



STATE OF HAWAII
DEPARTMENT OF EDUCATION
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OFFICE OF THE SUPERINTENDENT

March 1, 2016

TO: Patricia Halagao
Chairperson, Committee on Student Achievement

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Department of Education's Recommendation for Committee Action on Impact of Every Student Succeeds Act ("ESSA") Transition on Revisions to Strive HI Performance System for 2015-2016 School Year**

1. RECOMMENDATION

The Hawaii Department of Education (HIDOE) recommends partial implementation of Strive HI Performance System for the 2015-16 school year as HIDOE transitions from school accountability based on the Elementary and Secondary Education Act (ESEA) Flexibility Waiver from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA). The recommended action would affect Strive HI reporting which would occur in Fall 2016.

Strive HI 2.0 components which will be implemented:

- **Strive HI 2.0 performance measures** will continue for the 2015-16 school year. These are described further in Attachment A and include some changes since the June 2, 2015 federal approval. The most significant changes are for middle schools' "Readiness" domain. To decrease the amount of testing required statewide, chronic absenteeism will replace Grade 8 ACT Aspire (formerly EXPLORE) assessment and Algebra I participation. Middle schools may still elect to administer the Grade 8 ACT Aspire assessment but it is no longer required or included in Strive HI.
- **Strive HI 2.0 school reports** based on 2015-16 performance data will be produced in Fall 2016. Whenever possible, these reports will provide information about the school's performance over multiple years and comparison information (i.e., complex area and state performance). This information will support awareness of school performance and school planning.

Strive HI 2.0 components which will not be implemented:

- HIDOE will not calculate or report each school's **Strive HI 2.0 performance index score**. The performance index score reflects a series of calculations which assigns values and weights to the performance measures and results in a composite score for each school.

- Schools will not be ranked using the performance.
- Schools will not receive a **Strive HI classification** in Fall 2016 based on their 2015-16 performance data. In place of "Recognition Schools" classification, HIDOE will recognize schools for achievement or improvement in various categories that promote good practice and desired student outcomes consistent with the Board of Education (BOE) and HIDOE's strategic plan and approved ESEA Flexibility Waiver.

Schools that need help will receive it:

- Schools currently classified as **Focus and Priority schools** will receive support from the School Transformation Branch, as planned, during the 2016-17 school year. For federal compliance purposes only, the 21 schools will continue to be listed as the state's Focus and Priority schools in federal reporting during the 2016-17 school year. HIDOE prefers this approach to providing continued and planned support in the 2016-17 for the schools previously identified as Focus and Priority rather than reclassifying schools by March, which were the options provided by the U.S. Department of Education in its December 18, 2015 Dear Colleague Letter on ESSA transition regarding Focus and Priority Schools.
- Complex areas and the Charter School Commission will continue to identify schools which are at-risk or low performing. In light of these ESSA-related changes, School Transformation Branch will be providing guidance on "tipping schools" and supports for schools based on their performance on Strive HI 2.0 measures.

2. RECOMMENDED EFFECTIVE DATE

Immediately so that schools may be informed of the changes.

3. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

N/A

4. DISCUSSION

a. Conditions leading to the recommendation

Background

On June 23, 2015, the U.S. Department of Education approved Hawaii's request for the ESEA Flexibility Waiver. The unconditional approval is the maximum flexibility provided to states within the federal framework. Hawaii's Strive HI Performance System replaces the federal NCLB requirements for the approved three-year period Strive HI changes are summarized on the Department's public website: <http://www.hawaiipublicschools.org>.

However, on December 10, 2015, President Obama signed into law ESSA which reauthorizes the ESEA and replaces NCLB which was the 2002 reauthorization of ESEA. There is a two-year transition period for ESSA. The law covers many

areas of education and significant funding to Hawaii schools; for example, Hawaii was allocated \$47 million of Title I funding in federal fiscal year 2015 which supports low income students in all of our schools—Hawaii Department of Education, public charter schools and private schools.

