

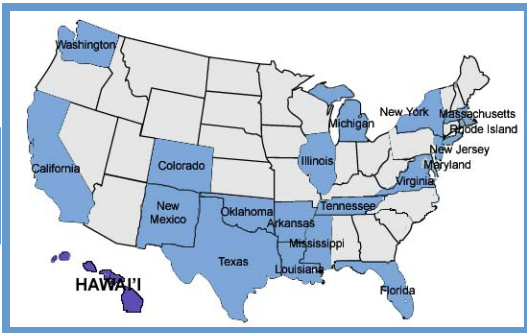
**National Center for
Educational
Accountability**

national sponsor of Just for the Kids

Just for the Kids, Hawai'i Elementary School Best Practice Study, 2004-05

'Aikahi Elementary School, Kailua-Kalaheo Complex Area
'Aina Haina Elementary School, Farrington-Kaiser Complex Area
Lunalilo Elementary School, Kaimuki-Kalani Complex Area
Ma'ema'e Elementary School, McKinley-Roosevelt Complex Area
Momilani Elementary School, Nanakulii-Pearl City-Waipahu Complex Area
Nimitz Elementary School, Aiea-Moanalua-Radford Complex Area
Noelani Elementary School, McKinley-Roosevelt Complex Area
Solomon Elementary School, Leilehua-Mililani-Waiialua Complex Area
Waiakea Elementary School, Hilo-Laupahoehoe-Waiakea Complex Area

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Just for the Kids, Hawai'i

Elementary School Best Practice Study, 2004-2005

The Study

The Hawai'i Elementary School Best Practice Study was part of a larger national research study to investigate the practices of schools that consistently outperform their peers. Research teams studied schools in 20 states to identify key practices of consistently higher performing schools in a variety of policy contexts.

In Hawai'i, research teams investigated nine consistently higher performing and four average-performing elementary schools to determine the differences in practices between higher and average-performing elementary schools. Schools were identified through an in-depth analysis of academic achievement developed by the National Center for Educational Accountability (NCEA) using data publicly available from the state.

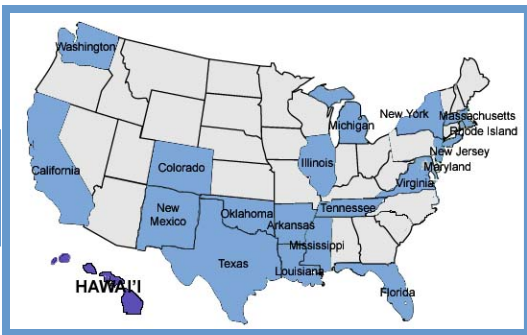
Conducted by researchers in Hawai'i under the direction of Collaborative Action for Public Education (CAPE), the 2004-2005 Hawai'i Elementary School Best Practice Study was sponsored by Just for the Kids-Hawai'i affiliate (JFTK-HI) and received funding from the Harold K.L. Castle Foundation and The Broad Foundation. JFTK-HI is a collaboration of the Hawai'i Business Roundtable, the Hawai'i Department of Education, the Hawai'i P-20 Initiative, and the National Center for Educational Accountability.

Researchers used site-based interviews and observations, as well as the analysis of supportive documentation, to investigate the practices of each of the schools in the study. Complex area-, school-, and classroom-level practices were studied in the five themes of NCEA's Best Practice Framework: Curriculum and Academic Goals; Staff Selection, Leadership, and Capacity Building; Instructional Programs, Practices, and Arrangements; Monitoring: Compilation, Analysis, and Use of Data; and Recognition, Intervention, and Adjustment.

The Summary

Research teams wrote individual case studies about each studied school. Summary findings across the cases are presented in this report. Major findings from each case are presented first to provide a brief picture of each higher performing school studied. The composite picture of the Best Practice Findings in Hawaii follows with examples from higher performing schools.

This report is a synthesis of findings including direct quotes and summary information drawn from case studies written by CAPE researchers and JFTK-HI. The JFTK Best Practice Framework, developed by NCEA, provides the structure for the findings. Information from the CAPE case studies that does not relate to any of the five themes of the JFTK Best Practice Framework is not represented in this report. **Boldfaced** attributes listed in the "Findings" section of this report represent inferences made by NCEA researchers during the evaluation of the case studies. Those attributes may not necessarily coincide with those inferred by CAPE researchers.



Just for the Kids, Hawai'i

Elementary School Best Practice Study, 2004-2005

The School Identification Process

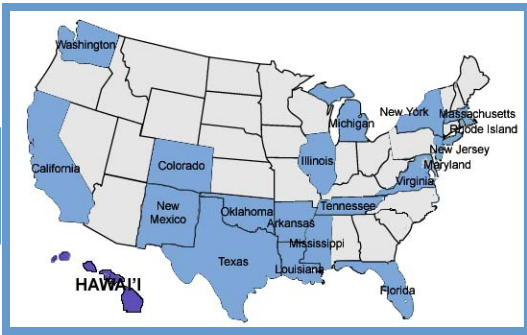
To study the practices of consistently higher performing schools, one must first identify those schools and compare their practices with those in a group of average-performing schools with similar demographics. The contrast between the practices in the two groups of schools is the focus of this study.¹

NCEA used publicly available student achievement data from the Hawai'i Department of Education to identify schools that consistently outperformed other schools with similar demographics in mathematics and reading in the 2001-02, 2002-03, and 2003-04 school years. The analysis included data from the third- and fifth-grade Hawai'i State Assessment (HSA).

To identify the schools, NCEA conducted a separate analysis for each subject (mathematics and reading) and year (2002, 2003, and 2004) to learn which schools outperformed their demographic peers on the percentage of students meeting the "Proficient" standard on the state exam. NCEA used a Weighted Least Squares (WLS) regression analysis to compare each school's percent of students meeting the standard with the percent that would be "predicted" or "typical" for a school in the state with the same demographics. The demographic and other variables used in this analysis were each school's percentage of low-income, English Language Learners (ELL), and various ethnicities; the size of the school; and the percentage of students tested in the subject and year in question. Normally, NCEA also prefers to take students' prior year test scores and length of enrollment in the same school into account, but that longitudinal information was not available in Hawai'i.

NCEA ranked each school against the elementary schools in the rest of the state based on the extent to which it outperformed its "predicted" percent of students meeting the "Proficient" standard. For example, a school that outperformed 89% of the schools in "performance relative to predicted" in third-grade mathematics in 2004 would receive a percentile rank of 89 for that subject and year. These ranks were averaged separately for mathematics and reading across the three years to produce an overall average performance rank by subject. To be selected as higher performing for the purposes of this study, schools had to have overall average percentile ranks above 75 in all tested subjects and meet AYP requirements in 2004.

¹ Hawai'i has a relatively small number of elementary schools. As a result, the consistently higher performing schools were not as distinct from the average-performing schools in the analysis as NCEA normally prefers, and few substantive differences were observed between the two sets of schools. The structure of the educational system in Hawai'i presented another set of complicating factors to the study methodology. Although the state is divided into complex areas that function in many ways as "school districts" in other states, those complex areas also work in conjunction with the Hawai'i Department of Education. Because of this unique organization, many practices observed at the schools reflected state policy. Consequently, those state-mandated practices somewhat obscured the distinction between the two sets of schools.



