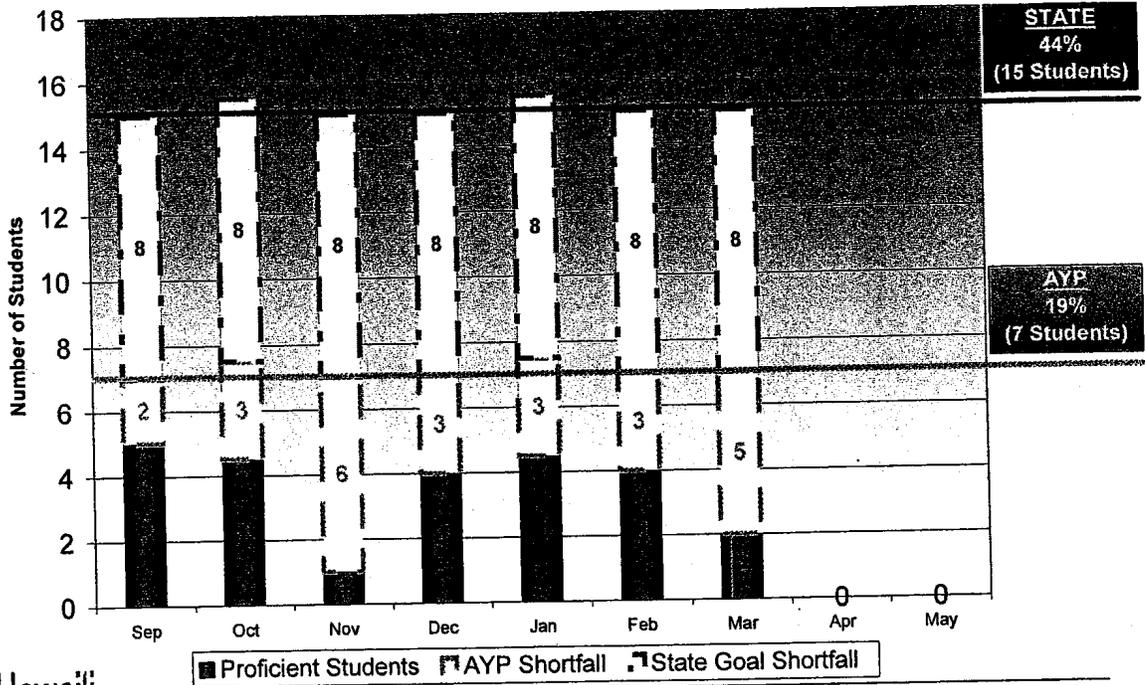
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ILIMA DISADV Math Proficiency Progress Toward AYP/Safe Harbor



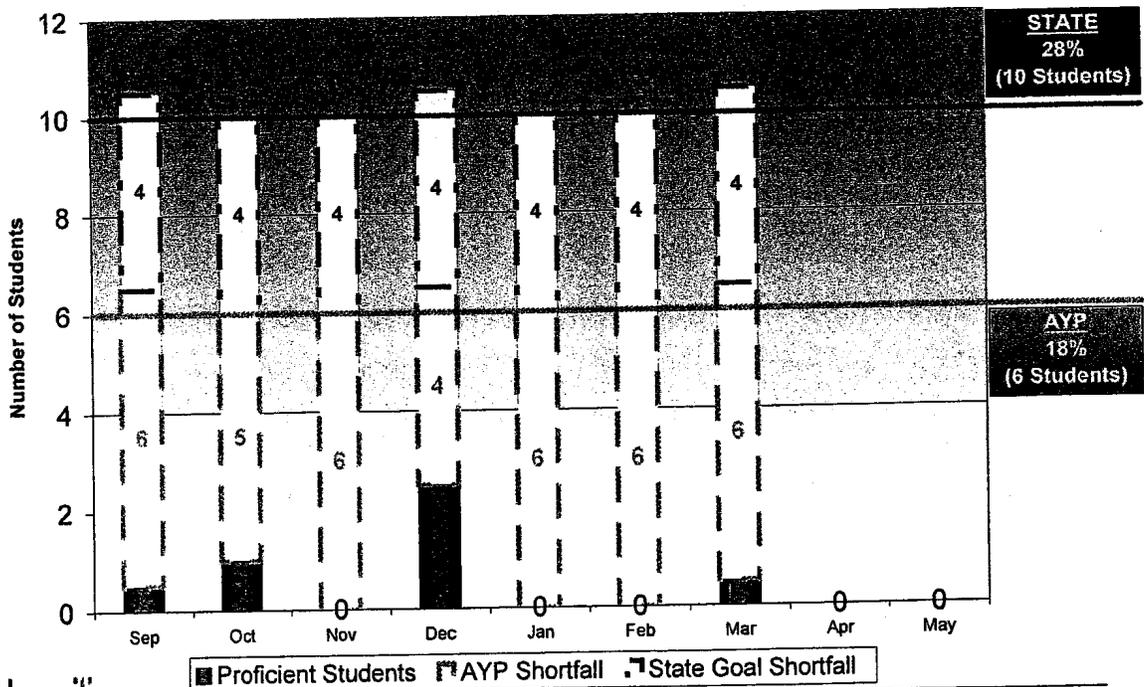
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ILIMA SPED Reading Proficiency Progress Toward AYP/Safe Harbor



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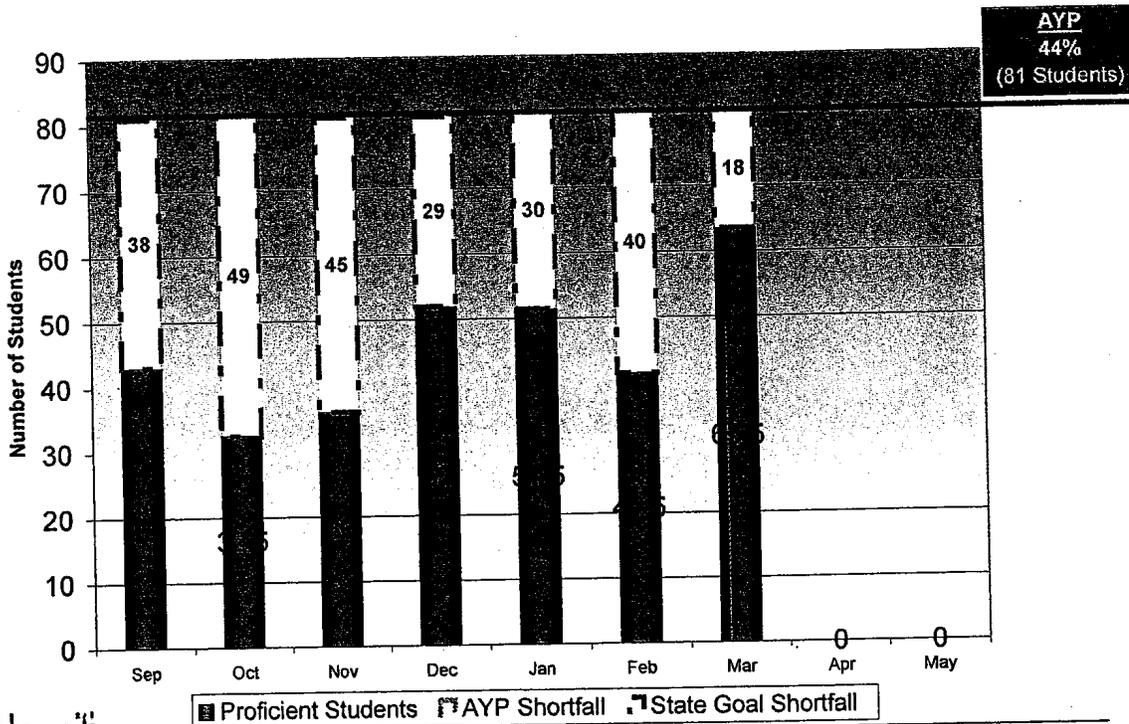
ILIMA SPED Math Proficiency Progress Toward AYP/Safe Harbor



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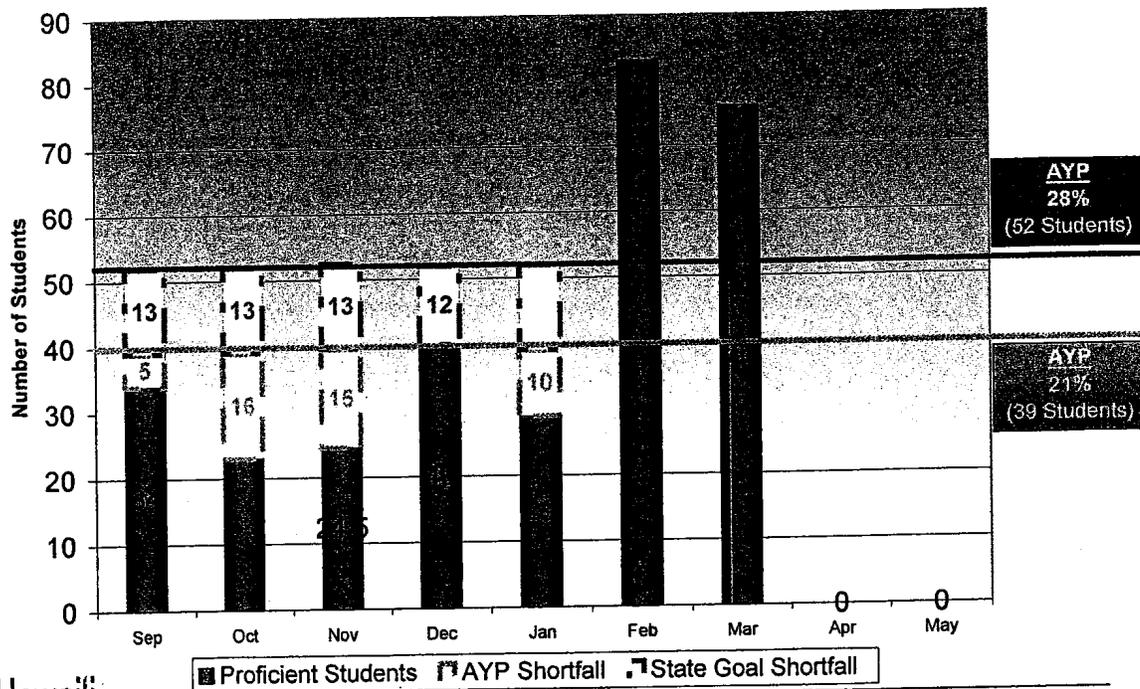


KA'ALA FAY Reading Proficiency Progress Toward AYP/Safe Harbor



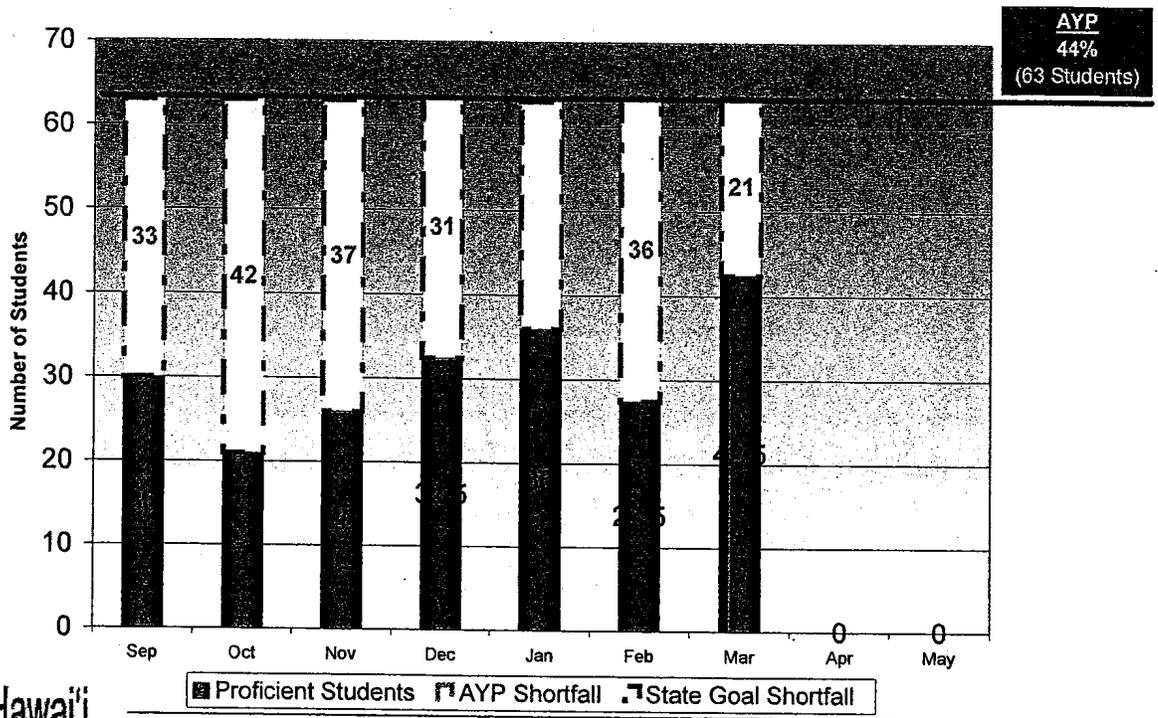
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KA'ALA FAY Math Proficiency Progress Toward AYP/Safe Harbor



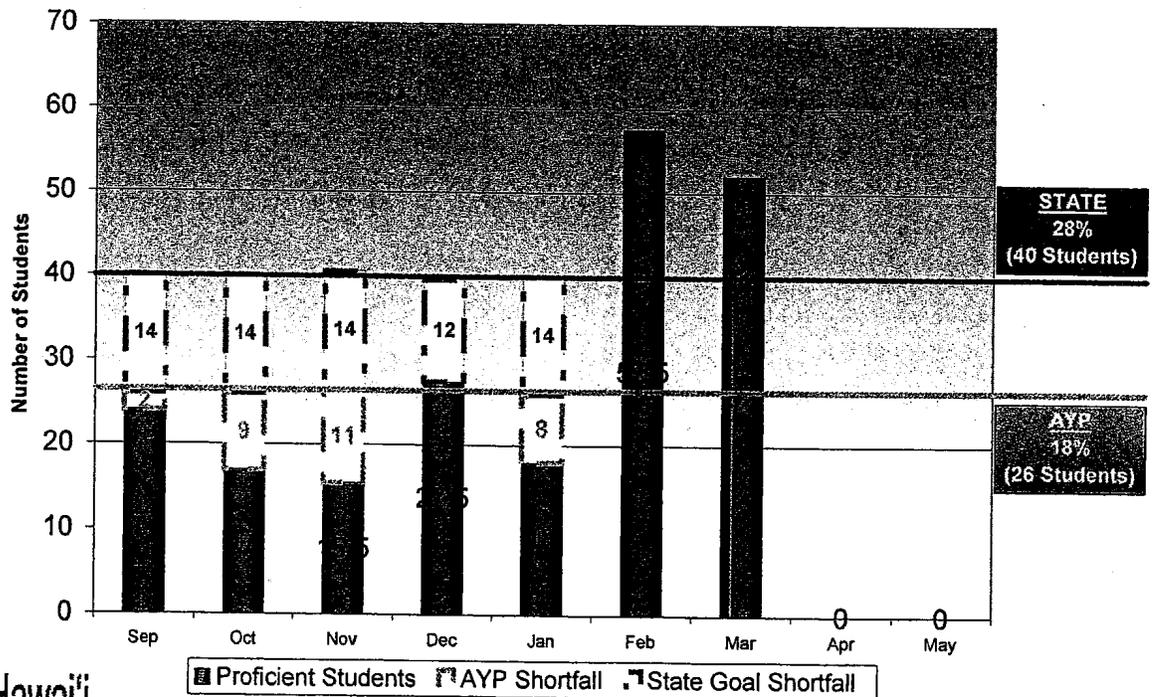
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KA'ALA DISADV Reading Proficiency Progress Toward AYP/Safe Harbor



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KA'ALA DISADV Math Proficiency Progress Toward AYP/Safe Harbor



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**Key Accomplishments/Focus Areas 2006-07**

**KALIHI ELEMENTARY SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>•Rigor</li> <li>•Pacing of instruction</li> <li>•4<sup>th</sup> grade instructional issues</li> </ul>	<ul style="list-style-type: none"> <li>•Implementation of all program components within time guidelines of the program</li> </ul>	<ul style="list-style-type: none"> <li>• Adherence to the program components and pacing</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>•Alliance working specifically with school leadership to ensure decisions are well planned, applicable to school goals, and presented to staff in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum Coordinator for Reading assigned in Jan</li> <li>•Work in progress on pacing of program and targeted interventions for specific students.</li> <li>•Lack of knowledge of the reading program on the school level resulting in ineffective time management</li> </ul>	<ul style="list-style-type: none"> <li>•Staff has not reached knowledge master regarding program pacing</li> <li>•School continues to work on program pacing and recently started focusing on the lesson design of the reading program</li> </ul>

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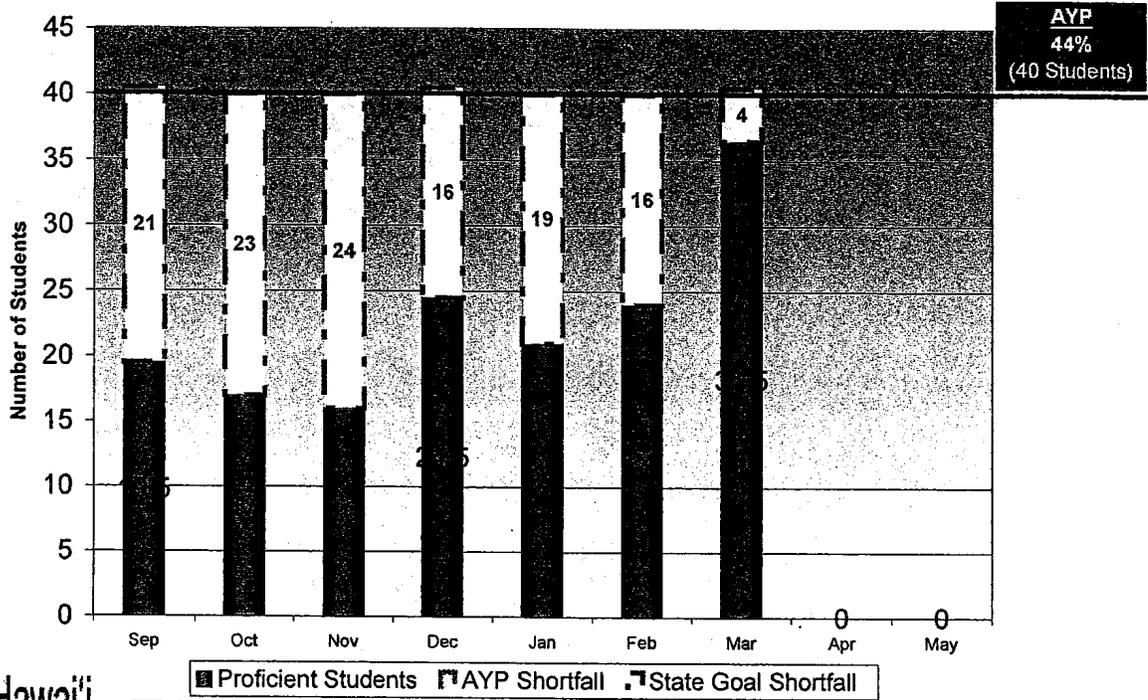
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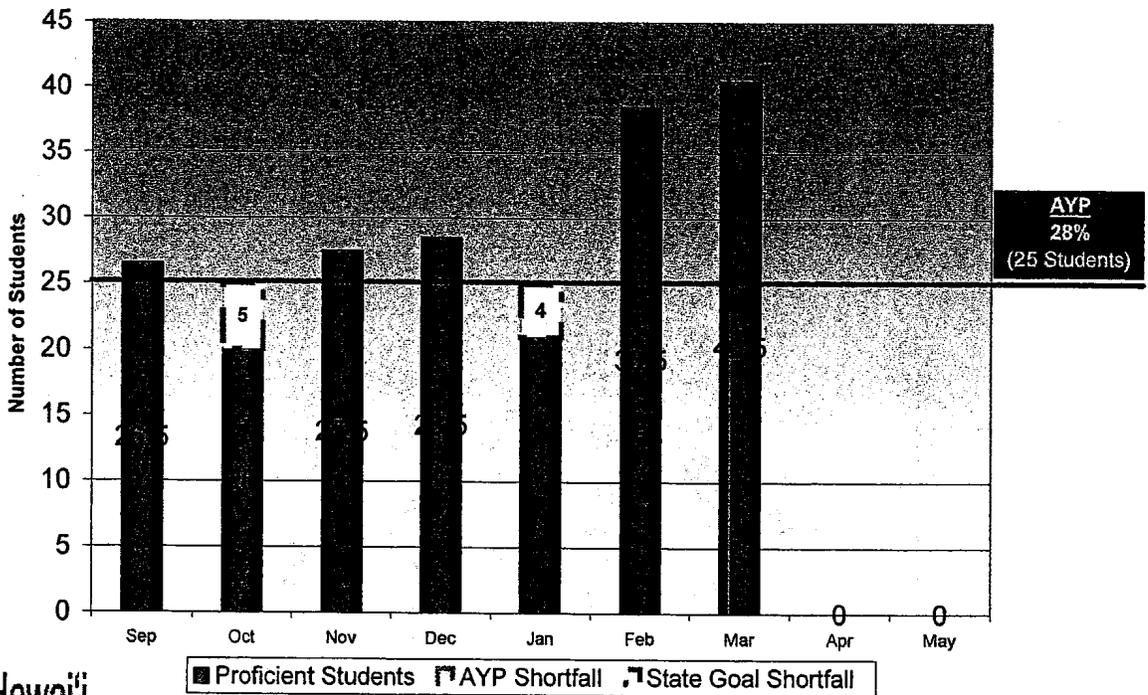
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KALIHI FAY Reading Proficiency Progress Toward AYP/Safe Harbor



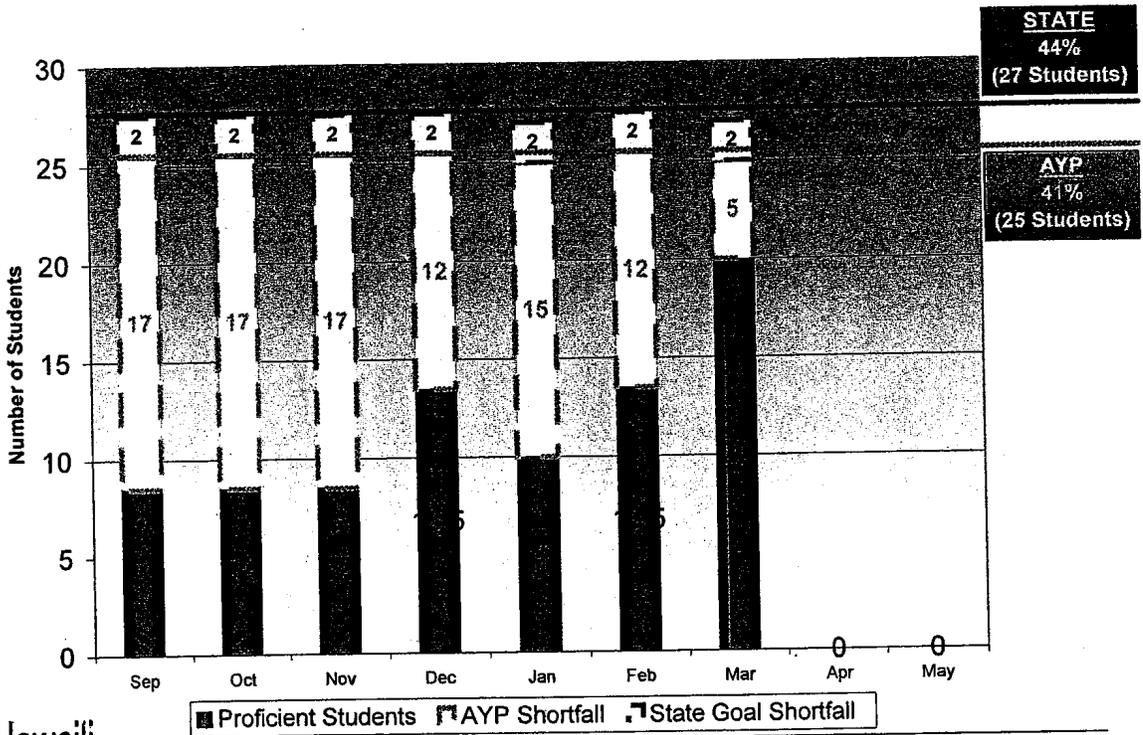
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KALIHI FAY Math Proficiency Progress Toward AYP/Safe Harbor



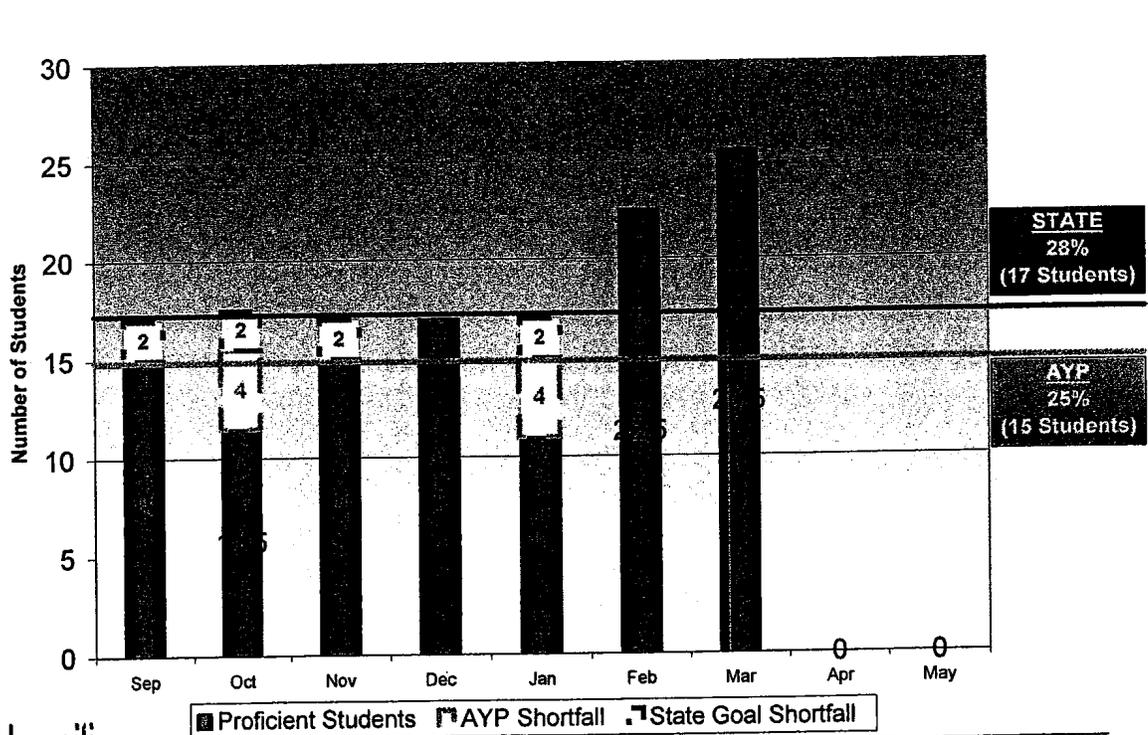
Hawai'i Edison Alliance

KALIHI DISADV Reading Proficiency Progress Toward AYP/Safe Harbor



Hawai'i  
Edison Alliance

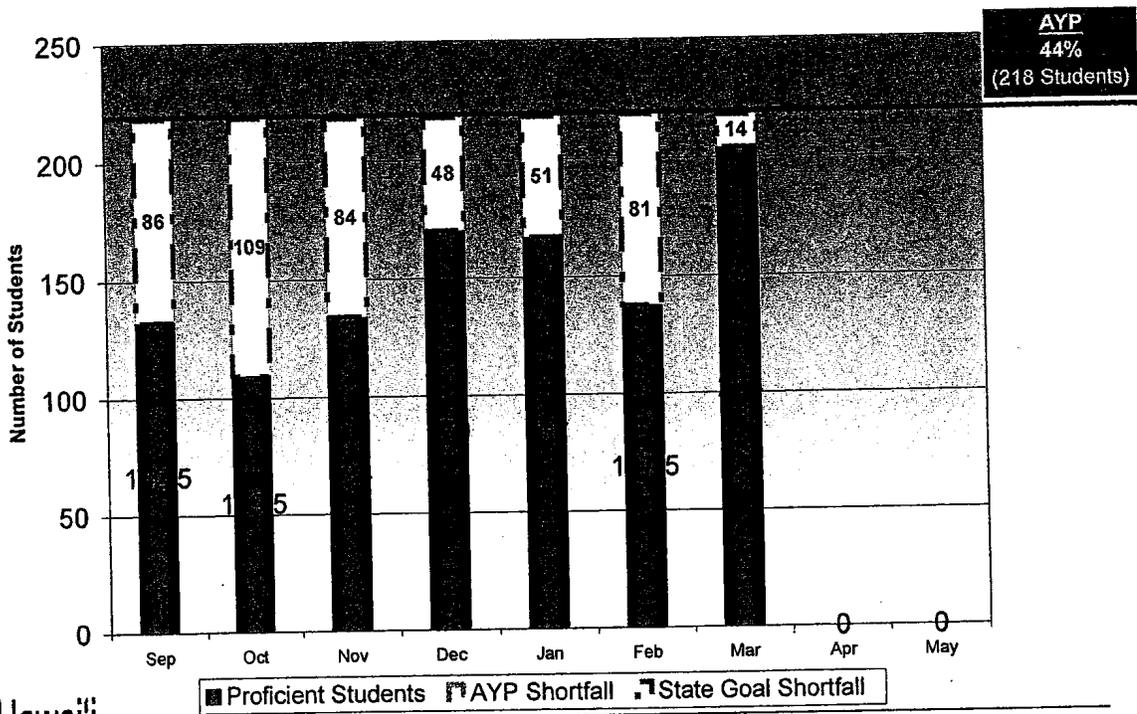
KALIHI DISADV Math Proficiency Progress Toward AYP/Safe Harbor



Hawai'i  
Edison Alliance

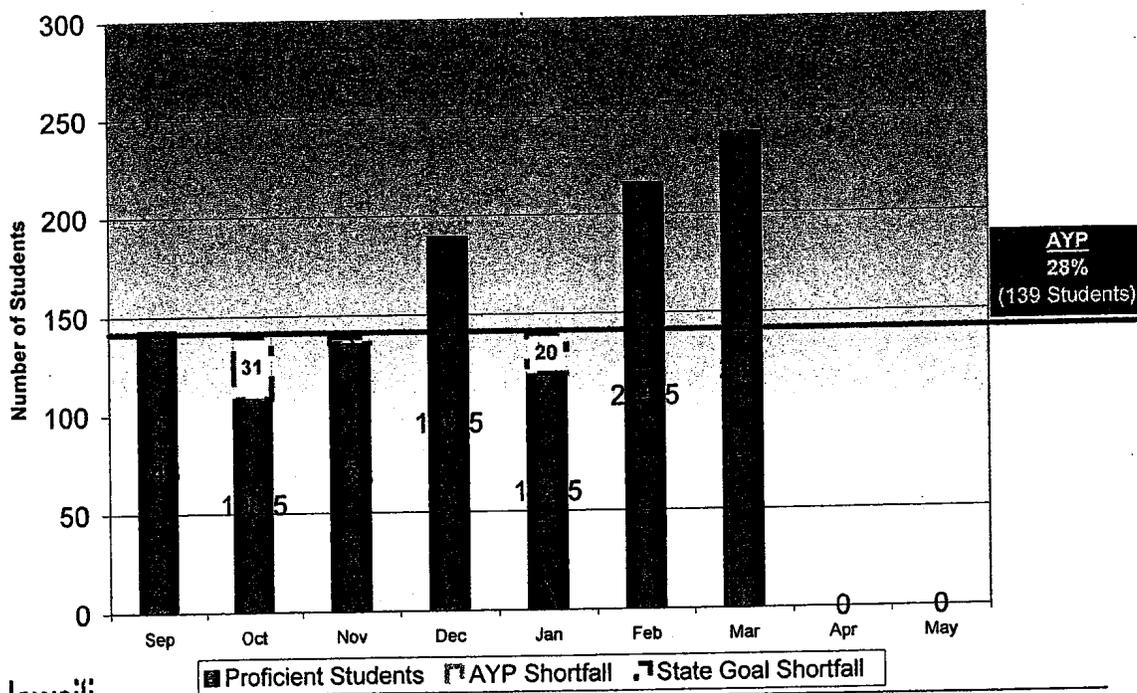


LIHIKAI FAY Reading Proficiency Progress Toward AYP/Safe Harbor



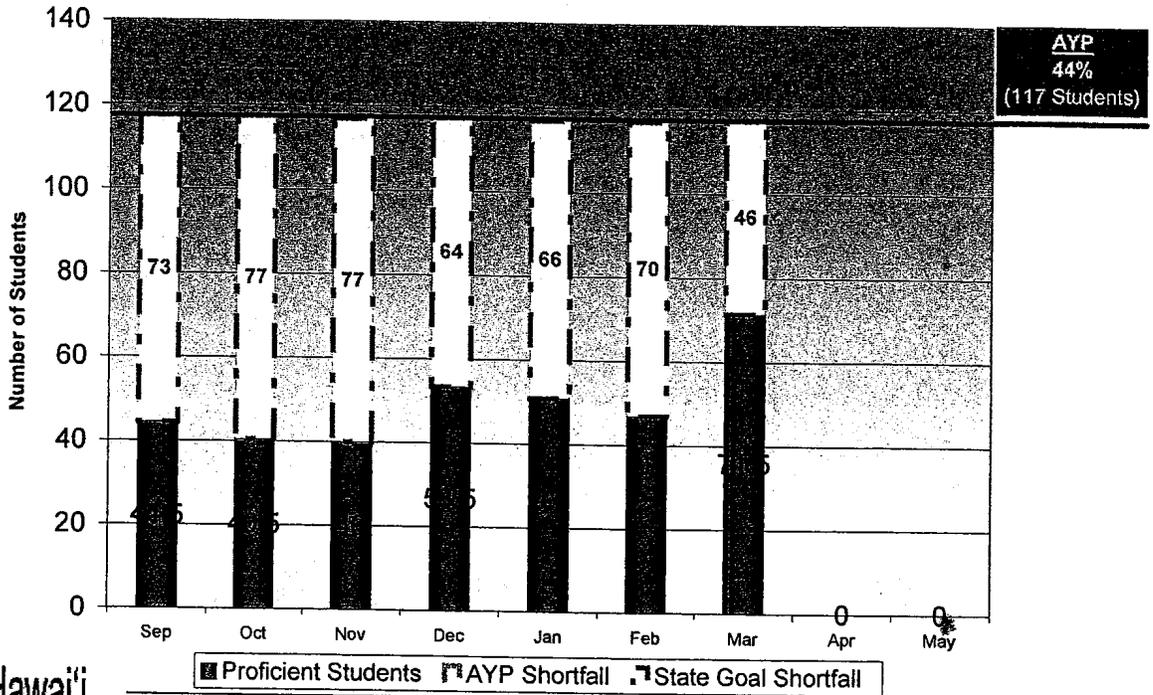
Hawai'i Edison Alliance

LIHIKAI FAY Math Proficiency Progress Toward AYP/Safe Harbor



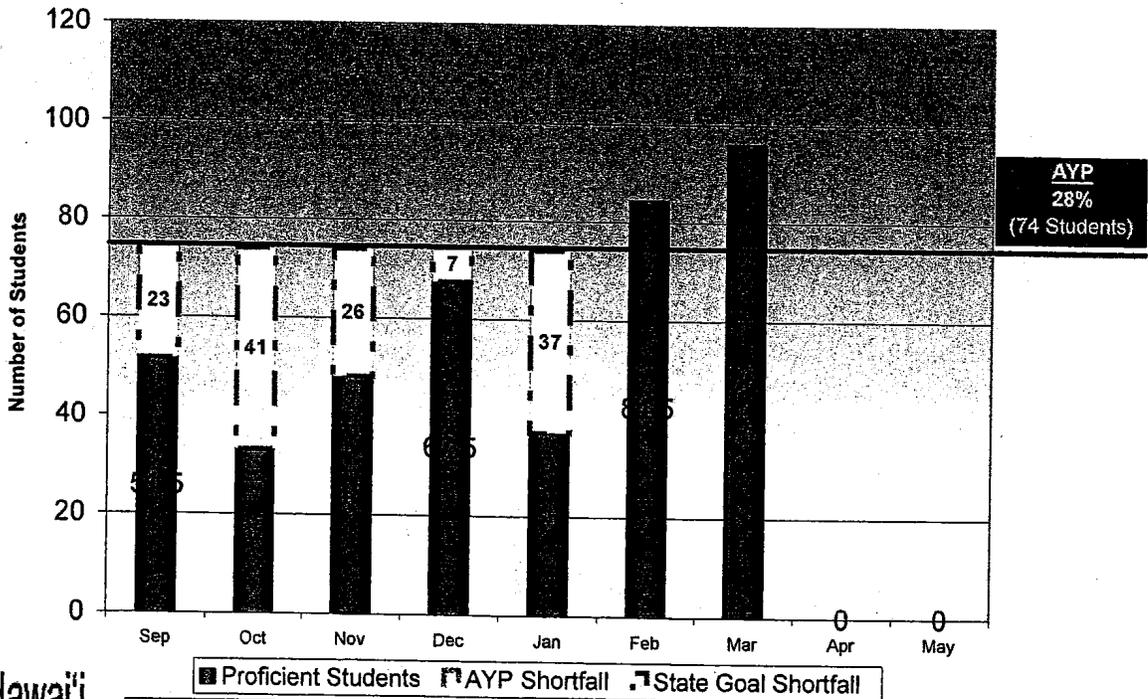
Hawai'i Edison Alliance

LIHIKAI DISADV Reading Proficiency Progress Toward AYP/Safe Harbor



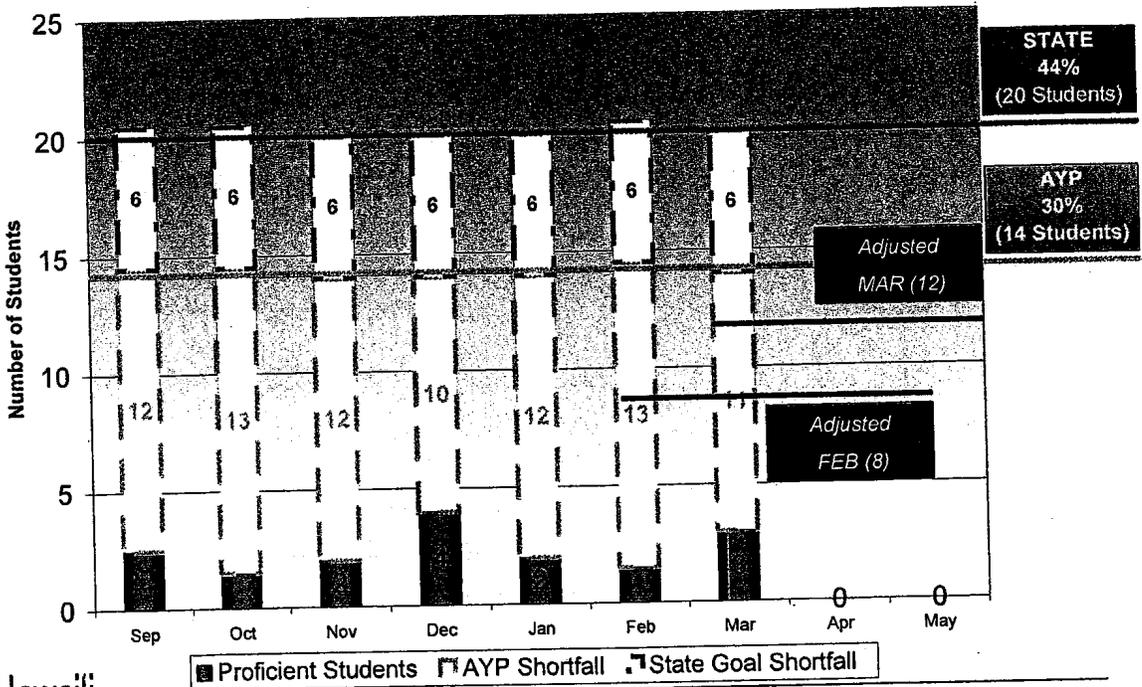
Hawai'i Edison Alliance

LIHIKAI DISADV Math Proficiency Progress Toward AYP/Safe Harbor



Hawai'i Edison Alliance

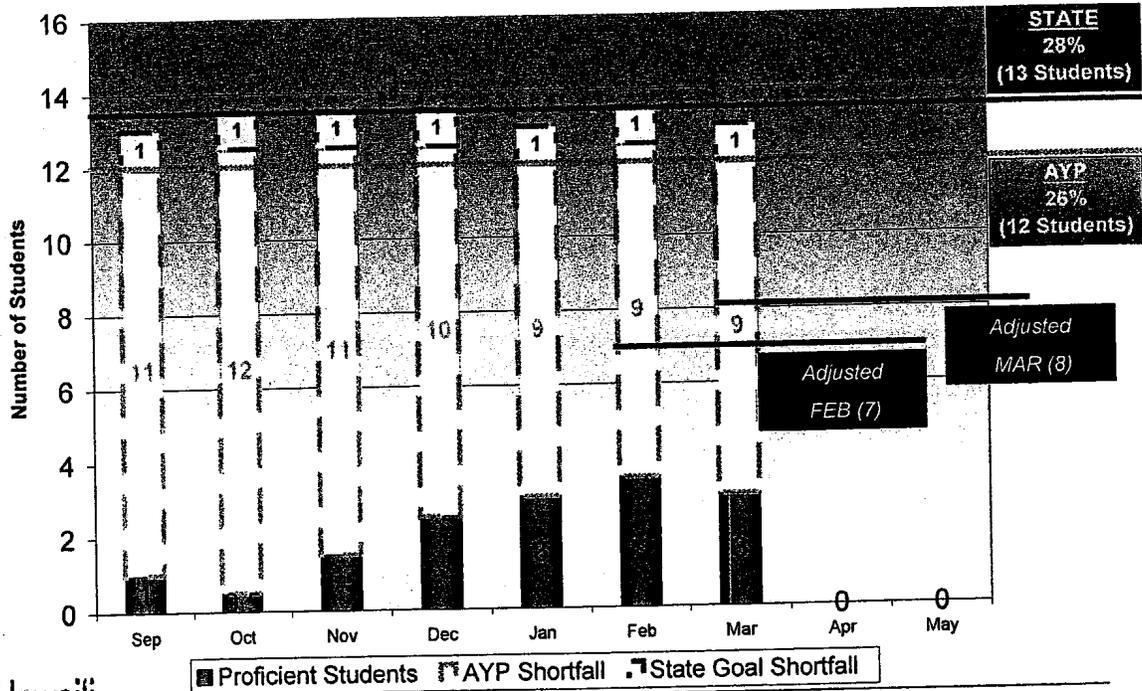
LIHIKAI SPED Reading Proficiency Progress Toward AYP/Safe Harbor



Hawai'i Edison Alliance

Note: Adjustment Based on 05/06 Score Trends (Kahului Model)

