

Review of the Strategic Plan Scorecard Metrics

Introduction

The Department of Education (Department) and Board of Education (Board) established a joint strategic plan for 2011-2018 that sets a clear vision for success grounded in college and career readiness and that establishes a culture of reflection and improvement at every level of the system. It articulates a series of desired outcomes, organized under three overarching goals: 1) Student Success, 2) Staff Success, and 3) Successful Systems of Support. (See Strategic Plan: <http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/StrategicPlan.pdf>)

The Strategic Plan also includes specific measureable targets: “the long term results we strive for, and a way to assess how our efforts add up over time.” The Department regularly reports on these targets through the Strategic Plan Scorecard, which is posted on the Department’s website and discussed at Board meetings. (See Strategic Plan Scorecard: <http://www.hawaiipublicschools.org/DOE%20Forms/Scorecards/scorecard.pdf>)

The 2012 update to the Strategic Plan noted that, in some cases, we did not yet have the data necessary to track and monitor progress. For this and other reasons, the Department has recommended that the Scorecard be reviewed annually and adjusted to ensure that we are using the best-available metrics to provide timely, actionable, and appropriate assessment of our progress.

This document details the recommended revisions to the Scorecard metrics and associated definitions. In instances, there are recommendations to revise the Targets in the Strategic Plan as well. It is organized by Strategic Plan Target with proposed changes noted as in-line comments.

Goal 1: Student Success

Strategic Plan Target	Metric Name	Metric Definition	Recommendation	Rational for Change/Notes	Baseline Data, Note, Data Frequency
1AI - Increase the percentage of students who attend school regularly	Regular attendance (attends 95% of school)	Percentage of K-12 students missed less than five percent of the school year. This equates to nine days over the entire school year.	No change	SAC wants to know if it is possible or reasonable to amend the ESEA flex application (Strive HI index) to be consistent with the Board metric. If it is not possible, would Department continue to do two counts (one for Goal 1 measure and one	Currently being reported. No change.

				for Strive HI)?	
1AII - Increase student safety on school campuses by decreasing the number of student misconduct occurrences (class A, B, and C occurrences)	Percentage without disciplinary incidents	Percentage of students who have no Class A, B, or C incidents to date.	Minor revision to definition		Currently being reported. No change.
1AIII - Increase the percentage of students who feel safe in school and believe that the school environment is nurturing, orderly, and conducive to learning [measured by percentage of students whose composite rating on "School Safety and Well-Being" on School Quality Survey (SQS) is positive]	Students reporting school is safe	Percentage of students who respond positively (by stating they "strongly agreed") to questions in the "Student Safety and Well-Being" dimension on the School Quality Survey	No change	Note: The SQS is being revised for SY 14-15, which will impact various metric definitions. SQS questions, and relevant Strategic Plan metrics, need to be considered in the context of the Tripod Student Perceptions survey that is now implemented for EES.	Currently being reported. No change at this time.
1AIV – Increase the percentage of students participating in co-curricular and extracurricular activities	Co- and extra-curricular participation		Future review		Future review
1B1 - Academic Achievement: Increase percentage of students scoring "proficient" in reading and mathematics on state assessments	Reading proficiency	Percentage of students who scored "proficient" or better on the Hawaii State Assessment in reading. (Using the "bridge" assessments for SY2013-14 and Smarter Balanced Assessments for 2014-15).	Minor adjustments to clarify language related to the assessment tool		
	Math proficiency	Percentage of students who scored "proficient" or better on the Hawaii State Assessment in math. (Using	Minor adjustments to clarify language	Clarified language related to assessment tool.	