ESSA, compared with NCLB, provides more flexibility for states to set their own direction. Since Hawaii was already moving in this direction with its approved ESEA Flexibility Waiver and Strive HI performance system for the last three years, ESSA catches the federal law up to our current practice with state defined, multiple measures for school accountability which includes student growth. Through strategic plan refresh and ESSA processes in 2016, HIDOE will engage stakeholders in the planning process, incorporate lessons learned, consider research and recommended policies and practices, and analyze laws, policies and guidance to develop plans including performance measures for school reporting and accountability which are required by ESSA. In the planning process HIDOE anticipates making a recommendation to the BOE regarding school accountability policy to provide a framework for performance measures and management under the new ESSA law.

Impact of ESSA Transition on Strive HI Performance System for School Year 2015-16

The new ESSA school accountability requirements implement fully in SY2017-18; in the meantime, Hawaii's plan ESEA Flexibility Waiver remains in place for practical purposes. In analyzing the transition to ESSA school accountability, we are recommending an adjustment to implementation of the Strive HI Performance System during the transition to ESSA. "Strive HI 2.0," which U.S. Department of Education approved in June 2015, has improved features over "Strive HI 1.0" which was in place for the last three school years. However, given the flexibility allowed by USED during the transition to ESSA (albeit limited) and to avoid changes in school accountability from 2014-15 to 2015-16 and then again in 2016-17, we are recommending a modified implementation of the planned Strive HI 2.0 performance system. We know that educators' efforts are better spent on improving learning—which is the intent of Strive HI and ESSA—and providing feedback on how to improve ESSA accountability rather than responding to three accountability systems in three years (Strive HI 1.0, Strive HI 2.0, ESSA).

The planning timelines for the strategic plan refresh and ESSA consolidated state plan are organized to provide sufficient guidance so that the impact of the strategic plan refresh and ESSA will be implemented for 2017-18, including the academic plan guidance for 2017-18 school year and new ESSA performance measures reported in Fall 2017.

b. Previous action of the Board on the same or similar matter

The Deputy Superintendent and Assistant Superintendent for the Office of Strategy, Innovation and Performance presented 2014-15 Strive HI results to the BOE at its October 20, 2015 General Business Meeting.

This was followed by a presentation of Strive HI-related achievement gaps for high needs categories of students to the BOE at its December 1, 2015 Student Achievement Committee meeting. Both were discussion items.

On March 17, 2015, the BOE took action at its General Business Meeting to authorize HIDOE to negotiate and execute the renewal and revision of ESEA Flexibility from No Child Left Behind with specific provisions about the inclusion of chronic absenteeism as a measure and weight of student growth measures.

c. Other policies affected

No other HIDOE policies are affected, at this time.

d. Arguments in support of the recommendation

This recommendation minimizes the impact of consecutive years of changes in Strive HI performance index calculations since a new ESSA index is anticipated for next year. HIDOE would report school performance data which are important for evaluation, planning and accountability conversations (e.g., academic planning, principal evaluation).

e. Arguments against the recommendation

Continuing the momentum of Hawaii's ESEA Flexibility Waiver and Strive HI is important. The performance index and ranking of schools against one another is helpful for information schools and the public. Also, ranking of schools relative to one another provides pressure on schools to attend to critical measures of achievement and improvement.

Suspending use of school classifications for 2015-16 performance will eliminate the opportunity to: (1) recognize outstanding schools, (2) acknowledge growth that would have allowed previously classified Focus and Priority (low performing) schools to be reclassified into a higher category, and (3) identify for intervention those schools whose performance has declined or needs attention.

f. Other agencies or departments of the State of Hawaii involved in the action

This recommended action will impact the Hawaii Public Charter School Commission. The Commission's charter school performance contract measures include the Strive HI performance index. For 2015-16 school performance, HIDOE will not calculate schools' Strive HI performance *index score*. However, HIDOE will continue to make Strive HI performance *data* available to schools, the Commission and the public.

- g. Possible reaction of the public, professional organizations, unions, HIDOE staff and/or others to the recommendation

Based on discussion among the Complex Area Superintendents and with targeted school principals, there are a variety of opinions about the recommended action.

- h. Educational implications

Schools will be provided data about their students' performance on Strive HI 2.0 performance measures. This is expected to be useful for planning and goal setting for schools' academic and financial plans as well as administrators' evaluations.