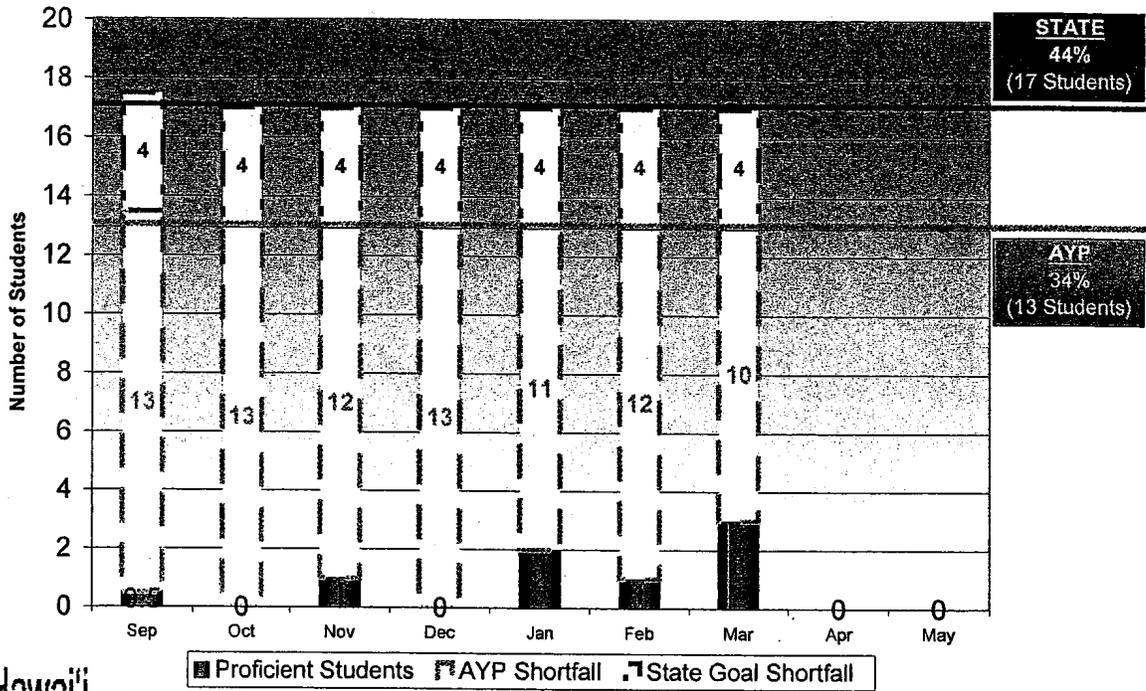
LIHIKAI SPED Math Proficiency Progress Toward AYP/Safe Harbor



Hawai'i Edison Alliance

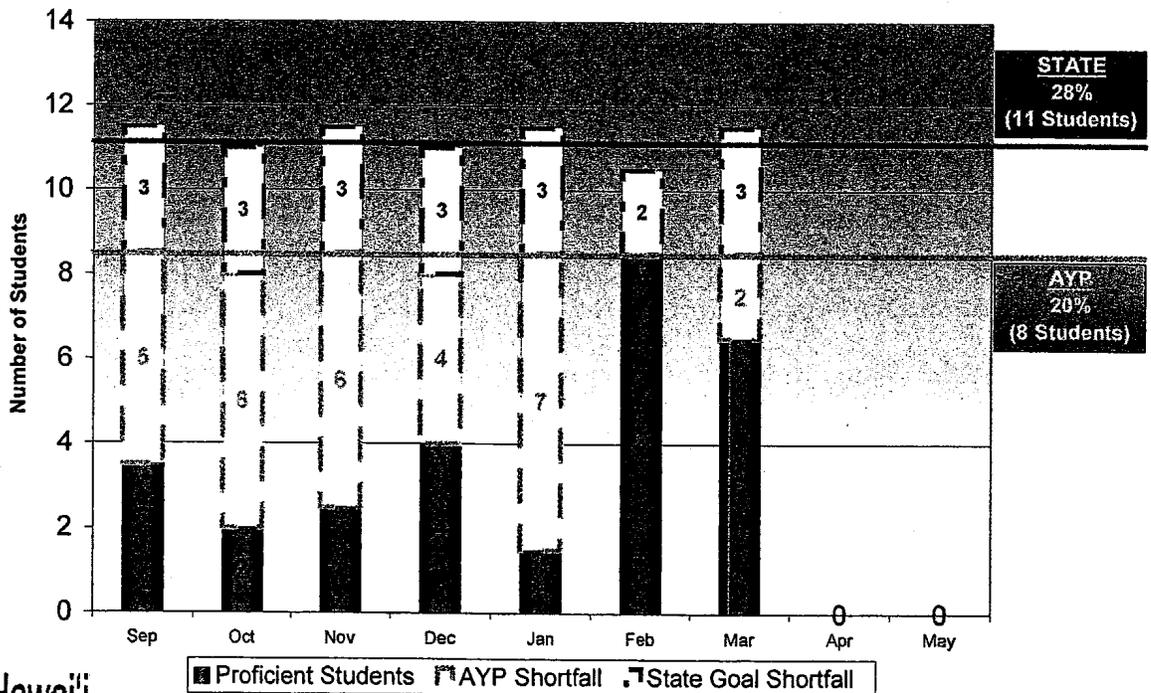
Note: Adjustment Based on 05/06 Score Trends (Kahului Model)

LIHIKAI ESLL Reading Proficiency Progress Toward AYP/Safe Harbor



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LIHIKAI ESLL Math Proficiency Progress Toward AYP/Safe Harbor



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**Key Accomplishments/Focus Areas 2006-07**

**WAIMANALO K-8 SCHOOL**

	<b>General Achievement</b>	<b>Reading</b>	<b>Math</b>
<b>1st/2nd Quarter Issue</b>	<ul style="list-style-type: none"> <li>• More strategic use of staff – VP/CC/Reading Coach</li> <li>• Need to focus on concrete goals vs. theory</li> <li>• Lack of middle school vision – no department time</li> <li>• Grade six move to Middle School without appropriate staff or training.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Coach is working more as a program coordinator, not a true support for the teachers K-5.</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday math skills that have spiraled up being taught again as introduction, and then trying to get to mastery.</li> <li>• Inconsistent learning environment</li> </ul>
<b>Update</b>	<ul style="list-style-type: none"> <li>• Edison team member at Grade Level meetings</li> <li>• CC attended grade level articulation and conducted walk throughs with principal</li> <li>• Edison Math/Reading analyzed data with teachers monthly</li> </ul>	<ul style="list-style-type: none"> <li>• PTTs have been hired to decrease reading group sizes in grades K-5</li> <li>• Middle school adoption of Prentice Hall Language Arts Program</li> <li>• Reading Edge intervention for MS intervention students</li> <li>• New SFA facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Still tendency to teach to mastery in almost all grade levels</li> <li>• Alliance Math Director developed targeted intervention program with MS teachers (skills focus, materials)</li> <li>• MS pull out for struggling students</li> </ul>

Hawai'i  
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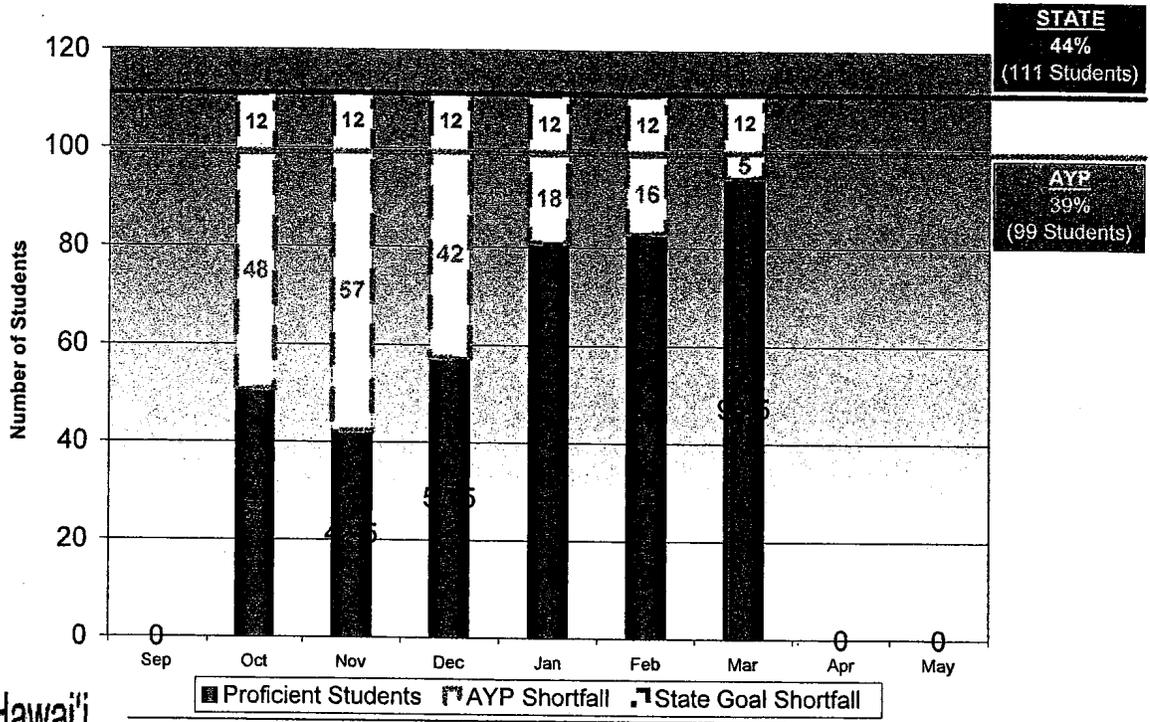
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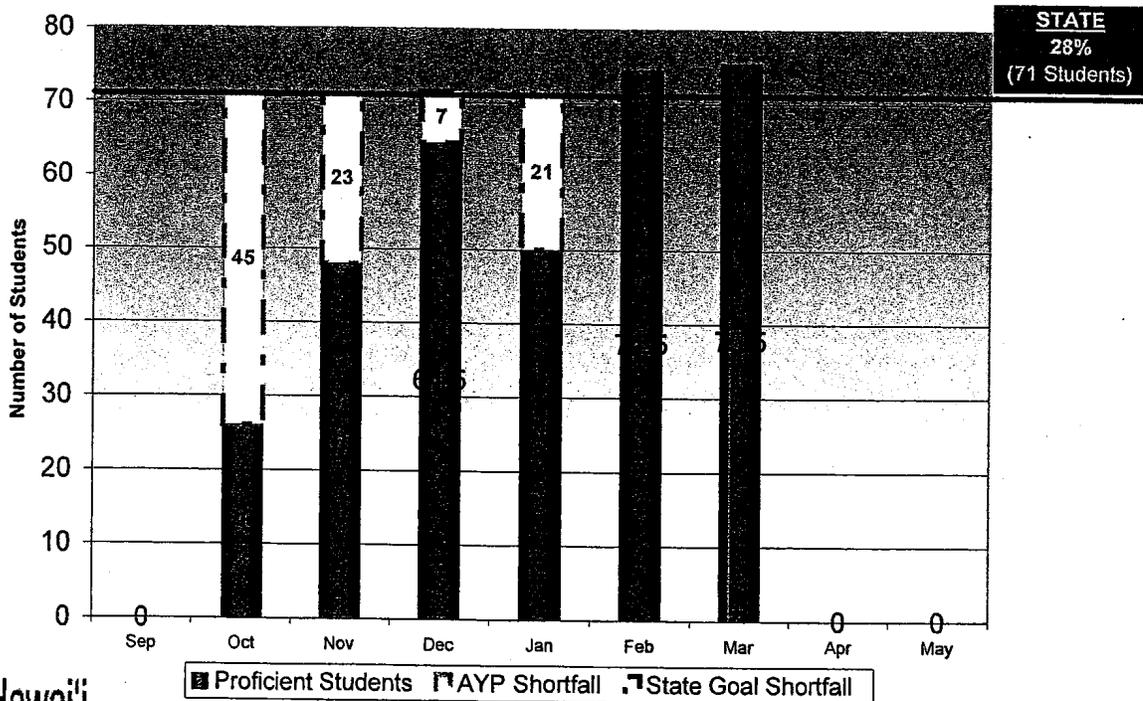
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WAIMANALO FAY Reading Proficiency Progress Toward AYP/Safe Harbor



Hawai'i  
Edison Alliance

WAIMANALO FAY Math Proficiency Progress Toward AYP/Safe Harbor



Hawai'i  
Edison Alliance





# Meeting the Challenge in Hawaii Schools: Year 3

Restructuring Provider Meeting  
November 1, 2007

**ETS Staff:**

Susan Kolber, Executive Director, Client Services

Shirley Olson, Educational Manager, Western Region

Doug Muraoka, Account Manager, Hawaii

Carol Nordquist, Instructional Associate, Hawaii

John "Pat" Nordquist, Instructional Associate, Hawaii



## **AYP Summary Report 2004-2007**

- Comprehensive Model Services
  - Year 3 Schools
  - Year 2 Schools
- Array of Services
  - Year 3 and Year 2 Schools

# **Analysis of Student Performance 2006-2007**

- **FOUR** ETS schools met full **AYP Requirements** with the Hawaii State Assessment 2007!
- **THREE** additional ETS schools met AYP Requirements in Reading/Language Arts!
- **TWO** additional ETS schools met AYP “Safe Harbor” Requirements in Mathematics!
  
- Resulting in....change in “status” for four of our Hawaii schools, out of Restructuring.



# **Comprehensive Model Schools**

- **Year 3 Schools:**

Wahiawa Middle School

Hana High & Elementary School

Maunaloa Elementary School

Molokai High School

Molokai Middle School

Nanakuli High & Intermediate School

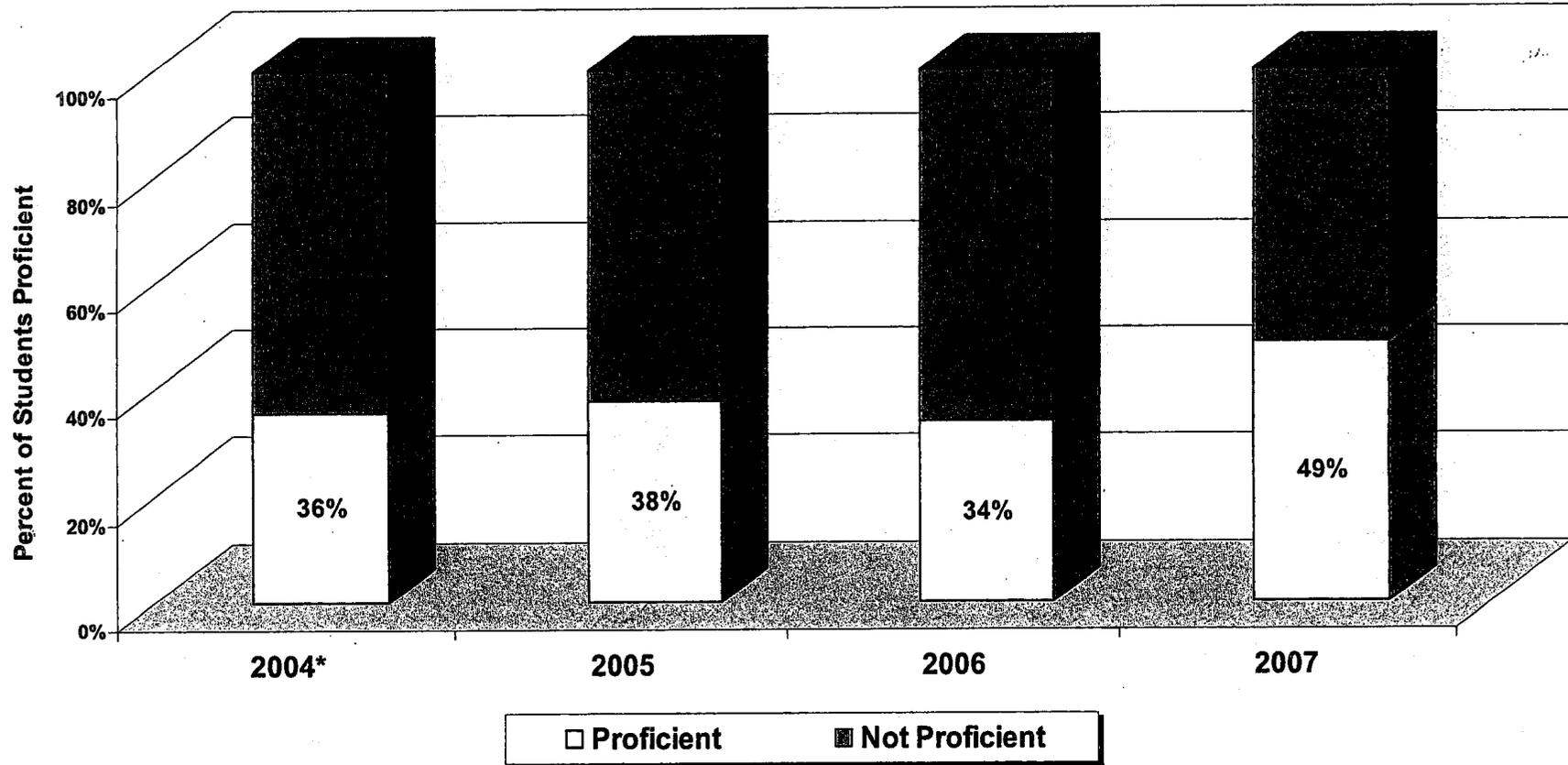
- **Year 2 Schools:**

Kaunakakai Elementary School

Kilohana Elementary School

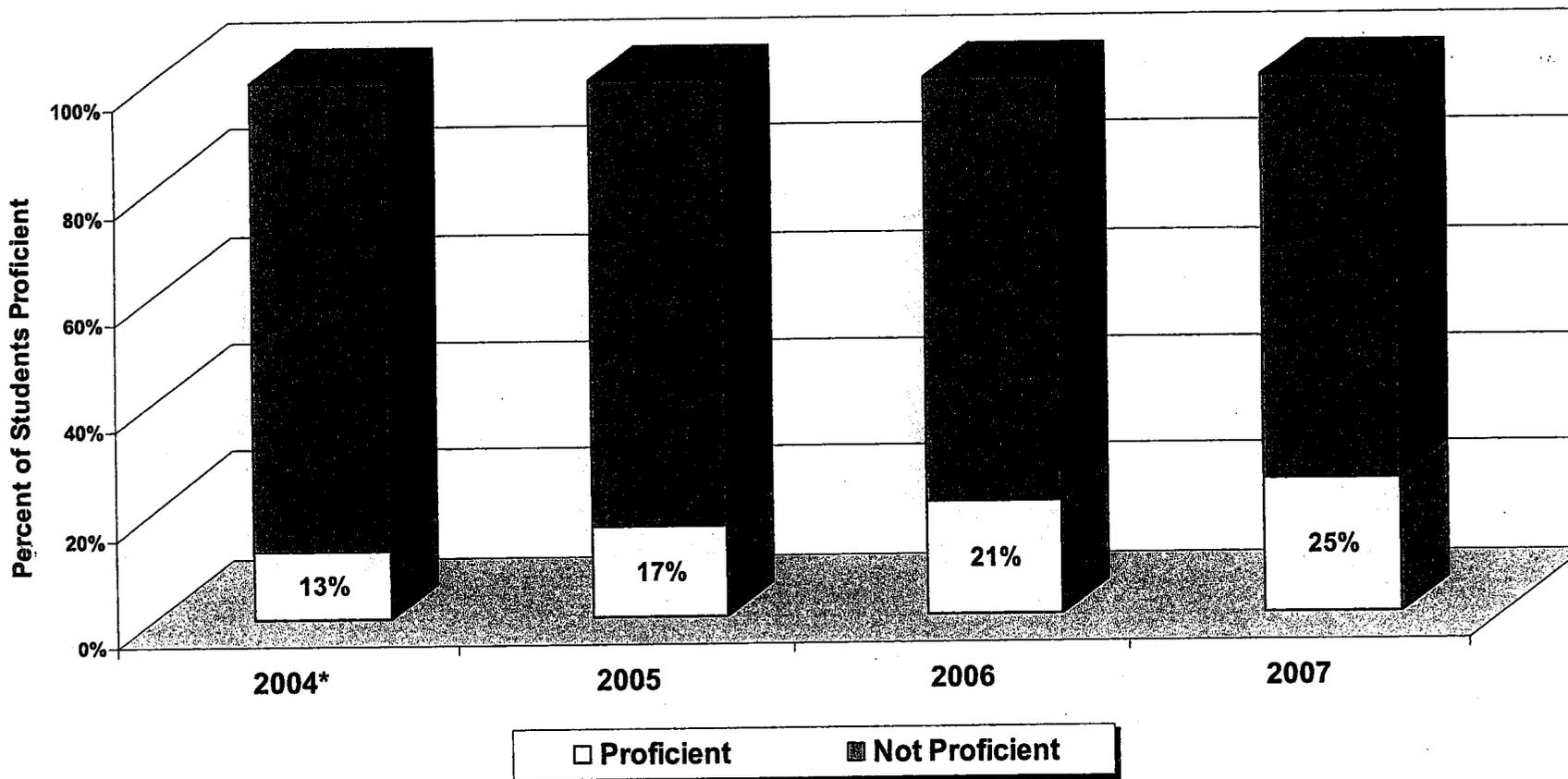
# Hawaii State Assessment Results Wahiawa Middle School - ELA

Met AYP!



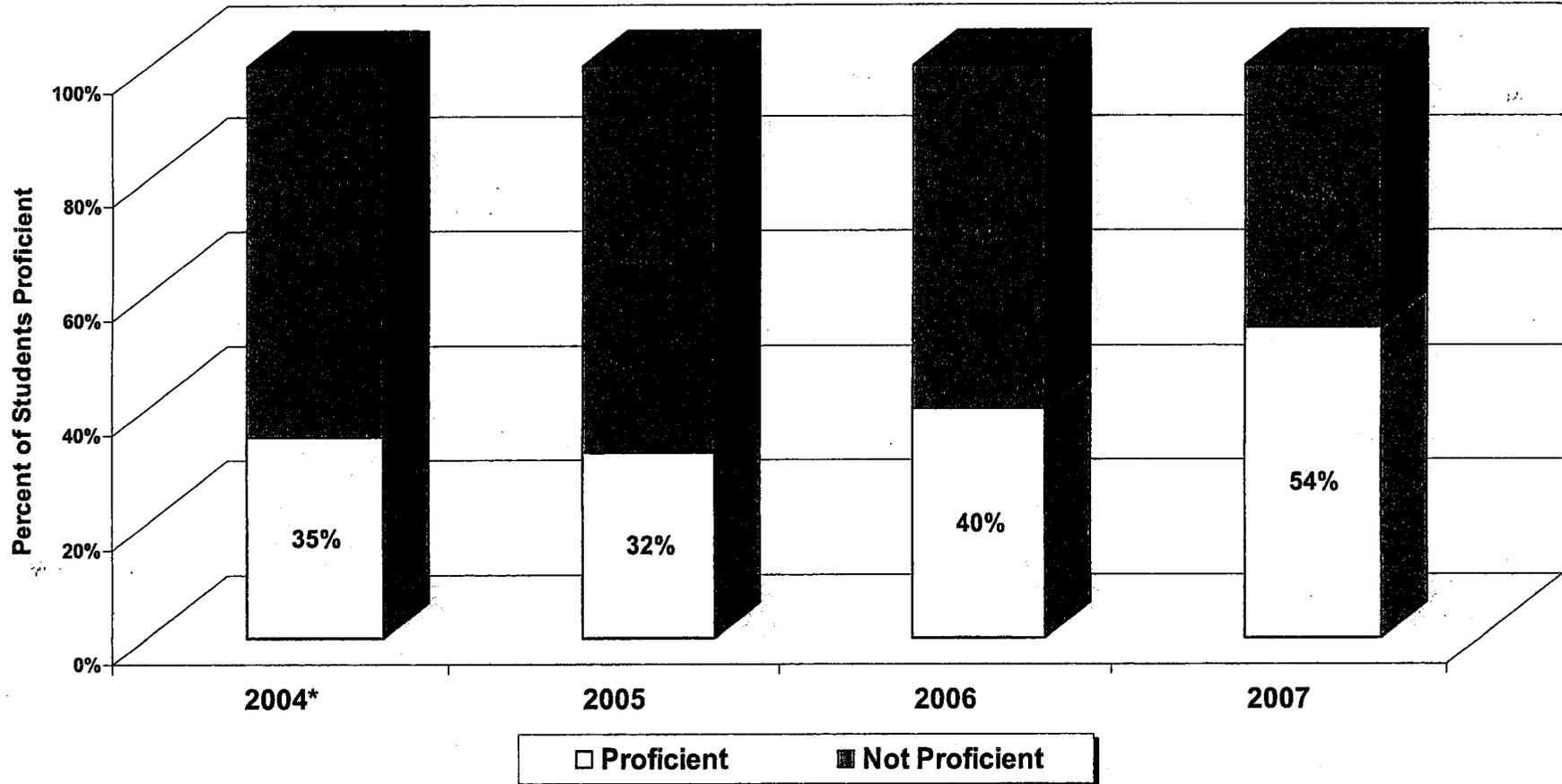
# Hawaii State Assessment Results Wahiawa Middle School - Math

**+12% in 3 yrs!**



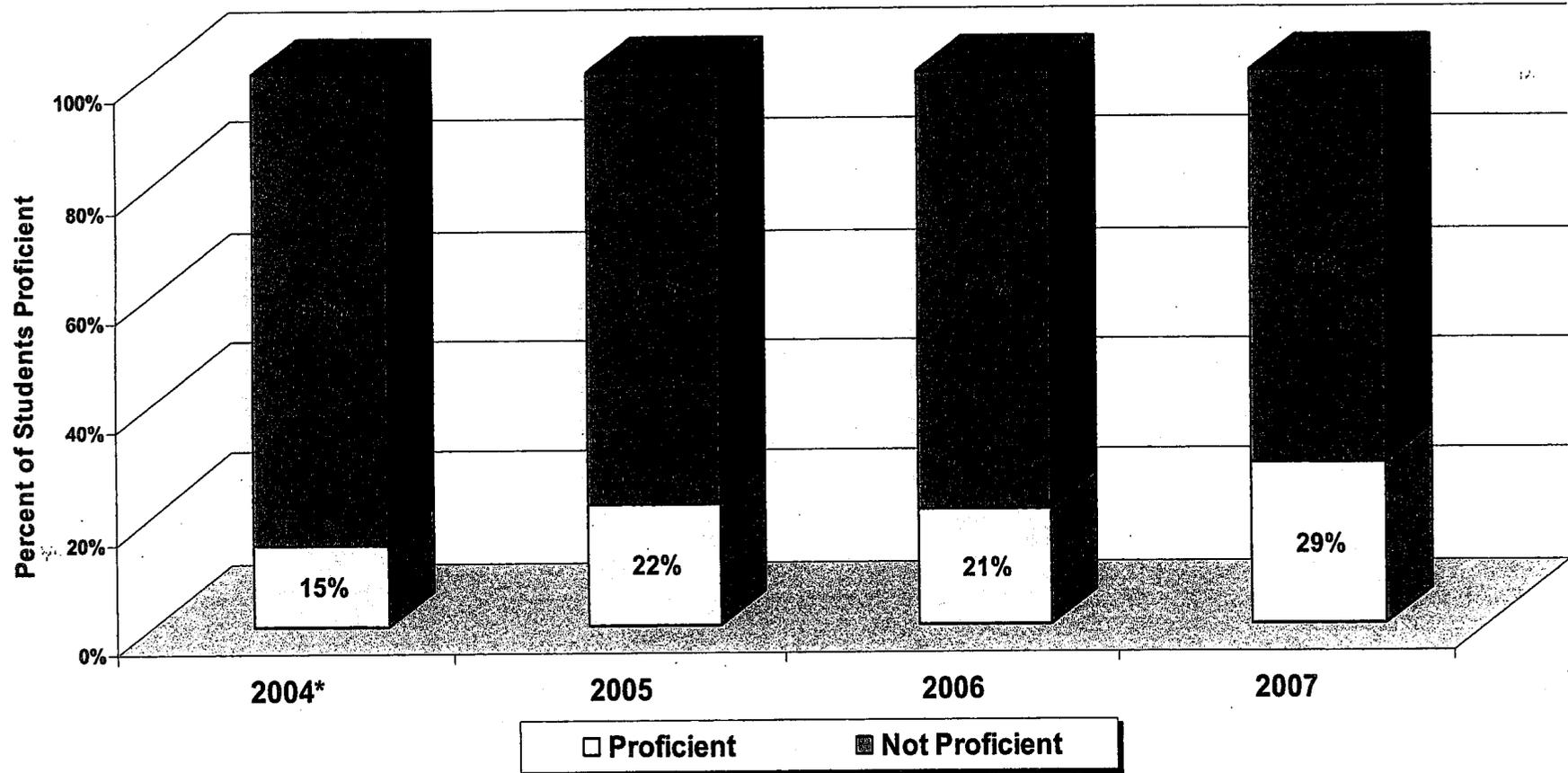
# Hawaii State Assessment Results Hana High & Elementary School - ELA

Met AYP!



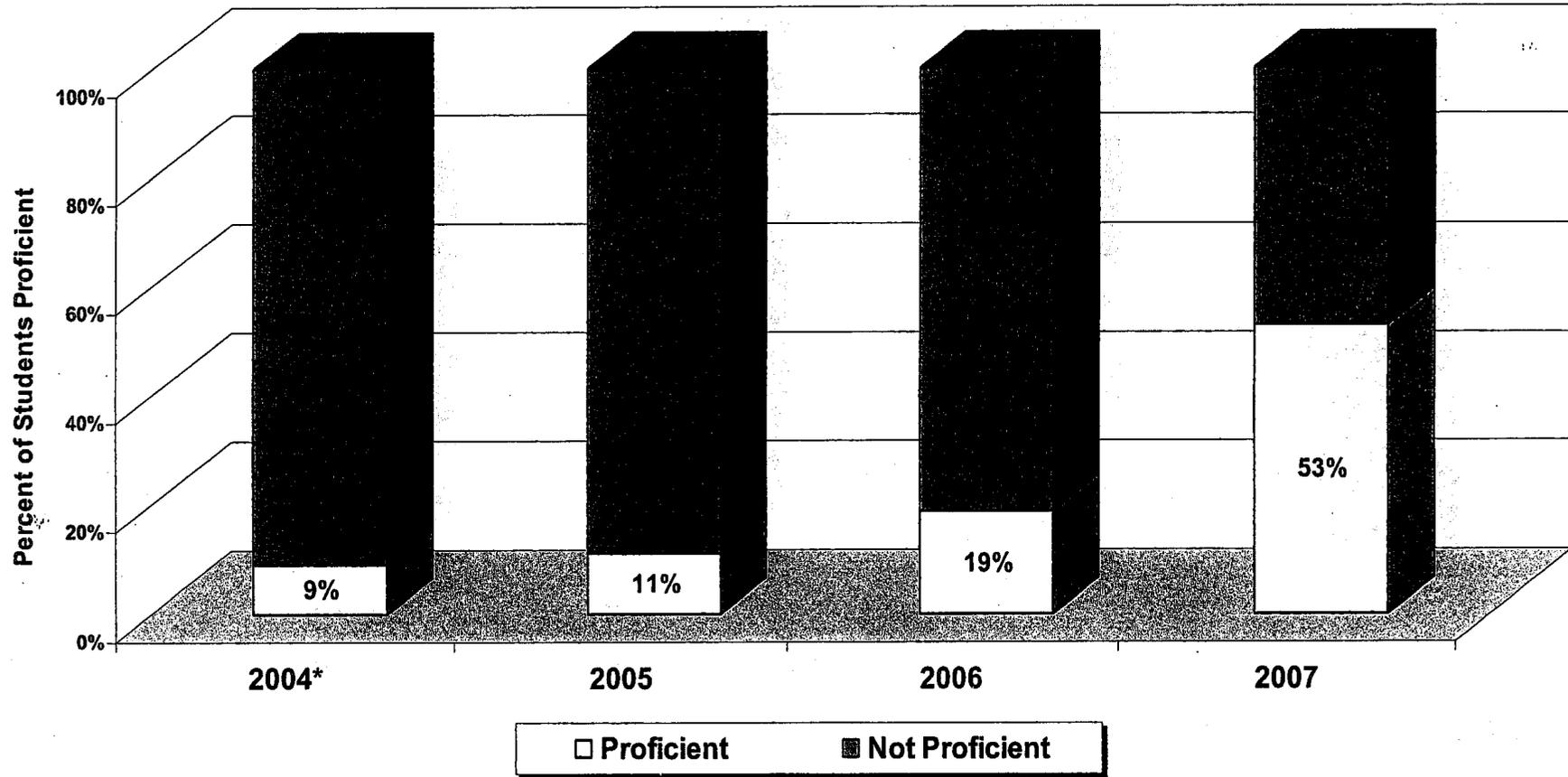
# Hawaii State Assessment Results Hana High & Elementary School - Math

Met AYP!



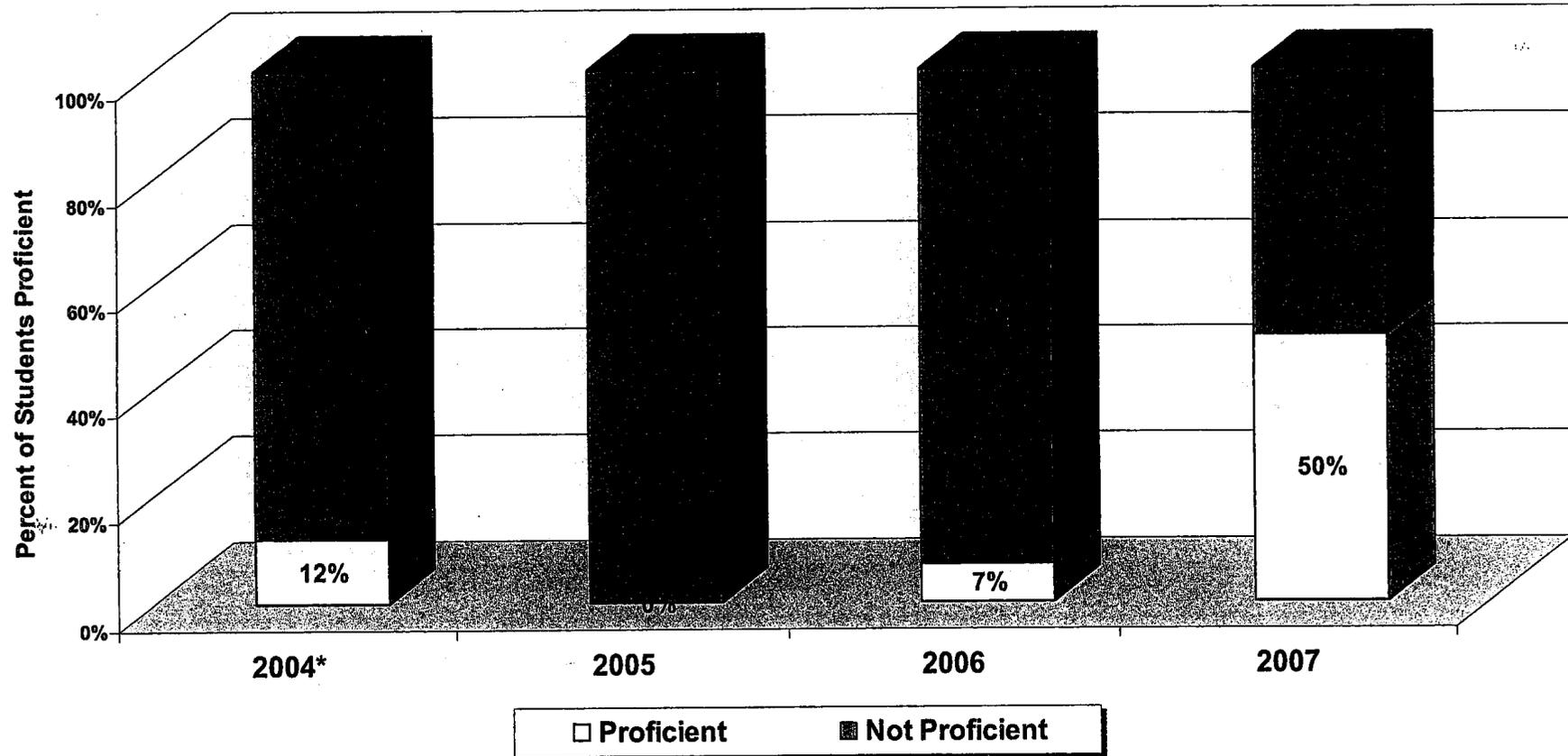
Met AYP!

## Hawaii State Assessment Results Maunaloa Elementary School - ELA



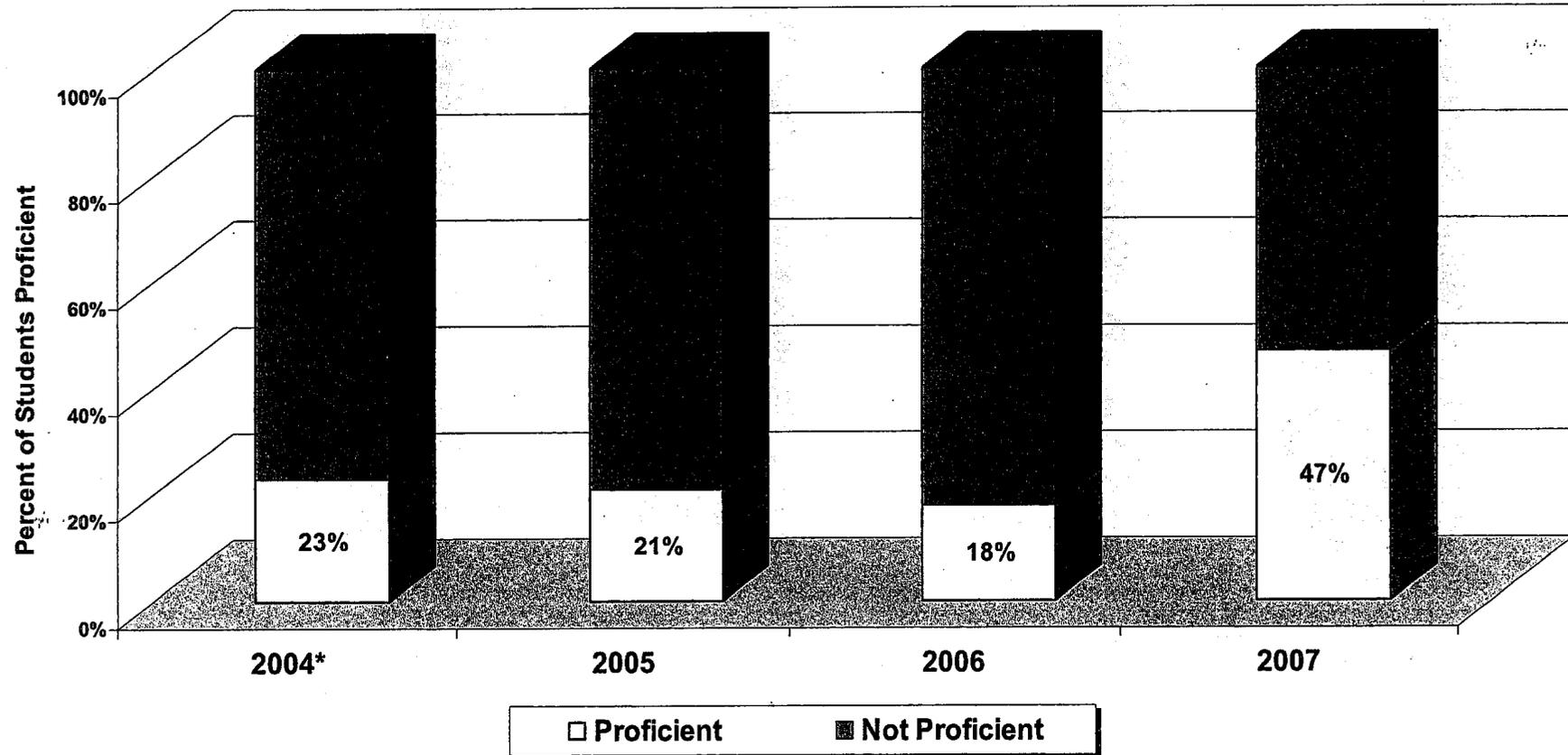
Met AYP!

## Hawaii State Assessment Results Maunaloa Elementary School - Math



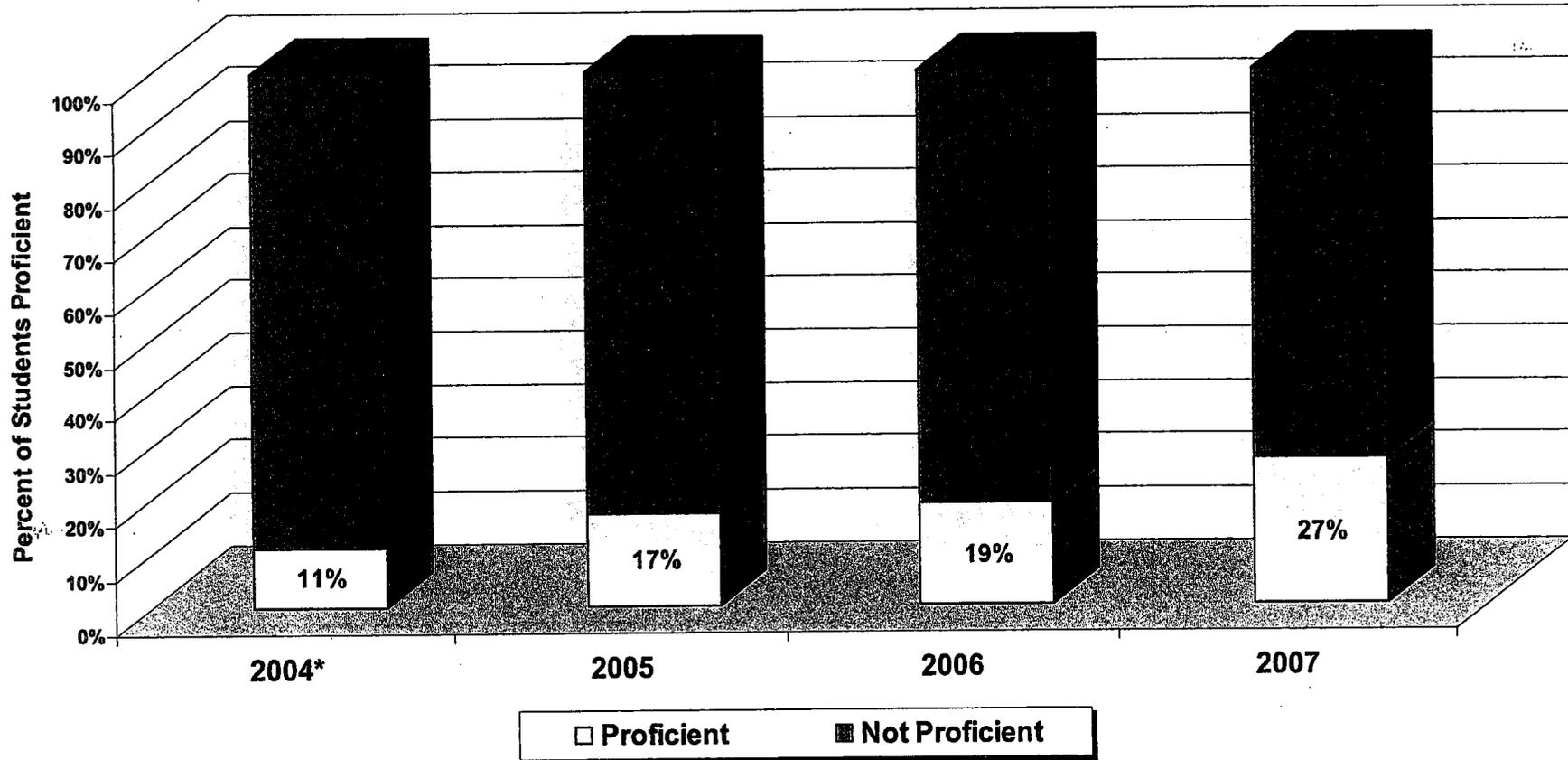
Met AYP!