Just for the Kids, Hawai'i

Elementary School Best Practice Study, 2004-2005

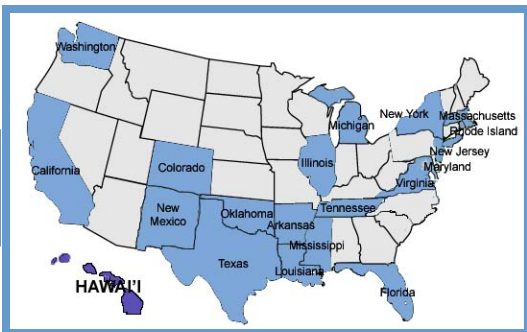
The Higher Performing Schools Studied

School	Complex Area*	2004 Enrollment		2004 School-Wide Demographics								
		Grade Span	No. of Students	African American	Hispanic	White	Asian**	Pacific Islander**	SE Asian**	Other	Low Income	ELL
ʻAikahi Elementary School	Kailua-Kalaheo	K-6	608	1.0%	1.5%	53.3%	10.0%	15.5%	3.0%	15.7%	12.3%	1.6%
ʻAina Haina Elementary School	Farrington-Kaiser	K-6	405	0.3%	4.0%	16.8%	46.8%	18.7%	3.9%	9.5%	11.4%	6.9%
Lunalilo Elementary School	Kaimuki-Kalani	K-5	602	0.9%	3.2%	6.3%	35.6%	16.8%	10.0%	27.3%	50.3%	22.4%
Maʻemaʻe Elementary School	McKinley-Roosevelt	K-6	783	0.5%	1.4%	4.0%	53.7%	20.4%	9.5%	10.5%	16.5%	4.3%
Momilani Elementary School	Nanakuli-Pearl City-Waipahu	K-6	422	0.0%	2.9%	3.1%	63.2%	12.1%	11.9%	6.9%	9.7%	0.5%
Nimitz Elementary School	Aiea-Moanalua-Radford	K-6	680	23.1%	8.2%	42.6%	1.7%	4.4%	6.1%	13.9%	36.2%	2.2%
Noelani Elementary School	McKinley-Roosevelt	K-6	545	0.9%	1.3%	15.1%	52.4%	7.4%	2.4%	20.5%	7.5%	3.7%
Solomon Elementary School	Leilehua-Mililani-Waialua	K-5	736	21.9%	17.8%	43.7%	1.3%	2.2%	2.3%	10.8%	64.4%	7.9%
Waiakea Elementary School	Hilo-Laupahoehoe-Waiakea	K-5	784	0.7%	4.0%	5.2%	23.4%	34.9%	6.9%	24.9%	54.3%	6.5%

* In Hawai'i, a complex consists of a high school and all of its feeder schools. Two to four complexes comprise a complex area, led by a complex area superintendent.

** The Asian category includes Chinese, Japanese, and Korean. The Pacific Islander category includes Hawaiian, Part Hawaiian, Samoan, and Micronesian. The Southeast Asian category includes Filipino, Thai, Laotian, and Cambodian.

Demographic and student enrollment data are taken from the Just for the Kids-HI 2004 website. Site visits were conducted in Spring and Summer 2005.



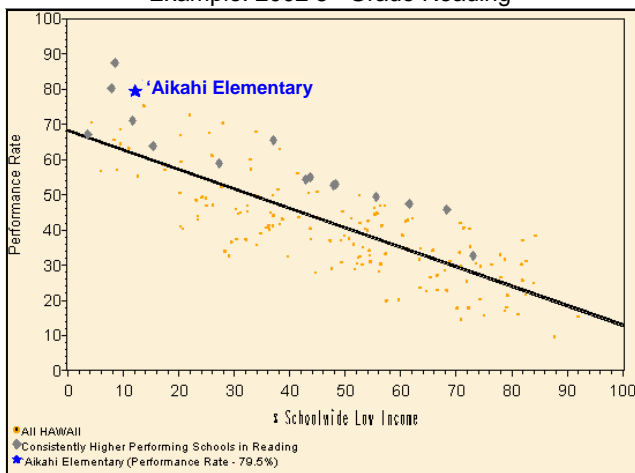
'Aikahi Elementary School Kailua-Kalaheo Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

'Aikahi Elementary School, which serves 608 kindergarten through sixth-grade students, is 1 of 10 elementary schools in the Kailua-Kalaheo Complex Area (7,593 students). 'Aikahi's student population is 53.3% White, 15.5% Pacific Islander, 10.0% Asian, 3.0% Southeast Asian, 1.5% Hispanic, 1.0% African American, and 15.7% other. Within this student population, 1.6% are English Language Learners, and 12.3% receive free or reduced lunch services.

Example: 2002 5th Grade Reading



Consistent Higher Performance

'Aikahi Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth-grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, 'Aikahi Elementary School demonstrated overall average performance ranks of 85.8 in mathematics and 75.1 in reading.

Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

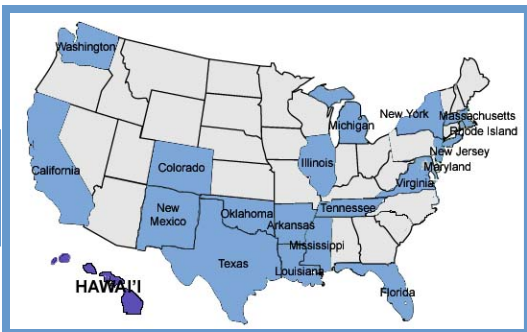
Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	96	89	82	90	89	69	85.8
Reading	64	97	88	90	69	45	75.1

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

'Aikahi's educators view the Hawai'i Content and Performance Standards as important influences at all levels of the complex. The educators view themselves as "forerunners" in learning about standards when they were introduced. Parents and educators hold very high expectations for student performance on both the Hawai'i State Assessment and the SAT-9. While finding candidates for the principalship of the school has been challenging, the complex area superintendent does attempt to match the administrator to the school, taking into account what is known about the school and the candidate's strengths. Writing has been a focus of the school's Standards Implementation Plan. There has been a school-wide introduction of *Six Traits of Writing* and an all-school focus on the writing process. The principal's primary tool for monitoring teachers' performance is observation. The complex provides stratified support to schools based on school performance, with the complex's Critical Ally Teams offering more intense support to restructuring schools and providing standards coordinators to higher and average-performing schools.

The entire case study may be viewed at http://www.just4kids.org/bestpractice/study_framework.cfm?study=Hawaii.



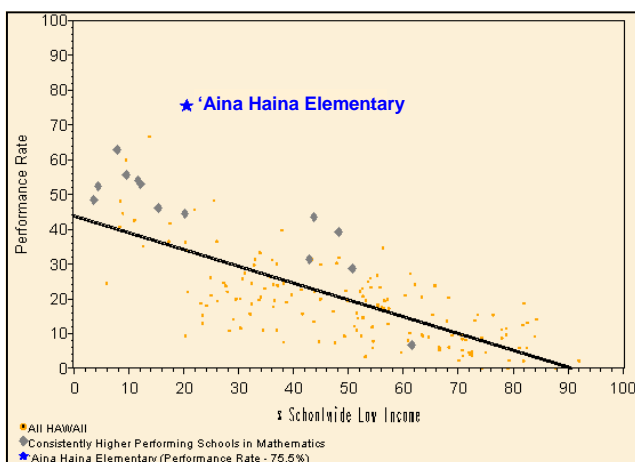
'Aina Haina Elementary School Farrington-Kaiser Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

'Aina Haina Elementary School, which serves 405 kindergarten through sixth-grade students, is 1 of 14 elementary schools in the Farrington-Kaiser Complex Area (11,480 students). 'Aina Haina's student population is 46.8% Asian, 18.7% Pacific Islander, 16.8% White, 4.0% Hispanic, 3.9% Southeast Asian, 0.3% African American, and 9.5% other. Within this student population, 6.9% are English Language Learners, and 11.4% receive free or reduced lunch services.

Example: 2002 5th Grade Mathematics



Consistent Higher Performance

'Aina Haina Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth-grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, 'Aina Haina Elementary School demonstrated overall average performance ranks of 85.5 in mathematics and 80.0 in reading.

Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

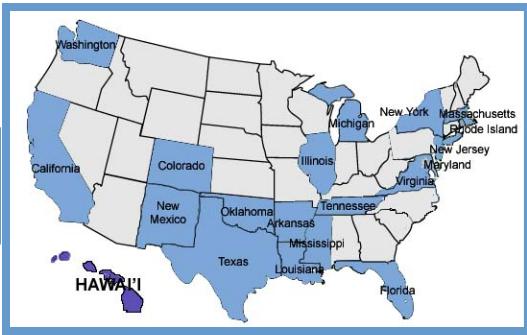
Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	95	98	86	67	93	74	85.5
Reading	95	96	82	66	84	58	80.0

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

'Aina Haina School (AHS) aligns its curriculum to the Hawai'i Content and Performance Standards (HCPS) through a collaborative process. Educators at 'Aina Haina take particular pride in delivering the curricular standards in creative ways through the arts. During the past year, AHS collaborated with the Hawai'i Opera Theatre to produce *The Curse of Lou Ling*. Students mastered mathematics skills by measuring requirements for the opera set and computer skills by designing and producing public relations materials. The principal uses monthly leadership team meetings to build staff capacity. Multiple meetings involve every staff member in the building. The complex area superintendent indicates that high-quality instruction should include the three Rs: rigor, relevance, and relationships with teachers. The principal uses classroom walkthroughs to monitor the rigor of classroom instruction. Teachers observe student work daily as the primary means for monitoring progress. AHS actively seeks community and business support to recognize students.

The entire case study may be viewed at http://www.just4kids.org/bestpractice/study_framework.cfm?study=Hawaii.



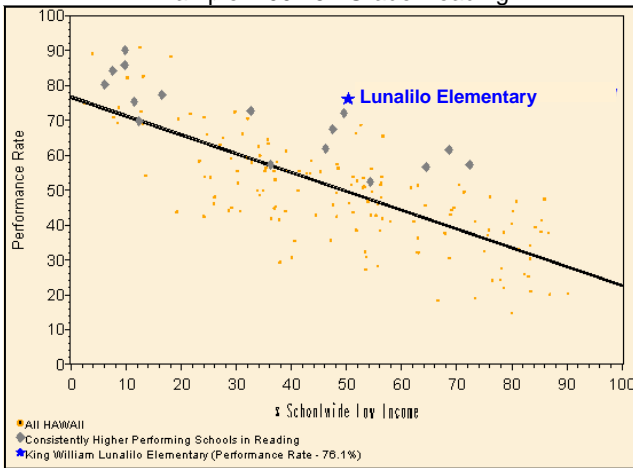
Lunalilo Elementary School Kaimuki-Kalani Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

Lunalilo Elementary School, which serves 602 kindergarten through fifth-grade students, is 1 of 12 elementary schools in the Kaimuki-Kalani Complex Area (9,374 students). Lunalilo's student population is 35.6% Asian, 16.8% Pacific Islander, 10.0% Southeast Asian, 6.3% White, 3.2% Hispanic, 0.9% African American, and 27.3% other. Within this student population, 22.4% are English Language Learners, and 50.3% receive free or reduced lunch services.

Example: 2004 5th Grade Reading



Consistent Higher Performance

Lunalilo Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth-grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, Lunalilo Elementary School demonstrated overall average performance ranks of 90.2 in mathematics and 95.3 in reading.

Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

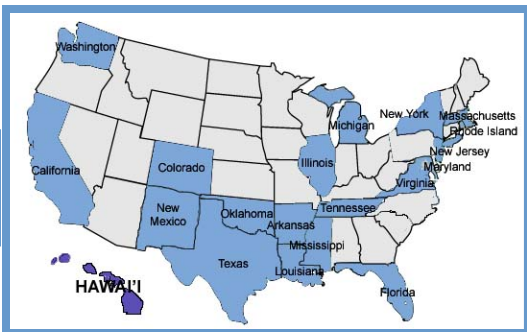
Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	80	95	93	98	75	98	90.2
Reading	98	87	97	98	93	98	95.3

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

The key priorities for the school have been focusing on standards-based instruction and aligning all instructional programs with the Hawai'i Content and Performance Standards (HCPS). The principal uses school funds to provide 20 days of articulation time for staff. Teachers also requested the use of No Child Left Behind funds for additional curricular alignment projects. The principal indicates that one of the strongest reasons for the school's success is the level of collaboration among staff members. One teacher indicates that classrooms that use the *Accelerated Reader* (AR) program observe more student learning gains than non-AR classrooms. Teachers also mention the use of *LeapFrog SchoolHouse* and a computerized assessment tool called *STAR* for assisting students in reading. The principal of Lunalilo was trained in data-driven instruction and believes that "teachers can no longer teach off the cuff." Now, he notes, he wants teachers to be far more aware of the data, particularly cognizant of school performance. One intervention learning strategy of note is the practice of sending "technology" home. Through the use of PlayStations and cassette players, parents of ELL children can hear standard English.

The entire case study may be viewed at http://www.just4kids.org/bestpractice/study_framework.cfm?study=Hawaii.



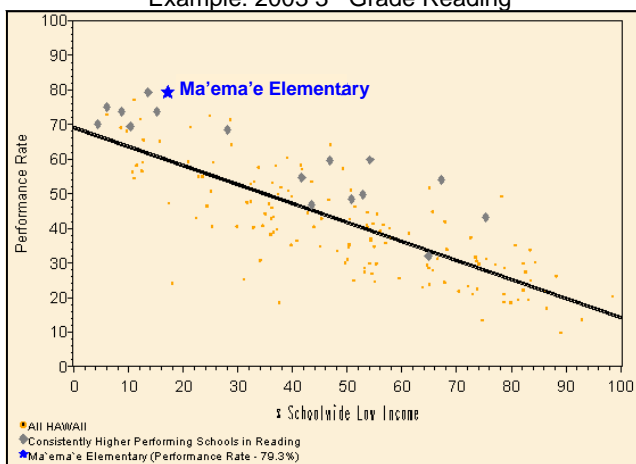
Ma'ema'e Elementary School McKinley-Roosevelt Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

Ma'ema'e Elementary School, which serves 783 kindergarten through sixth-grade students, is 1 of 13 elementary schools in McKinley-Roosevelt Complex Area (11,675 students). Ma'ema'e's student population is 53.7% Asian, 20.4% Pacific Islander, 9.5% Southeast Asian, 4.0% White, 1.4% Hispanic, 0.5% African American, and 10.5% other. Within this student population, 4.3% are English Language Learners, and 16.5% receive free or reduced lunch services.

Example: 2003 3rd Grade Reading



Consistent Higher Performance

Ma'ema'e Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth- grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, Ma'ema'e Elementary School demonstrated overall average performance ranks of 87.9 in mathematics and 90.2 in reading.

Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

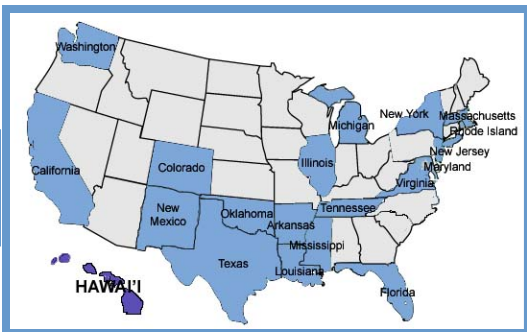
Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	97	81	98	89	61	97	87.9
Reading	93	72	98	88	95	93	90.2

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

Educators at Ma'ema'e state that "all professional development days, monies, and programs" are aligned to the Standards Implementation Design. Particular efforts in staff capacity building are directed toward the delivery of standards-based lessons, the role of assessment in student learning, and the development of grading criteria to clarify learning expectations for students. The Roosevelt Complex initiated School Assessment Learning Teams (SALT), which bring together representatives from each school in the complex, to share and compare information on student outcomes. The teams concentrate on collaboration as opposed to "just giving out information." The Roosevelt superintendent also brought the entire complex together to focus on aligning writing to the Hawai'i Content and Performance Standards. Teachers focus their efforts on the role of student self-assessment in student learning, which starts with the development of criteria and use of rubrics. The school's Primary School Adjust Program brings together the child's parents, teachers, physicians, counselors, and anyone else who can provide positive support to a Ma'ema'e student in need of intervention.

The entire case study may be viewed at http://www.just4kids.org/bestpractice/study_framework.cfm?study=Hawaii.



