

STRIVE HI PERFORMANCE SYSTEM

Strive HI

Improvements

Input from the field and next steps

Student Achievement Committee

March 3, 2015

Update/Discussion on Department ESEA Flexibility



Today

Purpose:

- Overview of input process from the field.
- High level overview of how the input has shaped ESEA flexibility renewal.
- Clarify federal timeline moving forward.

School accountability & improvement systems help us...

- ◆ Shine a light on school performance and progress.
- ◆ Provide summative data (a picture of overall school health) to inform school improvement efforts and provide transparent info to parents and communities.
- ◆ Inform the deployment of resources, technical assistance, and support to schools.
- ◆ Recognize best practices and success stories.

KEEP IN MIND:

The focus is *not* ranking schools against each other.

No accountability system is perfect.

Priority is a developing a system that is credible with schools while satisfying state and federal goals.

Input & Feedback Process

Commitments

- Higher threshold for principal engagement and transparency
- Detailed conversations w/ specific lenses (e.g. high school, middle school, small schools, combo schools, alternative schools)
- Seek to change **rules of game** prior to school year starting so can set targets appropriately
- Iterative
- Every Complex Area principals meetings, some multiple times. Additional conversations with Forum, small groups, etc.

Challenges:

- Principals sit on a spectrum:
 - Level of understanding around current Strive HI
 - Capacity to think beyond what it means for their school
- Principals don't all agree
 - Philosophical preference: performance or improvement
- Difficult to move past the non-negotiables we disagree with (e.g. bottom 5 percent, next 10 percent)

Federal Must-Have's

- **Classifications:** Recognition Schools, Focus Schools (next bottom 10%); Priority Schools (bottom 5%)
- **Graduation rates** using 4-year Adjusted Cohort Rate
- Attention to achievement gaps
- Public reporting of results
- Consistent measures across school types

Common Ideas from Principals

- Keep the required components as simple as possible
- Don't change it too much
- Provide room for customization of indicators unique to school, including “softer measures”
- Provide better balance between “status” and “improvement”
- Do not scale chronic absenteeism to secondary schools
- Recognize more schools
- Mitigate “ranking” and “normative nature”
- Provide opportunity to demonstrate progress more frequently
- Provide more stability

Impact on Strive HI Renewal

- **Feedback from the field:** Recognize more schools and mitigate “ranking” and “normative nature”.
- **Action:** Investigating new ways for distributing rankings and allowing for more recognition schools.

Impact on Strive HI Renewal

- **Feedback from the field:** Keep the required components as simple as possible; don't change it too much; and provide room for customization of indicators unique to school, including "softer measures.
- **Action:** Investigating the inclusion of indicators to give high schools credit for CCR activities. Counting ELA and math growth separately. Creating space for schools to report their specific successes, separate from the data in Strive HI.

Next Steps

- **Feb 11:** Leadership Meeting – presentation to CASs
- **Feb 12:** Mass email to all principals with:
 - Proposal
 - PPT / Webinar
 - Survey Link
 - Memo with what's known
- **Feb 12:** Memo with what's known about SY14-15, including rough timeline
- **Feb 12 – March 15:** Feedback via survey, principals mtgs
- **Ongoing:** Engagement with other stakeholders, including BOE and external partner groups
- **March 31:** submit to USED

Resource Slides

Reminder: ESEA Flexibility Waiver: 3 Principles

Waiver's primary purpose to replace NCLB's school accountability & improvement provisions was supplemented with additional obligations regarding standards & assessments and educator effectiveness.

For Hawaii:

Principle 1:
College- and Career-Ready
Expectations for All Students
(standards & assessments)

- ✓ Transition to *Common Core State Standards*
- ✓ Transition from Hawaii State Assessment to *Smarter Balanced Assessments*

Principle 2:
Differentiated Recognition,
Accountability & Support
(school accountability & improvement)

- ✓ *WASC Accreditation* for all schools
- ✓ Replace NCLB goals, AYP and interventions with *Strive HI Performance System*
- ✓ Support all schools along performance spectrum to implement *6 Priority Strategies*, with more intense interventions for *Focus and Priority Schools*

Principle 3:
Supporting Effective
Instruction & Leadership
(teacher /principal evaluation & support systems)

- ✓ *Educator Effectiveness System (EES)*
- ✓ *Comprehensive Evaluation System for School Administrators (CESSA)*



Timeline

Classification year		SBAC		Classification year	
SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18
	<i>Original waiver</i>				
			<i>Modified waiver (if renewal approved)</i>		