## Hawaii State Assessment Results Molokai Middle School - ELA



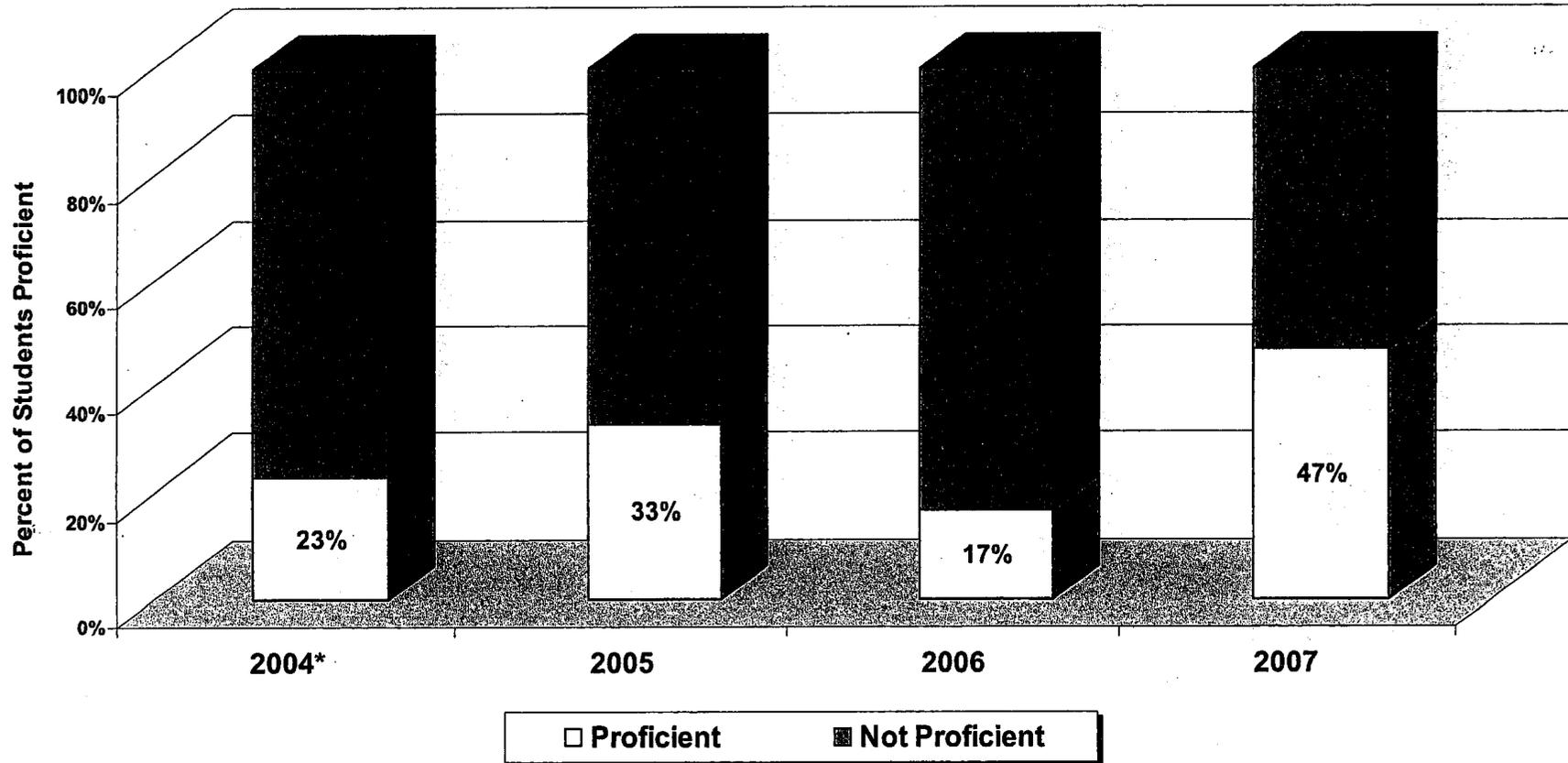
# Hawaii State Assessment Results Molokai Middle School - Math

**+8% in 1 year!**



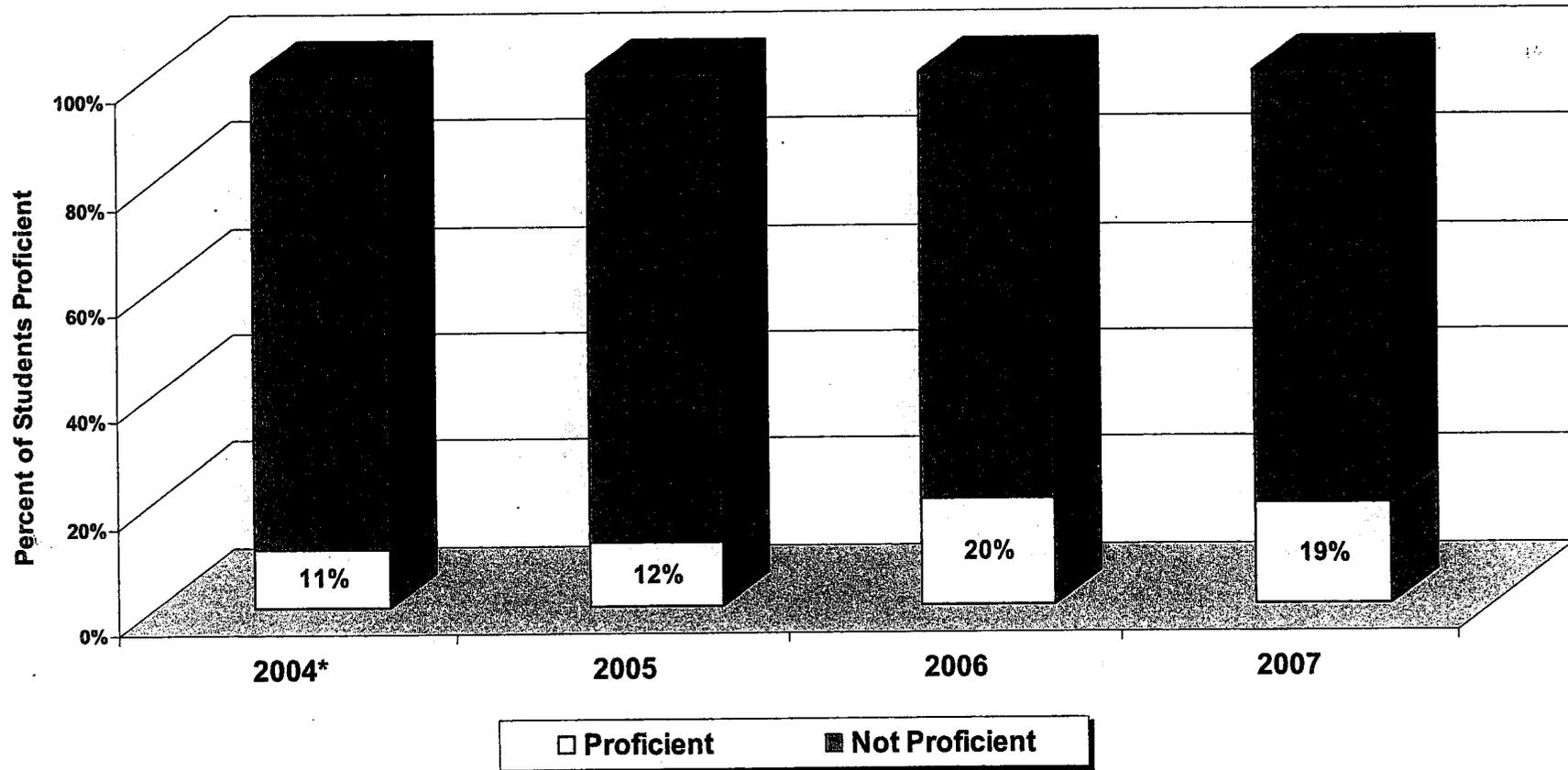
# Hawaii State Assessment Results Molokai High School - ELA

Met AYP!



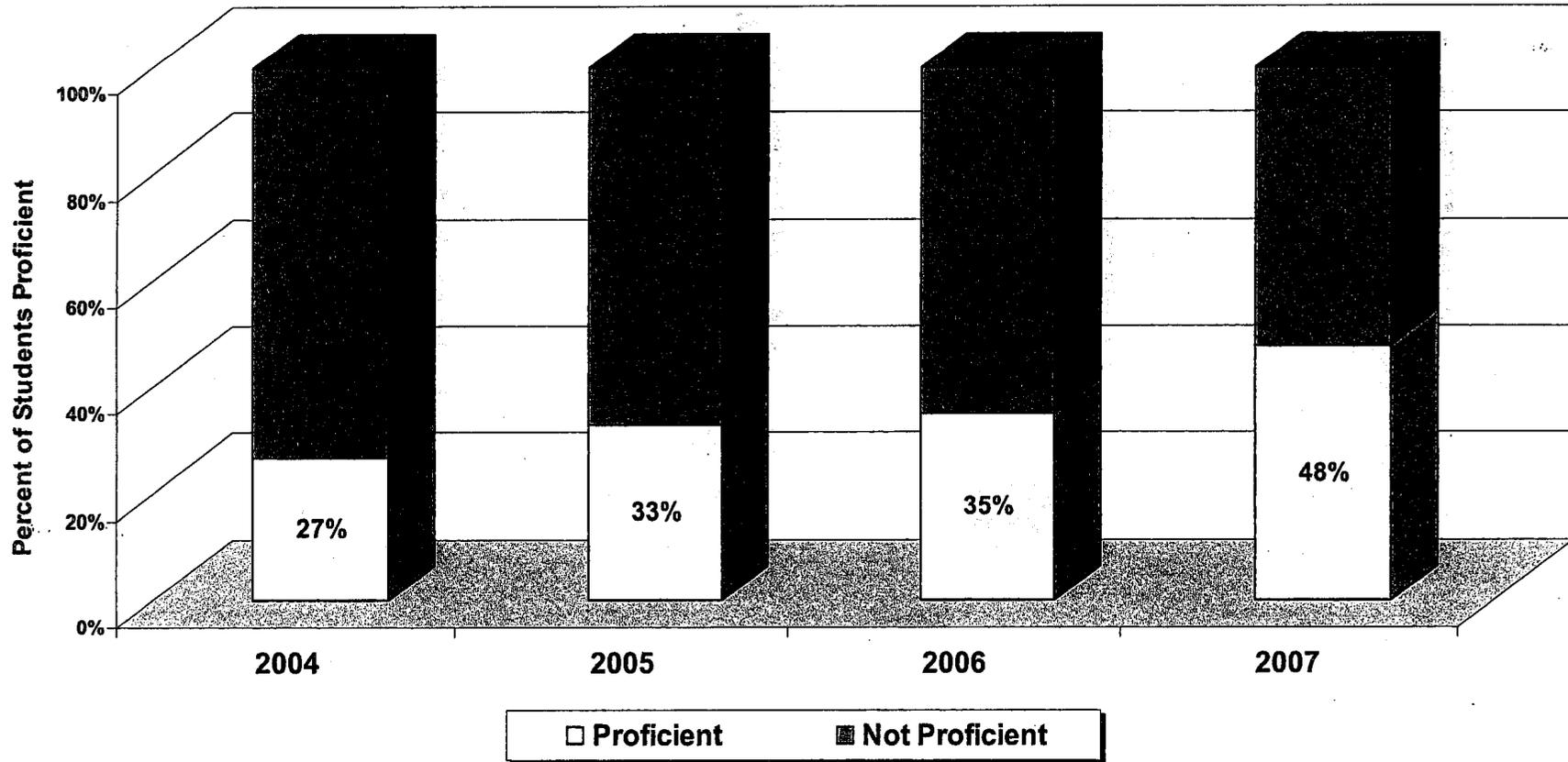
# Hawaii State Assessment Results Molokai High School - Math

**+8% in 3 yrs!**



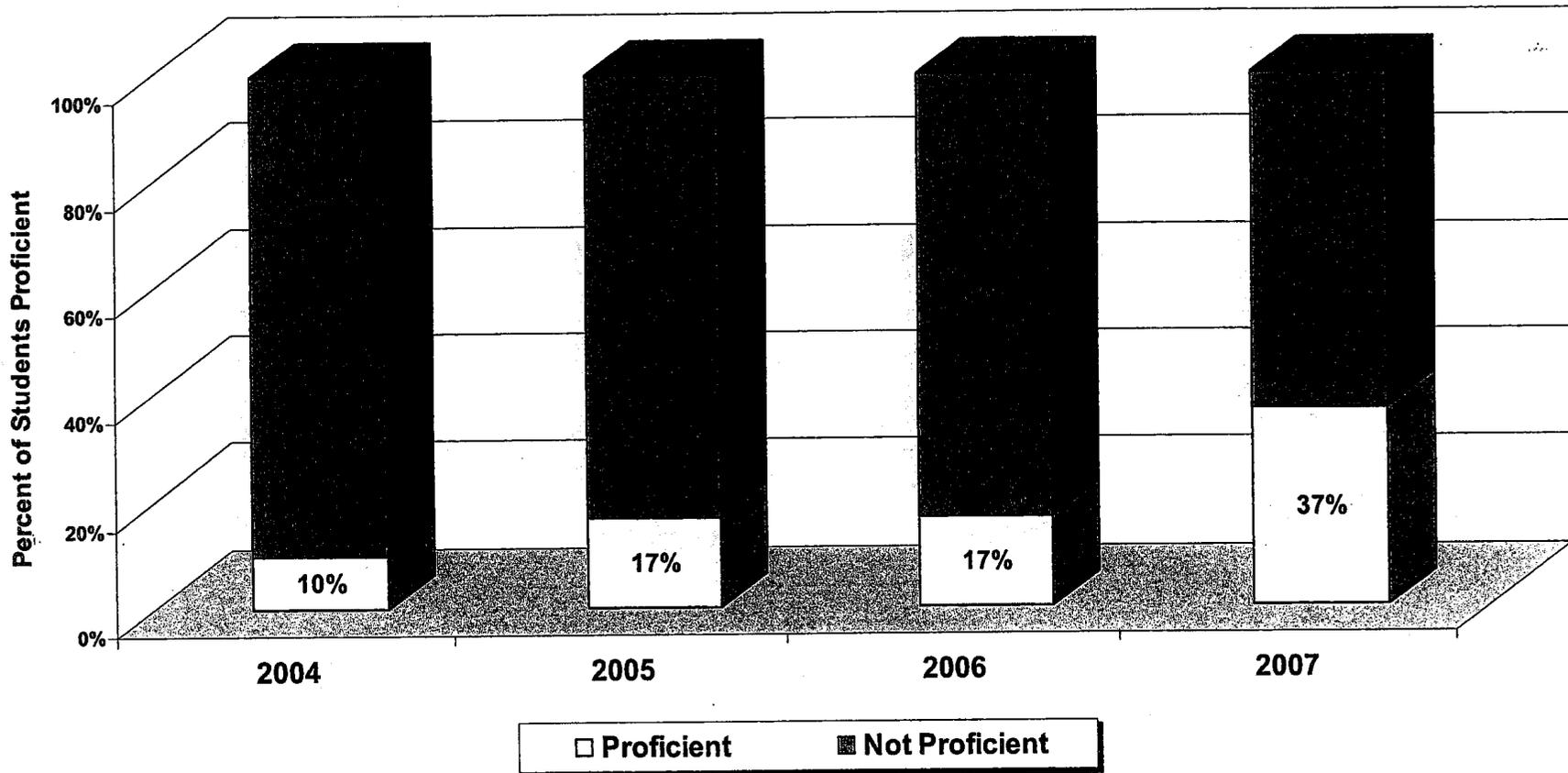
# Hawaii State Assessment Results Kaunakakai Elementary School - ELA

Met AYP!



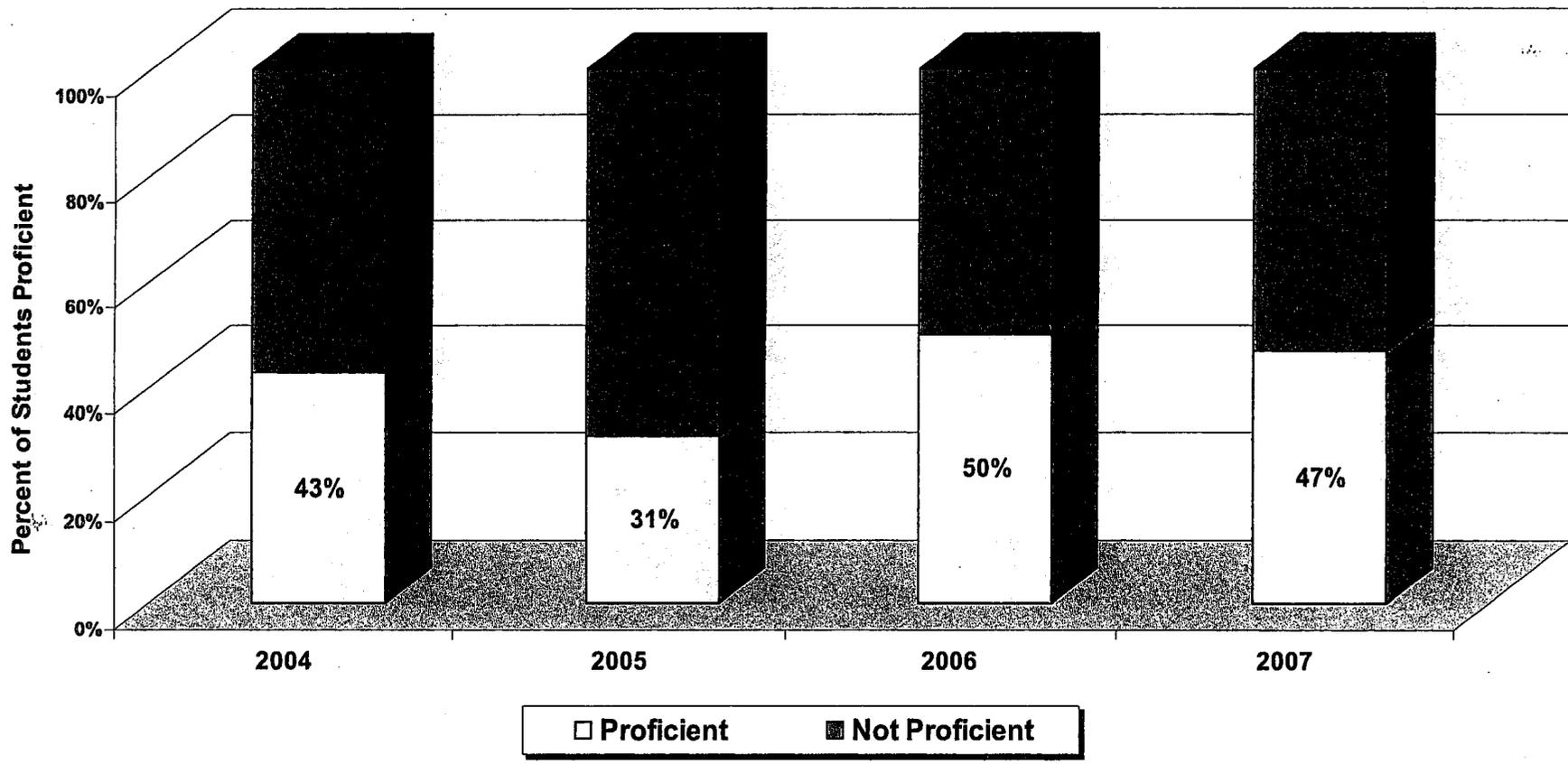
# Hawaii State Assessment Results Kaunakakai Elementary School - Math

Met AYP!



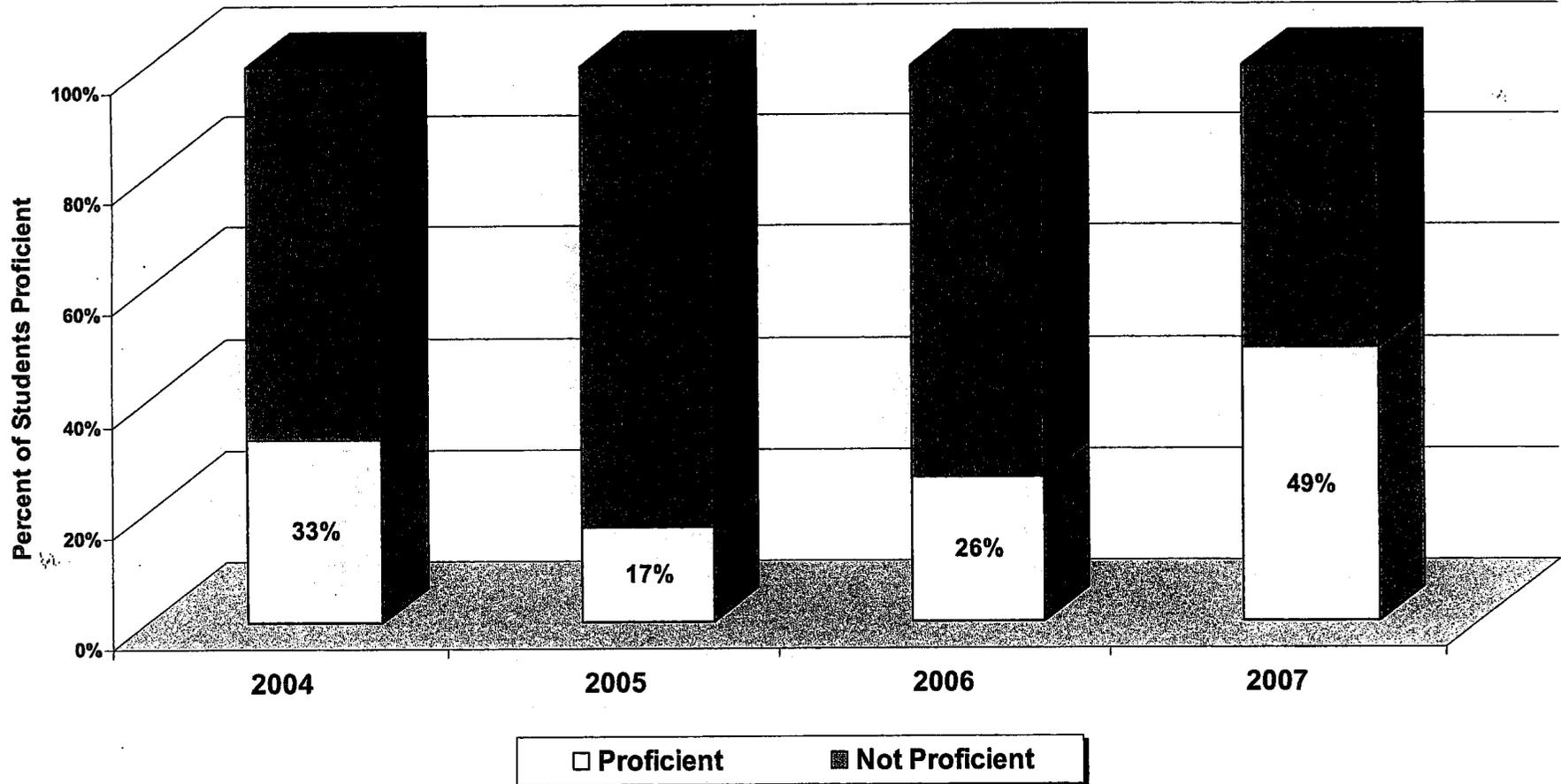
# Hawaii State Assessment Results Kilohana Elementary School - ELA

Met AYP!



# Hawaii State Assessment Results Kilohana Elementary School - Math

Met AYP!

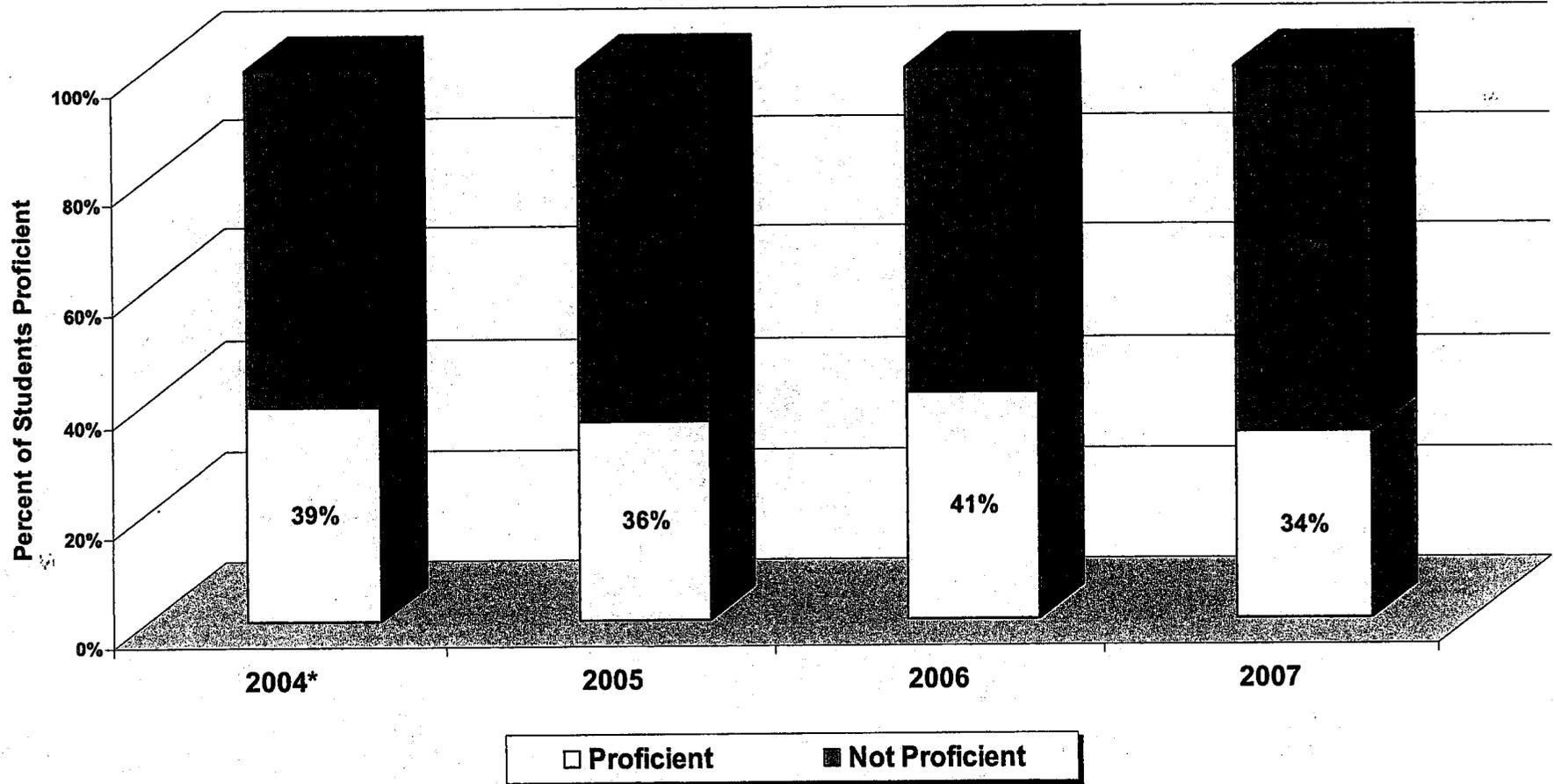




## **Array of Services Schools**

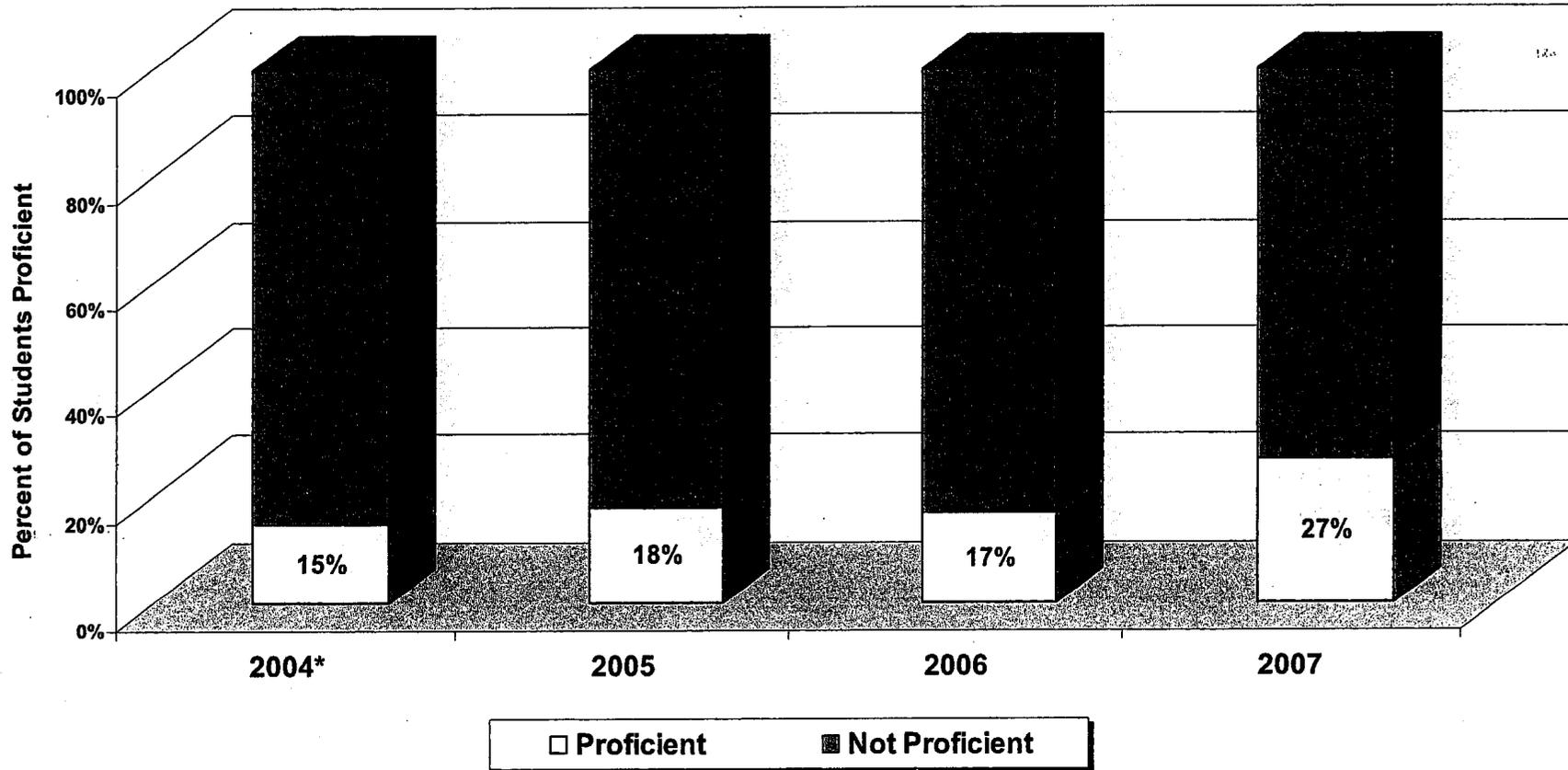
- Year 3 Schools:
  - Nanakuli Elementary School
  - Nanaikapono Elementary School
- Year 2 Schools:
  - Waipahu Elementary School

## Hawaii State Assessment Results Nanakuli Elementary School - ELA

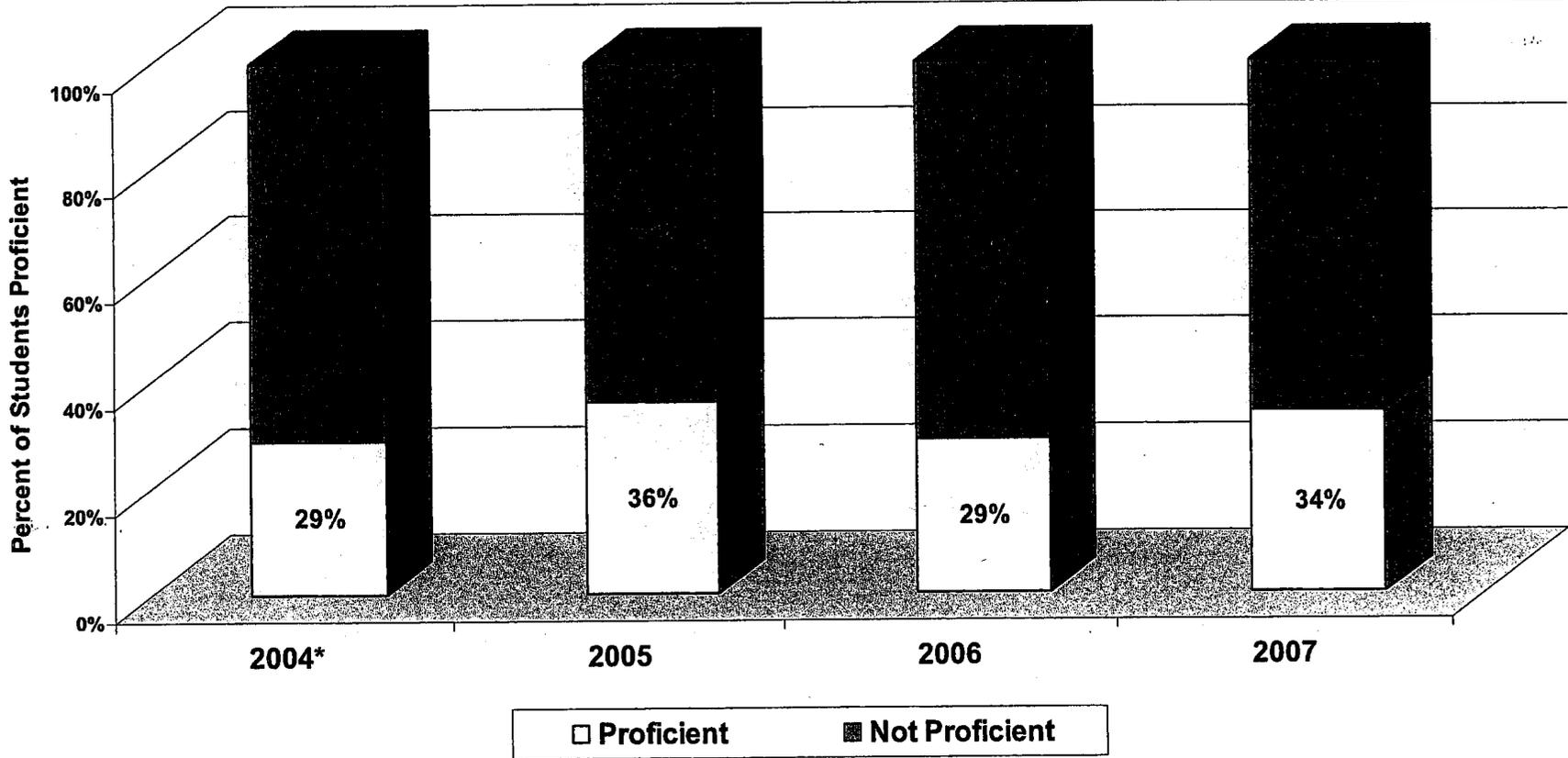


# Hawaii State Assessment Results Nanakuli Elementary School - Math

## +12% in 3 yrs!

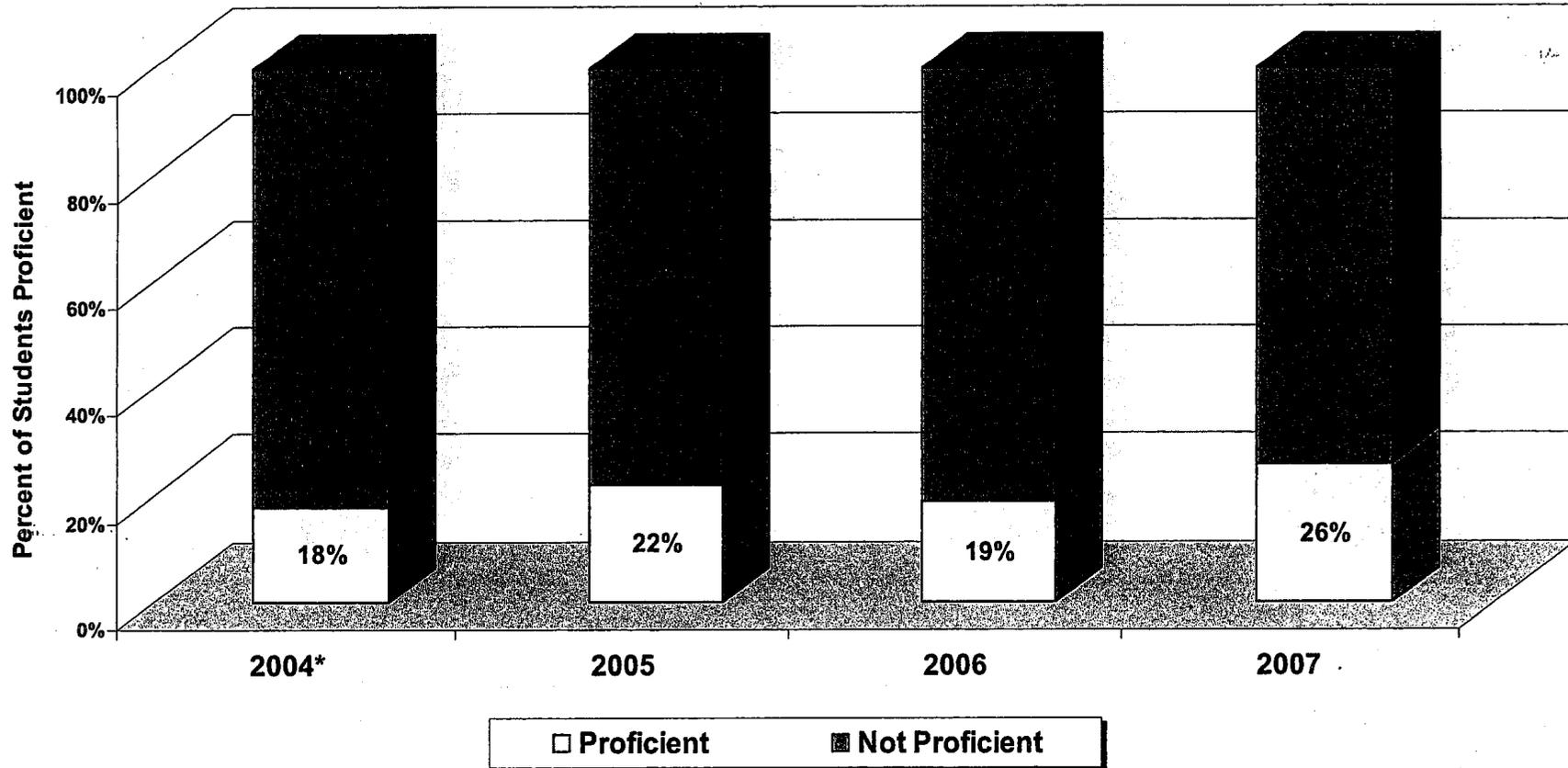


# Hawaii State Assessment Results Nanaikapono Elementary School - ELA



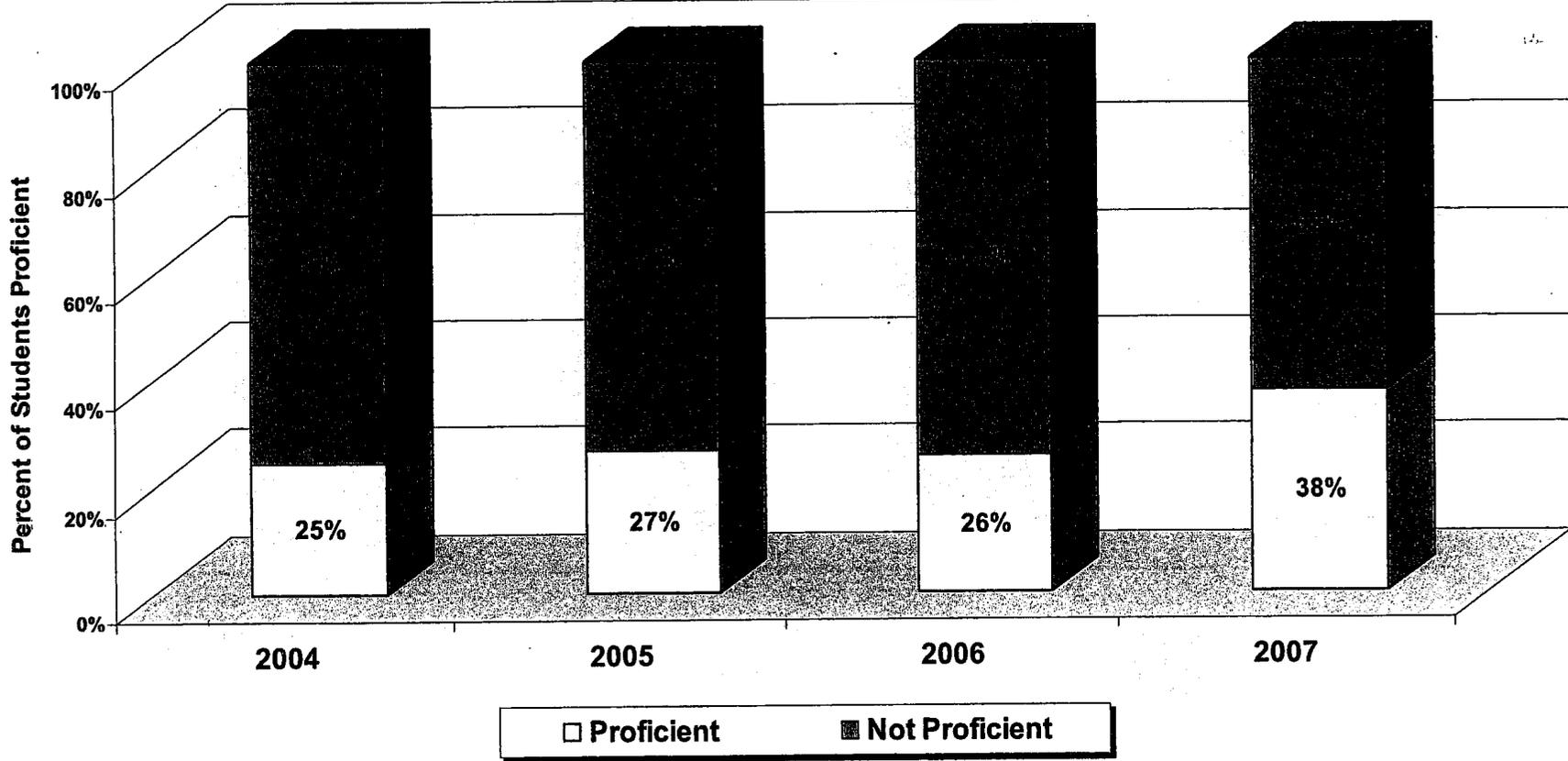
# Hawaii State Assessment Results Nanaikapono Elementary School - Math

## +8% in 3 yrs!



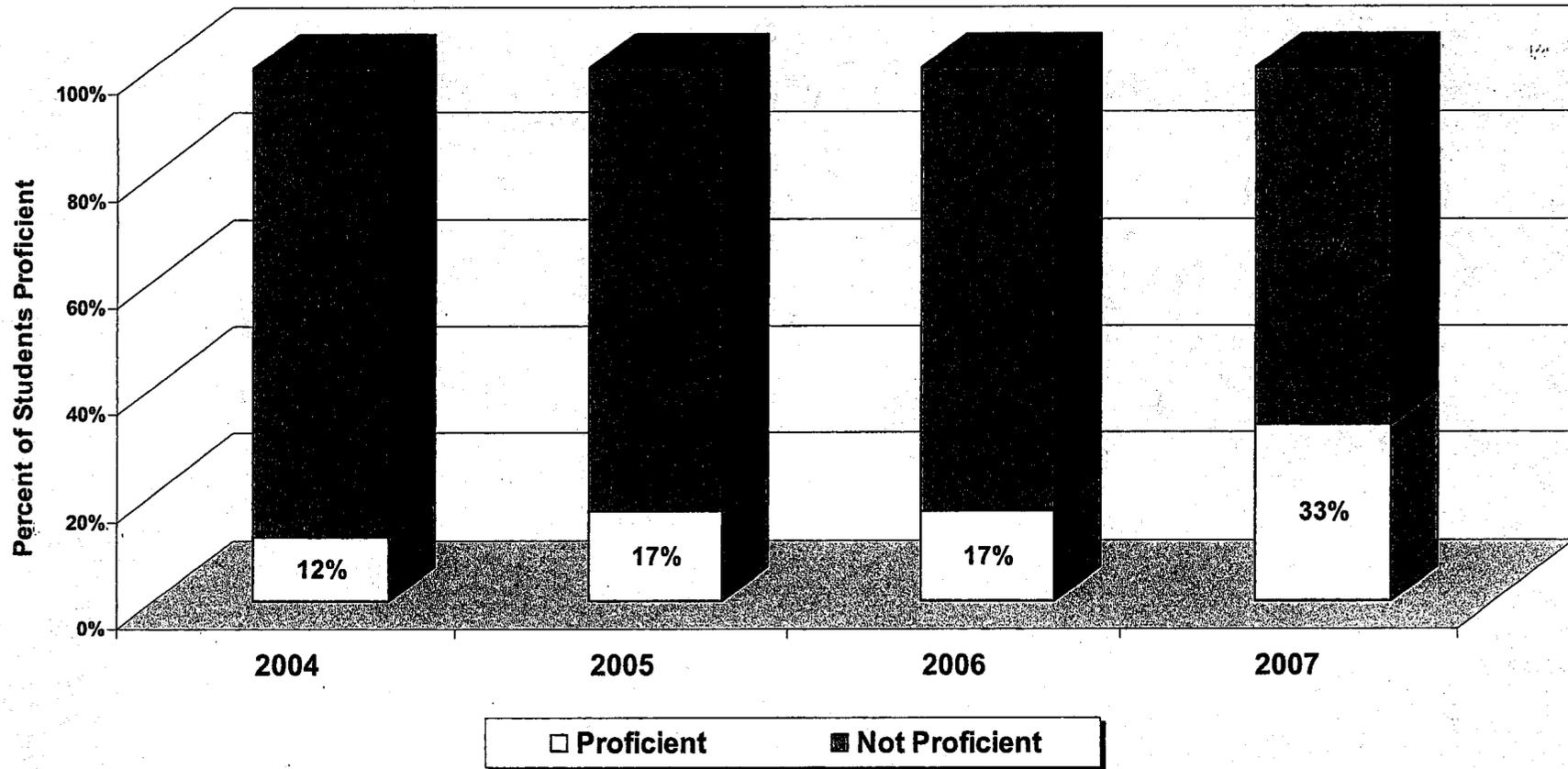
# Hawaii State Assessment Results Waipahu Elementary School - ELA

Met AYP!



