

**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

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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
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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

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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

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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																								

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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