		the "bridge" assessments for SY2013-14 and Smarter Balanced Assessments for 2014-15).	related to the assessment tool		
1BII - College and Career Readiness: Increase percentage of DOE students meeting cut scores on a nationally validated suite of assessments from 8th through 11th grade, with a 12th grade option.	11 th graders scoring above 19 on the ACT	Proportion of 11th grade students who received a composite score of 19 or higher	No Change	Note: every two years as part of the Strive HI Performance System, the Department will review and adjust the threshold or cut score to be used. This provides the flexibility to align the metrics if the cut score is changed for Strive HI Performance System.	
1BIII - Equity in Achievement: Close proficiency gaps between High-Needs and Non-High-Needs students so that the percentage difference in proficiency between student groups is eliminated.	Proficiency gaps between High-Needs and Non-High-Needs Students	The current year gap rate between High-Needs and Non-High Needs students in math and reading.	Change Target, metric, and definition	The proposed change aligns the Target and metric with Strive HI Performance System indicator and allows for accurate reporting on what the Department is measuring. Note: the gap rate metric combine reading and math, so there would not be separate reading and math metrics. There are two gap-related metrics in Strive HI Performance System. "Current year gap-rate" and "2-year gap reduction rate." Suggest using current year gap rate for now.	
			Combined with above metric		
1BIV - Increase percentage of	Ninth grade promotion rate	Percentage of ninth grade students who advance to tenth grade the	No change		Currently being reported. No change at

students that advance from 9th grade to 10th grade (9th grade promotion rate).		following year.			this time.
1BV - Increase the percentage of students that graduate on time with a regular diploma (4-year adjusted cohort graduation rate).	Graduation rate	Percentage of high school students who complete high school with a regular diploma within four years of their 9th grade entry date. This follows the required "Adjusted Cohort Graduation Rate" methodology that is required by the US Dept. of Education.	Specificity added for clarity and accuracy given frequent questions from the field.		
1BVI - Increase the percentage of students that enroll in postsecondary education (2-year and 4-year colleges, vocational, and technical schools).	Postsecondary enrollment rate	Percentage of high school graduates that are enrolled in postsecondary institutions within 16-months of graduating. (Using data provided by the National Student Clearinghouse).	Change to the definition	The proposed change aligns the Target and metric with Strive HI Performance System indicator.	
1BVII - Increase the percentage of graduates who complete a training program and/or earn a certificate recognized by employers.	Vocational training		For future review	The DOE does not have the capacity to collect the data necessary to calculate the percentage of graduates who complete a training program and/or earn a certificate recognized by employers. This is a common problem across states and districts. The Department proposes that we work with local partners (including P-20 and others), and national experts (including CCSSO, the Data Quality Campaign, the Workforce Data Quality Campaign, and	For future review

				the U.S. Department of Education’s Career and Technical Education Office) to identify best practices and possible solutions for further discussion.	
1CI - Lifelong learning, character, and citizenship: Increase percentage of 5th and 11th graders consistently demonstrating GLOs [5th grade: score of 3 or higher on each GLO. 11th grade: Rubric and baseline TBD]	Lifelong learning, character, and citizenship		For future review	The DOE does not have the capacity to collect the data necessary to measure lifelong learning, character and citizenship at this time. It requires further research and discussion with stakeholders who are working on this issue (DOE schools i.e.. Castle High School; local partners i.e. Kamehameha Schools; and national agencies i.e. Girl Scouts of America) to develop options for reporting.	For future review
1CII - Student connection to community: Each student has a Personal Transition Plan with an adult to guide and support students’ achievement of the plan.	Student connection to community		For future review	The DOE does not have the capacity to collect the data necessary to measure student connection to community based on the PTP plan at this time. It requires further research and discussion with stakeholders who are working on this issue to develop options for reporting.	For future review
1CIII - Parent satisfaction with	Parent satisfaction with school	Percentage of parents who respond positively (by stating	No change	Note: The SQS is being revised for SY 14-15,	Currently being reported. No change at

school responsiveness		they "strongly agreed") to questions in the "Family Satisfaction" dimension on the School Quality Survey.		which will impact various metric definitions.	this time.
1CIV - Engagement level of parent and community stakeholders	Parent and community engagement		For future review	Future review by the SAC Committee in Summer 2014 working with the Office of Communications	For future review