# Hawaii State Assessment Results Waipahu Elementary School - Math

Met AYP!





# **Progress Reports on 2007-2008 Restructured Schools**

## **Comprehensive Model Schools**

**Molokai: Molokai High School**

**Molokai Middle School**

**Kaunakakai Elementary School**

**Kilohana Elementary School**

**Maunaloa Elementary School**

**Oahu: Wahiawa Middle School**

**Maui: Hana High & Elementary School**



# **Restructuring Schools Moloka'i Complex**

**“Transitioning & Cementing”  
Strategies for Improvement of Student  
Performance**

# ISLAND-WIDE FOCUS

- **K-12 ARTICULATION**
  - **Implementation of Moloka'i K-12 Curriculum Content Committees:**
    - **To align K-12 curriculum with state standards/benchmarks**
    - **To ensure consistency/coordination of curriculum & instructional outcomes by grade level**
    - **To bring various reform efforts into a comprehensive whole**
    - **To create & maintain communication throughout the schools**
    - **To articulate & coordinate professional development trainings identified as needs for teachers and administrators, K-12**
  - **Representation from all schools: administration, classroom teachers, SPED, Moloka'i Complex Personnel, Charter School**
- **K-12 "Stay Home" - maximize the opportunities to implement the knowledge gained from ETS restructuring efforts into instructional planning and school site management.**

# **ISLAND-WIDE FOCUS**

- **Structure of ETS Service Days developed with an island-wide application**
- **Increased days for Instructional Leads and Math Content Specialist based on identified needs**
- **ELA Content Specialist support reallocated to ETS Instructional Leads**

# **ISLAND-WIDE Principal Focus...**

- Active participants in the island-wide K-12 articulation curriculum process in math and English/Language Arts content areas
- ETS providing specific training/support in effective implementation of classroom walk-through process with feedback and coaching of teachers
- Continued development of the principals' expertise in lesson observation skills and instructional coaching
- ETS support of site administrators in coaching individual teachers in classroom/student management strategies
- ETS Instructional Leads and elementary principals participate in the math demonstration lessons and debriefing sessions

# **ISLAND-WIDE Teacher Focus...**

- Transition of responsibility to teachers and site administrators -- the analysis of data results to enhance instructional planning, planning/implementation of student interventions, and monitoring of results
- Transition of responsibility to teachers and site administrators -- the pre-planning and delivery of “1<sup>st</sup> Best Teaching” of quarterly benchmarks
- “Math behind the math” - development of elementary foundational math concepts and understandings – teachers meet in grade level clusters (Grades K,1,2; Grades 3-4; Grades 5-6) with ETS math content specialist throughout school year

# **ISLAND-WIDE Moloka'i Complex Support Focus...**

- Complex Area Superintendent's support
- School Renewal Specialist, School Assessment Liaison, Title 1 Linker and other Complex staff providing active leadership support in the schools' reform efforts
- Use of student data results to drive instructional planning and decisions at individual school sites
- Coordination with other consultants and programs in place at the school level
- Staff willingness to adopt research strategies and develop deeper content knowledge



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# **Progress Reports Year 3 Schools**

Moloka'i Schools

# **MAUNALOA ELEMENTARY SCHOOL**

- **Principal assuming leadership responsibility for classroom walk-throughs with teacher feedback**
- **ETS Instructional Lead and Principal are supporting identified teachers with individualized instructional planning and student management training**
- **Principal coaching in the leadership and management of STPT meetings and outcomes**
- **ETS Math Content Specialist working with grade level cluster teachers to align student outcomes, grade level to grade level, and to provide math demonstration lessons for teachers with debriefing including principals and ETS Instructional Lead**
- **IDMS and Item Bank usage to develop on-going “mini” benchmark assessments**

# Quarter #1 Interim Assessment – Maunaloa Elementary

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade K	0	9	0%
Grade 1	4	5	80%
Grade 2	3	11	27%
Grade 3	1	7	14%
Grade 4	4	9	44%
Grade 5	2	9	22%
Grade 6	3	8	38%
	<b>17</b>	<b>58</b>	<b>29%</b>

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade K	3	6	50%
Grade 1	4	5	80%
Grade 2	5	11	45%
Grade 3	0	5	0%
Grade 4	1	9	11%
Grade 5	2	9	22%
Grade 6	2	8	25%
	<b>17</b>	<b>53</b>	<b>32%</b>

# **MOLOKA'I HIGH SCHOOL**

- Focus of ETS Instructional Lead and Principal moved to coaching content teachers in the effective delivery of content-specific benchmark instruction
- Teachers' responsible to access IDMS data reports to inform instructional planning
- Principal's leadership in classroom walk-throughs and teacher coaching of effective instructional strategies
- Principal's leadership in the implementation and management of STPT meetings
- ETS Instructional Lead and Principal are supporting identified teachers with individualized instructional planning and student management training

# Quarter #1 Interim Assessment – Molokai High School

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
<b>Grade 9</b>	<b>11</b>	<b>86</b>	<b>13%</b>
<b>Grade 10</b>	<b>6</b>	<b>88</b>	<b>7%</b>
<b>Grade 11</b>	<b>2</b>	<b>92</b>	<b>2%</b>
	<b>19</b>	<b>266</b>	<b>7%</b>

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
<b>PreAlgebra</b>	<b>1</b>	<b>39</b>	<b>3%</b>
<b>Alg I</b>	<b>1</b>	<b>79</b>	<b>1%</b>
<b>Geo</b>	<b>14</b>	<b>89</b>	<b>16%</b>
<b>Alg II</b>	<b>0</b>	<b>60</b>	<b>0%</b>
	<b>16</b>	<b>267</b>	<b>6%</b>

**NOTE: Proficiency determined as >67% correct on Q1 Assessment**

# **MOLOKA'I MIDDLE SCHOOL**

- Continued focus supporting teachers' needs in the areas of instructional planning, lesson delivery, use of materials and student engagement
- Monitoring SPED students' academic progress in ELA and Math
- Continuing to support the principal's implementation of regular classroom walk-throughs with ETS coaching
- Sustaining the focus on instruction using targeted standards/benchmarks in ELA and math
- Increase the use of Item Bank to "own" on-going formative assessment process in ELA and math

# Quarter #1 Interim Assessment – Molokai Middle School

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
<b>Grade 7</b>	<b>2</b>	<b>56</b>	<b>4%</b>
<b>Grade 8</b>	<b>2</b>	<b>71</b>	<b>3%</b>
	<b>4</b>	<b>127</b>	<b>3%</b>

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
<b>Grade 7</b>	<b>6</b>	<b>64</b>	<b>9%</b>
<b>Grade 8</b>	<b>17</b>	<b>78</b>	<b>22%</b>
	<b>23</b>	<b>142</b>	<b>16%</b>

**NOTE: Proficiency determined as >67% correct on Q1 Assessment**

# **KAUNAKAKAI ELEMENTARY SCHOOL**

- **Principal assuming leadership responsibility for classroom walk-throughs with ETS coaching**
- **Increased classroom implementation of high-Impact practices in daily lessons**
- **ETS Instructional Lead and Principal supporting identified teachers with individualized instructional planning and student management training**
- **Principal coaching in providing increased leadership and management of STPT meetings and outcomes**
- **ETS Math Content Specialist working with grade level cluster teachers to align student outcomes, grade level to grade level, and to provide math demonstration lessons for teachers with debriefing including principals and ETS Instructional Lead**
- **SAL active in monthly grade level sessions –writing process**

# Quarter #1 Interim Assessment – Kaunakakai Elementary

READING				MATH			
Grade Level	# Proficient	# Assessed	% Proficient	Grade Level	# Proficient	# Assessed	% Proficient
Grade K	10	31	32%	Grade K	17	31	55%
Grade 1	3	31	10%	Grade 1	10	31	32%
Grade 2	14	29	48%	Grade 2	15	29	52%
Grade 3	9	28	32%	Grade 3	0	28	0%
Grade 4	6	34	18%	Grade 4	5	33	15%
Grade 5	2	24	8%	Grade 5	2	26	8%
Grade 6	1	21	5%	Grade 6	0	24	0%
	45	198	23%		49	202	24%

**NOTE: Proficiency determined as >65% correct on Q1 Assessment**

# **KILOHANA ELEMENTARY SCHOOL**

- Principal's implementation of regular classroom walk-throughs with ETS coaching
- ETS Instructional Lead and Principal supporting identified teachers with individualized instructional planning and student management training
- Principal coaching in providing increased leadership and management of STPT meetings and outcomes
- IDMS and Item Bank usage to develop on-going "mini" benchmark assessments
- ETS Math Content Specialist working with grade level cluster teachers to align student outcomes, grade level to grade level, and to provide math demonstration lessons for teachers with debriefing including principals and ETS Instructional lead

# Quarter #1 Interim Assessment – Kilohana Elementary

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade K	0	14	0%
Grade 1	8	13	62%
Grade 2	0	12	0%
Grade 3	3	14	21%
Grade 4	2	15	13%
Grade 5	3	17	18%
Grade 6	1	10	10%
	17	95	18%

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade K	10	13	77%
Grade 1	6	13	46%
Grade 2	2	12	17%
Grade 3	2	14	14%
Grade 4	3	16	19%
Grade 5	3	17	18%
Grade 6	1	10	10%
	27	95	28%

**NOTE: Proficiency determined as >65% correct on Q1 Assessment**



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# **Progress Reports Year 3 Schools**

**Wahiawa Middle School**

# WAHIAWA MIDDLE SCHOOL

- 62 days on-site Instructional Lead and ELA and Math Content Specialists days
- Higher ratio of ELA and Math Content Specialists' days this year
- Continued focus on needs of teachers in instructional planning, lesson delivery, use of High-Impact Strategies, use of appropriate grade level benchmark materials and increased student engagement
- Administration piloting ETS Pathway Observation Framework - specific process for lesson observations with feedback to teachers – debriefing with Instructional Lead
- Sustaining the focus on instruction using targeted standards/benchmarks in ELA and Math
- Increase the use of IDMS and the Item Bank to “own” the formative assessment process in ELA and math

# Quarter #1 Interim Assessment – Wahiawa Middle School

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade 6	82	278	29%
Grade 7	28	271	10%
Grade 8	21	299	7%
	131	848	15%

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade 6	26	280	9%
Grade 7	32	271	12%
Grade 8	31	241	13%
Algebra	2	26	8%
	91	818	11%

**NOTE: Proficiency determined as >67% correct on Q1 Assessment**



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# **Progress Reports Year 3 Schools**

Hana High & Elementary School

# Hana High & Elementary School

- Extensive leadership coaching based on Pathwise principals
- Increased collaboration at all levels and for all sub-groups
- Continued data analysis at an intensive and deeper level in Mathematics, English Language Arts, and Science.
- All adults at the school involved in the in school tutoring program.
- Structured Teacher Planning Time occurs weekly and is facilitated by the Counselors at Intermediate, Middle and High School and by the Reading Teacher at pre-K-2. The Middle School Team presented STPT to the Maui Middle School Conference in October.
- Increased collaboration resulting in more time spent in small learning committees focused on student achievement and improving teaching.
- A continued effort to combine several plans into one focused plan, with the CTE plan and the Safety Plan being combined in the new Strategic Plan.
- Extensive coaching resulting in the administrative team being seen as Instructional Leaders.

# Quarter #1 Interim Assessment – Hana High & Elementary

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade K	6	26	23%
Grade 1	12	27	44%
Grade 2	5	16	31%
Grade 3	4	24	17%
Grade 4	6	17	35%
Grade 5	13	36	36%
Grade 6	4	23	17%
Grade 7	0	24	0%
Grade 8	6	25	24%
Grade 9	3	16	19%
Grade 10	4	26	15%
Grade 11	5	29	17%
	<b>68</b>	<b>289</b>	<b>24%</b>

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade K	12	27	44%
Grade 1	20	29	69%
Grade 2	11	16	69%
Grade 3	4	24	17%
Grade 4	1	17	6%
Grade 5	5	35	14%
Grade 6	1	24	4%
Grade 7	0	23	0%
Grade 8	5	24	21%
Algebra I	1	13	8%
Geometry	3	2	26%
Algebra 2	4	26	15%
	<b>67</b>	<b>260</b>	<b>26%</b>

NOTE: Proficiency determined as >67% correct on Q1 Assessment



# **Progress Reports on 2007-2008 Restructured Schools**

## **Array of Services Schools**

**Oahu: Nanakuli High & Intermediate School  
Nanakuli Elementary School  
Nanaikapono Elementary School  
Waipahu Elementary School**

# **Array of Services Schools**

- Use of IDMS to disaggregate and review data
- Use of the ETS Item Bank to develop targeted mini-assessments at the grade/classroom level
- Administration of the ETS Hawaii Quarterly Assessments for Quarters 1, 2 and 4 in compliance with the requirements for interim assessments for Restructuring Schools
- ETS Assessments continue to assess Reading/Language Arts and Mathematics in grade levels K-11. An ETS Science Assessment for Levels I, II and III will also be administered with the Quarter 2 assessments this year.
- Schools have been trained in the Focus on Standards process and continue to hold STPT collaborative sessions to review data and adapt instructional strategies.

# Quarter #1 Interim Assessment – Nanakuli High & Intermediate

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade 7	14	161	9%
Grade 8	12	135	9%
Grade 9	9	162	6%
Grade 10	8	147	5%
Grade 11	13	132	10%
	56	737	9%

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade 7	6	153	4%
Grade 8	0	124	0%
PreAlgebra	0	21	0%
Algebra I	0	173	0%
Geometry	7	193	4%
Algebra II	4	115	3%
	17	779	2%

**NOTE: Proficiency determined as >67% correct on Q1 Assessment**

# Quarter #1 Interim Assessment – Nanakuli Elementary

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade 1	13	47	28%
Grade 2	0	48	0%
Grade 3	1	40	3%
Grade 4	1	54	2%
Grade 5	9	36	25%
Grade 6	6	57	11%
	30	282	11%

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade 1	10	46	22%
Grade 2	5	47	11%
Grade 3	4	43	9%
Grade 4	0	50	0%
Grade 5	1	37	3%
Grade 6	0	56	0%
	20	279	7%

**NOTE: Proficiency determined as >67% correct on Q1 Assessment**

# Quarter #1 Interim Assessment – Nanaikapono Elementary

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade K	13	133	10%
Grade 1	24	133	18%
Grade 2	5	120	4%
Grade 3	11	118	9%
Grade 4	13	126	10%
Grade 5	19	110	17%
Grade 6	35	127	28%
	120	867	14%

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade K	31	133	23%
Grade 1	20	134	15%
Grade 2	33	119	28%
Grade 3	7	118	6%
Grade 4	6	127	5%
Grade 5	4	110	4%
Grade 6	23	128	18%
	124	869	14%

NOTE: Proficiency determined as >67% correct on Q1 Assessment

# Quarter #1 Interim Assessment – Waipahu Elementary

<b>READING/ELA</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade 1	24	118	20%
Grade 2	7	132	5%
Grade 3	21	149	14%
Grade 4	40	152	26%
Grade 5	39	143	27%
Grade 6	37	150	25%
	168	844	20%

<b>MATH</b>			
<b>Grade Level</b>	<b># Proficient</b>	<b># Assessed</b>	<b>% Proficient</b>
Grade 1	19	116	16%
Grade 2	45	132	34%
Grade 3	10	147	7%
Grade 4	17	145	12%
Grade 5	12	144	8%
Grade 6	21	151	14%
	124	835	15%

**NOTE: Proficiency determined as >67% correct on Q1 Assessment**

# **Challenges for 2007-2008**

## **Overall Challenges, All Schools:**

- **Access to 2007 H.S.A. data**
- **School Registrars need training in ESIS extract process** (Note: the State staff was extremely helpful in providing this data)
- **Administration need training in IDMS, generating reports, validating data**
- **Teachers need training in IDMS usage strategies, pulling reports, understanding use of data to drive instruction**

## **Challenges, continued**

### **Challenges, Limited Services Schools:**

- **Access to Academic/Financial Plan for each school served**
- **Coordination of Services, clear definition of accountability by provider**
- **Knowledge of services provided by other providers and understanding of the coordination of services**
- **Access to data beyond Interim Assessment results**

# Moving IDMS Users to become "Independent" Data Miners

IDMS functions as of v 8.1:

- "One click" data report retrieval
- More detail in reports
- Report cover pages with explanations and definitions

- New, single page, Test Building Module
- "Best Practices" guide for building quality assessments

- Identification of an on-site, on-staff, IDMS expert for new teacher training
- Web trainings for IDMS experts
- Schools uploading their own data and generating their own reports



**Contacts:**

[www.ets.org](http://www.ets.org)

**909.382.6800 – California Office**





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# **Restructuring Schools in Hawaii**

Restructuring Provider Meeting

April 10, 2007

HIDOE/ETS

Attachment III - Educational Testing  
Service (ETS)



# **Using Formative Data to Predict Performance on Summative Tests**

Notes from Research and Development

ETS, Princeton Office

Brent Bridgeman, Senior Scientist

# Research Notes

- Formative assessment is “on-going” assessment used to change instruction; it happens in the classroom every day.
- Formative assessment results may be used as an indicator of how students will likely perform on a Summative assessment....IF there is a strong relationship in the design process to align items to the same skills and/or abilities as represented in the Summative assessment.
- Hawaii Quarterly Assessments have been developed by ETS Assessment Development department through a rigorous test development process intended to match the HCPS III state standards. The lack of a detailed blueprint for HSA 2007 (produced by new company) may influence the match of emphasis on the same standards in the quarterly assessments and the HSA.

- **Study in 2004 for Clark County, Nevada found that the ETS interim assessments were developed to mirror essential skills reflected in the state tests and the results indicate that correlations were high overall....and remarkably consistent within subgroups defined by gender, ethnicity, and poverty level.**
  - **Correlations for the Reading tests were substantial though somewhat lower for ELL students, but held on Math test.**
  - **Correlations for Learning Disabled students were less strong than for non-LD students.**
  - **Top-quarter performers on the interim assessments were virtually assured of meeting standards on the state CRT, with 96% of these students meeting standards across subject areas and grade levels.**
  - **These results suggest that well-constructed interim assessments can be highly predictive of scores on state tests, and that these relationships hold for diverse subgroups.**

- Provisions applied to results of Hawaii Quarterly Assessments duplicate the findings in the Clark County study:
  - Q1 and Q2 results will be reported as the percentage of students achieving 65% or better.
  - Subgroup results will be reported in the same manner.
  - Predictions will follow the Quarterly Assessment results, noting that only ½ of the school year mapped standards have been assessed.
  - Final data from the HSA 2007 and Q3/4 assessment will be added to the results when available.
- ETS has the research capability to produce scientific results in a study similar to Clark County for Hawaii DOE.



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# **Reports on Projected AYP Performance by School**

## Year 2 Schools

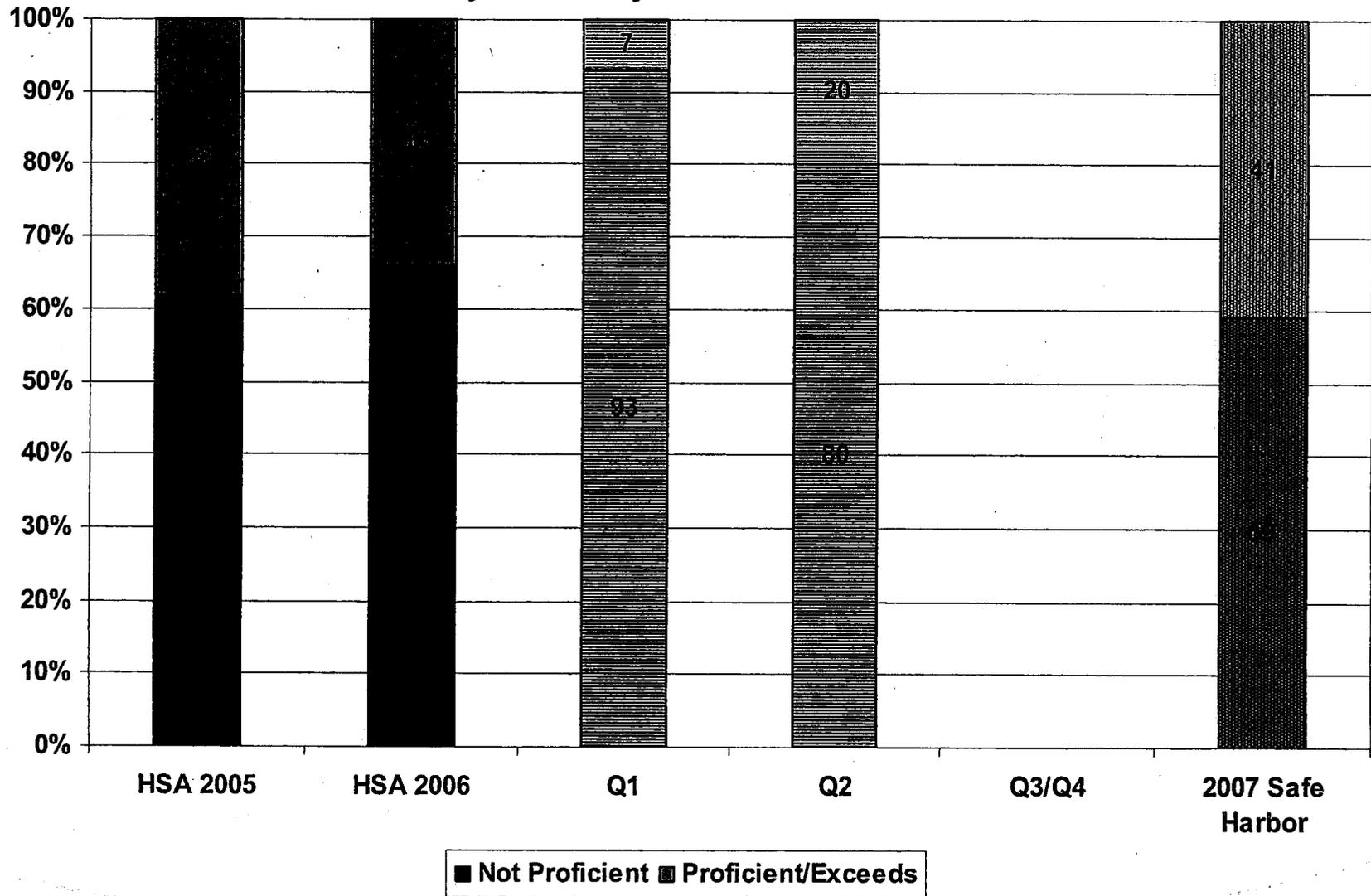
# **Year 2 Schools**

- **Wahiawa Middle School**
- **Nanakuli High & Intermediate School**
- **Hana High & Elementary School**
- **Maunaloa Elementary School**
- **Molokai High School**
- **Molokai Middle School**

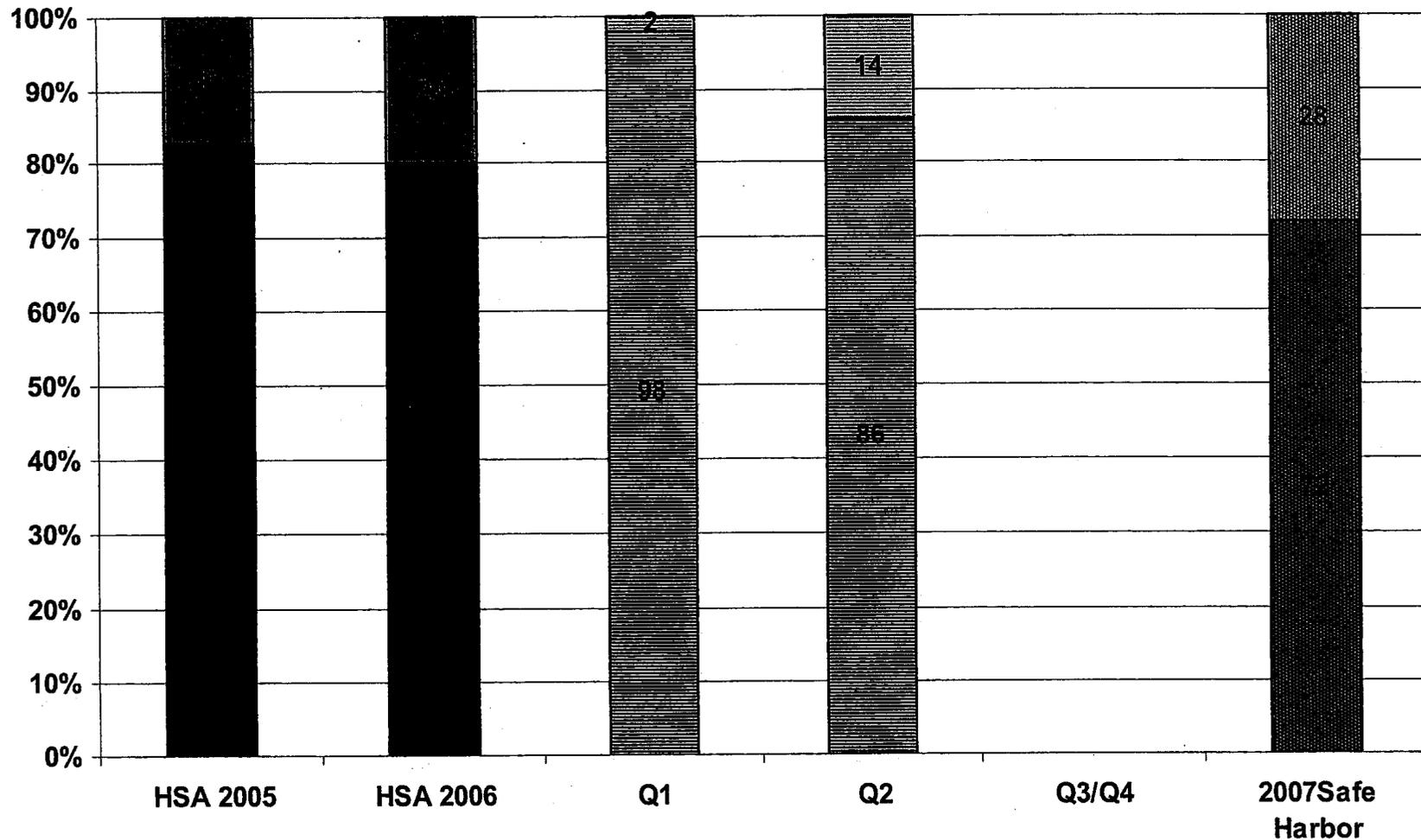
# Wahiawa Middle School

- HSA 2006 results included growth by 3% in Math proficiency, all students; decline in growth by 4% in ELA proficiency, all students
- Subgroups performing at less than 'All Students' level include Filipino, Hawaiian, Samoan, Disadvantaged, ESL, SPED
- Quarterly Assessments (2006-07) demonstrate Q1 at 2% and Q2-14% proficiency in Math; Q1-7% and Q2-20% proficiency in ELA
- Overall progress predicts Safe Harbor 2007 in Mathematics for all students! [Math = 28%]

**Wahiawa Middle School - READING**  
**Percent of Students by Proficiency Levels**



**Wahiawa Middle School - MATHEMATICS**  
**Percent of Students by Proficiency Levels**

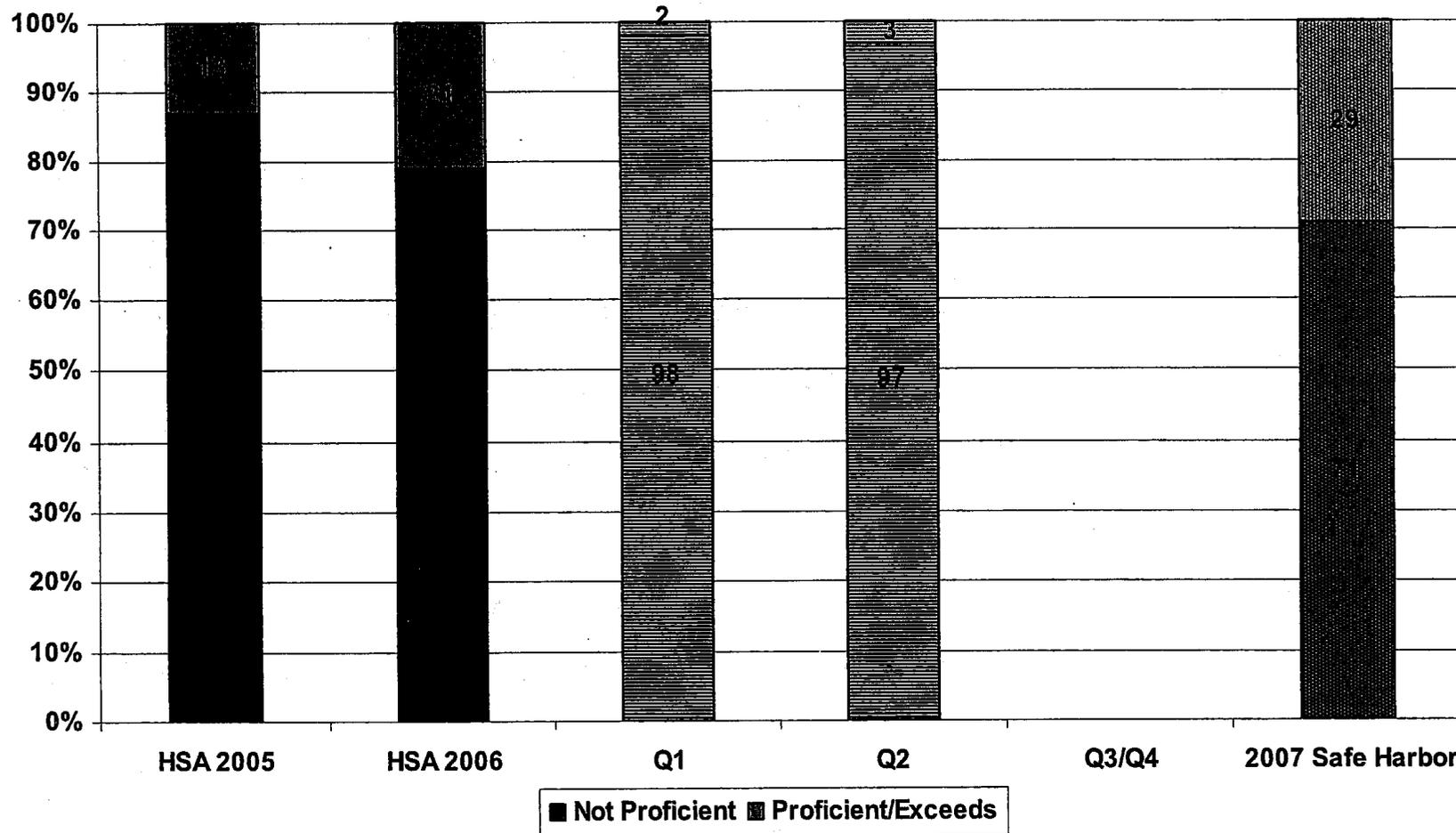


■ Not Proficient ■ Proficient/Exceeds

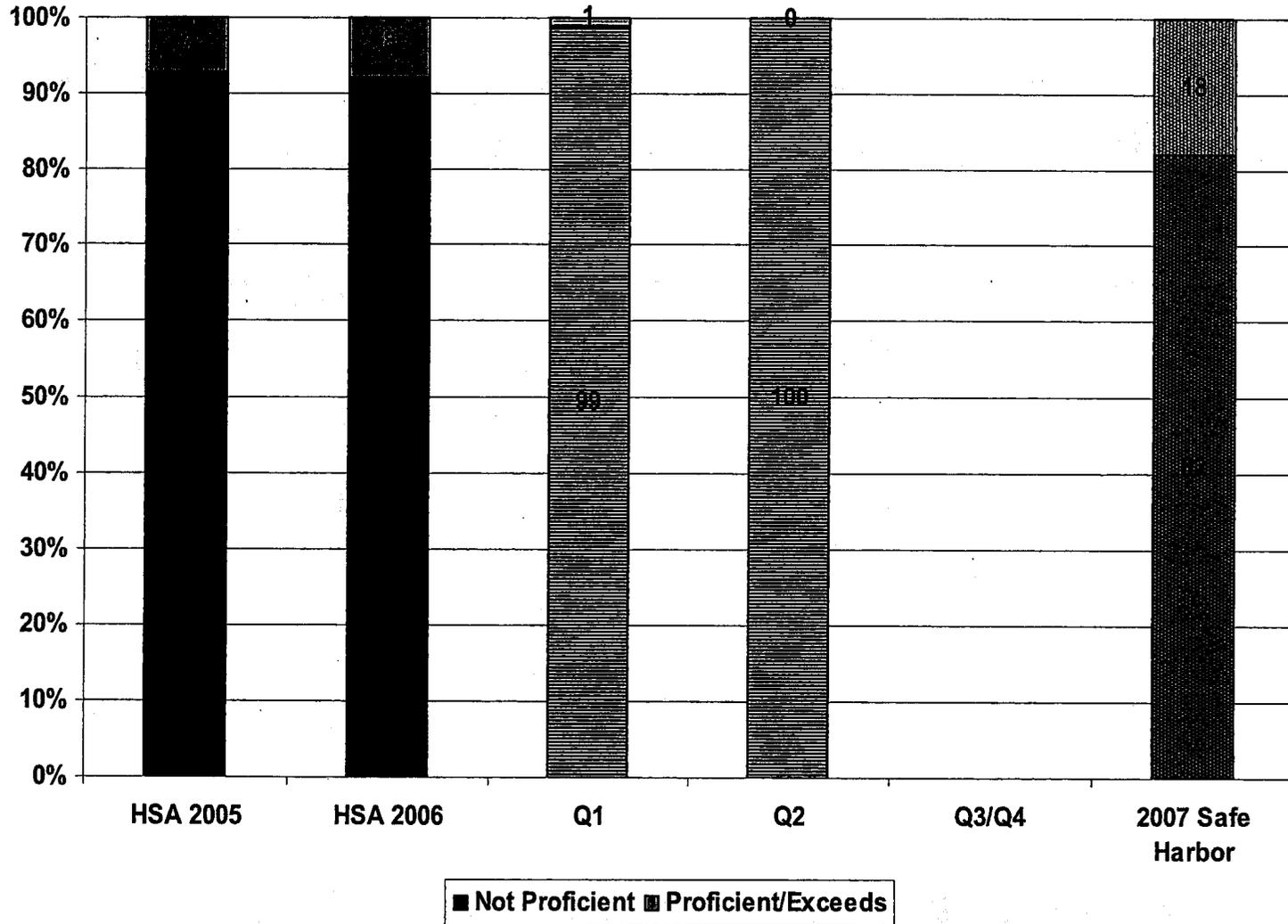
# Nanakuli High & Intermediate School

- HSA 2006 results included growth by 1% in Math proficiency, all students; growth by 8% in ELA proficiency, all students
- Subgroups performing at less than 'All Students' level include ESL, SPED in Reading/Language Arts
- Quarterly Assessments (Q1 and Q2) demonstrate 2% and 14% proficiency in Math and 7% and 20% proficiency in ELA, respectively
- Overall progress predicts Safe Harbor for 2007 in Reading/Language Arts and some growth in Mathematics for all students!

**Nanakuli High & Intermediate - READING PREDICTION  
Percent of Students by Proficiency Levels**



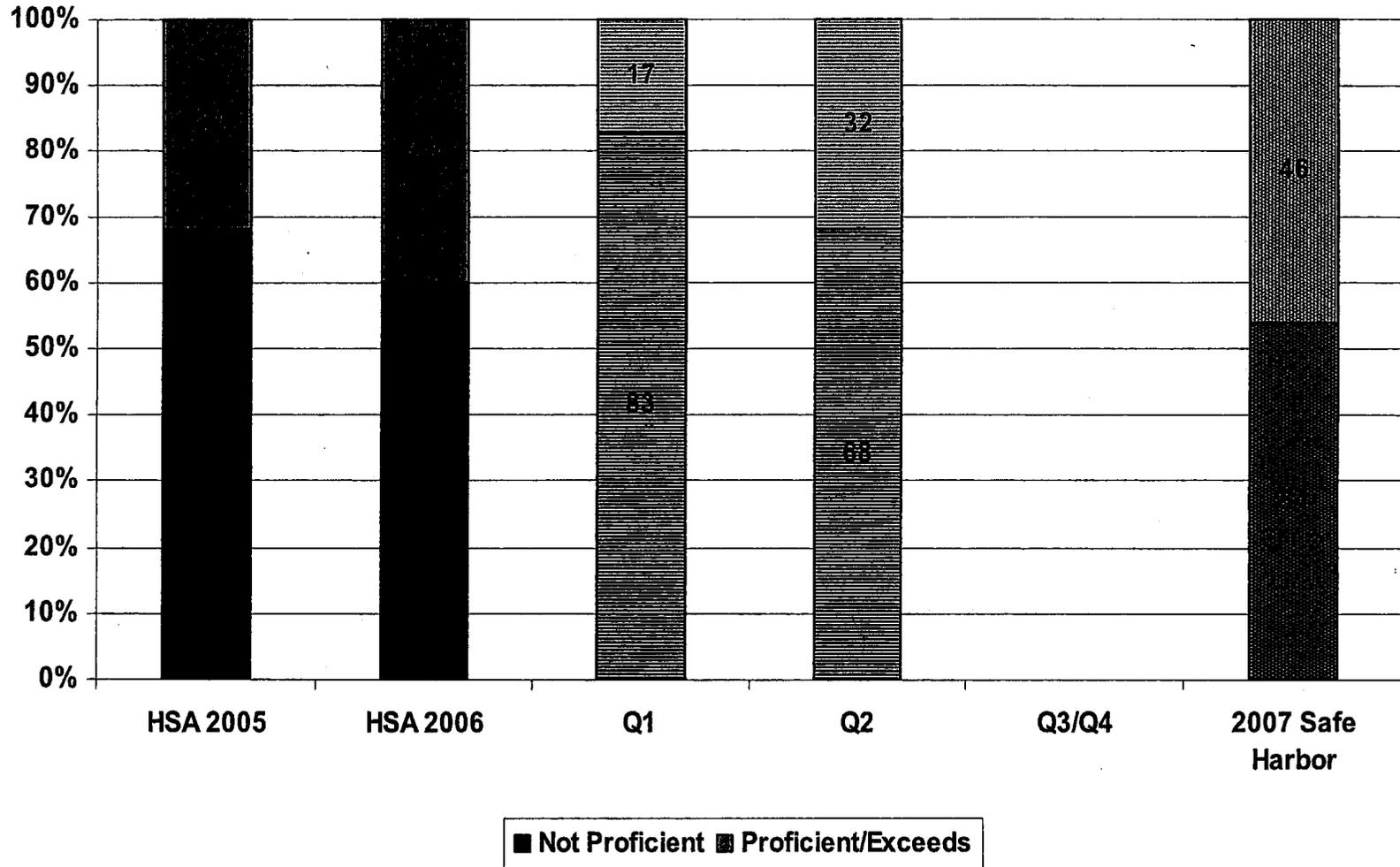
**Nanakuli High & Intermediate - MATHEMATICS PREDICTION**  
**Percent of Students by Proficiency Levels**



# Hana High & Elementary School

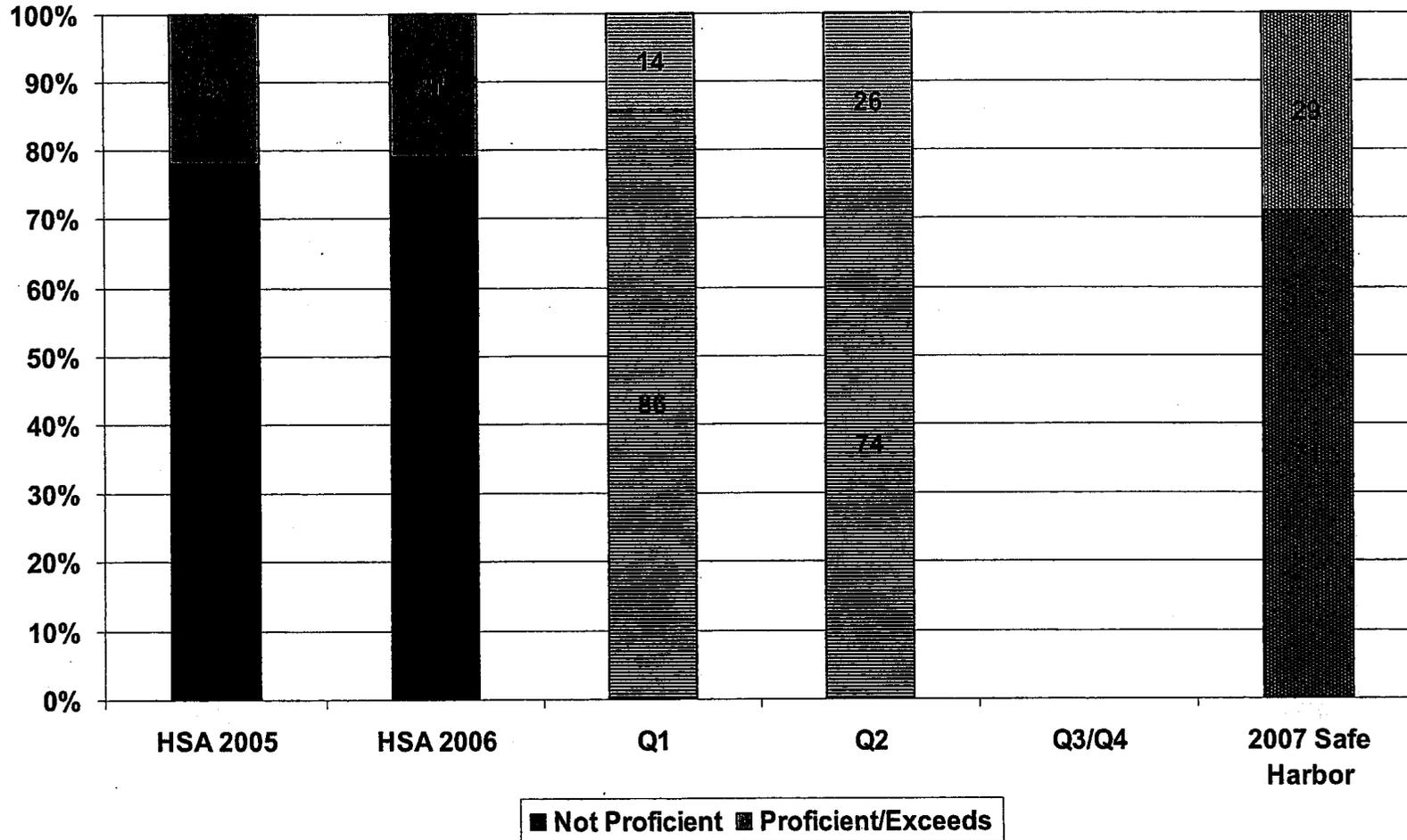
- HSA 2006 results included slight decline by 1% in Math proficiency, all students; growth by 8% in ELA proficiency, all students
- Subgroups performing at slightly less than 'All Students' level include SPED
- Quarterly Assessments (Q1 and Q2) demonstrate 14% and 26% proficiency in Math and 17% and 32% proficiency in ELA, respectively
- Overall progress predicts meeting AYP 2007 in both Reading/Language Arts and Mathematics for all students!

