



Mo'ō'ōlelo o ka Hui Makua o Pū'ōhala

Special Topic: iReady & Kaiapuni English Language Testing

26 Kepakemapa 2018

<http://huimakuaopuohala.weebly.com>

I. Meeting called to order at 5:09 pm by Lehua Coloma.

II. Papa Inoa

1. Kahea Faria	9. 'Ānela Iwane, OHE
2. 'Analū K-Aloha	10. Kaipō Maikai-Kahanao'i
3. Po'okumu Makala Pa'akaula	11. Kehau Pelekai
4. Matt Cho-iReady	12. Daylin Heather
5. Karmela Quiroga-Verhaaf	13. Konrad Heather
6. Ka'ano'i Walk	14. Kumu Jamie walk
7. Lehua Coloma	15. Alena Kaeo
8. Kalehua Krug, OHE	16. Noelani Kauahikaua

III. Recap of Sept. meeting ([Minutes Hālāwai Kūmau](#) & [English Language Meeting](#))

IV. iReady Presentation - Matt Cho

- A. Adaptive diagnostic. Correct answers takes haumāna on to more difficult questions. Wrong answers makes test adapt down.
- B. They do an exercise, then a quiz comes up. You may want to let your student do it on their own cause kumu will see results of quiz & allows teacher to see where student is at.
- C. Other Kaiapuni: Hauula testing 5-6 graders. 2 makua refute through their contact of kumu Kaiapuni at the school--only being used on English side.
- D. Gave handout of diagnostic results of 1 student from Kaiapuni school.

V. Po'okumu Makala Pa'akaula

- A. iReady makes it easier for kumu to assess/teach English- take something off kumu's plate. Otherwise Kumu would have to learn how to teach English phonemic awareness, etc.
- B. Time taken out of class for iReady assessment depends on how well the student is doing on assessment. The more answered correct, the longer the test continues
- C. iReady is only to instruct students in English Language arts block. Could use for 20 min of 1 hour English block if teacher chooses.

VI. OHE - Office of Hawaiian Education

- A. What has worked in past for Kaiapuni? Varies from school to school. ie. At Nawahī, They teach English in Hawaiian
- B. The home is the deciding factor in success.
- C. Data on Mālaa'o admittees w/ Hwn language in home... were successful in both languages. Mālaa'o admittees without 'ōlelo in home or without a strong verbal language from home, were not as

successful. If the home verbal language is very strong (English or Hawaiian), they can transfer it to any language/learning. Mimicking educational excellence from home to school.

- D. Decoding & vocab is often missing piece for kaiapuni grade 4-6, not the phonemic awareness.
 - E. Thinking process is not language specific.
 - F. The high performing kids grade 3, 4, 5, in Hawaiian should be the ones that are high on English scores grades 6, 7, 8. If the Hawaiian language is high and they test low on English, there's a problem with English test.
 - G. How do you derive what the student needs? iReady is just one option.
- VII. Hui Makua had 4 Requests of Po'okumu
- A. Po'okumu agreed to opt-out option on English language assessment. grade 5-7 - forms sent
 - B. Agreed to kumu discretion on curriculum for English as long as it maintains vertical alignment between grades. Kumu can use any curriculum, iReady is an option for teaching English, but not required.¹
 - 1. Kumu decides if additional support in olelo is needed. In their contract, the kumu have the academic freedom to choose if they want to support olelo to strengthen English. They could collectively choose their diagnostic test between grades. Suggested to use iReady diagnostic throughout the grade levels so it's easier to compare. Methodology to reach the standard is up to kumu.
 - 2. Teacher will look at emotional aspects when the assessment grade level is shown to keiki. And that the test is just way to show how teacher can help student. We have to remember monolingual vs. bilingual vs multilingual students. Teacher can decide when they "pull" student for extra help
 - 3. Po'okumu said the haumana will not be pulled out of Hawaiian language instruction for English tutoring.
 - C. Request for 'Ōlelo Hawaii tutoring available for those struggling in English & Hawaiian - denied. Tutoring open first to new students. Kumu required to do Tier 1 intervention in the classroom for returning students.
 - 1. Po'okumu has talked to Kalehua about bringing in PD (professional development) for kumu on how to teach language acquisition. Po'okumu would like to get feedback from kids about what they like about school, etc.
 - D. Request for money that may come from test data of Kaiapuni students to be allocated to Kaiapuni. --At this time there is no money allocated from test data.
 - 1. School pays for iReady.
 - 2. School lost \$40,000 of funding this year due to 9 English students leaving. And OHE is not funding papa 7 kumu (ave \$68,000) this year; school funding. School is also funding papa 7 English class PTT (\$18,000). When principal's are allocating, they are using average salaries to budget. Permittees are allocated same \$. Next year OHE will be funding one position

for Papa 8, but the school will still need to fund one position too, the papa 7 position.

3.

VIII. Other

- A. OHE has funds for comprehensive school improvements, ie. "pilot program." If we have new initiatives that school can't fund, we can ask OHE for support.
- B. More 'ōlelo everywhere=more success for haumāna
 - 1. Currently Art, library, computer, P.E. , assemblies etc are in English. Not complete immersion, so we need to try to maximize 'ōlelo time in the lumi papa. OHE Kaiapuni guide... we strive to get there. Majority of schools are not hitting the guide.
 - 2. 40 vacancies of kumu in DOE entering this school year. Keoni Kuoha "pueko" project to teach makua. The more 'ōlelo is spoken at home w/ parents the more the students excel. Mahalo for the conversation being an innovation space w/ involved parents.
- C. HMOP hopes to continue to keep clear communication channels & increasing pilina with po'okumu, kumu, makua. HMOP to send agenda/nīnau 1 week ahead of time to allow time for Po'okumu to prepare answers. Or Po'okumu offered option of doing q & a just w/ her. And hālāwai kūmau separate meeting for makua.

IX. Next steps

- A. Po'okumu will follow up w/ families that opt-out to see if now they will change their mind. IReady is just 1 assessment of haumana's English ability.
 - B. We have a wealth of English language everywhere, not 'ōlelo. We all should hold the students accountable to 'ōlelo. Anyone that can 'ōlelo Hawaii at any level should speak.
 - C. Haumana need to learn playground language to use at wā pā'ani.
- X. Ua pani ka hālāwai i ka hola 6:50p.

¹In an email dated 10/29/18, Po'okumu later clarified that "opting out for Papa 7 is NOT an option because the iReady is part of the English curriculum being used by the teacher AND it is one of the required four courses to be promoted to Papa 8. Po'okumu will be contacting 'ohana for a Papa 7 meeting."