The School Transformation Branch will continue its program of supporting the 21 schools previously identified as Focus and Priority. On the basis of their classification in Fall 2016, the schools have updated their comprehensive needs assessments and submitted improvement plans for 2016-17 school year which will be supported by school improvement funds. The School Transformation Branch also has a process for working with Complex Area Superintendents and the Charter School Commission to identify schools that need additional support and oversight since their performance is declining and/or low on key measures of student outcomes.

- i. Personnel implications

No personnel implications identified, at this time.

- j. Facilities implications

No facilities implications identified, at this time.

- k. Financial implications

No financial implications identified, at this time.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

No supplemental recommendations, at this time.

TOC:kp
Attachments

- c: Deputy Superintendent
Office of Strategy, Innovation and Performance

"Strive HI 2.0" Performance Measures 2015-16 School Year

The table below reflects the Strive HI performance measures, updated to reflect the changes to the middle school Readiness Indicator which were discussed with administrators and U.S. Department of Education.

	Elementary	Middle/Intermediate	High
Achievement	Proficiency rates in <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics Science 	Proficiency rates in <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics Science 	Proficiency rates in <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics Science
Growth	Student growth in <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics 	Student growth in <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics 	Student growth in <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics
Readiness	Chronic absenteeism rate	Chronic absenteeism rate	<ul style="list-style-type: none"> College and Career Readiness Assessment (ACT Grade 11) 4 year graduation rate 5 year graduation rate College going rate (within 16 months of HS graduation)
Achievement Gap	Current year's gap between high needs and non-high needs students: <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics 	Current year's gap between high needs and non-high needs students: <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics 	Current year's gap between high needs and non-high needs students: <ul style="list-style-type: none"> English Language Arts/Literacy Mathematics
Other	<ul style="list-style-type: none"> Retention rate Advanced third grade reading 	Algebra I coursetaking	<ul style="list-style-type: none"> Chronic absenteeism rate Advanced coursework and/or completion of Career Technical Education pathway

Walkerville Elementary School**School Code: 16****DRAFT FOR ILLUSTRATION**

	School Year 2014-2015	School Year 2015-2016		
	School	School	Complex Area	State
Achievement	Math Meeting Standard 58%	Math Meeting Standard 60%	Math Meeting Standard 52%	Math Meeting Standard 42%
	ELA/Literacy Meeting Standard 63%	ELA/Literacy Meeting Standard 65%	ELA/Literacy Meeting Standard 59%	ELA/Literacy Meeting Standard 49%
	Science Proficiency 68%	Science Proficiency 70%	Science Proficiency 53%	Science Proficiency 42%
Growth	Math Growth 55	Math Growth 55		
	ELA/Literacy Growth 53	ELA/Literacy Growth 53		
Readiness	Chronic Absenteeism 7%	Chronic Absenteeism 5%	Chronic Absenteeism 7%	Chronic Absenteeism 11%
Achievement Gap	Math Gap Rate 34%	Math Gap Rate 36%	Math Gap Rate 57%	Math Gap Rate 28%
	ELA/Literacy Gap Rate 28%	ELA/Literacy Gap Rate 29%	ELA/Literacy Gap Rate 56%	ELA/Literacy Gap Rate 26%
Other	Retention Rate 1%	Retention Rate 0%	Retention Rate 0%	Retention Rate 0%
	3 rd Grade Advanced Reading 33%	3 rd Grade Advanced Reading 35%	3 rd Grade Advanced Reading 31%	3 rd Grade Advanced Reading 22%