### Hana High & Elementary - READING PREDICTION Percent of Students by Proficiency Levels



38

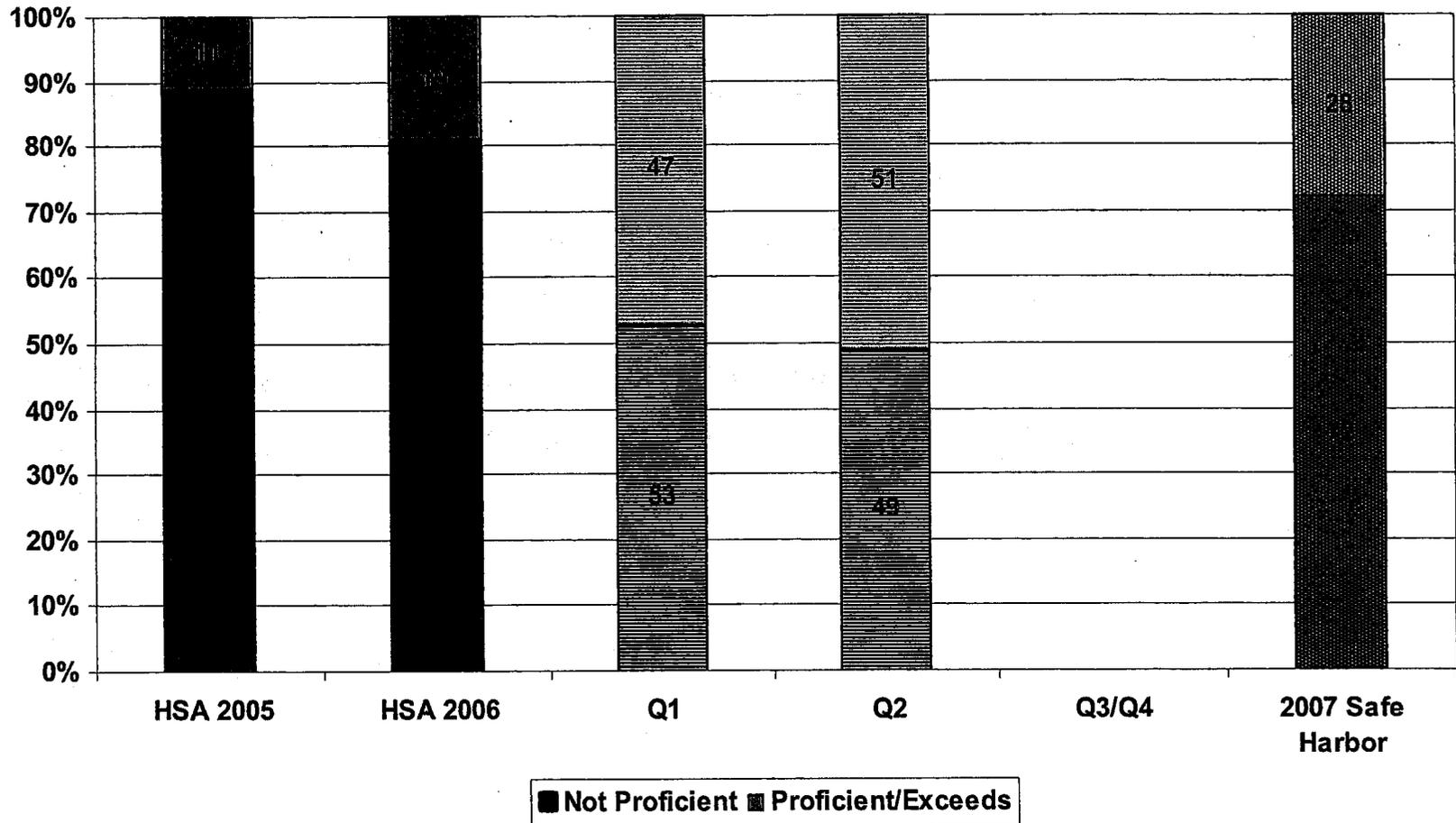
**Hana High & Elementary - MATHEMATICS PREDICTION**  
**Percent of Students by Proficiency Levels**



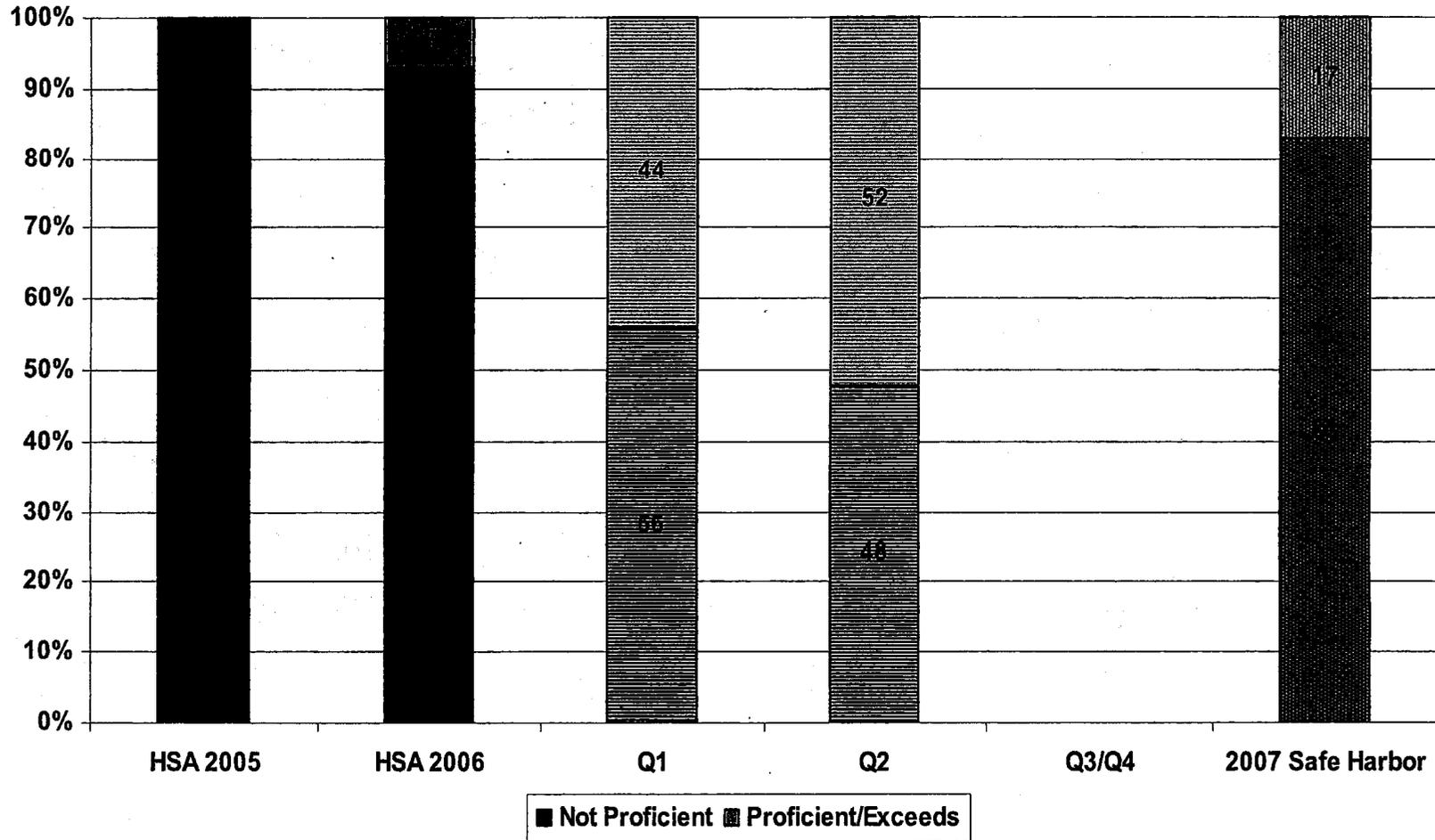
# Maunaloa Elementary School

- HSA 2006 results included growth by 7% in Math proficiency, all students; growth by 8% in ELA proficiency, all students
- There were NO Subgroups performing at less than 'All Students' level (Disadvantaged only subgroup reported)
- Quarterly Assessments (Q1 and Q2) demonstrate 44% and 52% proficiency in Math and 47% and 51% proficiency in ELA, respectively
- Overall progress predicts meeting AYP 2007 in both Mathematics and Reading/Language Arts for all students!

**Maunaloa Elementary - READING PREDICTION**  
**Percent of Students by Proficiency Levels**



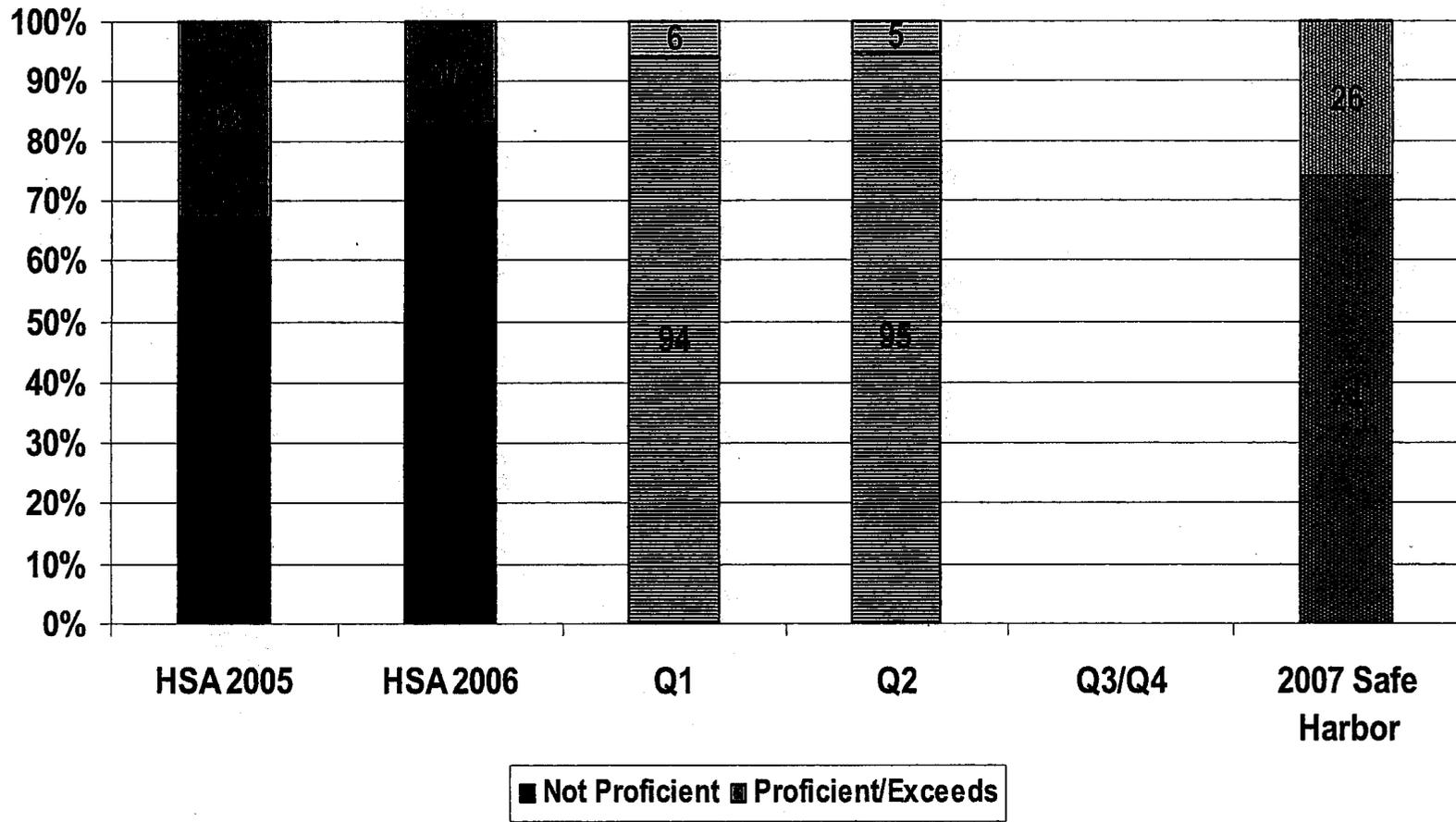
**Maunaloa Elementary - MATHEMATICS PREDICTION**  
**Percent of Students by Proficiency Levels**



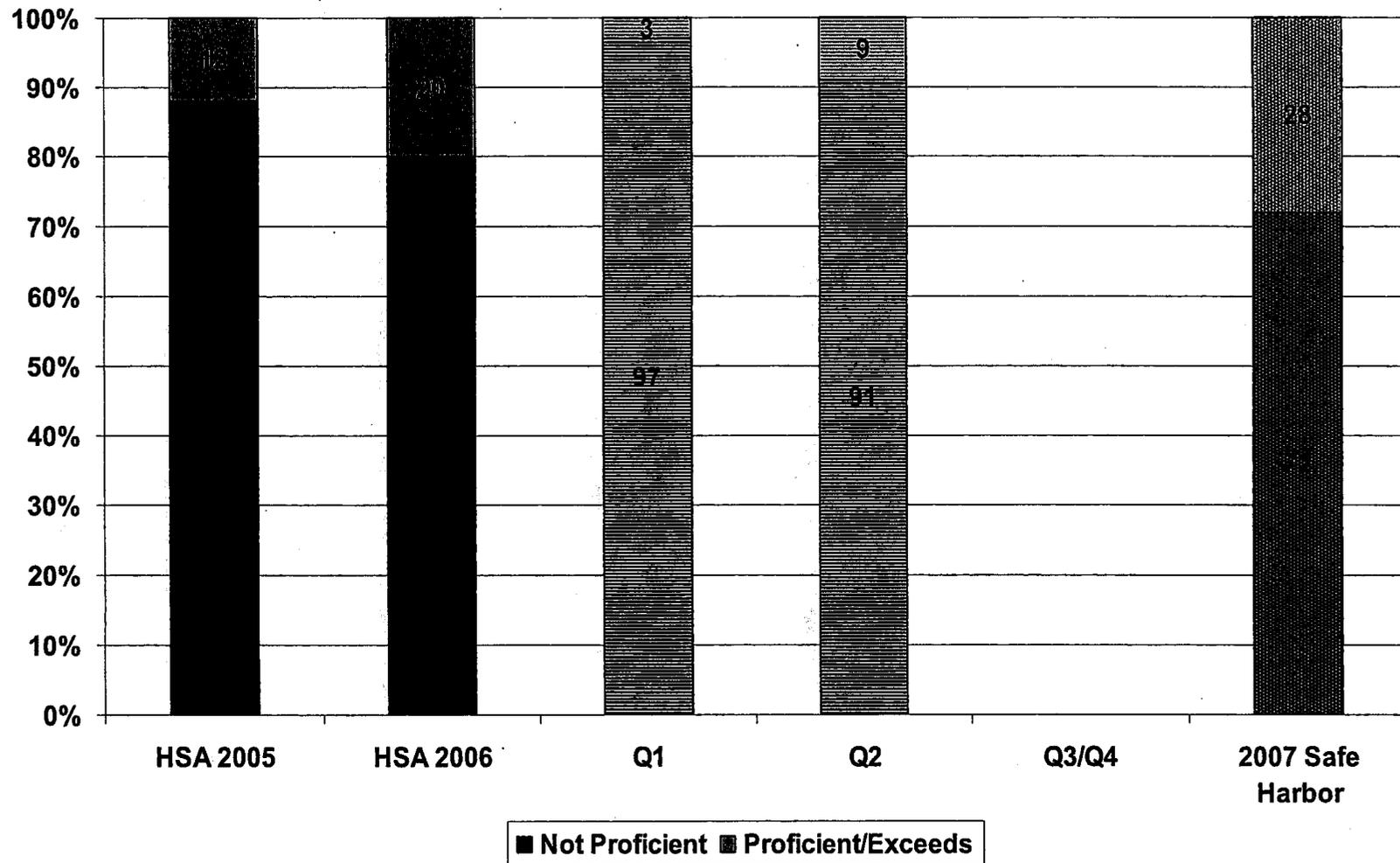
# Molokai High School

- HSA 2006 results included growth by 8% in Math proficiency, all students; decline in growth by 6% in ELA proficiency, all students
- There were NO subgroups performing at less than 'All Students' level
- Quarterly Assessments (Q1 and Q2) demonstrate 3% and 9% proficiency in Math and 6% and 5% proficiency in ELA, respectively
- Overall progress predicts some growth in both Mathematics and Reading/Language Arts for all students!

**Moloka'i High School - READING PREDICTION**  
**Percent of Students by Proficiency Levels**



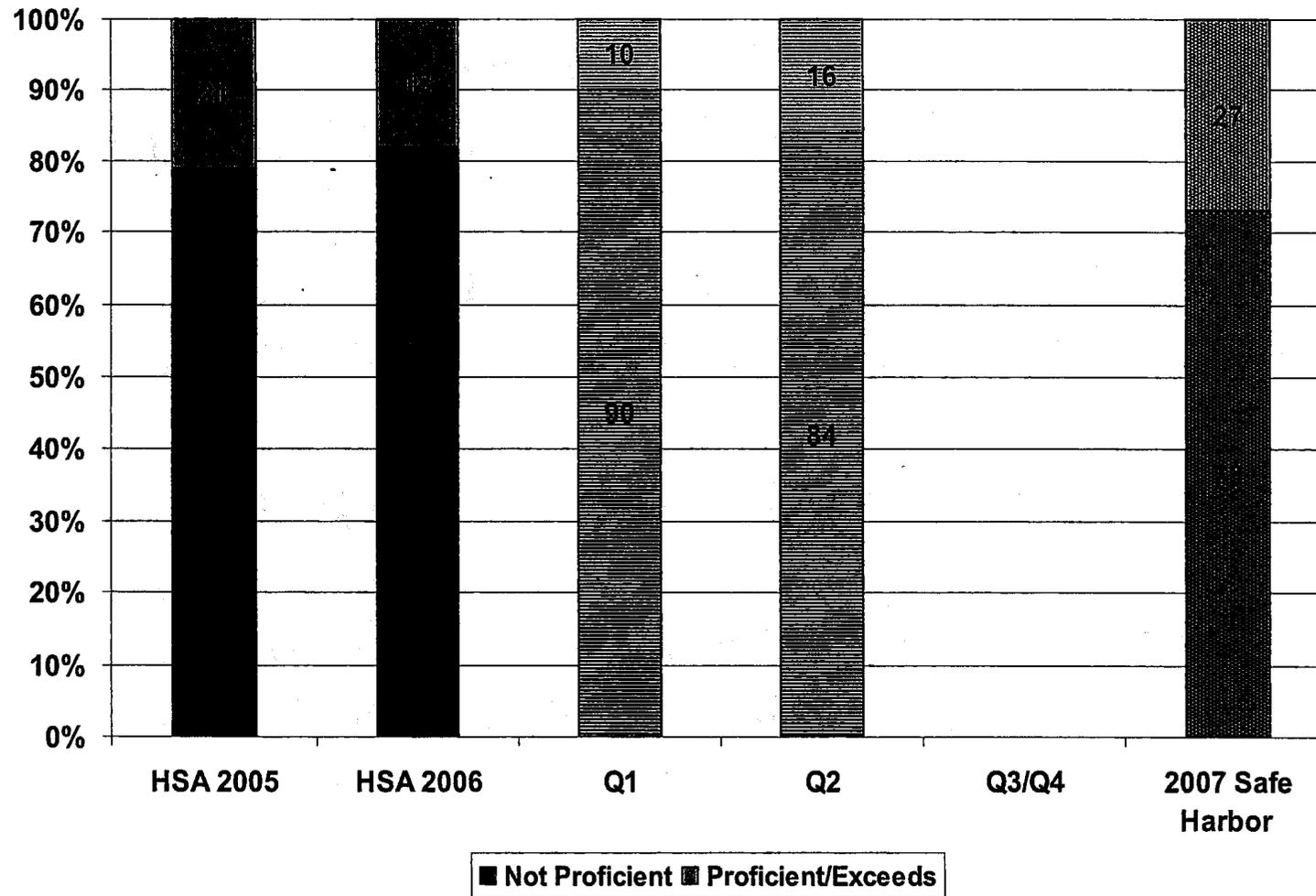
**Moloka'i High School - MATHEMATICS PREDICTION**  
**Percent of Students by Proficiency Levels**



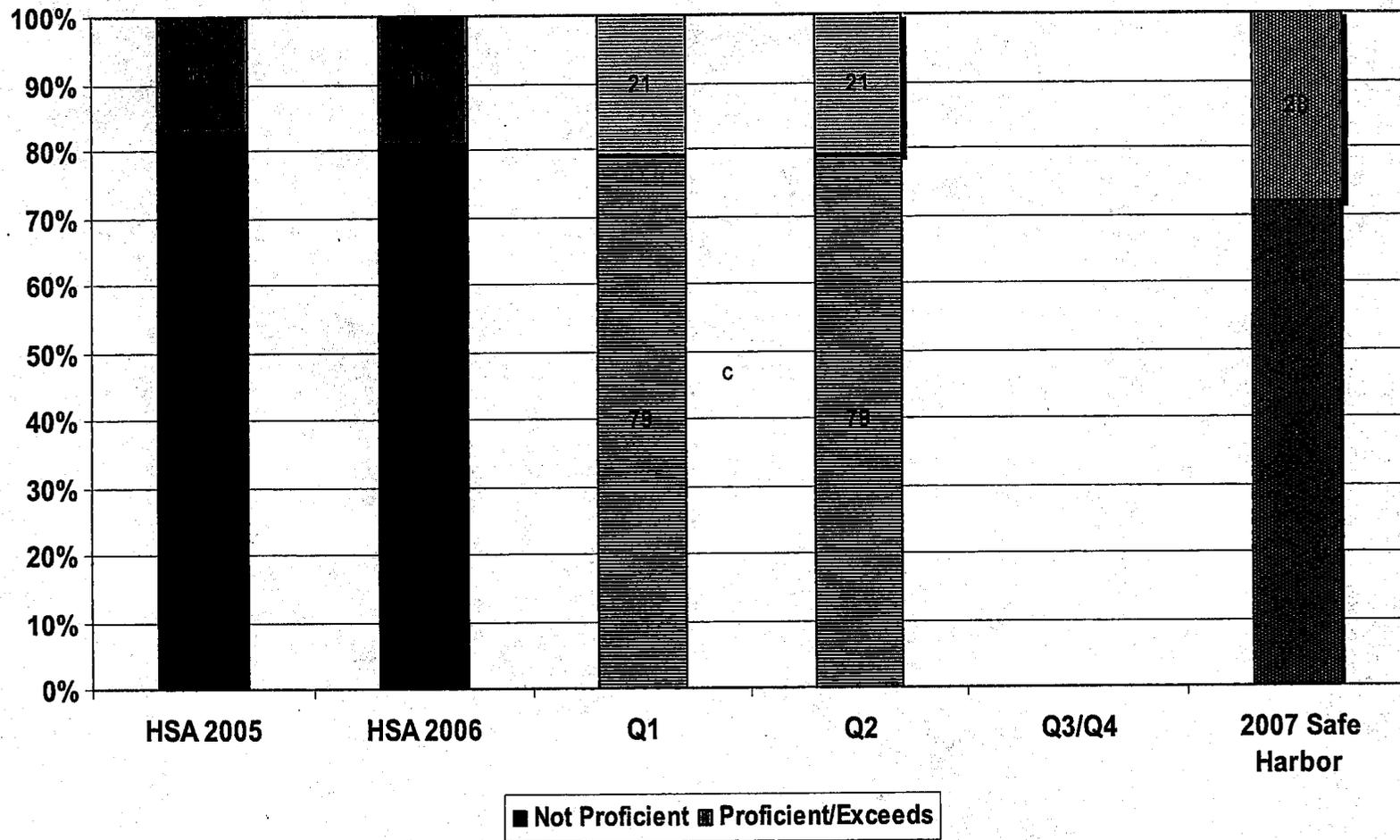
# Molokai Middle School

- HSA 2006 results included growth by 2% in Math proficiency, all students; decline in growth by 3% in ELA proficiency, all students
- Subgroups performing at less than 'All Students' level include ESL in one grade level in Mathematics
- Quarterly Assessments (Q1 and Q2) demonstrate 21% and 21% proficiency in Math and 10% and 18% proficiency in ELA, respectively
- Overall progress predicts meeting AYP 2007 in Mathematics for all students!

**Moloka'i Intermediate - READING PREDICTION  
Percent of Students by Proficiency Levels**



**Moloka'i Intermediate - MATHEMATICS PREDICTION  
Percent of Students by Proficiency Levels**





# **Reports on Projected AYP Performance by School**

## Year 1 Schools

# Year 1 Schools

- Kaunakakai Elementary School (Molokai)
- Kilohana Elementary School (Molokai)
- Nanakuli Elementary School (Oahu, Leeward)
- Nanaikapono Elementary School (Oahu, Leeward)
- Waipahu Elementary School (Oahu, Leeward)
- Waipahu Intermediate School (Oahu, Leeward)

# Kaunakakai Elementary School

- Quarterly Assessments (Q1 and Q2) demonstrate 37% and 50% proficiency in Math, and 40% and 39% proficiency in ELA, respectively
- Subgroups performing at slightly less than 'All Students' level include SPED in some grade levels, in Reading and in Math
- Overall progress in both Reading/Language Arts and Mathematics predicts meeting AYP for all students 2007!

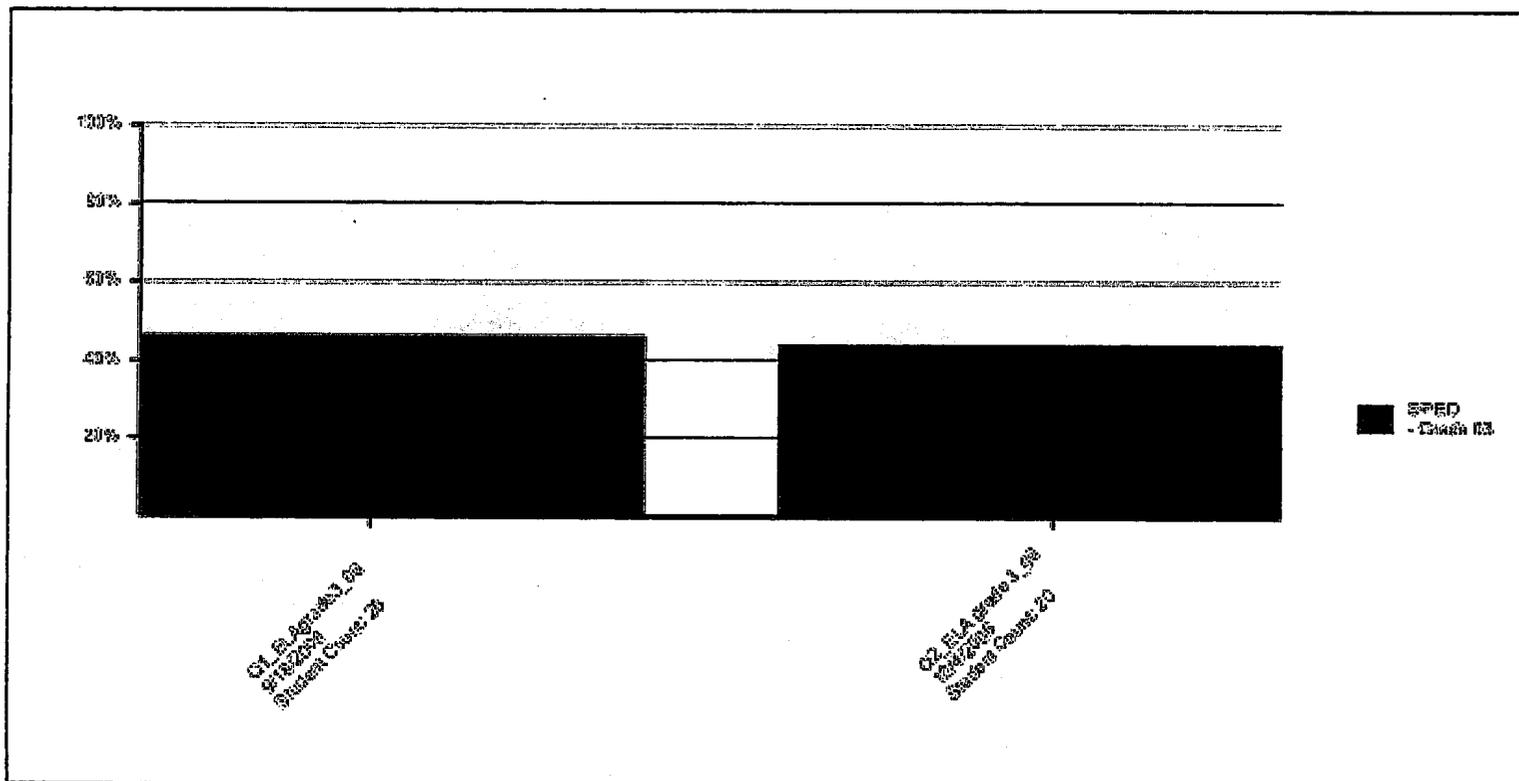
# ELA Grade 3

## Assessment Analysis - Aggregated Results

Date Printed: 03/15/2007

District: Motoua	Assessment: Multiple	Assessment Date: Multiple
School: Kaunakakai Elementary	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class Teacher: All	School Year: 2006-2007	

### Aggregated Results for Kaunakakai Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

Page 2 of 2

HW/01

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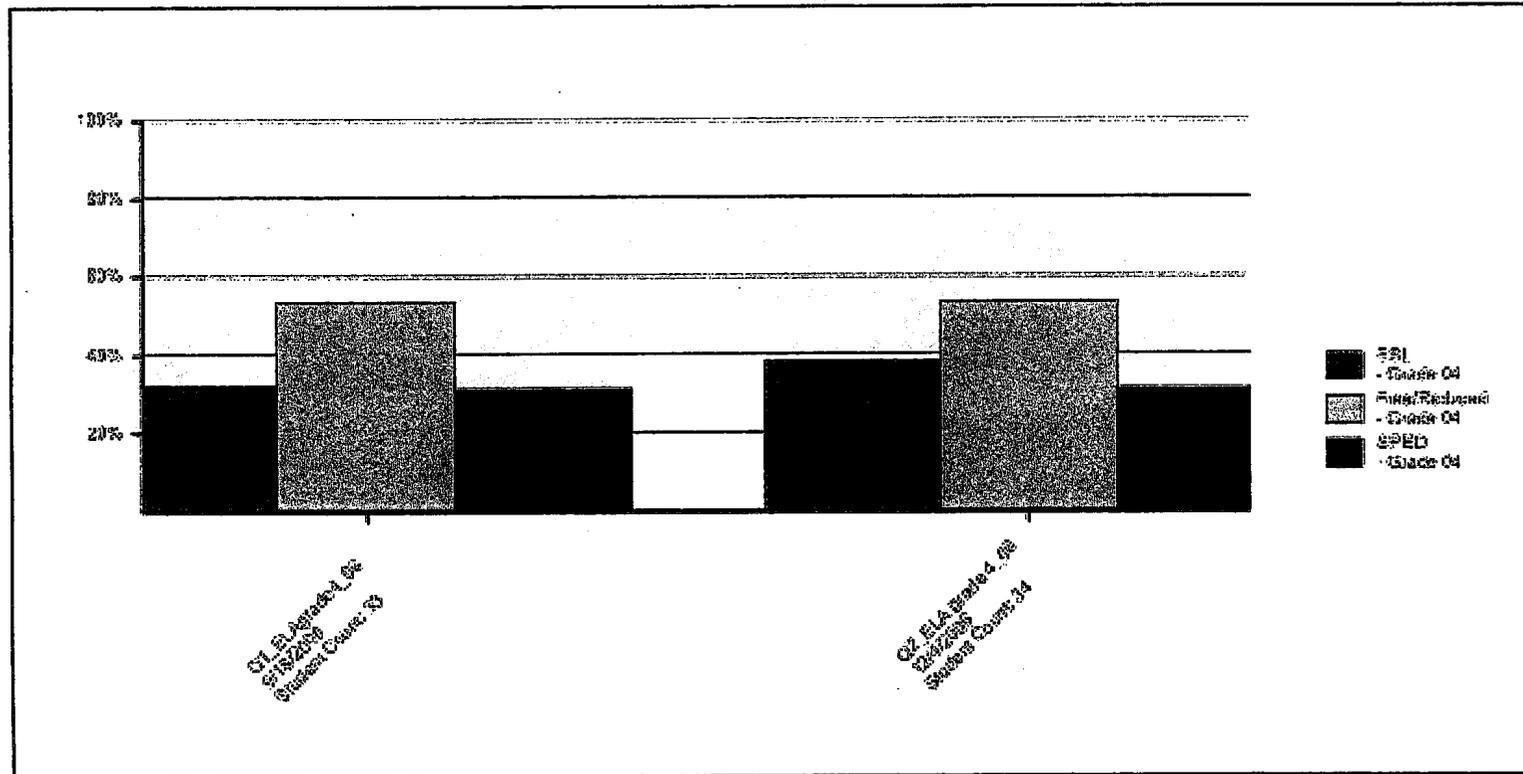
# ELA Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 09/15/2007

District: Mokai	Assessment: Multiple	Assessment Date: Multiple
School: Kaunakakai Elementary	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Kaunakakai Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

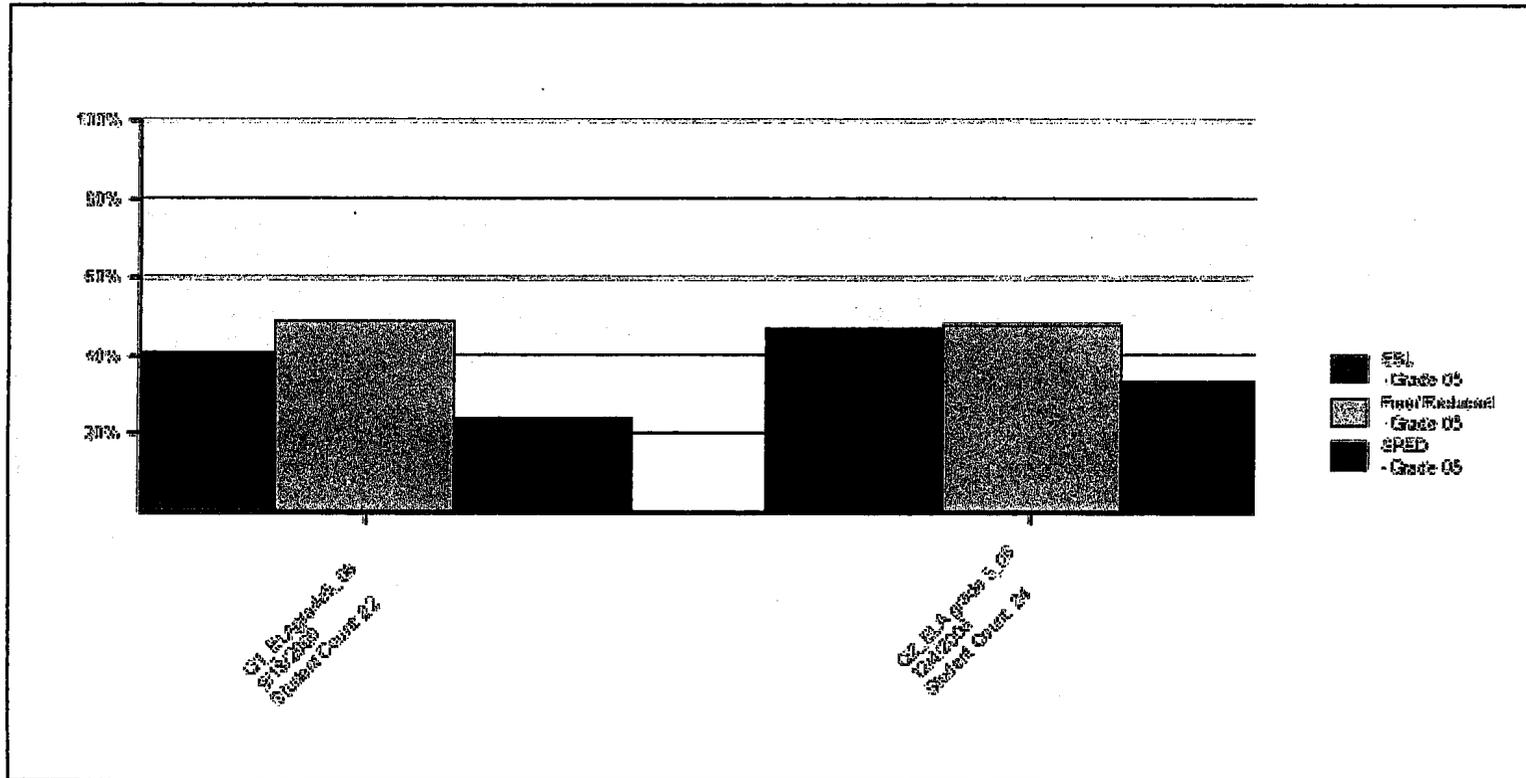
# ELA Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/15/2007

District: <b>Maui</b>	Assessment: <b>Multiple</b>	Assessment Date: <b>Multiple</b>
School: <b>Kaunakakai Elementary</b>	Subject: <b>Language Arts</b>	
Graders: <b>All</b>	Results Period: <b>Semester 2</b>	
Class/Teacher: <b>All</b>	School Year: <b>2006 - 2007</b>	

### Aggregated Results for Kaunakakai Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

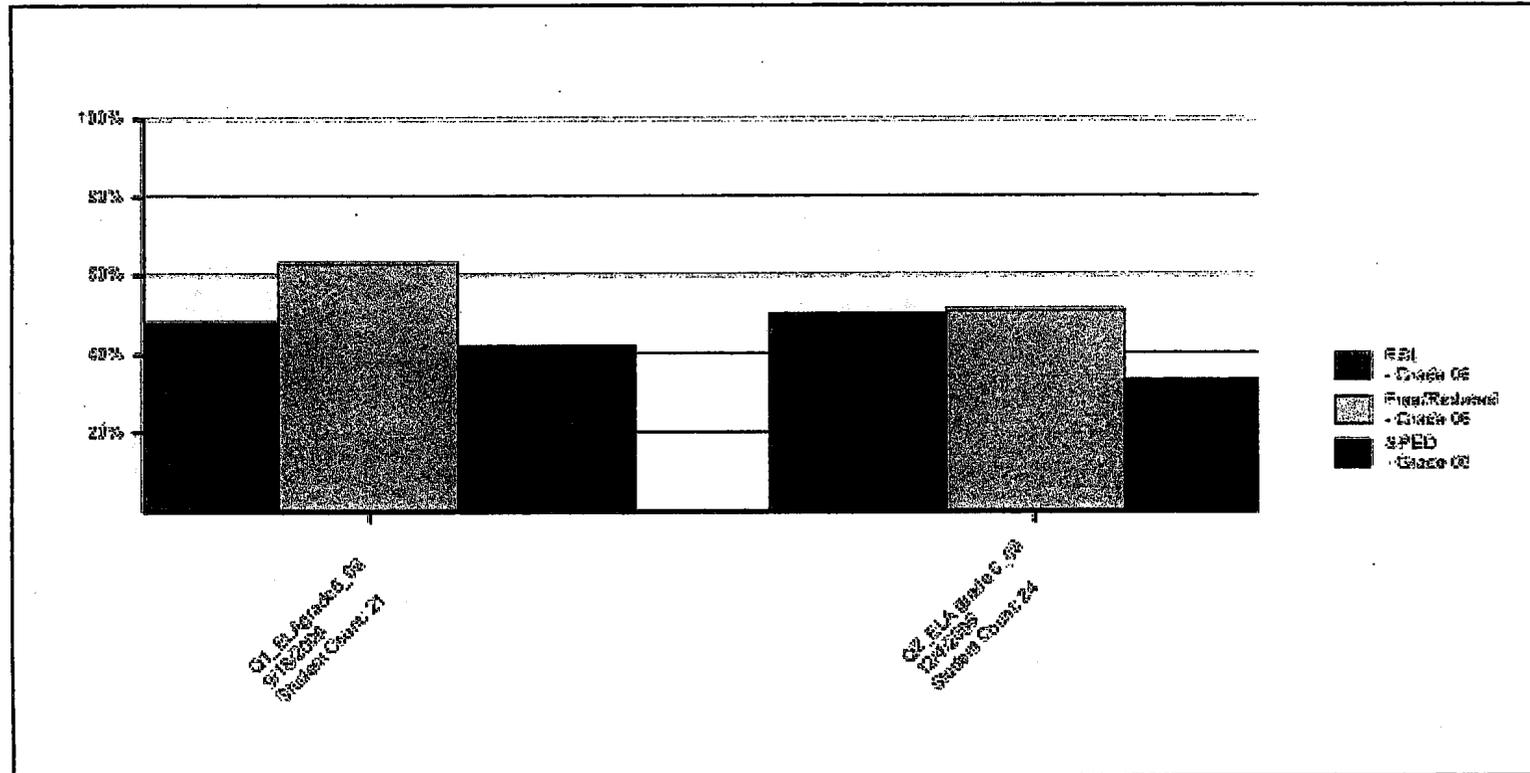
# ELA Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 03/10/2007