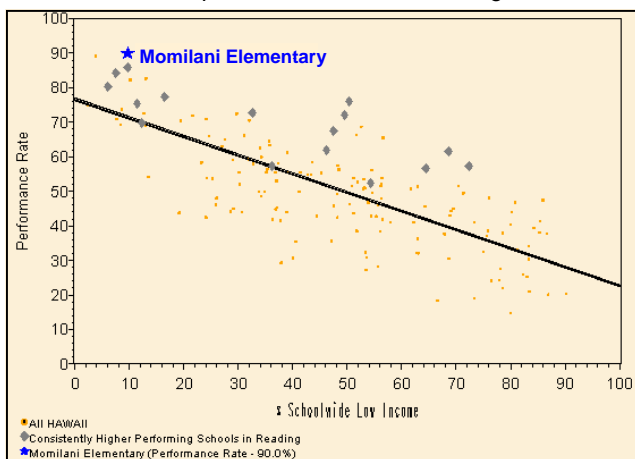
Momilani Elementary School Nanakulii-Pearl City-Waipahu Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

Momilani Elementary School, which serves 422 kindergarten through sixth-grade students, is 1 of 15 elementary schools in the Nanakulii-Pearl City-Waipahu Complex Area (18,402 students). Momilani's student population is 63.2% Asian, 12.1% Pacific Islander, 11.9% Southeast Asian, 3.1% White, 2.9% Hispanic, 0.0% African American, and 6.9% other. Within this student population, 0.5% are English Language Learners, and 9.7% receive free or reduced lunch services.

Example: 2004 5th Grade Reading



Consistent Higher Performance

Momilani Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth-grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, Momilani Elementary School demonstrated overall average performance ranks of 88.3 in mathematics and 83.5 in reading.

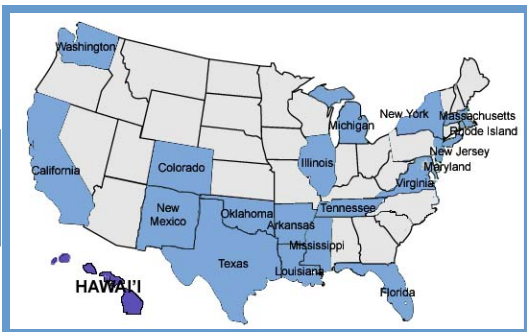
Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	89	82	75	92	95	96	88.3
Reading	88	69	67	95	83	97	83.5

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

Learning is approached as a “continuum” from grade level to grade level at Momilani Elementary School. To create this continuum, teachers at Momilani consult regularly with one another (among and across grade levels) on the development and delivery of curriculum. In keeping with the learning continuum, teachers provide all students with reading and writing assignments during all breaks. The principal creates regular formal opportunities for teachers and staff to share ideas and problem-solve classroom issues. She also proactively shares test results and emerging educational trends with the faculty. Grade-level teams make decisions to select or modify instructional programs. This practice supports the school's vision of “linked instruction.” All staff participate in the review and analysis of test scores on a regular basis; and, as gaps or goals are identified, the faculty works together to develop strategies to close the gaps and meet the goals. Intervention may include modified instruction to meet the student's learning style and before- and/or after-school tutoring.



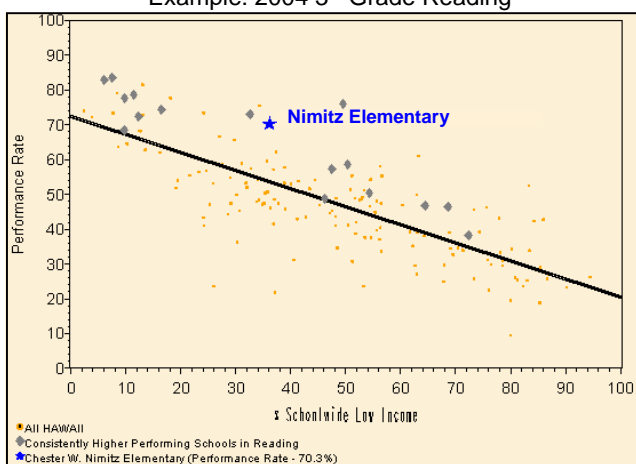
Nimitz Elementary School Aiea-Moanalua-Radford Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

Nimitz Elementary School, which serves 680 kindergarten through sixth-grade students, is 1 of 16 elementary schools in the Aiea-Moanalua-Radford Complex Area (16,454 students). Nimitz's student population is 42.6% White, 23.1% African American, 8.2% Hispanic, 6.1% Southeast Asian, 4.4% Pacific Islander, 1.7% Asian, and 13.9% other. Within this student population, 2.2% are English Language Learners, and 36.2% receive free or reduced lunch services.

Example: 2004 3rd Grade Reading



Consistent Higher Performance

Nimitz Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth-grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, Nimitz Elementary School demonstrated overall average performance ranks of 79.0 in mathematics and 77.6 in reading.

Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

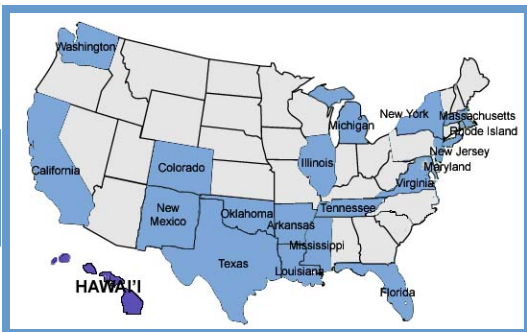
Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	59	84	73	83	92	84	79.0
Reading	66	74	84	82	96	62	77.6

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

At Nimitz Elementary School, the curriculum materials, instructional programs and strategies, assessments, and report cards are all aligned with the state's standards. The teachers at Nimitz attend professional development sessions designed to show them how to match classroom assessments to standards and how to tie the assessment results to the new, standards-based report card. The principal uses waiver days and substitute teachers to allow grade-level teams whole days to collaborate. Wednesday afternoon faculty meetings also increase staff capacity by providing time for follow-up on any teacher training that has occurred during the week. In addition, faculty meetings are spent analyzing data and identifying ways to adjust the curriculum to meet students' needs. Diagnostic academic assessments, funded through a "Transition Grant," provide data to teachers regarding students coming from military families. Additional monitoring of student progress is conducted through the use of the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS), and at higher grade levels, through the use of the *Gates-MacGinite* reading assessments.

The entire case study may be viewed at http://www.just4kids.org/bestpractice/study_framework.cfm?study=Hawaii.



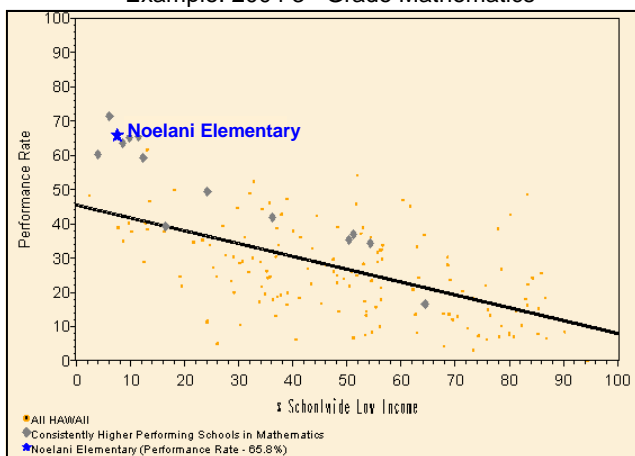
Noelani Elementary School McKinley-Roosevelt Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

Noelani Elementary School, which serves 545 kindergarten through sixth-grade students, is 1 of 13 elementary schools in the McKinley-Roosevelt Complex Area (11,675 students). Noelani's student population is 52.4% Asian, 15.1% White, 7.4% Pacific Islander, 2.4% Southeast Asian, 1.3% Hispanic, 0.9% African American, and 20.5% other. Within this student population, 3.7% are English Language Learners, and 7.5% receive free or reduced lunch services.

Example: 2004 3rd Grade Mathematics



Consistent Higher Performance

Noelani Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth-grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, Noelani Elementary School demonstrated overall average performance ranks of 93.1 in mathematics and 87.6 in reading.

Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

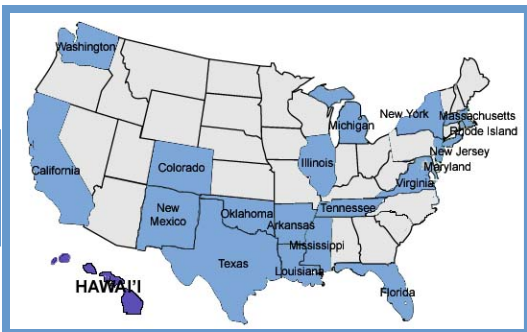
Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	93	94	90	93	97	92	93.1
Reading	94	89	81	85	91	86	87.6

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

Guided by the Complex Area Superintendent's Office, Noelani engaged in a school-wide curriculum mapping process to collect the "real time" student data needed to reveal what students are actually learning as they move through Noelani's curriculum. This process led to evidence-based insight that has helped the staff understand what they need to do to reach their academic goals. According to one teacher, "[The] goals are clear. You know what you need to do to get there. It's not that you taught it; it's that the [student] has learned it." Teaching staff at Noelani are given time during their work day to meet with their colleagues and align their classroom instruction vertically and horizontally. Multidisciplinary, project-based approaches encourage students to actively participate in their own learning and then to reflect upon their experiences as a way to assess the quality of their work. The criteria for annual superintendent's walkthroughs center around the Hawai'i Content and Performance Standards and focus on the rigor and relevance of the curriculum and instruction. The Noelani School Federal Work Study Program with the University of Hawai'i enables college students to provide tutoring services for Noelani students during and after school.

The entire case study may be viewed at http://www.just4kids.org/bestpractice/study_framework.cfm?study=Hawaii.



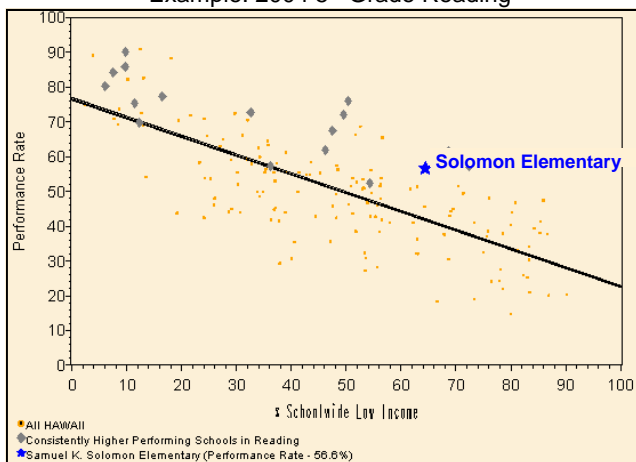
Solomon Elementary School Leilehua-Mililani-Waialua Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

Solomon Elementary School, which serves 736 kindergarten through fifth-grade students, is 1 of 14 elementary schools in the Leilehua-Mililani-Waialua Complex Area (16,412 students). Solomon's student population is 43.7% White, 21.9% African American, 17.8% Hispanic, 2.3% Southeast Asian, 2.2% Pacific Islander, 1.3% Asian, and 10.8% other. Within this student population, 7.9% are English Language Learners, and 64.4% receive free or reduced lunch services.

Example: 2004 5th Grade Reading



Consistent Higher Performance

Solomon Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth-grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, Solomon Elementary School demonstrated overall average performance ranks of 82.8 in mathematics and 84.4 in reading.

Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

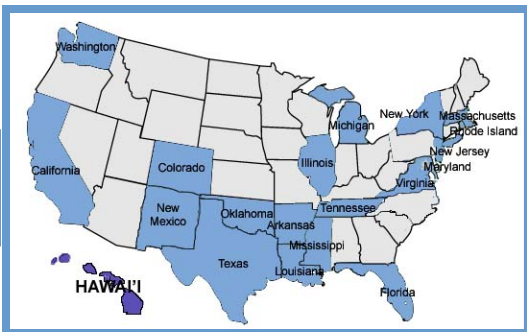
Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	89	56	89	90	82	87	82.8
Reading	97	85	77	67	89	92	84.4

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

Solomon's Core Knowledge Sequence is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus-building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Foundation's advisory board on multicultural traditions. An example of complex-provided professional development is content-based consortia in which teams of teachers from each school discuss how to develop standards-based units. The *FOSS Science Program* was "piloted"; every teacher implemented one unit to assess whether they wanted to implement this science program as a whole-school initiative. Formal instruments used to monitor student performance include the Hawai'i State Assessment, weekly progress reports in *Reading Mastery*, *Benchmark Tracker*, and the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Teachers differentiate instruction to support struggling students or to provide more complex assignments to students who have mastered the stated content.

The entire case study may be viewed at http://www.just4kids.org/bestpractice/study_framework.cfm?study=Hawaii.



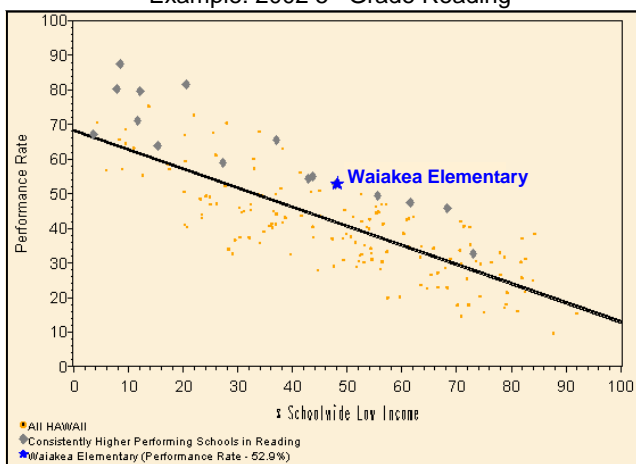
Waiakea Elementary School Hilo-Laupahoehoe-Waiakea Complex Area

Just for the Kids, Hawai'i NCEA Executive Summary

The School

Waiakea Elementary School, which serves 784 kindergarten through fifth-grade students, is 1 of 10 elementary schools in the Hilo-Laupahoehoe-Waiakea Complex Area (8,423 students). Waiakea's student population is 34.9% Pacific Islander, 23.4% Asian, 6.9% Southeast Asian, 5.2% White, 4.0% Hispanic, 0.7% African American, and 24.9% other. Within this student population, 6.5% are English Language Learners, and 54.3% receive free or reduced lunch services.

Example: 2002 5th Grade Reading



Consistent Higher Performance

Waiakea Elementary School is higher performing than demographically similar schools in mathematics and reading in an analysis that included all third- and fifth-grade achievement data from 2002 to 2004. According to Weighted Least Squares (WLS) regression analyses for each grade and year, Waiakea Elementary School demonstrated overall average performance ranks of 86.9 in mathematics and 84.2 in reading.

Schools were identified for study based on 2002-2004 data, with site visits occurring during the 2004-2005 school year. Differences between the demographics reported in this case study and the values shown on the scatter plot reveal demographic changes in the school between 2002 and 2005.

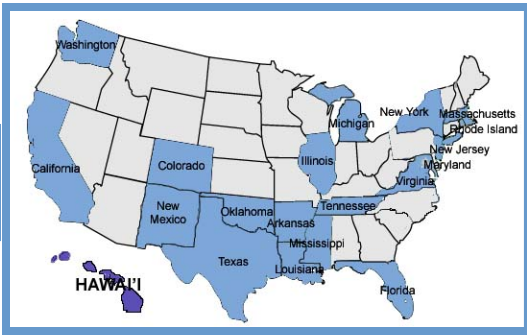
Subject	2002		2003		2004		Overall Avg. Rank* 2002-2004
	Percentile Rank		Percentile Rank		Percentile Rank		
Grade	3	5	3	5	3	5	
Mathematics	70	97	88	97	85	80	86.9
Reading	80	91	88	87	82	76	84.2

*The overall average rank is a weighted average of the separate percentile ranks shown, using the number of tested students in the grade as weights.