Kukui High School**School Code: 50****DRAFT FOR ILLUSTRATION**

	School Year 2014-2015	School Year 2015-2016		
	School	School	Complex Area	State
Achievement	Math Meeting Standard 39%	Math Meeting Standard 39%	Math Meeting Standard 52%	Math Meeting Standard 42%
	ELA/Literacy Meeting Standard 56%	ELA/Literacy Meeting Standard 56%	ELA/Literacy Meeting Standard 59%	ELA/Literacy Meeting Standard 49%
	Science Proficiency 30%	Science Proficiency 30%	Science Proficiency 53%	Science Proficiency 42%
Growth	Math Growth 66	Math Growth 64		
	ELA/Literacy Growth 45	ELA/Literacy Growth 47		
Readiness	11 th Grade ACT 34%	11 th Grade ACT 36%	11 th Grade ACT 48%	11 th Grade ACT 39%
	4-Year Graduation Rate 82%	4-Year Graduation Rate 85%	4-Year Graduation Rate 88%	4-Year Graduation Rate 82%
	College-Going Rate 55%	College-Going Rate 57%	College-Going Rate 66%	College-Going Rate 62%
	5-Year Graduation Rate 83%	5-Year Graduation Rate 87%	5-Year Graduation Rate 90%	5-Year Graduation Rate 86%
Achievement Gap	Math Gap Rate 44%	Math Gap Rate 44%	Math Gap Rate 57%	Math Gap Rate 28%
	ELA/Literacy Gap Rate 37%	ELA/Literacy Gap Rate 37%	ELA/Literacy Gap Rate 56%	ELA/Literacy Gap Rate 26%
Other	Chronic Absenteeism 17%	Chronic Absenteeism 18%	Chronic Absenteeism 19%	Chronic Absenteeism 19%
	Advanced Coursework/CTE %	Advanced Coursework/CTE 34%	Advanced Coursework/CTE 40%	Advanced Coursework/CTE 28%

Westmore Middle School**School Code: 10****DRAFT FOR ILLUSTRATION**

	School Year 2014-2015	School Year 2015-2016		
	School	School	Complex Area	State
Achievement	Math Meeting Standard 31%	Math Meeting Standard 33%	Math Meeting Standard 52%	Math Meeting Standard 42%
	ELA/Literacy Meeting Standard 33%	ELA/Literacy Meeting Standard 35%	ELA/Literacy Meeting Standard 59%	ELA/Literacy Meeting Standard 49%
	Science Proficiency 41%	Science Proficiency 43%	Science Proficiency 53%	Science Proficiency 42%
Growth	Math Growth 35	Math Growth 38		
	ELA/Literacy Growth 34	ELA/Literacy Growth 35		
Readiness	Chronic Absenteeism 15%	Chronic Absenteeism 14%	Chronic Absenteeism 22%	Chronic Absenteeism 22%
Achievement Gap	Math Gap Rate 50%	Math Gap Rate 48%	Math Gap Rate 57%	Math Gap Rate 28%
	ELA/Literacy Gap Rate 47%	ELA/Literacy Gap Rate 46%	ELA/Literacy Gap Rate 56%	ELA/Literacy Gap Rate 26%
Other	Algebra I Credit 40%	Algebra I Credit 44%	Algebra I Credit 63%	Algebra I Credit 42%

Hogwarts School**School Code: 934****DRAFT FOR ILLUSTRATION**

	School Year 2015-2016		
	Elementary (K-5)	Middle (6-8)	High (9-12)
Achievement	Math Meeting Standard 30%	Math Meeting Standard 26%	Math Meeting Standard 22%
	ELA/Literacy Meeting Standard 40%	ELA/Literacy Meeting Standard 34%	ELA/Literacy Meeting Standard 37%
	Science Proficiency 16%	Science Proficiency 18%	Science Proficiency 14%
Growth	Math Growth 40	Math Growth 20	Math Growth 30
	ELA/Literacy Growth 65	ELA/Literacy Growth 67	ELA/Literacy Growth 51
Readiness	Chronic Absenteeism 14%	Chronic Absenteeism 14%	11 th Grade ACT 39%
			4-Year Graduation Rate 97%
			College-Going Rate 45%
			5-Year Graduation Rate 98%
Achievement Gap	Math Gap Rate 44%	Math Gap Rate 57%	Math Gap Rate 28%
	ELA/Literacy Gap Rate 37%	ELA/Literacy Gap Rate 56%	ELA/Literacy Gap Rate 26%
Other	Retention Rate 1%	Algebra I Credit 49%	Chronic Absenteeism 19%
	3 rd Grade Advanced Reading 14%		Advanced Coursework/CTE 7%