District: Mookai	Assessment: Multiple	Assessment Date: Multiple
School: Kaunakakai Elementary	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006-2007	

### Aggregated Results for Kaunakakai Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

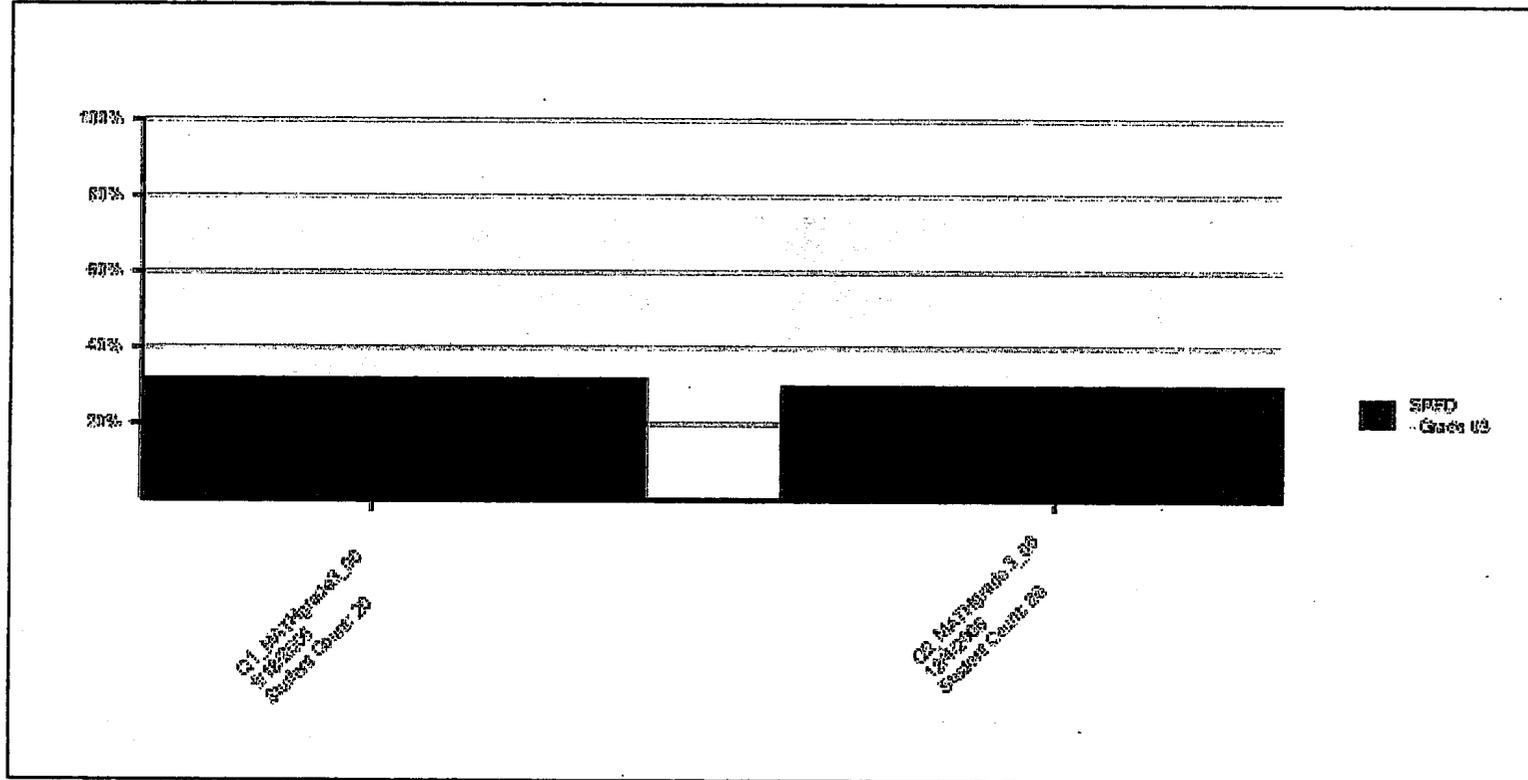
# Math Grade 3

## Assessment Analysis - Aggregated Results

Date Printed: 03/15/2007

District: Mo'orea	Assessment: Multiple	Assessment Date: Multiple
School: Kaunakakai Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Kaunakakai Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

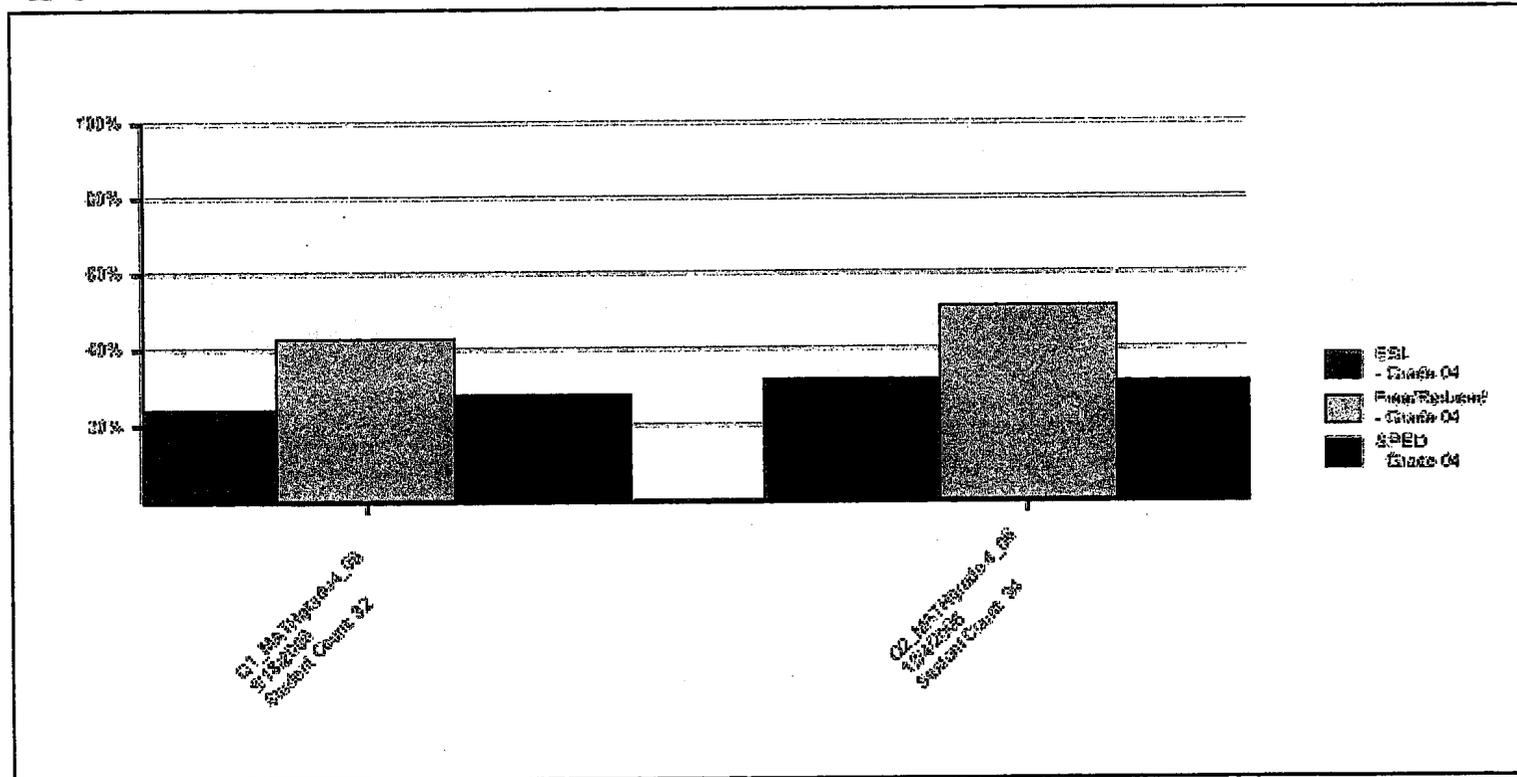
# Math Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 03/15/2007

District: Mokai	Assessment: Multiple	Assessment Date: Multiple
School: Kaunakakai Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Kaunakakai Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

Page 2 of 2

HAWAII

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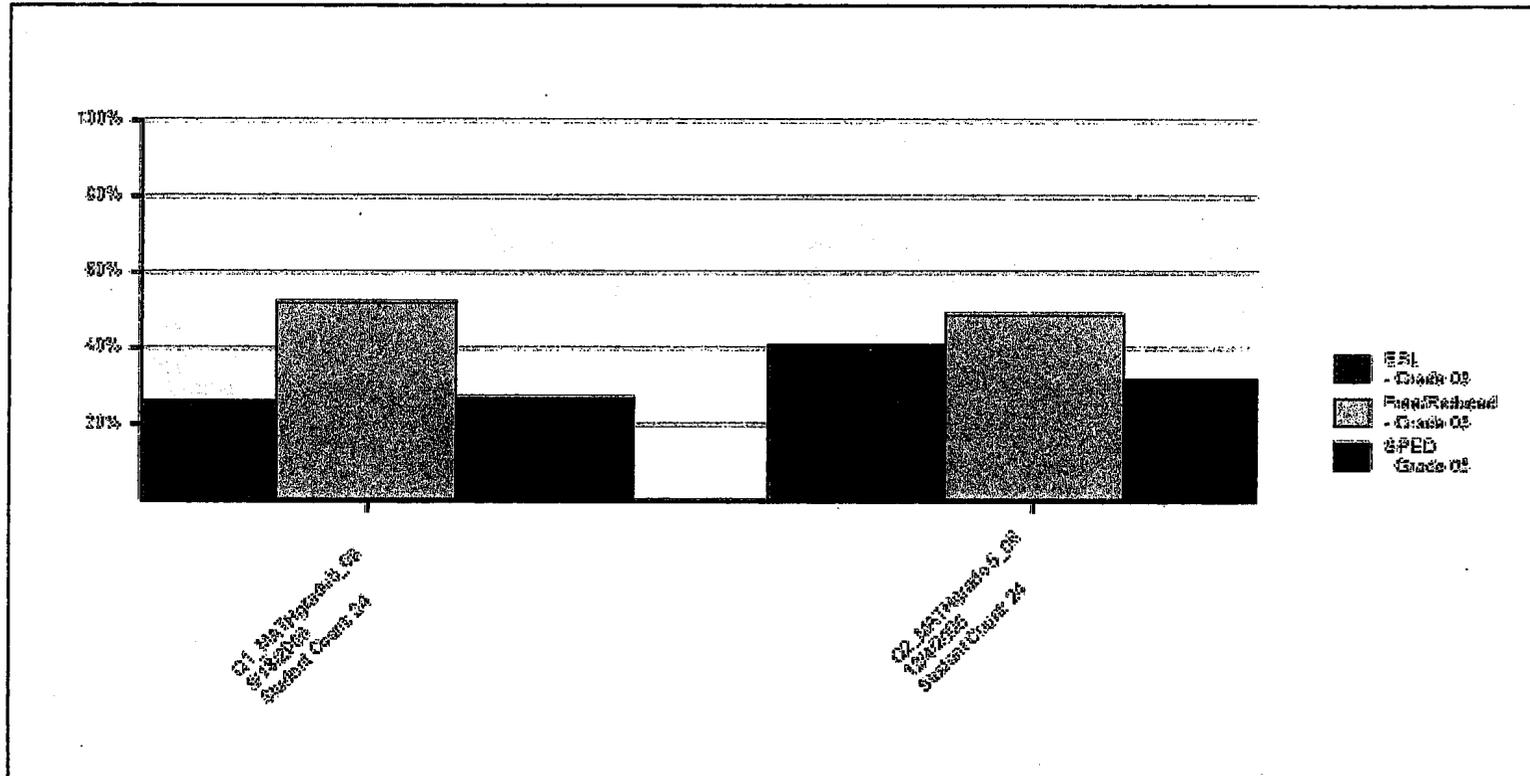
# Math Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/15/2007

District: Molokai	Assessment: Multiple*	Assessment Date: Multiple*
School: Kaunakakai Elementary	Subject: Math	
Grade(s): 5A	Results Period: Semester 2	
Class/Teacher: A#	School Year: 2006-2007	

### Aggregated Results for Kaunakakai Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

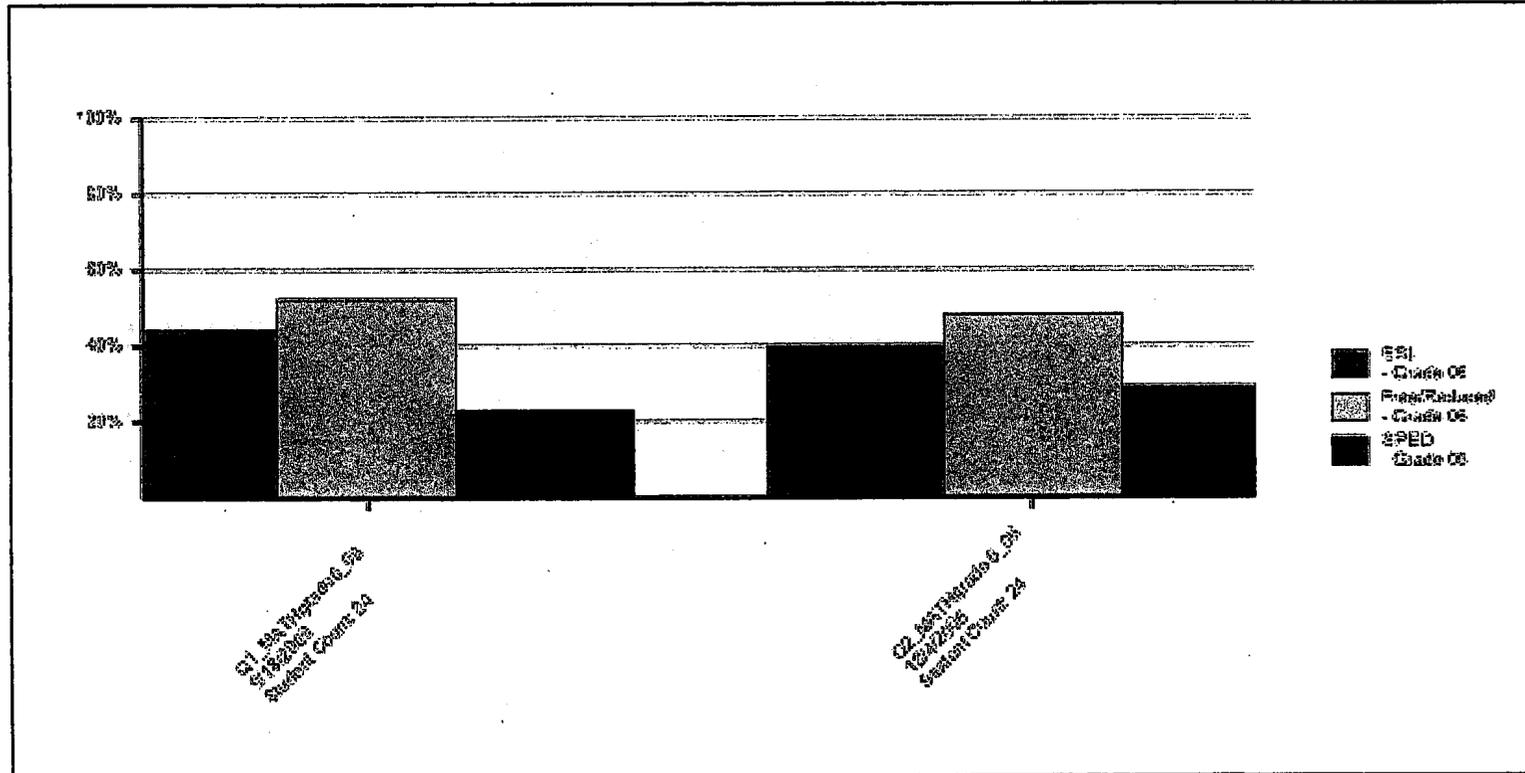
# Math Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 03/15/2007

District: Mookai	Assessment: Multiple	Assessment Date: Multiple
School: Kaunakakai Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Kaunakakai Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

# Kilohana Elementary School

- Quarterly Assessments (Q1 and Q2) demonstrate 31% and 35% proficiency in Math and 25% and 40% proficiency in ELA
- There are NO Subgroups performing at less than 'All Students' level
- Overall progress in both Reading/Language Arts and Mathematics predicts meeting AYP 2007 for all students!

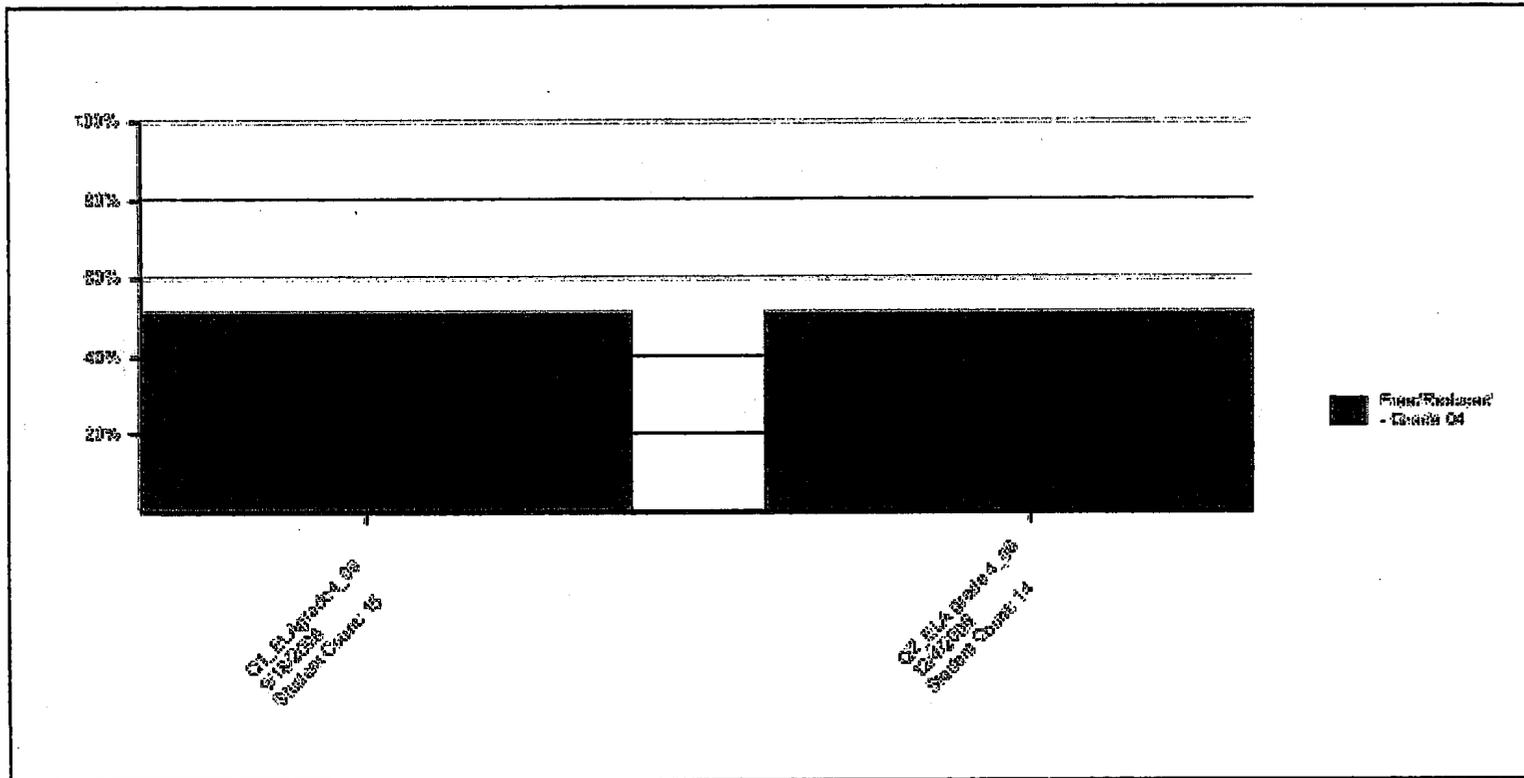
# ELA Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Motokai	Assessment: Multiple*	Assessment Date: Multiple*
School: Kilohana Elementary	Subject: Language Arts	
Grades: All	Results Period: Semester 1	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Kilohana Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

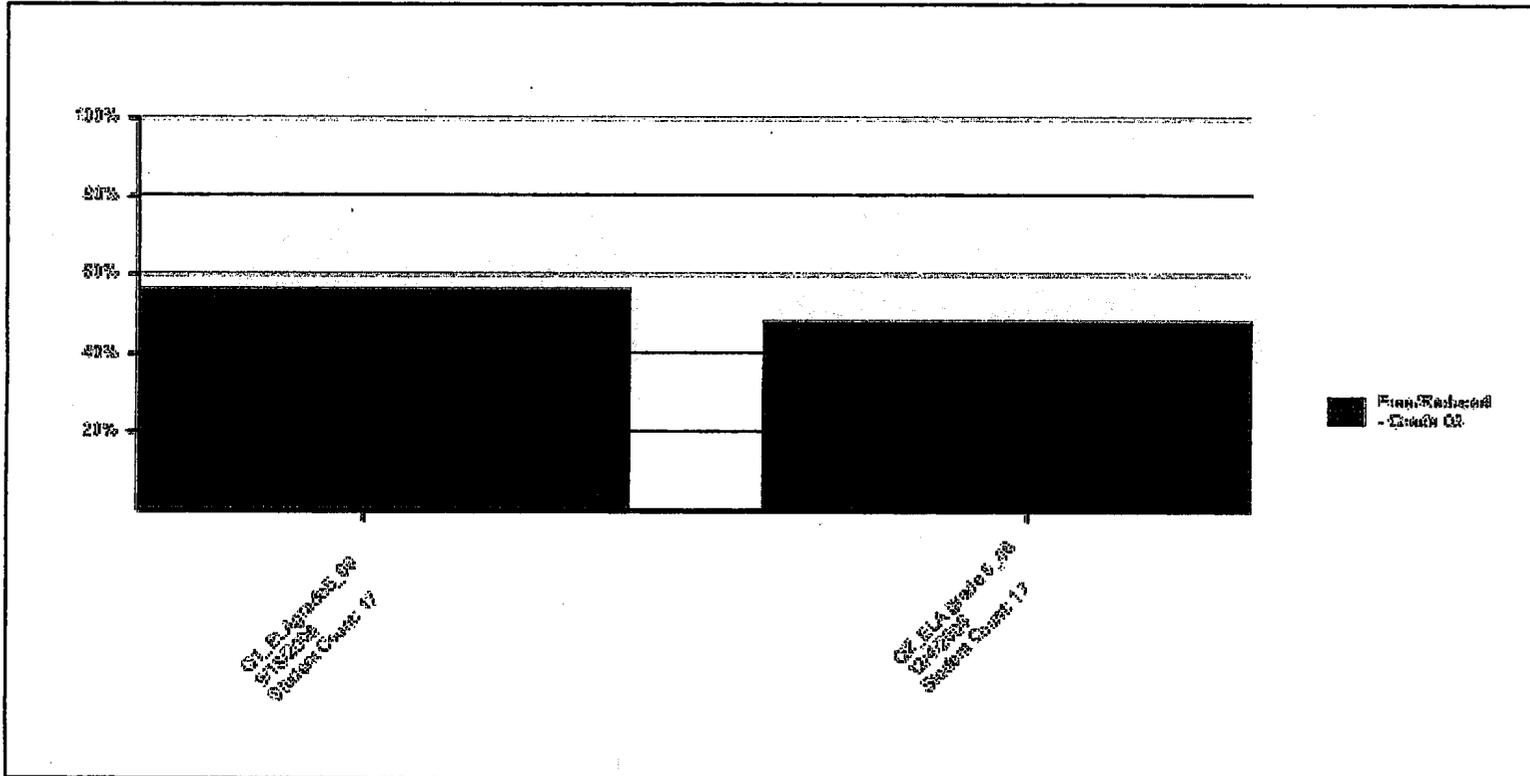
# ELA Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Multiple	Assessment: Multiple	Assessment Date: Multiple
School: Kiloohana Elementary	Subject: Language Arts	
Grades: All	Results Period: Semester	
Class/Teacher: All	School Year: 2005 - 2007	

### Aggregated Results for Kiloohana Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

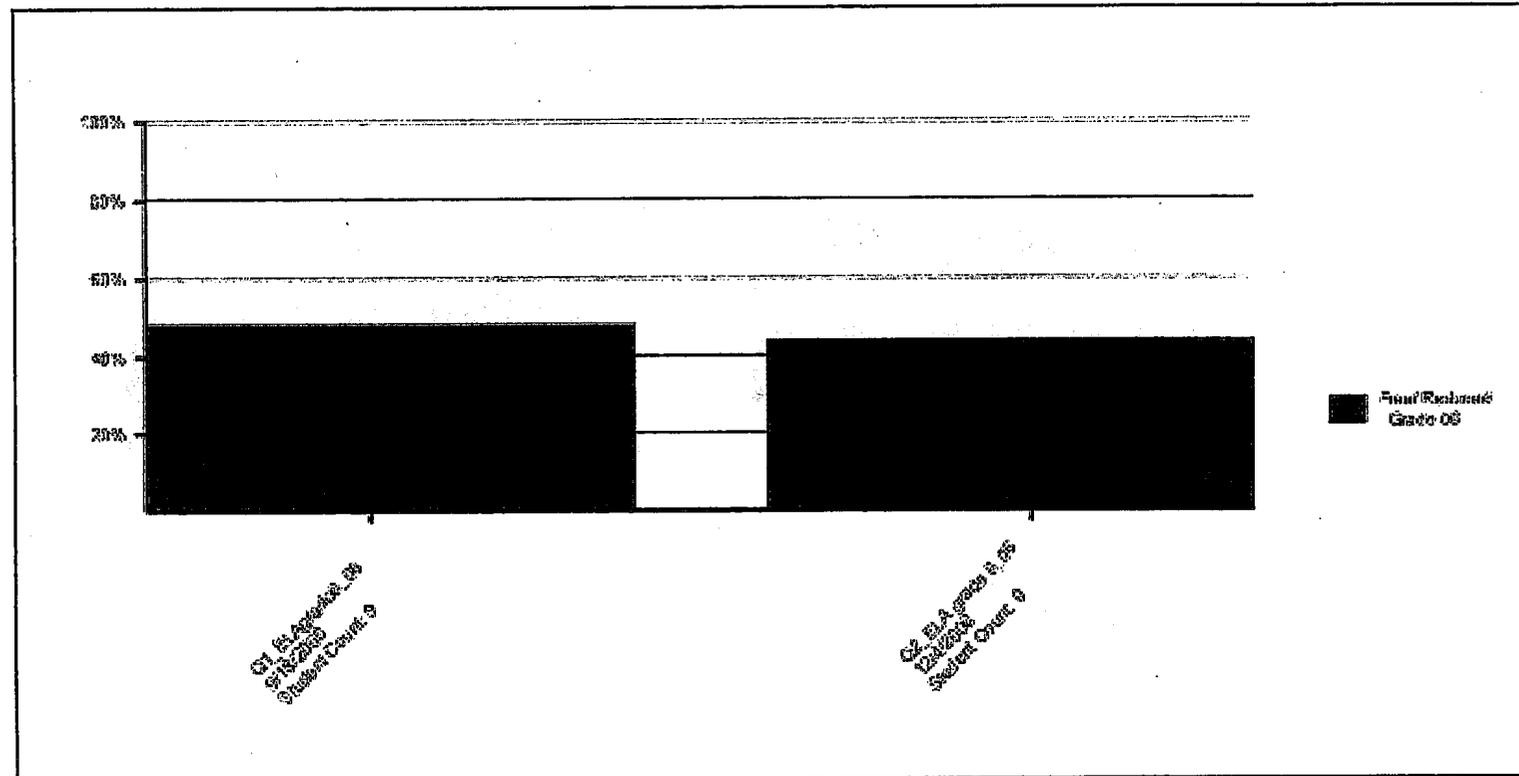
# ELA Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 10/19/2007

District: Mohala	Assessment: Multiple*	Assessment Date: Multiple*
School: Kilohana Elementary	Subject: Language Arts	
Grades: All	Results Period: Semester 1	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Kilohana Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

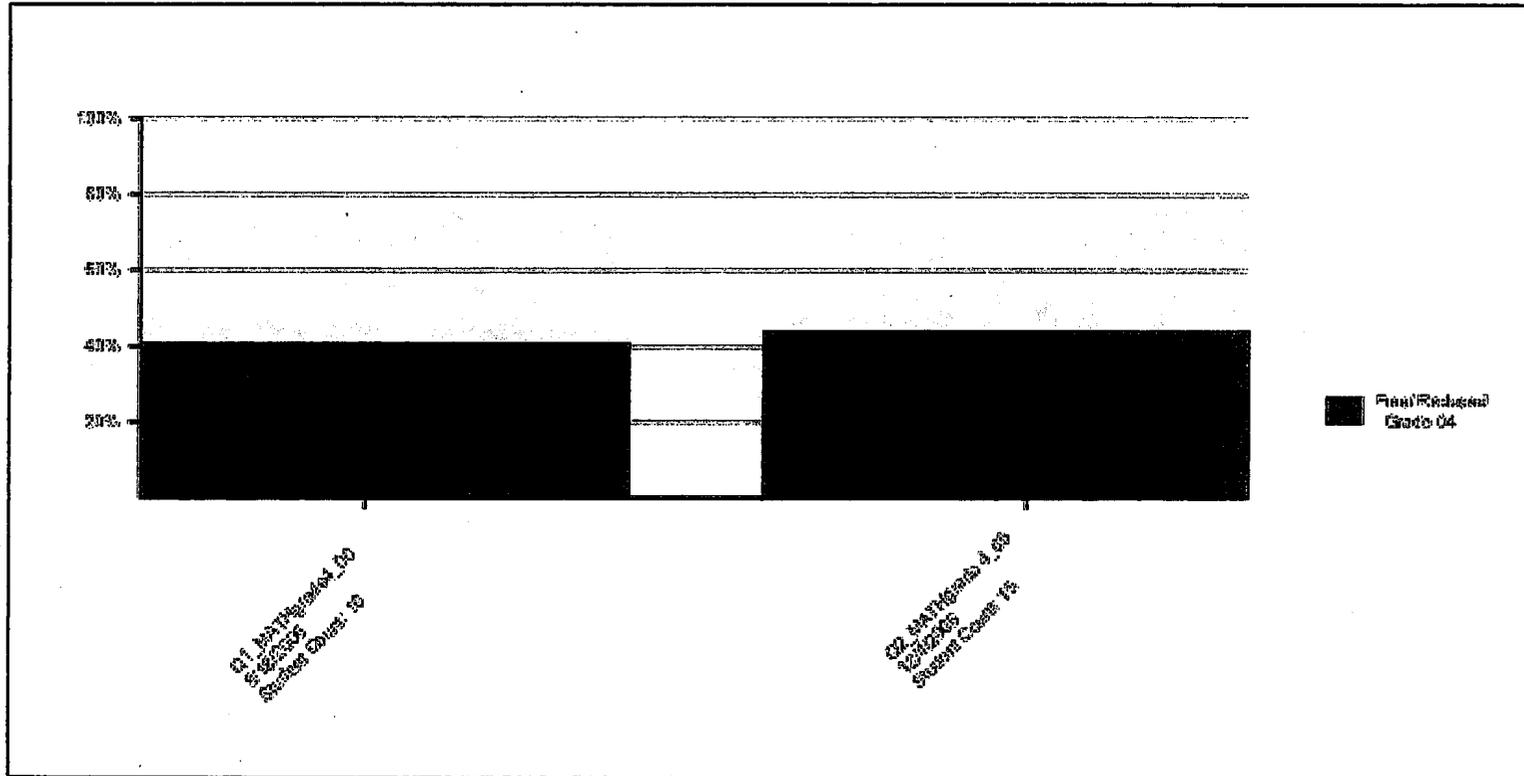
# Math Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 03/11/2007

District: Mokai	Assessment: Multiple	Assessment Date: Multiple
School: Kihana Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 1	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Kihana Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

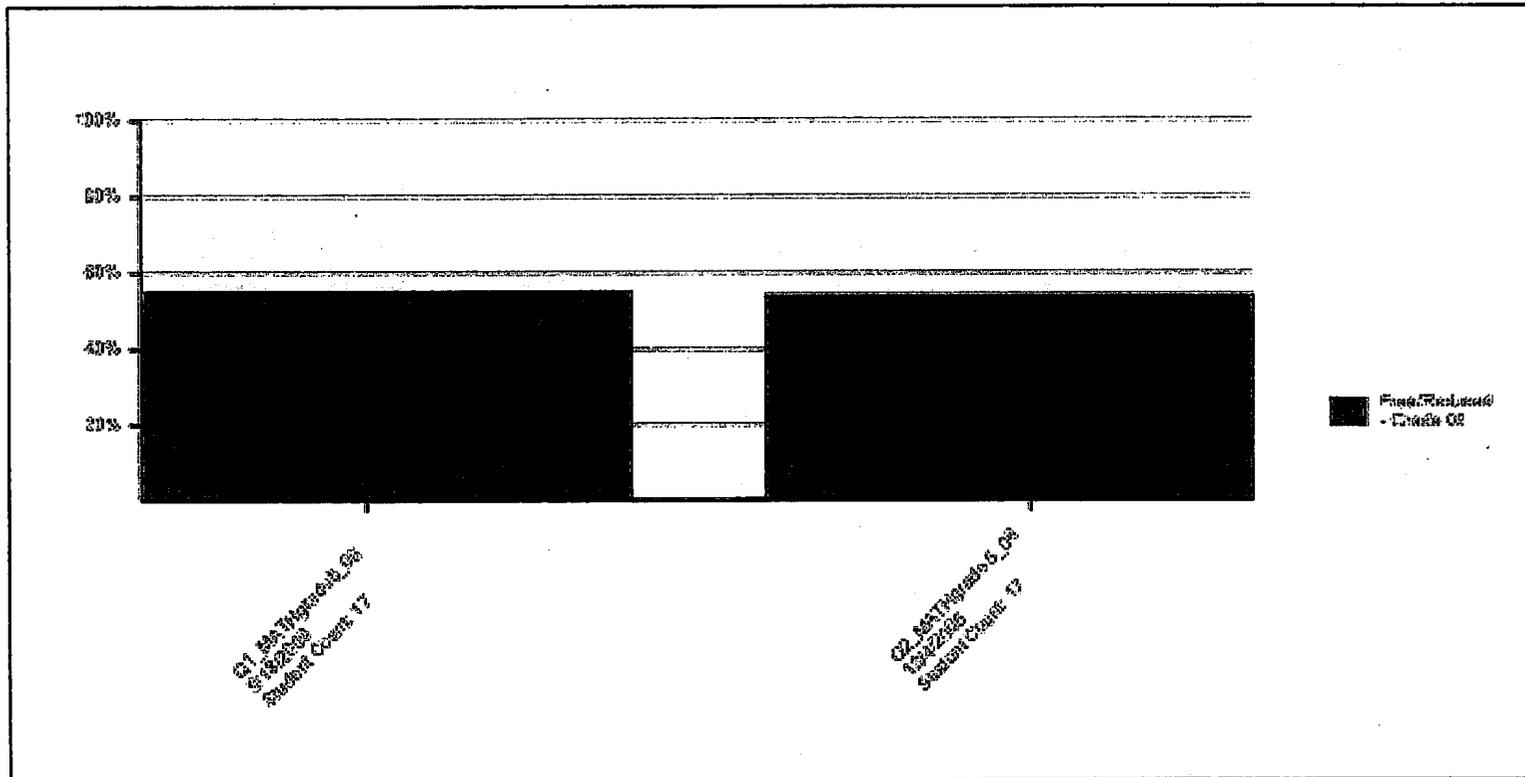
# Math Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Mokai	Assessment: Multiple*	Assessment Date: Multiple*
School: Kilohana Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 1	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Kilohana Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

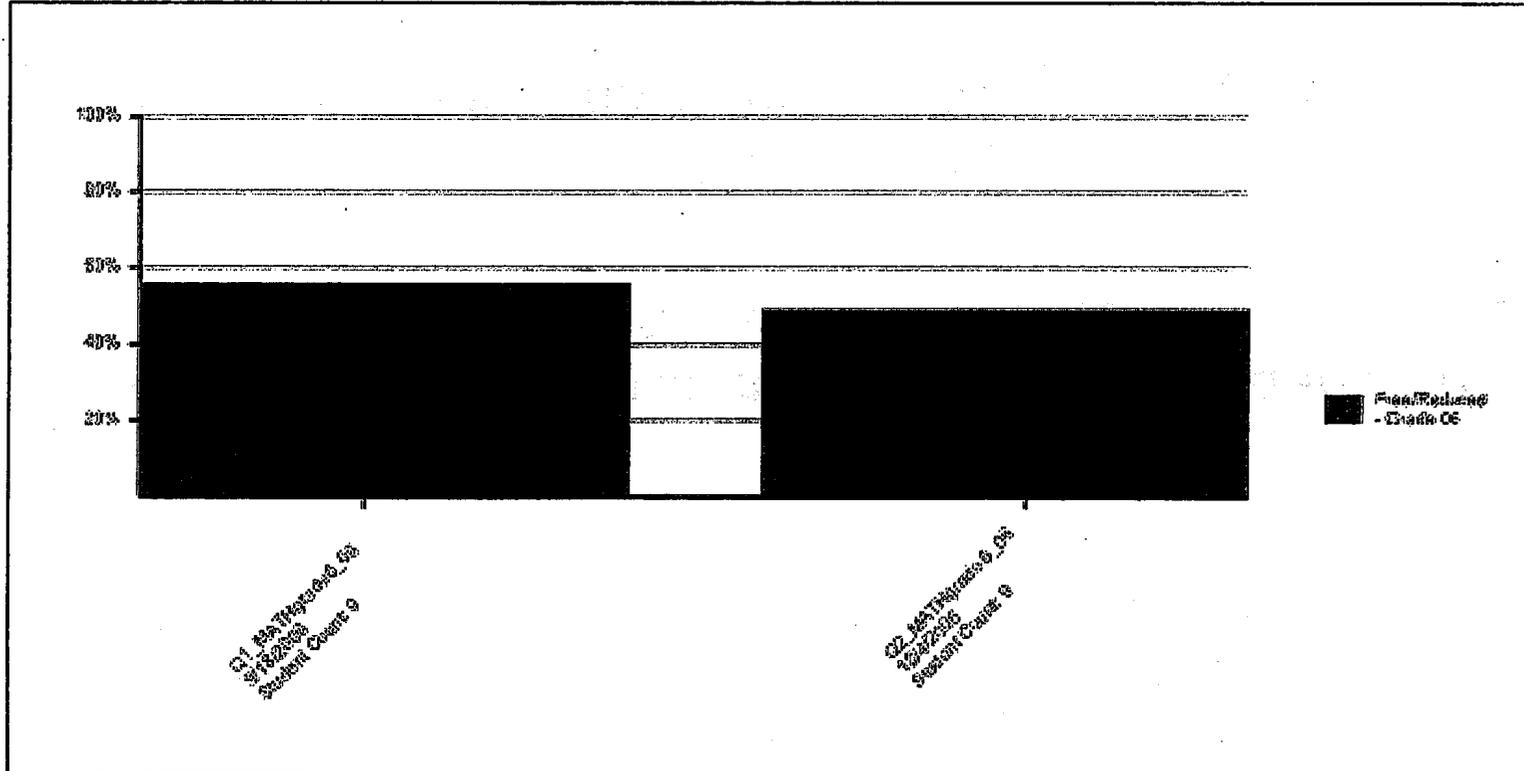
# Math Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Mohala	Assessment: Multiple	Assessment Date: Multiple
School: Kilohana Elementary	Subject: Math	
Grade(s): 6A	Results Period: Semester	
Class Teacher: AM	School Year: 2006 - 2007	

### Aggregated Results for Kilohana Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

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# Nanakuli Elementary School

- Quarterly Assessments (Q1 and Q2) demonstrate 13% and 21% proficiency in Math and 13% and 13% proficiency in ELA , respectively
- Subgroups performing slightly less than 'All Students' level in both Reading/Language Arts and Mathematics is SPED
- Overall progress in Reading/Language Arts and Mathematics predicts some growth for all students 2007!

