

STRIVE HI PERFORMANCE SYSTEM

Strive HI

Improvements

Input from the field and next steps

General Business Meeting

March 17, 2015

ESEA Flexibility Monitoring Report



Today

Purpose:

- Share current proposal reflecting input from field
- Clarify federal timeline and process moving forward

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)*



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 gaps
- Public reporting of results
- Consistent measures across school types

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.

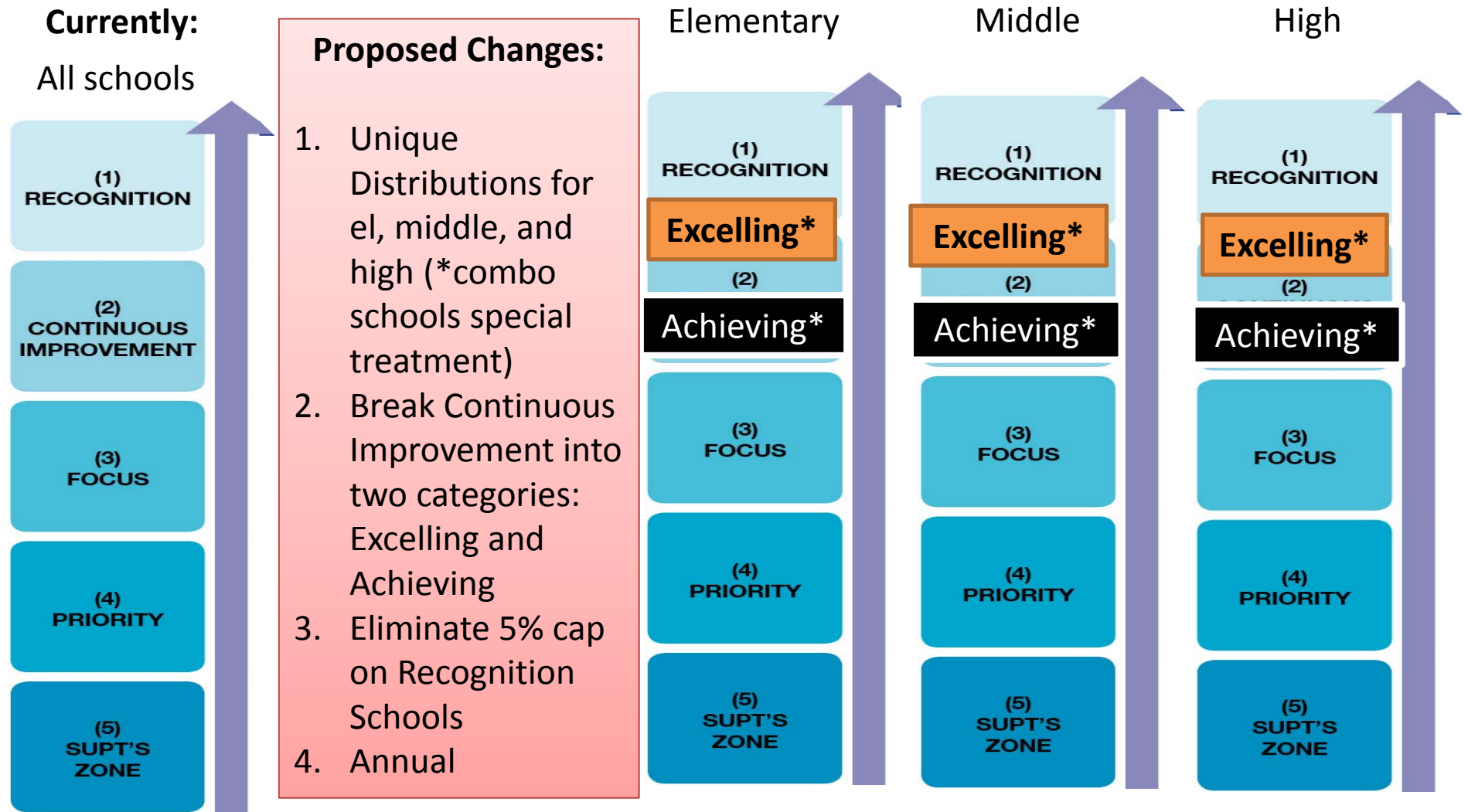
Challenges:

- 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)

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 more qualitative measures
- Provide better balance between “status” and “improvement”
- Recognize more schools
- Mitigate “ranking” and “normative nature”
- Provide opportunity to demonstrate progress more frequently
- Provide more stability

Classifications



Details to work out:

- Triggers for Excelling
- Total numbers of schools needed in each F & P

*placeholder name



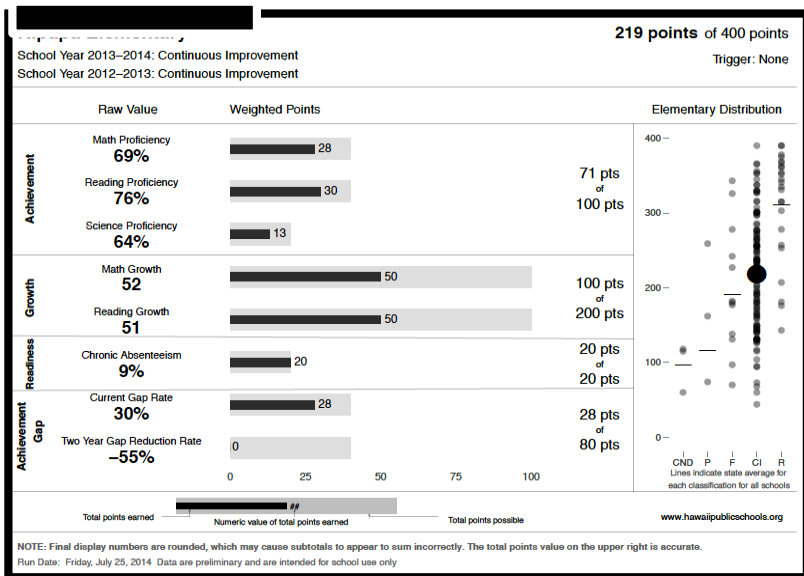
Indicator changes

- All school levels
 - Change achievement gap indicators to focus on reduction of reading and math gaps separately.
 - Equally value achievement and growth
 - Reduce the weight of growth
- Middle Schools
 - Replace ACT suite with new CCR exam(s)
 - Add an additional CCR indicator in the form of high school credits (details TBD)
- High Schools
 - Add 5-year graduation rate
 - Add percent of students with college-ready activities (details TBD)

Providing context, customization

Page 1 – Strive HI Index (Standardization)

- Common indicators used for all schools (of certain types)



Need federal approval

Page 2 – Additional Indicators (Customization)

- Additional indicators, to be selected by principal, from menu of items state can report (data availability and quality)
- Storytelling space for principal

No need federal approval – space to report on components that may be important from a state accountability perspective v. federal accountability.

Next Steps

- **March 31:** submit to USED and begin the peer review process.
- Peer review consists of back and forth negotiations between the Department and US Department of Education on any and all aspects of the application, until both parties agree.
- There is no defined end date for peer review.