Major Findings

Throughout the complex, curriculum and academic goals are coordinated from kindergarten through twelfth grade to promote coherence of curriculum and consistency in learning expectations. Following grade-level collaborative meetings, school-wide coordinators monitor agendas and minutes to ensure alignment with the curriculum and goals. As the teachers differentiate instruction to ensure student success, the school leadership differentiates teacher support to ensure *teacher* success. The complex area superintendent believes strongly in delivering “customized” professional development, and the principal of Waiakea Elementary School states he has built an “infrastructure of school-based resources to differentiate support” for his teachers. Instructional programs are investigated by committees, whose work is based on research; this type of review ensures that decisions are not based on what teachers like, but on what is needed. If the data do not show improved student achievement, teachers consider the teaching weak and strategize about how to re-teach content when needed. There is a defined system of interventions (double-dosing) to support classroom instruction in reading.

The entire case study may be viewed at http://www.just4kids.org/bestpractice/study_framework.cfm?study=Hawaii.



Hawai'i Elementary School Best Practice Study: Findings

Based on the Themes of The JFTK Framework

Five organizing themes provided the structure for studying the practices of consistently higher performing schools. The themes are listed below.

1. Curriculum and Academic Goals
2. Staff Selection, Leadership, and Capacity Building
3. Instructional Programs, Practices, and Arrangements
4. Monitoring: Compilation, Analysis, and Use of Data
5. Recognition, Intervention, and Adjustment

These themes are used below to summarize the findings of this study. The themes represent the broad topics that connect best practices across different school system levels—district, school, and classroom. Together, these themes capture the primary instructional activities undertaken by school systems and represent the major content areas in which practices of higher performing school systems differ from their average-performing counterparts.

The first theme described in The JFTK Best Practice Framework forms the foundation of The Framework. Each of the other four themes rests upon the assumption that there is absolute clarity about what is to be taught and learned by grade level—pre-K-12. Therefore, Curriculum and Academic Goals forms the base of The Framework. Building upon that base, higher performing schools are deliberate about selecting and developing their human resources (Theme Two: Staff Selection, Leadership, and Capacity Building) and equipping all staff with evidence-based tools and strategies to deliver the curriculum (Theme Three: Instructional Programs, Practices, and Arrangements). With people, tools, and strategies in place, higher performing schools regularly monitor student progress (Theme Four: Monitoring: Compilation, Analysis, and Use of Data). Finally, higher performing schools are quick to respond to student achievement data—recognizing success and intervening or adjusting when necessary to ensure all students reach the stated standards (Theme Five: Recognition, Intervention, and Adjustment).



Theme One: Curriculum and Academic Goals

"What is Taught and Learned"

This theme focuses on the learning target. What is it that we expect all students to know and be able to do by grade and subject? Consistently higher performing school systems have clear academic targets from kindergarten through twelfth grade. Principals and teachers understand the learning goals and understand that these goals are for all students and are non-negotiable.

Specific Hawai'i Findings: Curriculum and Academic Goals

- **Curriculum standards drive instruction and the selection of instructional materials and strategies in classrooms.**
 - 'Aina Haina School (AHS) aligns its curriculum with the Hawai'i Content and Performance Standards (HCPS) through a collaborative process. Educators at 'Aina Haina take particular

pride in delivering the curricular standards in creative ways, particularly through the arts. (‘Aina Haina, Farrington-Kaiser Complex Area)

- The key priorities for the school have been to focus on standards-based instruction and to align all instructional programs with the Hawai‘i Content and Performance Standards (HCPS). (Lunalilo, Kaimuki-Kalani Complex Area)
 - Particular efforts in capacity building are directed toward the delivery of standards-based lessons, the role of assessment in student learning, and the development of grading criteria that will clarify learning expectations for students. (Ma‘ema‘e, McKinley-Roosevelt Complex Area)
 - The curriculum materials, instructional programs and strategies, assessments, and report cards are all aligned with the state’s standards. (Nimitz, Aiea-Moanalua-Radford Complex Area)
 - Initially, teachers felt the standards were an imposition; but now they believe that the standards provide the target, and teachers can still maintain their personal style of teaching. As one fifth-grade teacher said, “Standards are a cohesive thing, not hit or miss. They are a road map. We need to sharpen skills—not do what we like but what is needed.” (Waiakea, Hilo-Laupahoehoe-Waiakea Complex Area)
- **School systems ensure continuity for highly mobile student populations through both horizontal (grade-level) and vertical alignment.**
- Title I federal monies and the school budget provide articulation time designed to align curriculum within and across grades. Under Title I, teachers are allowed three substitute days per year. The principal uses the school budget to fund an additional 20 days of articulation time. (Lunalilo, Kaimuki-Kalani Complex Area)
 - Teachers at Momilani consult regularly with one another (among and across grade levels) on the development and delivery of curriculum. Curriculum is “linked” so that what is taught one year is intended to help the student achieve in future years. Each grade level has an action plan that maps out what will be covered each year. The plans help teachers create a continuum of learning. (Momilani, Nanakulii-Pearl City-Waipahu Complex Area)
 - In August of every school year, the principal presents student achievement data from the year before and shares new initiatives with the faculty. During the school year, some faculty meetings are spent analyzing data and identifying ways to adjust the curriculum. The principal also provides substitutes so that teachers in a grade level can have whole days to work together. The school also has professional development waiver days for which no students report to school, allowing the entire faculty to collaborate. Grade levels work together to horizontally align their curriculum, and then the full faculty meets to decide how to align vertically throughout all grade levels. (Nimitz, Aiea-Moanalua-Radford Complex Area)
 - Guided by the Complex Area Superintendent’s Office, the curriculum mapping process is used to collect “real time” student data to reveal what students are actually learning as they move through the curriculum. Teachers are committed to aligning each core content area. (Noelani, McKinley-Roosevelt Complex Area)
 - School-wide implementation of specific curricular objectives by grade provides focus and consistency to instruction. (Solomon, Leilehua-Mililani-Waiailua Complex Area)
 - Curriculum and academic goals are coordinated from kindergarten to twelfth grade throughout the complex to promote coherence and consistency of learning. (Waiakea, Hilo-Laupahoehoe-Waiakea Complex Area)



Theme Two: Staff Selection, Leadership, and Capacity Building

"Selecting and Developing Leaders and Teachers"

This second theme focuses on the selection and development of a school system's most precious commodity—people. Once the academic goals of the system are clear, the leaders and teachers are selected and given professional development opportunities to make these goals a reality for every learner in the system.

Specific Hawai'i Findings: Staff Selection, Leadership, and Capacity Building

- **Professional development decisions and activities are data-based and practice-oriented. Activities center on deepening teachers' content knowledge and enhancing teaching skills.**
 - The principal and the Lunalilo teachers spend a whole day in the spring analyzing data and determining what staff development is needed for the next school year. (Lunalilo, Kaimuki-Kalani Complex Area)
 - School Assessment Learning Teams (SALT) bring together representatives from each school in the complex to share and compare information on student outcomes. The staff learn to collaborate using student data to "deconstruct standards" and plan instruction accordingly. (Ma'ema'e, McKinley-Roosevelt Complex Area)
 - The principal creates regular formal opportunities for teachers and staff to share ideas and problem-solve classroom issues. She also proactively shares test results and emerging educational trends with the faculty. In addition, teachers report a regular, informal practice of consulting with one another. (Momilani, Nanakulii-Pearl City-Waipahu Complex Area)
 - The teachers at Nimitz attend professional development sessions on how to match classroom assessments to standards and how this information will be tied to the new, standards-based report card. Throughout the school year, faculty meetings are spent analyzing student data and identifying ways to adjust the curriculum. (Nimitz, Aiea-Moanalua-Radford Complex Area)
 - District-directed and school-based professional development, collaboration, and instructional support are targeted to build capacity for teachers to create more standards-based lessons. An example of complex-provided professional development is content-based consortia in which teams of teachers from each school talk about how to develop standards-based units. The principal also contributes to professional growth by subscribing to *The MASTER Teacher*. These professional materials are brochures with titles like "Prepare Students for Tests Without Crossing the Line," or "You and Your Professional Will." The principal regularly puts these brief readings in the teachers' mailboxes and then offers opportunities to discuss them at faculty meetings. (Solomon, Leilehua-Mililani-Waiialua Complex Area)
 - Just as teachers differentiate instruction to ensure student success, the school leadership differentiates teacher support to ensure *teacher* success. The principal has built an infrastructure for school-based resources to differentiate support for his teachers, saying, "In-house expertise has always been here at this school. I'm just trying to empower them." (Waiakea, Hilo-Laupahoe-Waiakea Complex Area)
- **The school schedule accommodates teacher collaboration and planning activities. School administrators ensure that teachers use the allotted time appropriately.**
 - Teachers have formal opportunities to collaborate at one faculty meeting a month, which is devoted to grade-level meetings. They also have "waiver" days for professional development. ('Aikahi, Kailua-Kalaheo Complex Area)