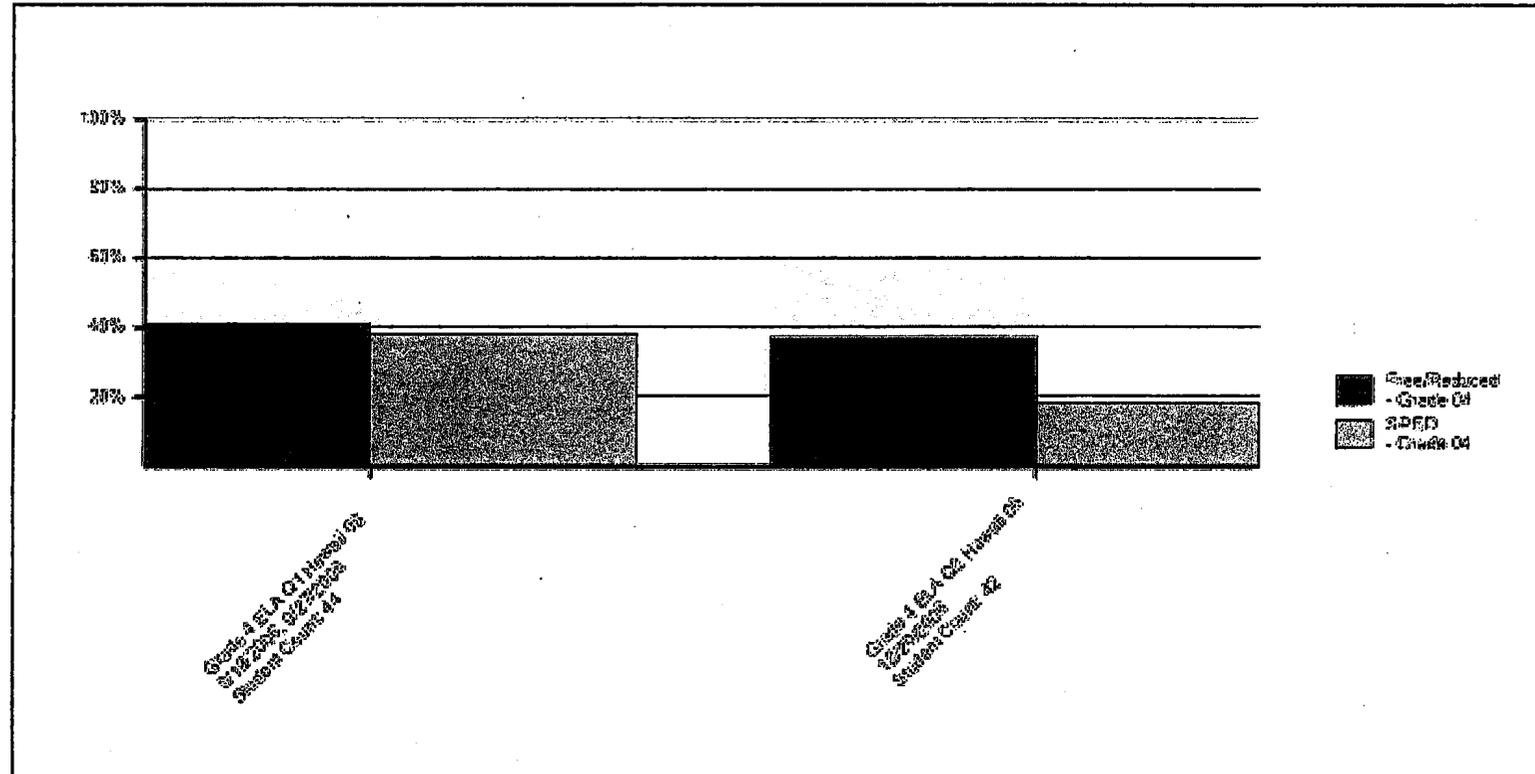
# ELA Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 03/20/2007

District: Nanakuli	Assessment: Multiple	Assessment Date: Multiple
School: Nanakuli Elementary	Subject: Language Arts	
Grades: All	Results Period: Semester 2	
Class Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanakuli Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

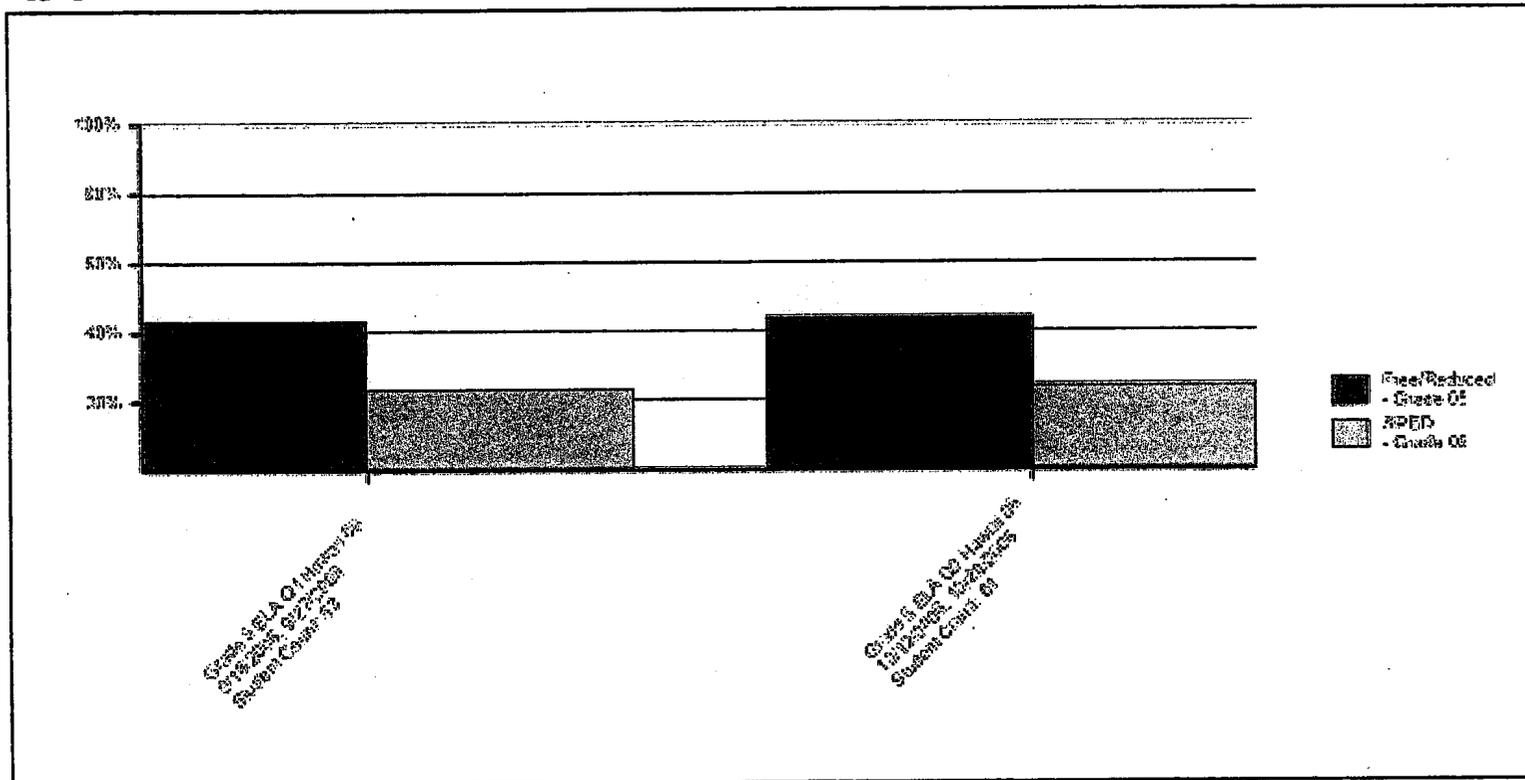
# ELA Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/20/2007

District: Nanakuli	Assessment: Multiple*	Assessment Date: Multiple*
School: Nanakuli Elementary	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanakuli Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

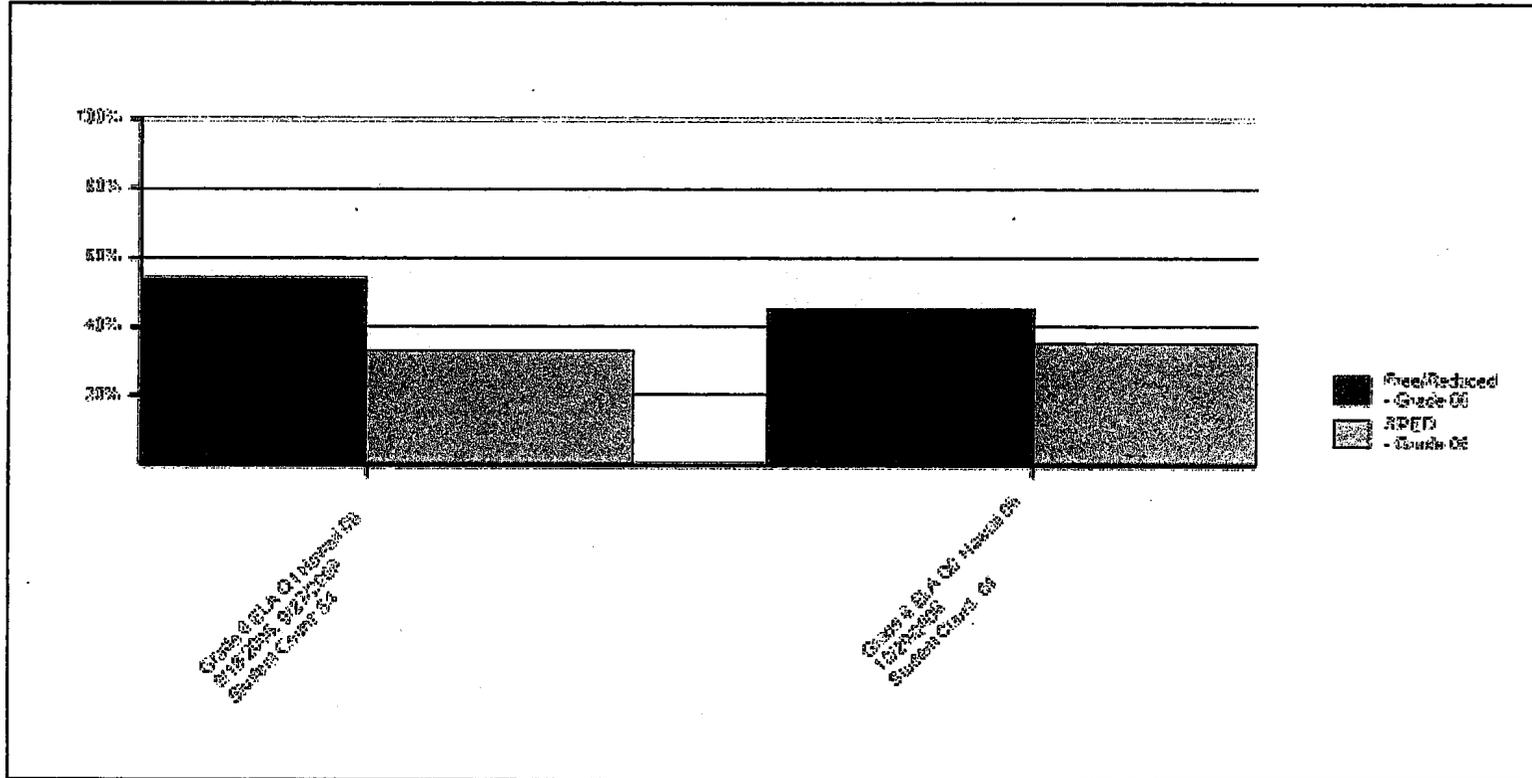
# ELA Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 03/20/2007

District: Nanakuli	Assessment: Multiple*	Assessment Date: Multiple*
School: Nanakuli Elementary	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006-2007	

### Aggregated Results for Nanakuli Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results.

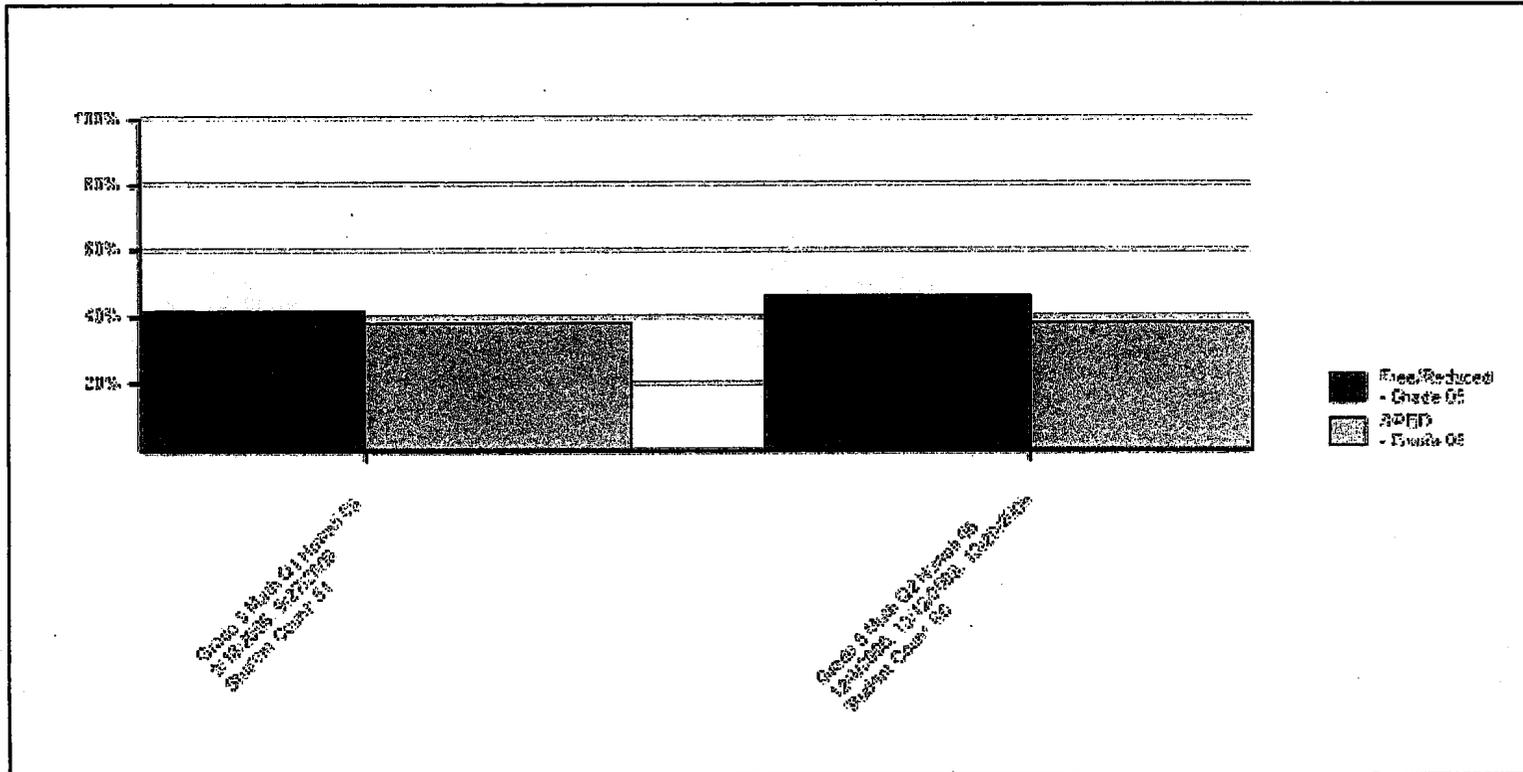
# Math Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/20/2007

District: Nanakuli	Assessment: Multiple*	Assessment Date: Multiple*
School: Nanakuli Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006-2007	

### Aggregated Results for Nanakuli Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

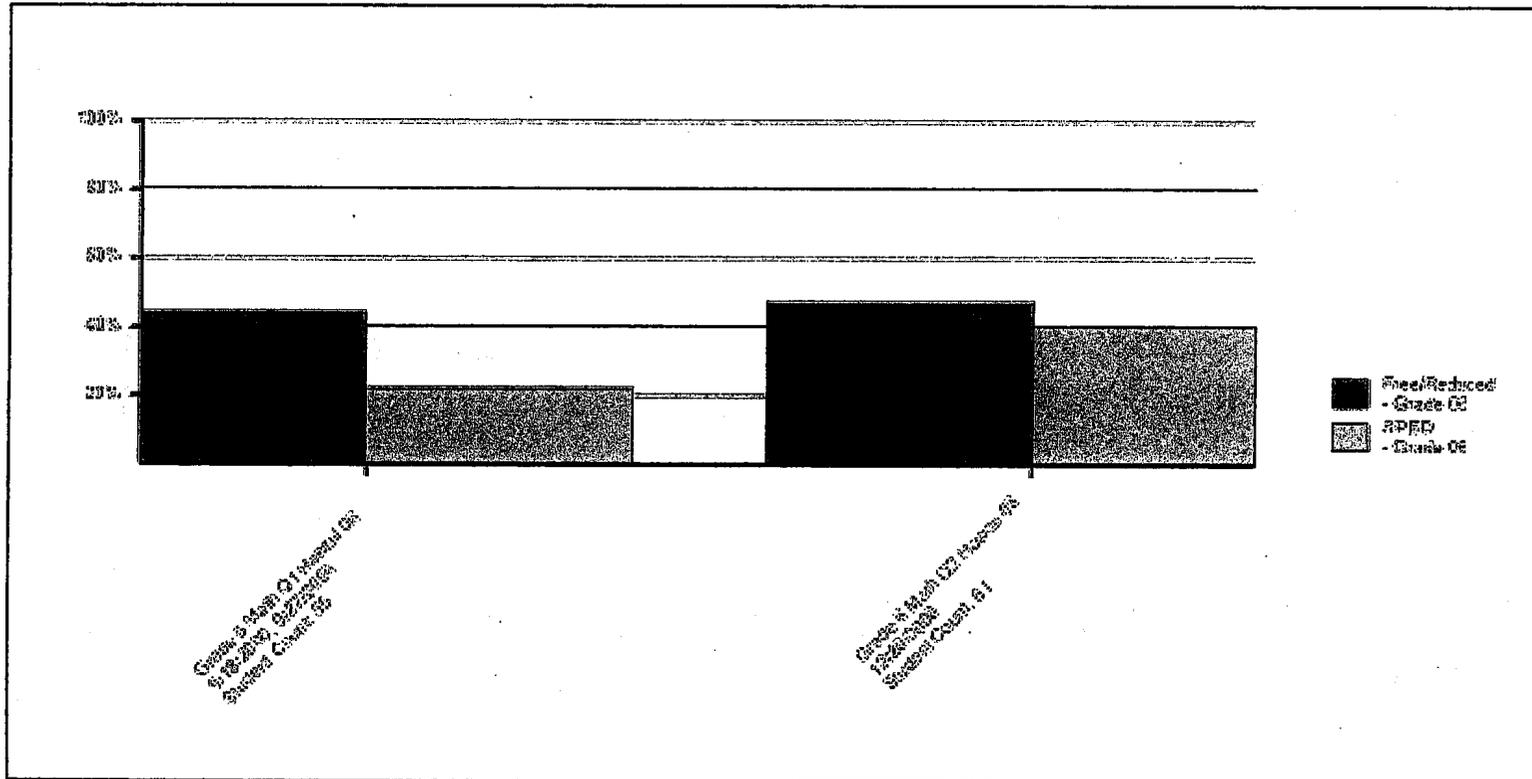
# Math Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 03/20/2007

District: Nanakuli	Assessment: Multiple	Assessment Date: Multiple
School: Nanakuli Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanakuli Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

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# Nanaikapono Elementary School

- Quarterly Assessments (Q1 and Q2) demonstrate 11% and 19% proficiency in Math and 10% and 14% proficiency in ELA
- Subgroups performing at less than 'All Students' level include SPED and ESL in some grade levels
- Overall progress in Reading/Language Arts and Mathematics predicts some growth for all students 2007!

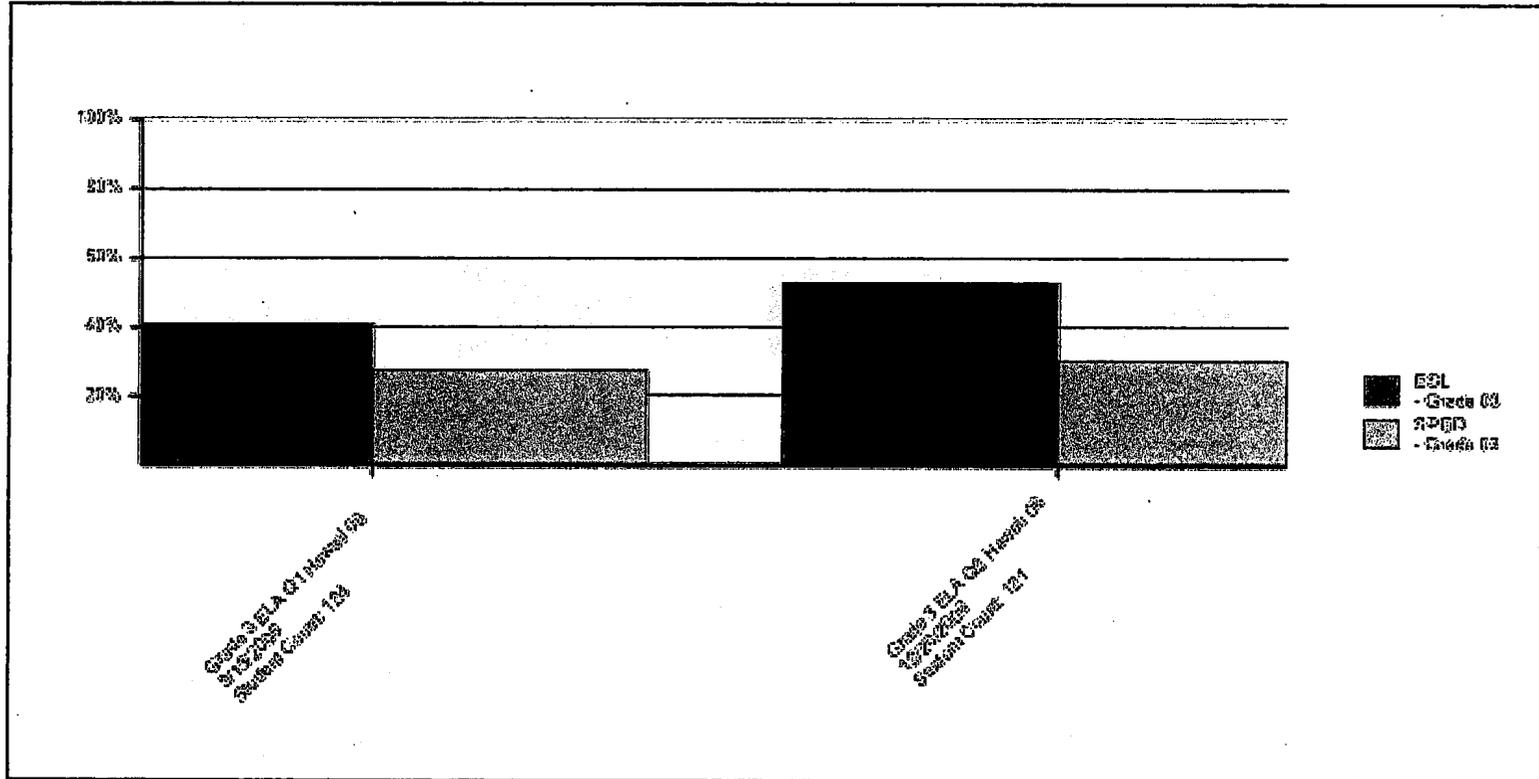
# ELA Grade 3

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Nanaia	Assessment: Multiple	Assessment Date: Multiple
School: Nanaikapono Elementary	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanaikapono Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

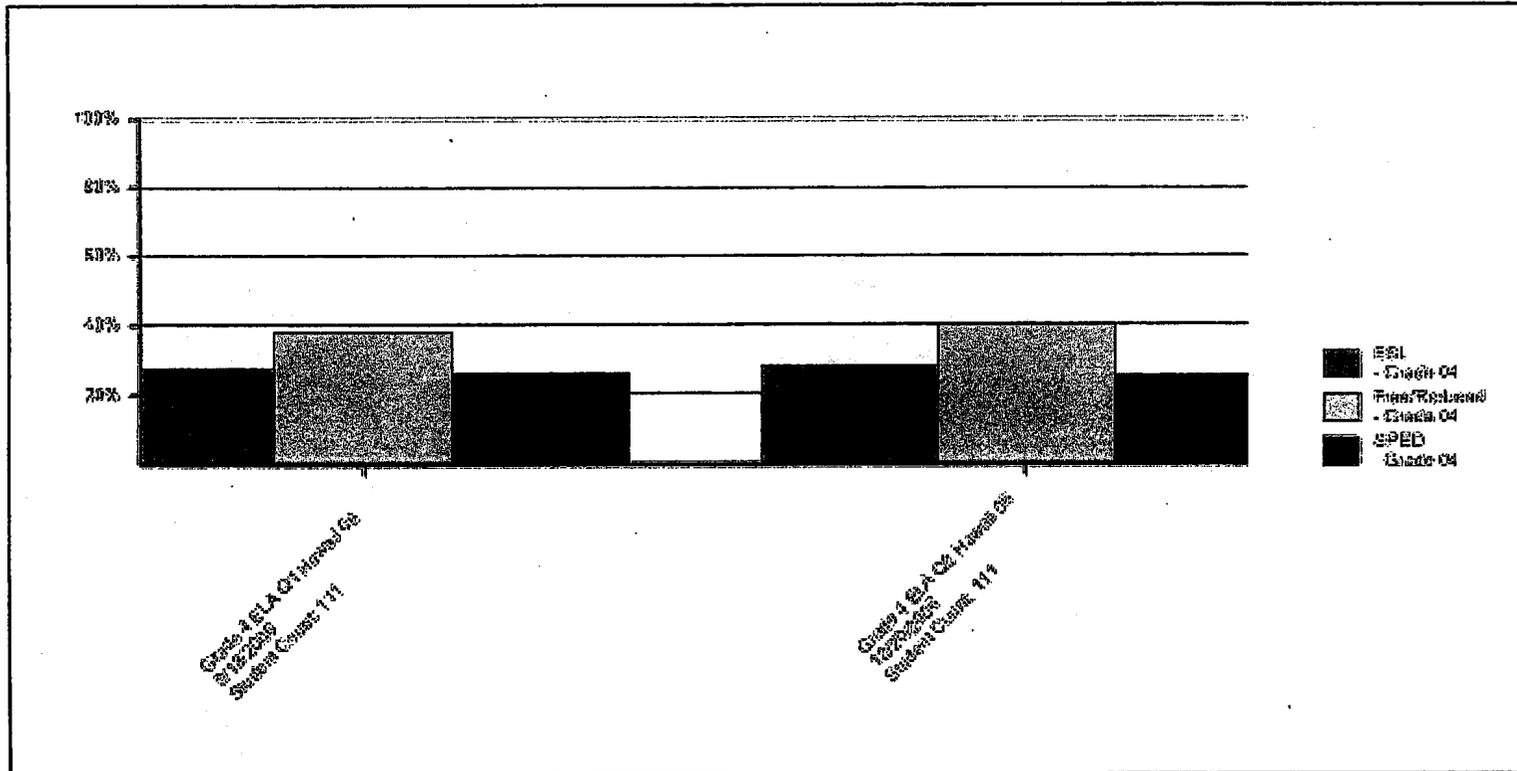
# ELA Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 05/14/2007

District: Nana'iahi	Assessment: Multiple *	Assessment Date: Multiple *
School: Nanaikapono Elementary	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanaikapono Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results



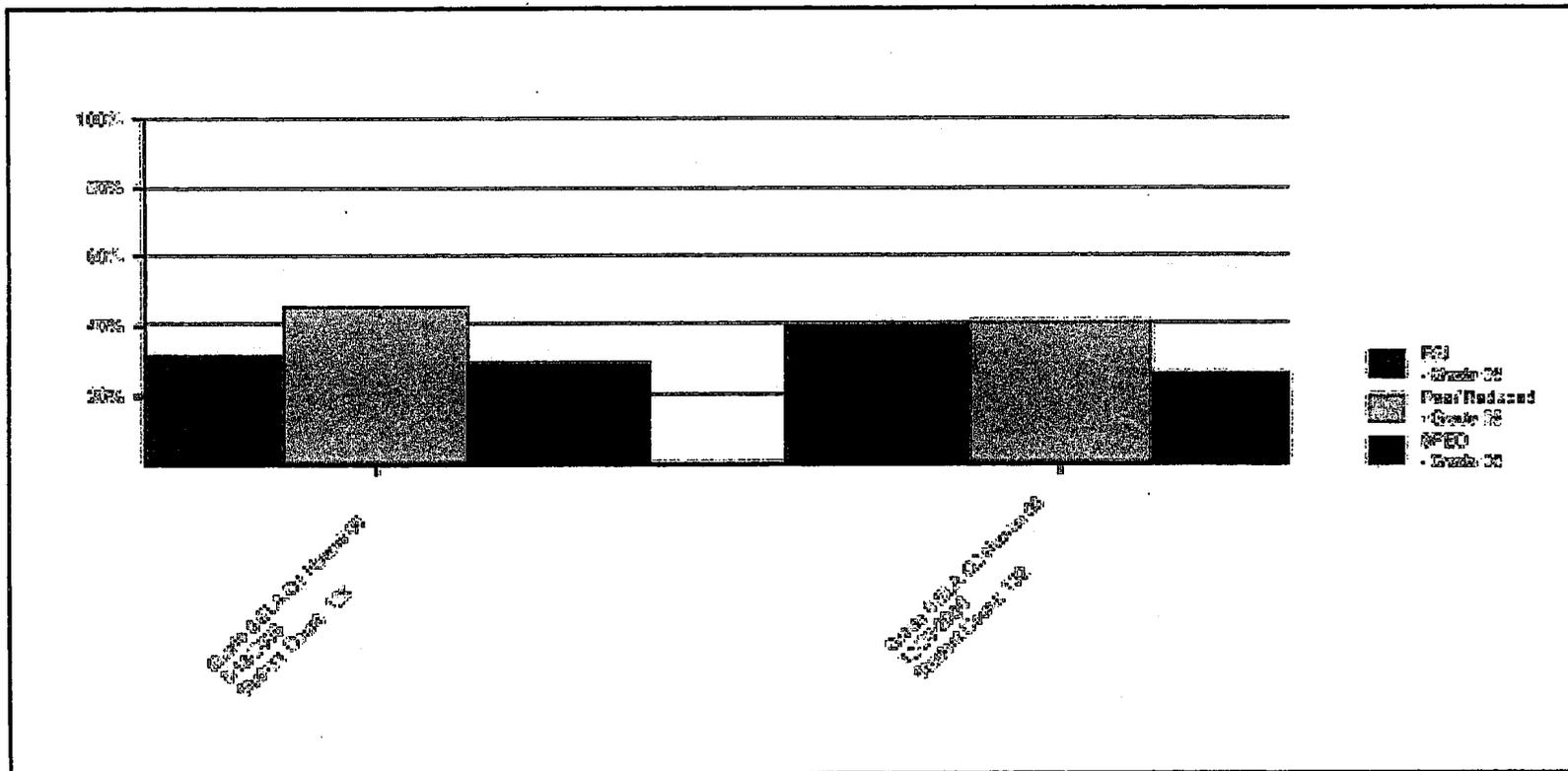
# ELA Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District Name	Assessment Name	Assessment Date
Honolulu	NAEP	03/14/2007
Narainakapono Elementary	Subject Language Arts	
Grade(s): All	Reading/Writing/Comprehension	
Class/Teacher(s): All	School Year: 2006 - 2007	

### Aggregated Results for Narainakapono Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

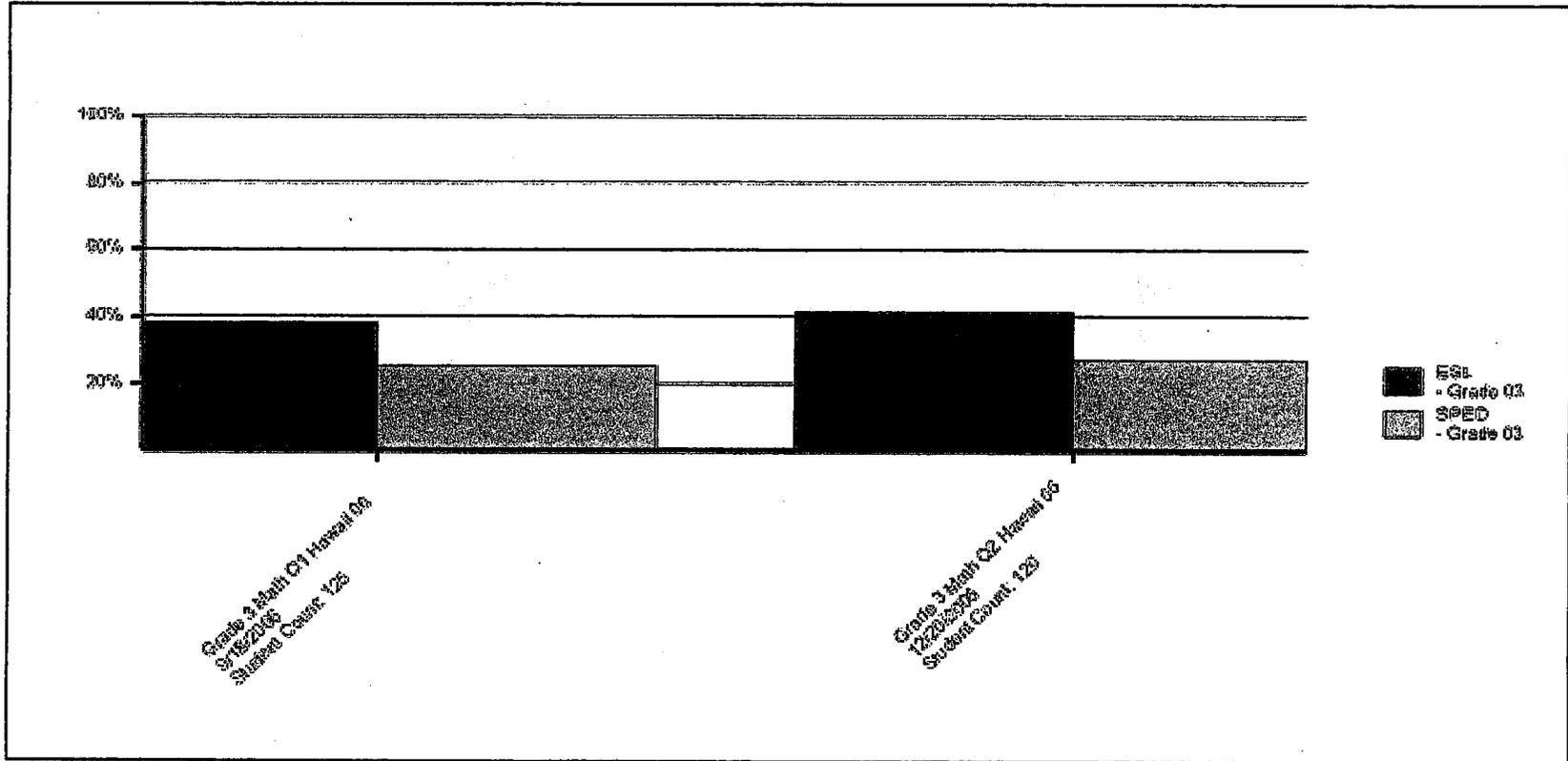
# Math Grade 3

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Nanauli	Assessment: Multiple	Assessment Date: Multiple
School: Nanaikapono Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanaikapono Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

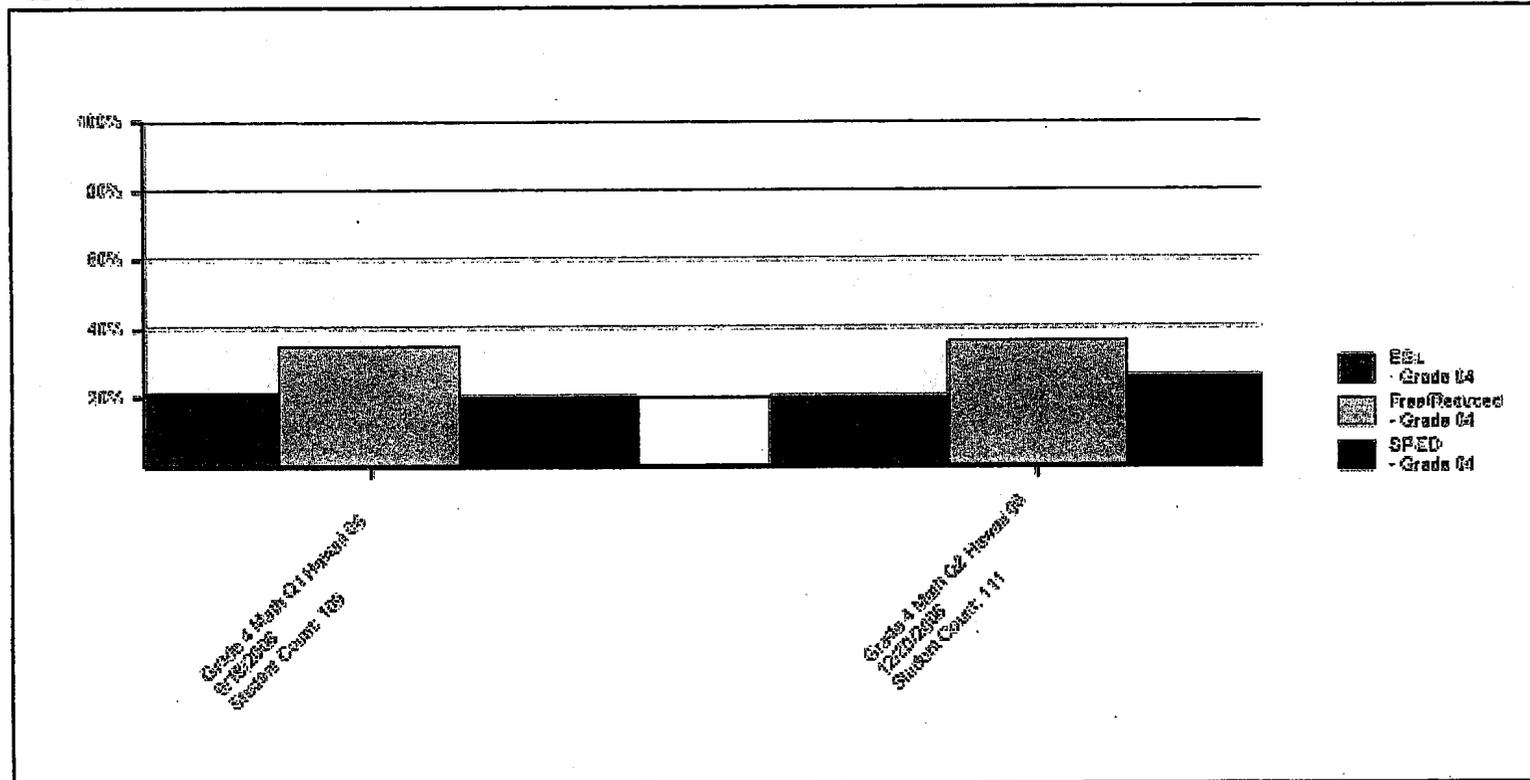
# Math Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Nanauli	Assessment: Multiple	Assessment Date: Multiple
School: Nanaikapono Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanaikapono Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

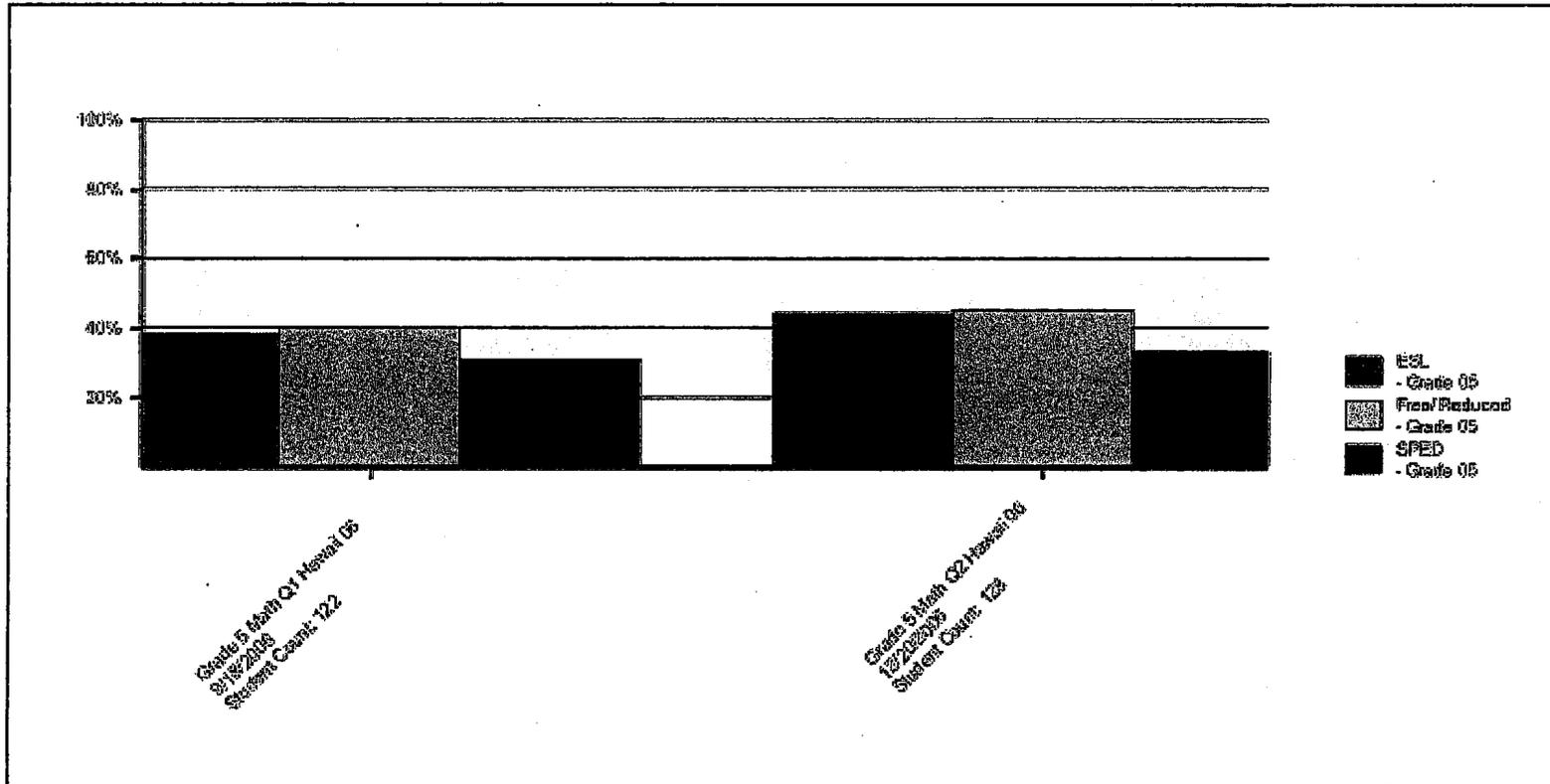
# Math Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Nanauli	Assessment: Multiple	Assessment Date: Multiple
School: Nanaikapono Elementary	Subject: Math	
Grades: All	Results/Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanaikapono Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

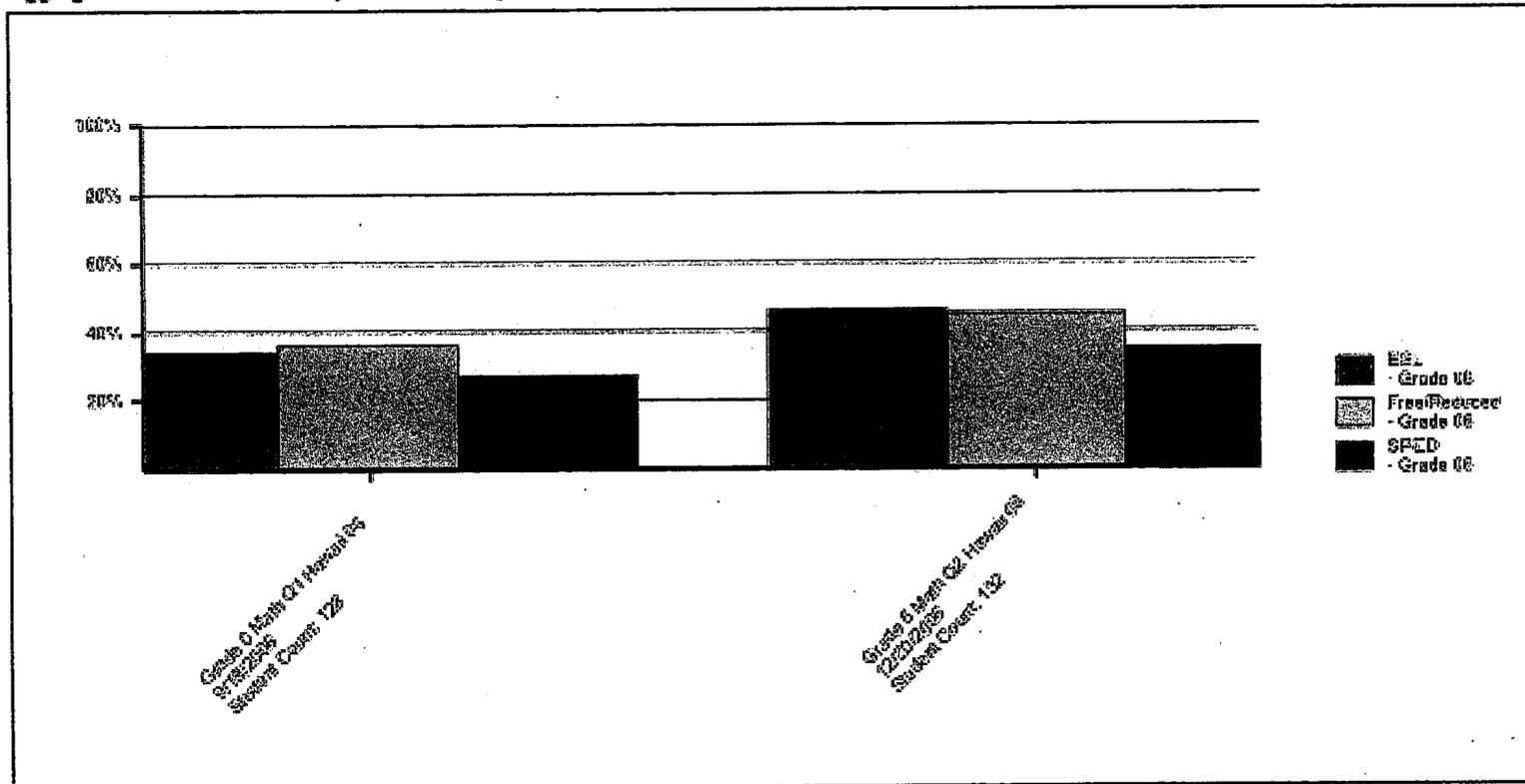
# Math Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Nanauli	Assessment: Multiple*	Assessment Date: Multiple*
School: Nanaikapono Elementary	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Nanaikapono Elementary



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

# Waipahu Elementary School

- Quarterly Assessments (Q1 and Q2) demonstrate 18% and 22% proficiency in Math and 18% and 24% proficiency in ELA
- There are NO Subgroups performing at less than 'All Students' level
- Overall progress in Reading/Language Arts and Mathematics predicts growth for all students 2007!

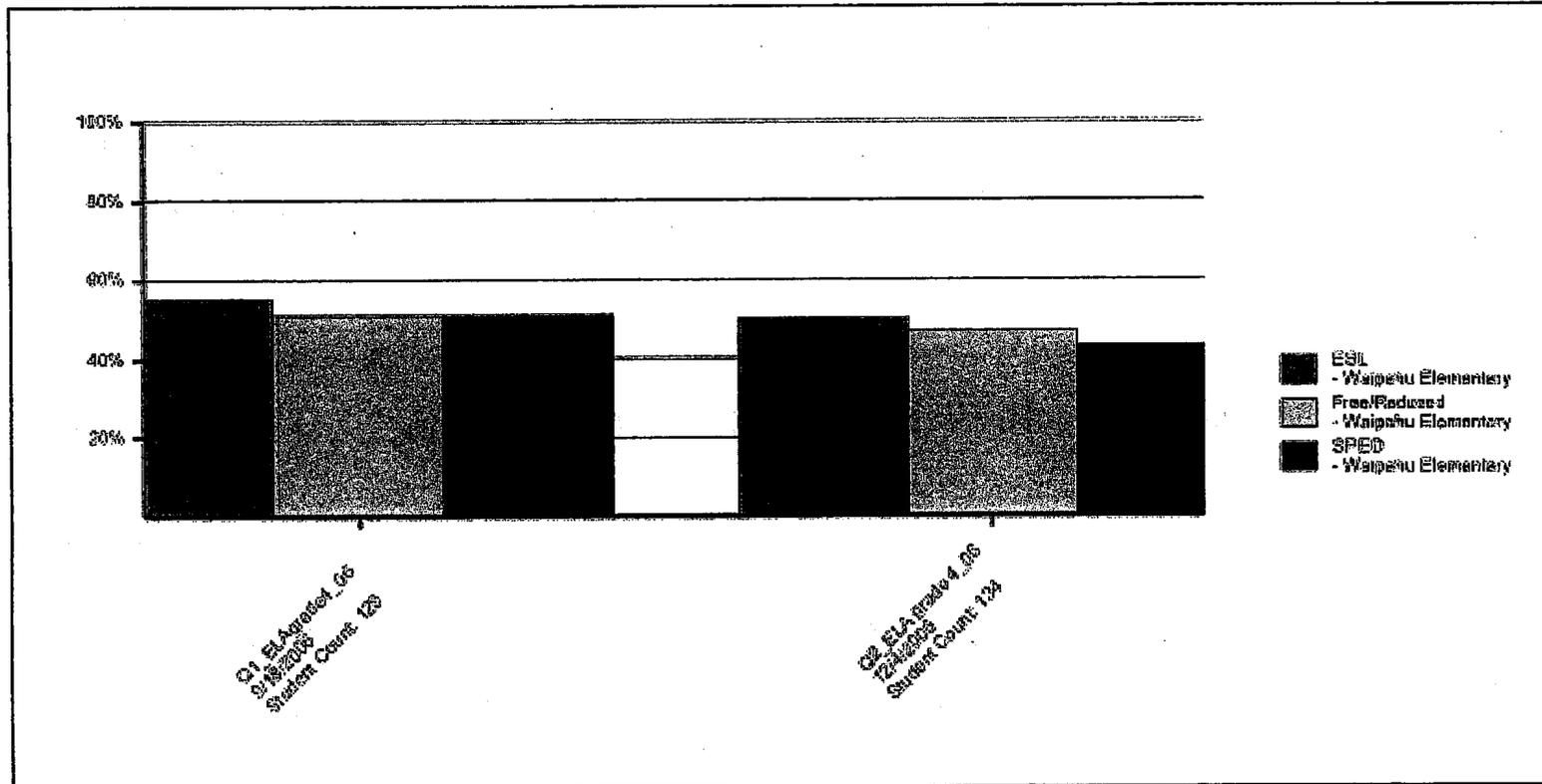
# ELA Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Waipahu	Assessment: Multiple*	Assessment Date: Multiple*
School: All	Subject: Language Arts	
Grades: All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Waipahu



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

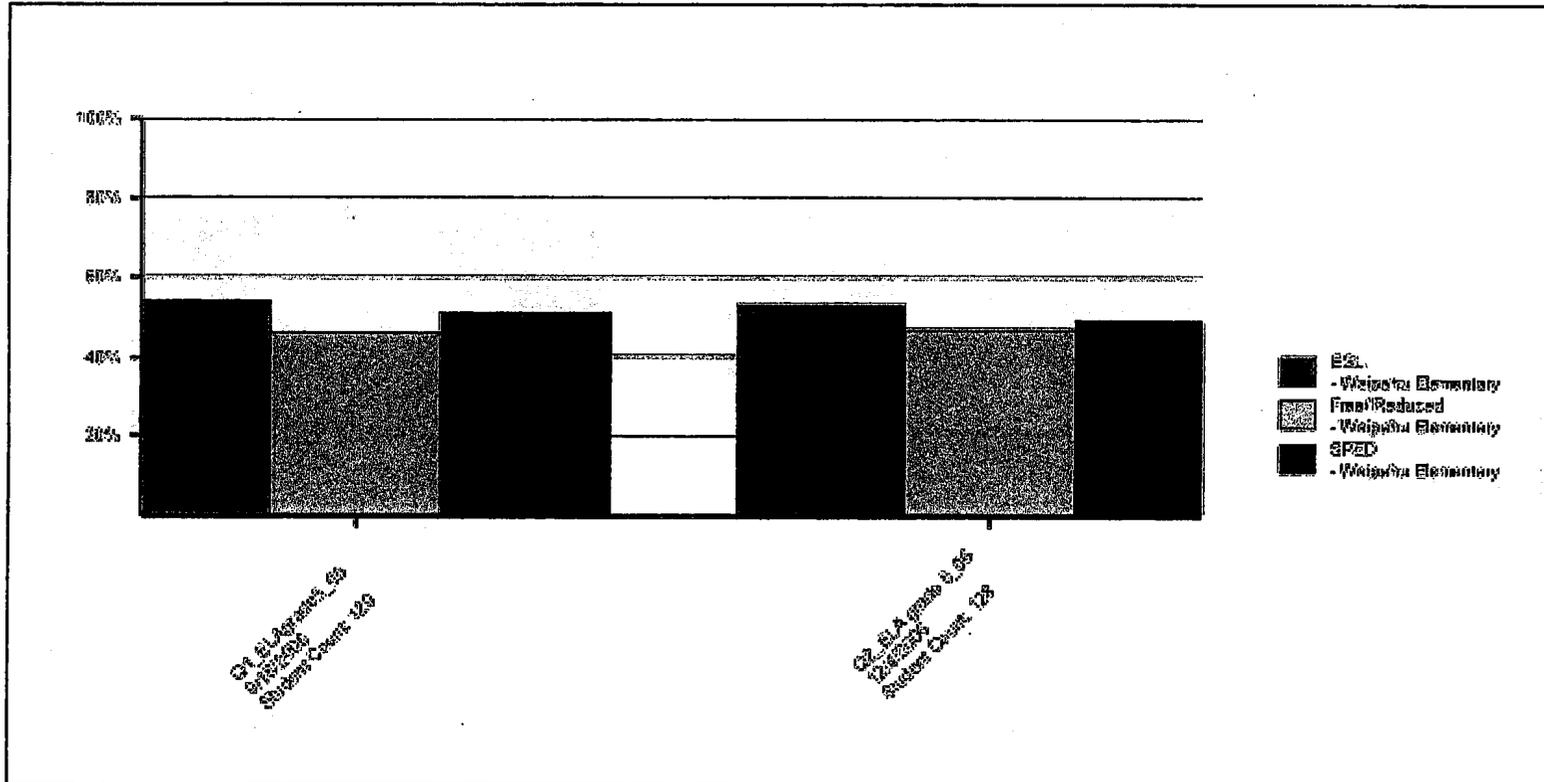
# ELA Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Waipahu	Assessment: Multiple	Assessment Date: Multiple
School: All	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Waipahu



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

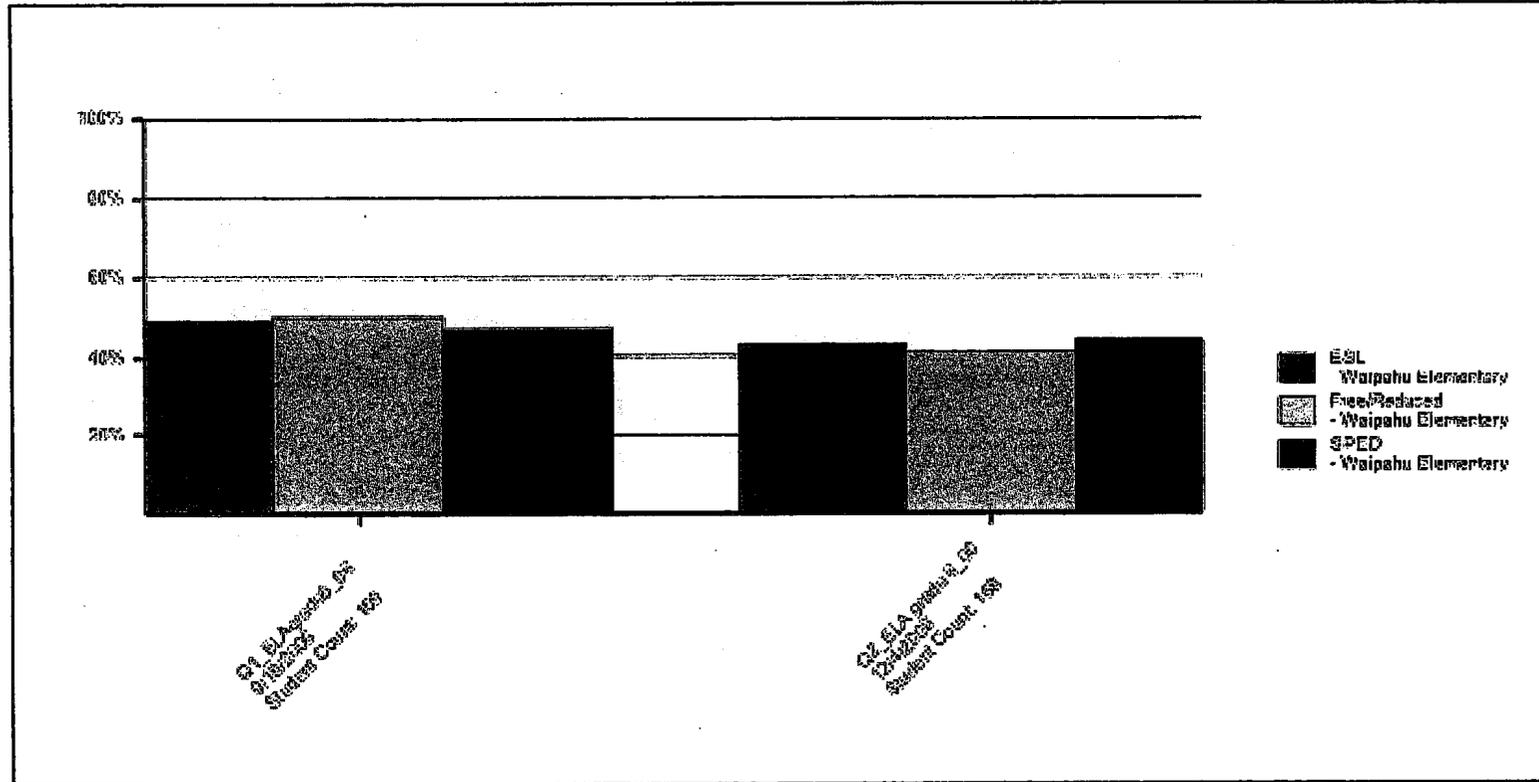
# ELA Grade 6

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Waipahu	Assessment: Multiple*	Assessment Date: Multiple*
School: All	Subject: Language Arts	
Grade(s): All	Results Period: Semester 2	
Class Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Waipahu



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

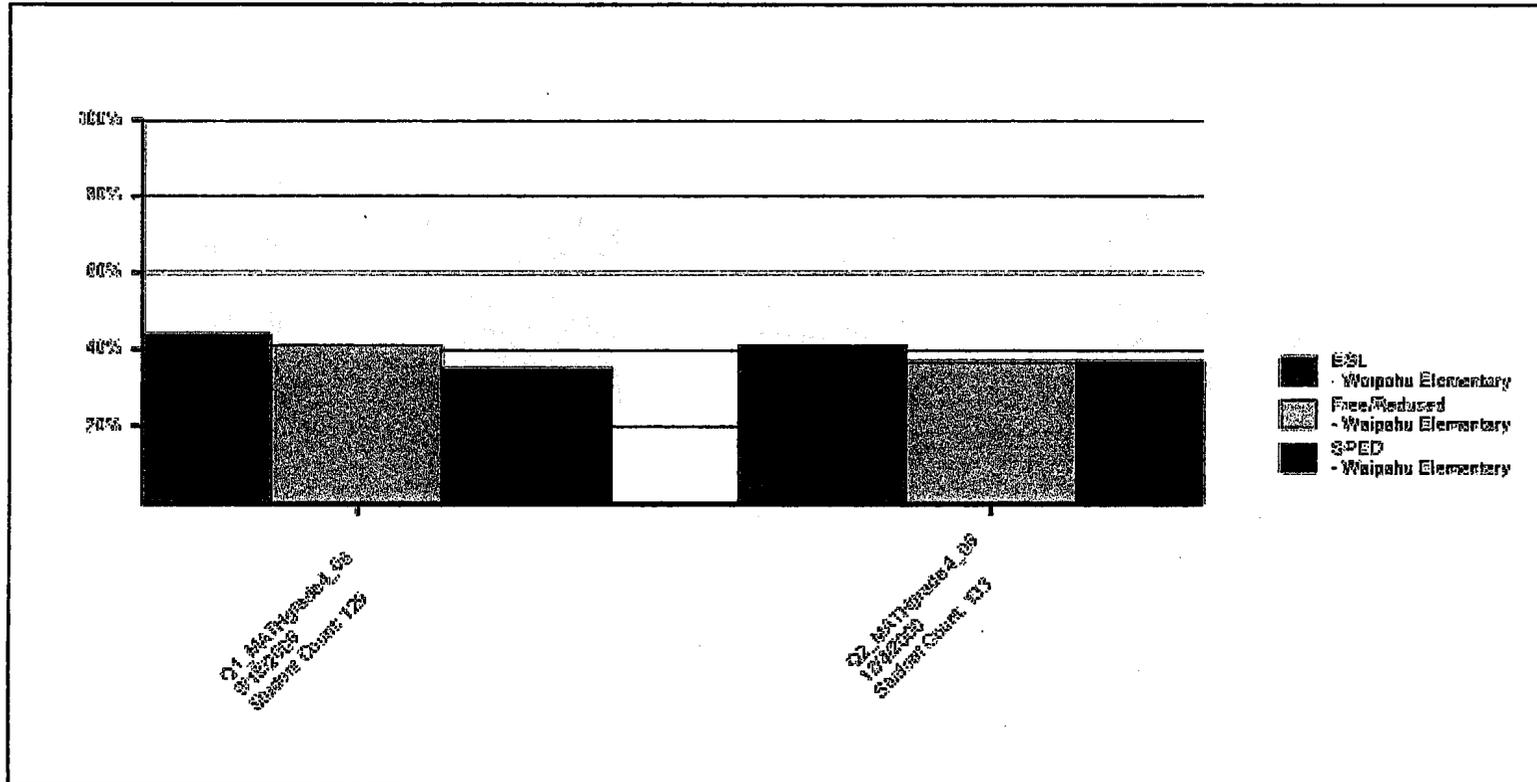
# Math Grade 4

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Waipahu	Assessment: Multiple	Assessment Date: Multiple
School: All	Subject: Math	
Grade(s): All	Results Period: Semester 2	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Waipahu



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

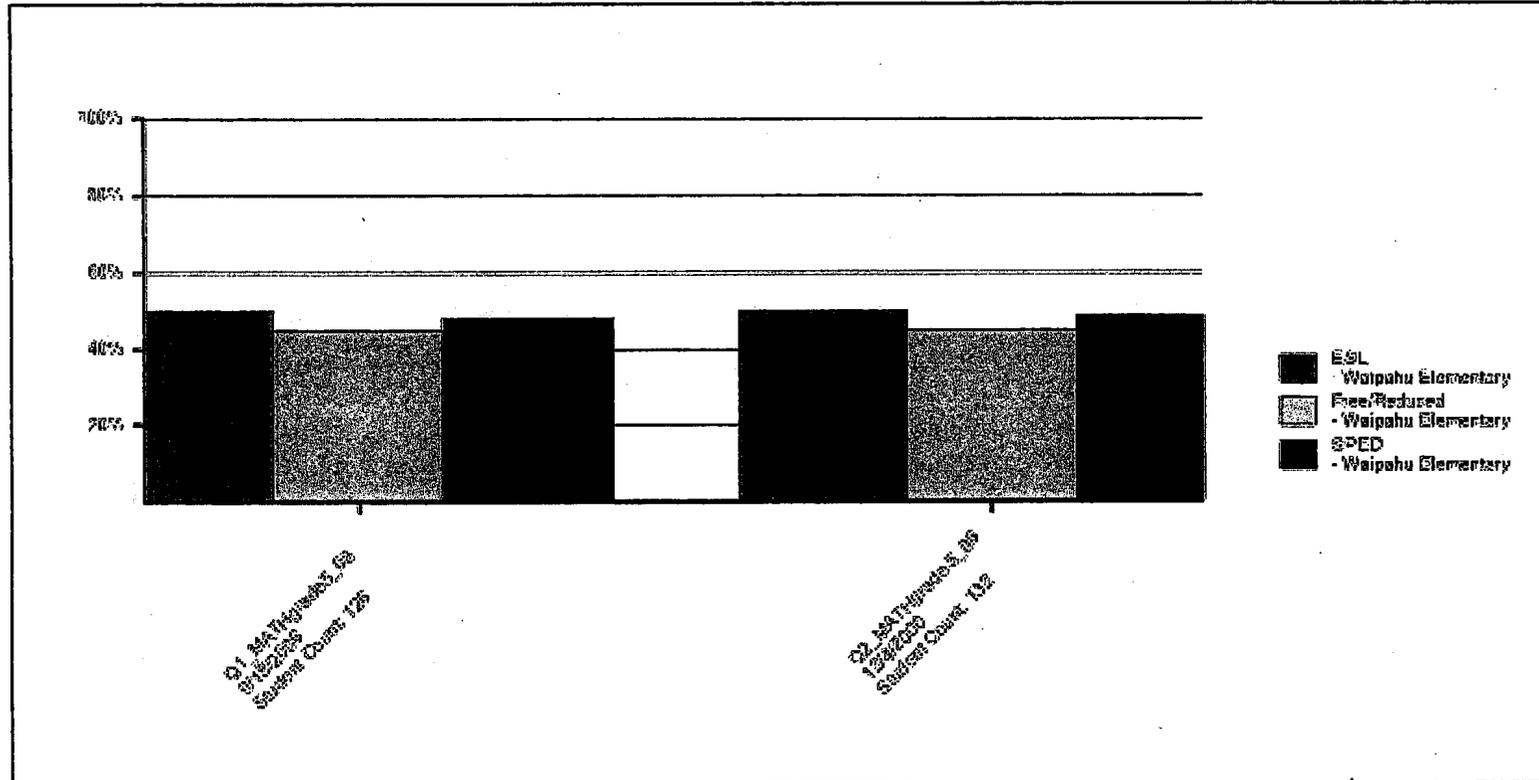
# Math Grade 5

## Assessment Analysis - Aggregated Results

Date Printed: 03/14/2007

District: Waipahu	Assessment: Multiple	Assessment Date: Multiple
School: AA	Subject: Math	
Grade(s): AA	Results Period: Semester 2	
Class/Teacher: AA	School Year: 2006-2007	

### Aggregated Results for Waipahu



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results



# Waipahu Intermediate School

- Quarterly Assessments (Q1 and Q2) demonstrate 6% and 10% proficiency in Math and 7% and 18% proficiency in ELA
- Subgroups performing at less than 'All Students' level include ESL and SPED at some grade levels
- Overall progress in Reading/Language Arts and Mathematics predicts some progress for all students 2007!

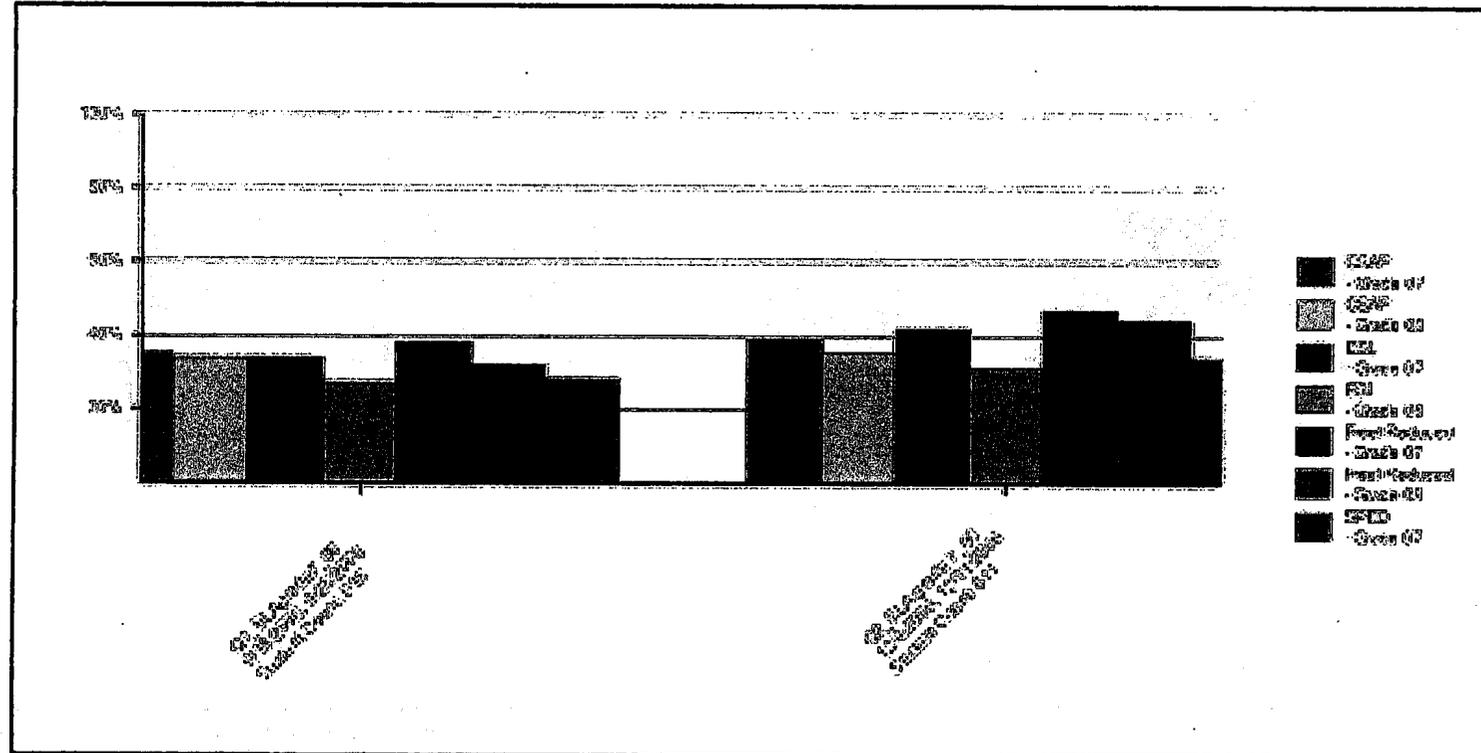
# ELA Grade 7

## Assessment Analysis - Aggregated Results

Date Printed: 04/07/2007

District: WPPHU	Assessment: Multiple	Assessment Date: Multiple
School: Waipahu Intermediate School	Subject: Language Arts	
Class(es): All	Results Period: Semester 1	
	School Year: 2006 - 2007	

### Aggregated Results for Waipahu Intermediate School



\* Note: If there is more than one assessment selected, the name and date of each collection appears in the column header of the results.

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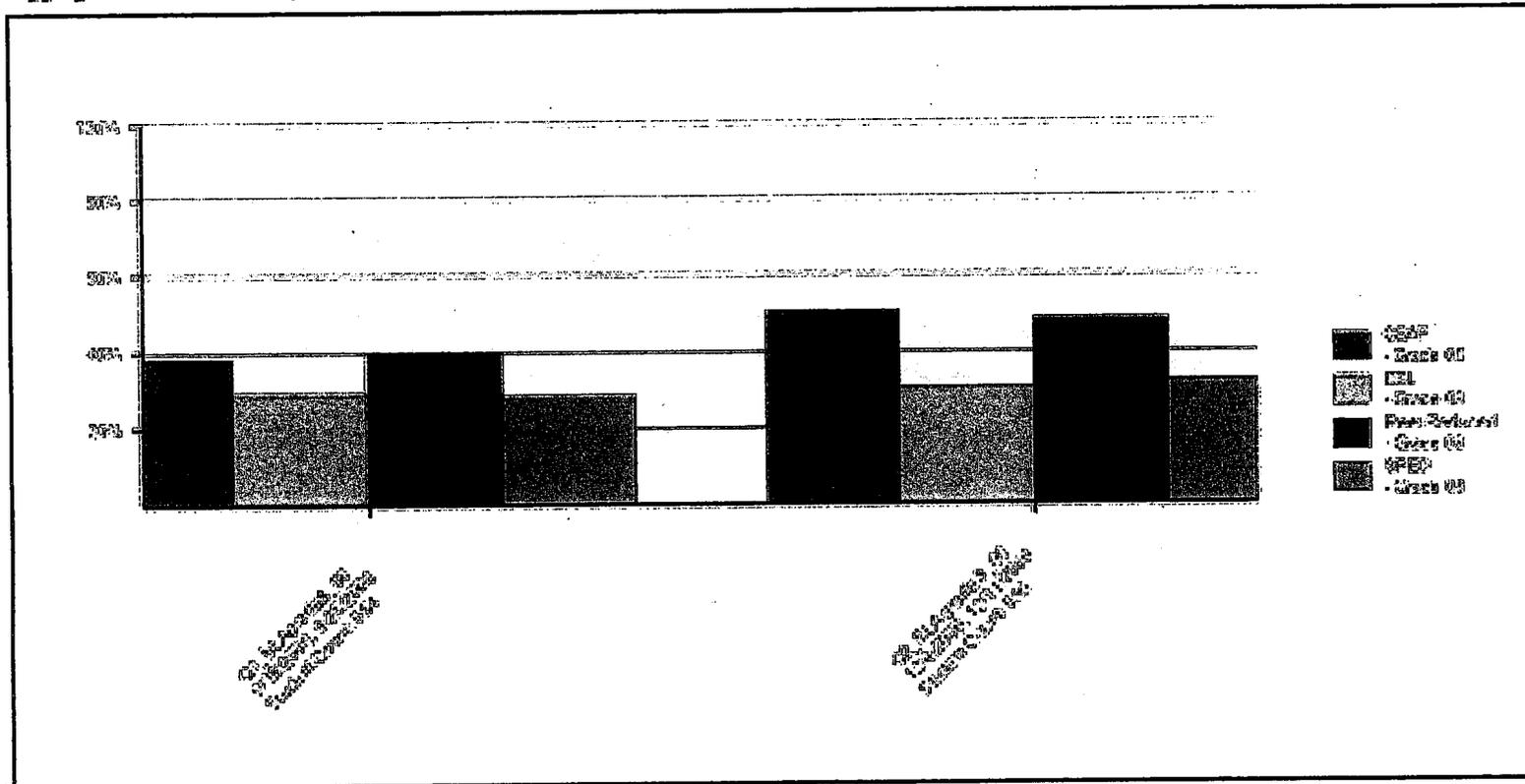
# ELA Grade 8

## Assessment Analysis - Aggregated Results

Date Printed: 04/07/2007

Entity: WISPAHU	Assessment: Multiple*	Assessment Code: Multiple*
School: Waiapahu Intermediate School	Subject: Language Arts	
Classroom: All	Results Period: Semester 1	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Waiapahu Intermediate School



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results.

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04/07/2007

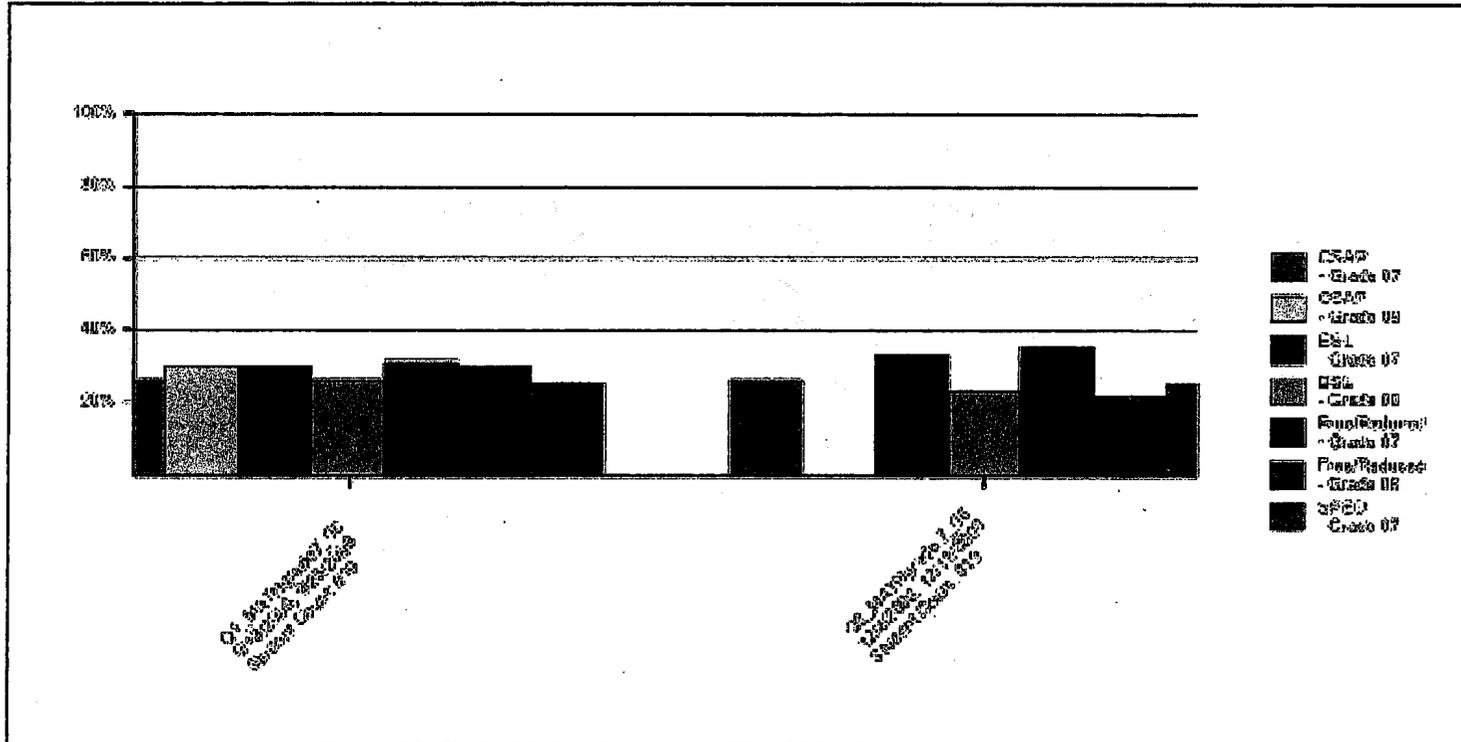
# Math Grade 7

## Assessment Analysis - Aggregated Results

Use Filter: 24/07/2007

District: Waipahu	Assessment: Multiple*	Assessment Date: Multiple*
School: Waipahu Intermediate School	Subject: Math	
Grades: All	Results Period: Semester 1	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Waipahu Intermediate School



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results

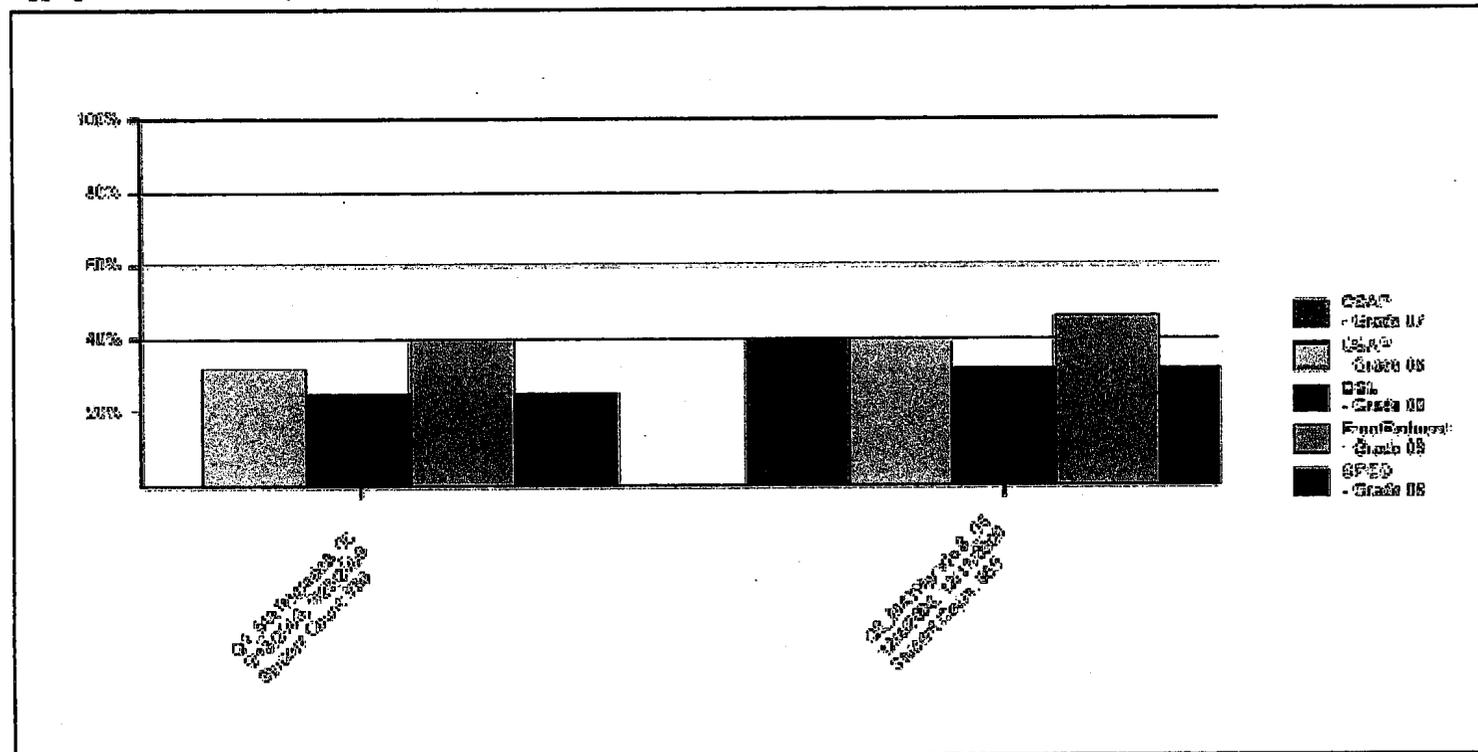
# Math Grade 8

## Assessment Analysis - Aggregated Results

Date Printed: 04/07/2007

District: Waipahu	Assessment: Multiple*	Assessment Date: Multiple*
School: Waipahu Intermediate School	Subject: Math	
Grade(s): All	Results Period: Semester 1	
Class/Teacher: All	School Year: 2006 - 2007	

### Aggregated Results for Waipahu Intermediate School



\* Note: If there is more than one assessment selected, the name and date of each selection appears in the column header of the results



# **SUMMARY OF PREDICTIONS**

## **Restructuring Schools**

Hawaii State Assessment 2007

# Year 2 Restructuring Schools

<b>YEAR 2 SCHOOLS</b>	<b>AYP</b>	<b>Safe Harbor</b>	<b>Growth</b>	<b>Decline</b>
<b>Wahiawa Middle</b>		<b>Math</b>	<b>ELA</b>	
<b>Nanakuli High &amp; Intermediate</b>		<b>ELA</b>	<b>Math</b>	
<b>Hana High &amp; Elementary</b>	<b>ELA, Math</b>			
<b>Maunaloa Elementary</b>	<b>ELA, Math</b>			
<b>Molokai High</b>			<b>ELA, Math</b>	
<b>Molokai Middle</b>	<b>Math</b>		<b>ELA</b>	

# Year 1 Restructuring Schools

<b>YEAR 1 SCHOOLS</b>	<b>AYP</b>	<b>Safe Harbor</b>	<b>Growth</b>	<b>Decline</b>
<b>Kaunakakai Elementary</b>	<b>ELA, Math</b>			
<b>Kilohana Elementary</b>	<b>ELA, Math</b>			
<b>Nanakuli Elementary</b>			<b>ELA, Math</b>	
<b>Nanaikapono Elementary</b>			<b>ELA, Math</b>	
<b>Waipahu Elementary</b>			<b>ELA, Math</b>	
<b>Waipahu Intermediate</b>			<b>ELA, Math</b>	



# **School Issues and Concerns**

From the  
School Survey of Restructuring Provider Services  
January 2007

# Comments from Restructuring Schools Surveys

- ETS issues:  
noted change in management this year, scheduling, availability of personnel, travel, frequency, time, motive
- Contract issues:  
timeliness in signing/servicing, statewide issues, yearly calendar, non-local management, administrative meetings/duties interfering, more time on site, pulling teachers out of class
- Data issues:  
number of items per standard, CR items, analysis not correlated to instruction, timeliness of reports, data errors reported to community

## Comments continued...

- Communication needs between schools/Leads:  
before/after visits, agendas, duplication of efforts, recommendations based on single points of data, intervention strategies all the same, intent not clear for process or work, periodic rather than on-going, reproducing materials, updating calendars/schedules
- School issues:  
scheduling during class time, teacher collaboration time, access to materials, validation of previous school work, followup between scheduled visits



# **School Barriers to Student Performance**

Responses to School Issues and Concerns

# **Actions to Address Concerns**

- ✓ Requirement for Administration to be on campus and participating in sessions when ETS is present
- ✓ Recommendation to remove/reassign ineffective teachers based on student results and observations
- ✓ Recommendation for grade level articulation, K-12 and within each school grade span
- ✓ Time restructuring for teacher professional development and regular teacher collaboration time
- ✓ Requirement for classroom walk-throughs on regular basis
- ✓ Involvement of non-ELA/Math teachers in improvement process; “buy-in” for all staff

## **Actions continued...**

- ✓ Need for academic coaches to be trained in teacher supervision and peer coaching
- ✓ Professional development for staff (administrators & teacher leaders) needs to focus on ***what works***, not the “next” innovation
- ✓ Recognition of need for Parent/Community involvement with planned activities and communication
- ✓ Process for follow-through after visits and trainings
- ✓ Clearly articulated plan/recommendations for 2007-08
- ✓ Contract for 2007-08 in process now with new Pricing Guide
- ✓ Communication, communication, communication – weekly telephone conferences, emails, reports, alerts!



# **Implementing New Actions**

A Plan to Support  
What We Know Works in Schools

# Accountability Plan for 2007-2008

## ETS's commitment to make Hawaii schools successful:

1. Turning "communication" into Action Plans:
  - Planning meeting at each school in Spring 2007
  - Tasks and Timelines with Responsibilities clearly outlined between school administration and ETS
  - Weekly reporting on progress to Principal/CAS
2. Training in Assessment Literacy for PLC's:
  - Offer training with Assessment Institutes, recognizing the role of each staff member in the assessment process
  - Institutes offered on mainland and on-site
3. Program Management:
  - New role of Program Manager, tracking all progress and reports and serving as liaison between ETS and HODOE
  - On-site Managers to oversee ALL Hawaii work



# **Additional Services in Schools**

Assessment Literacy and Student Performance

# Additional Schools

- Waipahu High School (Oahu, Leeward)
- Princess Nahaienaena Elementary School (West Maui)
- Lahaina Intermediate School (West Maui)
- Lahainaluna High School (West Maui)
- Kealakehe Complex Area (Kona, Hawaii)

## **Additional school services:**

- **Waipahu High School (Oahu)**
  - Item Bank, building own assessments
  - Training in IB and Assessment Development
- **Princess Nahaienaena Elementary School and Lahaina Intermediate School (Maui)**
  - Analyzing data and teacher collaboration
  - Planning for instructional focus through pacing
- **Lahainaluna High School (Maui)**
  - Focus on 10<sup>th</sup> grade instructional standards
  - Reconcile Math standards by grade level with Math courses
- **Kona Complex (Hawaii)**
  - Analyze all data in Math and Science
  - Teacher collaboration and focus planning
  - Evaluation of grant objectives