- The principal holds monthly leadership team meetings with teachers from every grade level, a counselor, librarian, and technology teacher. ('Aina Haina, Farrington-Kaiser Complex Area)
- The complex plans professional development waiver days for curriculum articulation and collaboration. These days focus teachers from kindergarten to twelfth grade on the standards and how they need to be aligned between schools. Complex-wide projects have focused on reading comprehension, geometry and measurement, writing, and curriculum mapping. (Nimitz, Aiea-Moanalua-Radford Complex Area)
- Teaching staff have time during the workday to meet with their colleagues. They align their classroom instruction vertically—between grade levels—and horizontally—across grade levels. Faculty meetings are no longer forums for “housekeeping items” but provide additional time for teacher articulation. In addition to the state allowance of five professional development days, Noelani provides their teachers with “sub” days on which the school provides substitute teachers so that grade-level teachers and curriculum committees can spend time collaborating. (Noelani, McKinley-Roosevelt Complex Area)
- Each grade level has four or five collaborative work days to plan and work on curriculum. Substitute teachers cover classrooms so the teachers can work together for a full day. (Solomon, Leilehua-Mililani-Waiialua Complex Area)
- The principal schedules and structures time for articulation and collaboration. Four times a year for each grade level, substitutes cover classrooms while the grade-level teachers are collaborating. For these sessions, school-wide coordinators monitor agendas and minutes to ensure consistency and curriculum coherence. The Special Education Department meets three times a month to discuss curriculum and behavior issues. Collaboration takes place within grade levels (horizontal), across grade levels (vertical), and between Waiakea and the middle school (complex-wide). (Waiakea, Hilo-Lapahoehoe-Waiakea Complex Area)



Theme Three: Instructional Programs, Practices, and Arrangements

“The Right Stuff—Time and Tools”

This theme focuses on the “things” that higher performing school systems use—the arrangement of time, the instructional resources and materials, technology, etc. Strong instructional leaders and highly qualified teachers need evidence-based tools and resources to reach high standards with every learner.

Specific Hawai’i Findings: Instructional Programs, Practices, and Arrangements

- **District staff select instructional programs based on achievement test results and student needs. Adopted programs have a strong research base and closely align with state standards and with the complex or school curriculum.**
 - Teachers form a cadre to research and share findings about prospective instructional programs. The school has adopted the same reading series up to fifth grade so there would be a continuous thread in meeting the standards. The same process was used for mathematics. ('Aina Haina, Farrington-Kaiser Complex Area)
 - One teacher indicated that classrooms that use the *Accelerated Reader* program make greater student learning gains than non-AR classrooms. Another program used for ESL students—who comprise 20 percent of the school’s population—is *LeapFrog SchoolHouse*, which allows teachers to measure progress. (Lunalilo, Kaimuki-Kalani Complex Area)
 - The Roosevelt complex area superintendent brought together the entire complex to focus on aligning writing with the Hawai’i Content and Performance Standards, through its Roosevelt Complex Writing Project. (Ma’ema’e, McKinley-Roosevelt Complex Area)

- Decisions to select or modify curriculum or instruction are made by grade-level teams. This practice supports the school’s vision of being linked to the state standards and from one grade to the next. (Momilani, Nanakulii-Pearl City-Waipahu Complex Area)
 - Selection committees review potential instructional materials using state criteria and share their findings with the faculty. Teachers then select the materials based on full faculty input and decision making. The program selected must be used for the whole school unless there is justification for another purchase. (Nimitz, Aiea-Moanalua-Radford Complex Area)
 - In order to pilot the *FOSS* science program, every teacher implemented one unit to assess whether they wanted to implement this science program as a whole-school initiative. (Solomon, Leilehua-Mililani-Waiialua Complex Area)
 - Committees investigate instructional programs. This work is based on research; the review ensures that decisions are not based on what teachers like, but on what is needed. (Waiakea, Hilo-Laupahoehoe-Waiakea Complex Area)
- **Teachers use instructional strategies that effectively meet students' needs. Assignments and instruction are differentiated to ensure all students work at their ability level.**
 - High-quality classroom instruction follows the three Rs: rigor, relevance, and relationships with teachers. (‘Aina Haina, Farrington-Kaiser Complex Area)
 - According to the principal, “There is no homogeneity; children have a range of skill and ability. The teacher must meet the needs of all kids. Knowing that she is hitting the standards and bringing them alive in the classroom is important.” (Lunalilo, Kaimuki-Kalani Complex Area)
 - The use of team teaching is an effective way to deliver instruction and maximize the strengths and qualifications of each teacher. Team teaching is the deliberate effort of all teachers on a grade level to be in sync with each other. Using team teaching, the teachers jointly decide how to group students flexibly. (Momilani, Nanakulii-Pearl City-Waipahu Complex Area)
 - A complex initiative promotes better transitions for students coming from military families. Diagnostic assessments are funded through a Transition Grant. This information provides data to teachers to best support students through differentiated instruction when they are transitioning into the school. This program is nationally recognized and is a model for other schools serving military dependents. (Nimitz, Aiea-Moanalua-Radford Complex Area)
 - Multidisciplinary, project-based approaches encourage students to actively participate in their own learning, and then to reflect upon their experiences as a way for both the teachers and the students to assess the quality of their work. (Noelani, McKinley-Roosevelt Complex Area)
 - The basal series includes masters for decodable books. These books are produced for the students and when they can read the book without making any mistakes, they can take the book home. (Waiakea, Hilo-Laupahoehoe-Waiakea Complex Area)



Theme Four: Monitoring: Compilation, Analysis, and Use of Data

"Knowing the Learners and the Numbers"

After clearly identifying what is to be taught and learned by grade and subject and ensuring that the schools are equipped with the staff and the tools to successfully deliver the curriculum, the school system then asks and answers an important question: "How are we going to know if students learned what we said they would learn?"

Specific Hawai'i Findings: Monitoring: Compilation, Analysis, and Use of Data

- **School administrators and teachers track student progress on an ongoing basis, using multiple assessments to identify standards mastery and any student needs.**
 - Daily work observation serves as the primary tool for monitoring progress of students. Student engagement is measured by the students' abilities to demonstrate the ways in which they have been challenged to think, communicate what they know, identify quality work, and adjust or revise their own work against an exemplar. (Aina Haina, Farrington-Kaiser Complex Area)
 - The principal has put together trend data outlining state test scores and student achievement scores for the past two years. He then asks department heads to evaluate the data and to suggest areas of strength and needed improvement. He believes that if a student is not progressing after a number of attempts, then the staff need to determine what instructional changes will be made to assist the student. He has also started a quarterly "Principal's Night" where he shares data with the parents. (Lunalilo, Kaimuki-Kalani Complex Area)
 - Ma'ema'e School combines a variety of formative and summative assessment tools to evaluate student performance throughout the school year. Teachers focus their efforts on the role of student self-assessment in student learning, which starts with the development of criteria and use of rubrics. The school evaluates students through one-on-one paper assessments, progress portfolios developed throughout the school year, and observation logs. Furthermore, yearly profiles reflect each student's progress at each quarter. (Ma'ema'e, McKinley-Roosevelt Complex Area)
 - Formalized instruments used to monitor student performance include the Hawai'i State Assessment, weekly progress reports in *Reading Mastery*, *Benchmark Tracker*, and the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS). (Solomon, Leilehua-Mililani-Waiialua Complex Area)
- **Teachers are adequately prepared to examine and analyze student data to inform instructional practices. Item-analysis of test questions allows teachers to pinpoint their instructional adjustments.**
 - The principal of Lunalilo was trained in data-driven instruction and believes that "teachers can no longer teach off the cuff." The principal uses his skills to train teachers to analyze student data. (Lunalilo, Kaimuki-Kalani Complex Area)
 - Teacher involvement and dedicated time for data review, analysis, and problem-solving create a school-wide focus on academic achievement. All staff participate in the review and analysis of student performance data on a regular basis. As they identified gaps or goals, the faculty work together to develop strategies to close the gaps or meet the goals. The school-wide focus helps ensure a continuous process as students progress from one grade to the next. (Momilani, Nanakulii-Pearl City-Waipahu Complex Area)
 - Every August, the principal presents the previous year's test scores. Faculty analyze data and identify ways to adjust the curriculum to meet students' needs. The principal encourages the teachers to translate the performance data into some type of action to address the need. For

example, the teachers identified a need for training in how to create and align classroom assessments with specific standards. (Nimitz, Aiea-Moanalua-Radford Complex Area)

- If the data do not show improved student achievement, teachers consider the teaching weak and strategize about how to re-teach content when needed. (Waiakea, Hilo-Laupahoehoe-Waiakea Complex Area)



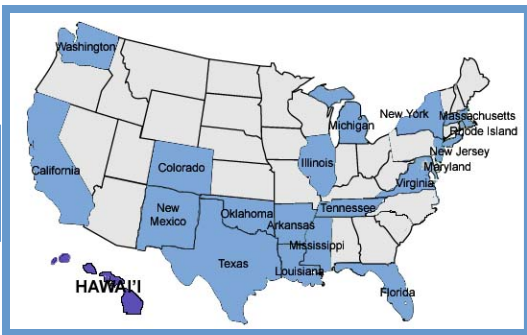
Theme Five: Recognition, Intervention, and Adjustment

"Ensuring All Children Learn"

The most important question of all follows the monitoring of student performance: "What are we going to do if students do not learn the knowledge and skills we said they would learn?" Higher performing school systems have *pyramids of intervention* that provide immediate and intense intervention at multiple levels when learning is interrupted.

Specific Hawai'i Findings: Recognition, Intervention, and Adjustment

- **Schools provide students with appropriate intervention opportunities both within and outside the traditional school day to focus on skills building.**
 - There is a stratification of support based on school performance, with the complex's Critical Ally Teams offering more intense support to restructuring schools and providing standards coordinator positions to higher and average-performing schools. ('Aikahi, Kailua-Kalaheo Complex Area)
 - Of note is the intervention learning strategy of sending "technology" home. Through the use of PlayStations and cassette players, parents of ELL children can hear standard English. (Lunalilo, Kaimuki-Kalani Complex Area)
 - The school's Primary School Adjust Program brings together the child's parents, teachers, physicians, counselors, and anyone else who can provide positive support to a Ma'ema'e child in need of intervention. (Ma'ema'e, McKinley-Roosevelt Complex Area)
 - At the first sign that a student is struggling, teachers intervene and develop strategies to assist the student. Intervention may include modified curriculum delivery to meet the student's learning style and before- and/or after-school tutoring. The same attention is given to students who demonstrate higher skills or aptitude. Students who demonstrate advanced learning ability are given opportunities to excel. Teachers engage parents early so that families can be part of the support team. (Momilani, Nanakulii-Pearl City-Waipahu Complex Area)
 - The Noelani School Federal Work Study Program with the University of Hawai'i enables college students to provide tutoring services for Noelani students during and after school. (Noelani, McKinley-Roosevelt Complex Area)
 - One academic intervention strategy used by individual teachers is tailoring curriculum. The teacher working with English as a Second Language Learners supports struggling students. Teachers also provide gifted and talented students with more complex assignments. (Solomon, Leilehua-Mililani-Waiialua Complex Area)
 - Teachers provide more complex assignments to their gifted and talented students. (Solomon, Leilehua-Mililani-Waiialua Complex Area)
 - There is a defined system of interventions (double-dosing) to support classroom instruction in reading. Waiakea also conducts a summer program to support struggling readers. This program has a modified schedule—four hours a day, four days per week—and is for kindergarten, first grade, and second grade. (Waiakea, Hilo-Laupahoehoe-Waiakea Complex Area)



Hawai'i Elementary School Best Practice Study: Conclusion

Based on the Themes of The JFTK Framework

Researchers conducted site visits to 13 elementary schools in Hawai'i, identified through the NCEA analysis. Summaries of the findings of those practices that appeared in higher performing schools are presented below by theme.

The Findings

Curriculum and Academic Goals

The Hawai'i Content and Performance Standards (HCPS) served as a powerful foundation for outlining the knowledge and skills students were to acquire by grade and subject. The "state push" towards greater school accountability in meeting core content standards has had a tremendous influence on the delivery of instruction in the schools in each complex area. Standards-based instruction characterized the classrooms across the schools that were visited. One school indicated they had made special attempts to deliver many of the standards through the arts. Learning was described as a "continuum," with many articulation efforts aimed at making grade-to-grade transitions as seamless as possible.

Staff Selection, Leadership, and Capacity Building

Professional development activities were strongly aligned with the delivery of standards-based instruction. In particular, capacity-building activities focused on learning to create standards-based lessons, writing classroom assessments aligned with specific standards, creating rubrics for students to use to study their own work, and making instructional adjustments in response to student performance data. Teacher collaborative planning time was instrumental in ensuring the time and format to build teachers' knowledge and skills. Principals used waiver days and substitute teachers to provide extra time for articulation.

Instructional Programs, Practices, and Arrangements

Student performance results and demonstrated learning needs directed the selection of instructional programs. Instructional programs and resources were tightly aligned with the state standards. Educators saw lack of student success as a need for adults to change either the instructional programs or strategies to assist students in mastering the given standards; and teachers demonstrated skills in the use of differentiated instruction to effectively meet these varying students' needs.

Monitoring: Compilation, Analysis, and Use of Data

Teachers and leaders tracked student progress on a continual basis, using multiple assessments to identify standards mastery or additional learning needs. Teachers actively participated in data analysis and used the acquired information to inform their instructional practices. One school developed a diagnostic assessment for highly mobile military students that allowed them to pinpoint a student's skill level upon entry into the school. This information led to a much stronger transition for entering students.

Recognition, Intervention, and Adjustment

Traditional forms of recognition marked the activities of the visited schools. Most schools, however, identified emerging forms of recognition for the academic achievements of a greater number of students. Students struggling with standards mastery and those showing early mastery both benefited from specially developed academic intervention strategies.

Next Steps

NCEA's state-study protocol assumes that the state framework of best practices will be built based on a three-year study of consistently higher performing and average-performing schools at the elementary-school level (Year One), middle-school level (Year Two), and high-school level (Year Three). Having completed studies of elementary schools, JFTK-Hawai'i's next step should be to continue with an exploration of higher performing middle and high schools.

One of the dangers of studying consistently higher performing schools is drawing conclusions based on a single school example. To avoid this danger, the conclusions for the JFTK-Hawai'i Elementary School Best Practice Study, 2004-05, focus on a description of the practices that are most consistent across the higher performing schools in this study and that can be distinguished in quantity or quality from the same practices in average-performing schools of the study. While any individual case study may cite different factors or practices than those noted above, we highlight those practices that are found to be systematically different between the higher performing schools as a group and the average-performing schools as a group. Finally, the practices highlighted in the conclusion of this study have also been informed by the findings from a much larger body of schools studied (300+ across five years and 20 states) to help determine meaning in the context of Hawai'i.