



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
MCKINLEY COMMUNITY SCHOOL FOR ADULTS

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March 5, 2024

Testimony in Strong Support of the New Strategic Plan Key Performance Indicators and Targets

Date: Student Achievement Committee Meeting Scheduled for March 7, 2024
Agenda Item: III.B Strategic Plan
Description: Committee Review and Discussion of Strategic Plan Key Performance Indicators and Academic Achievement Targets

My name is Helen Sanpei, Principal of McKinley Community School, and I am in **strong support** of the revisions made to the Key Performance Indicators (KPIs) and targets. Based on feedback from principals and Complex Area Superintendents the "Growth" model measuring percent of students demonstrating typical or better growth is a positive change that will help to transform our schools utilizing data to drive plans that are context-specific and relationship focused.

Revisions to school level target setting is a practical step for allowing schools to remain grouped in "quintiles" based on 2023 proficiency levels and permits schools to monitor progress towards the established goal by measuring changes over a six-year period of time.

Attendance monitoring is also key to student achievement because only by attending class can students directly participate in classroom teaching and learning, and improve their academic capabilities. The revised procedure for monitoring students' regular attendance is essential and will now be based on those who have 17 or fewer absences from the OEC date until the year end.

The Key Performance Indicator, **Extended High School Completion**, that includes the percent of students earning a high school diploma, Certificate of Completion, Community School for Adults Diploma (GED or HiSET) within five years of high school is an excellent performance indicator that promotes a high school graduation rate to include "non-traditional" students. In addition, to promote this Key Performance Indicator, McKinley CSA is partnering with the Work-Based Learning Program initiated by the HDOE Special Education Department. This program will be utilizing McKinley's Career Foundation curriculum that is designed to prepare students for the workforce and will support certificated special education students with a goal of on time graduation and career placement.

Thank you for this opportunity to be involved in the process of designing of the "Plan".

Sincerely,

A handwritten signature in blue ink that reads "Helen H. Sanpei".

Helen H. Sanpei, Principal
McKinley Community School for Adults

March 7, 2024

Re: Agenda Item III A “Committee review and discussion of strategic plan key performance indicators and academic achievement targets”

Dear Chairs Arakaki and Members of the Committee,

The Department’s definition and use of “*Growth*” as a KPI is more confusing than informative. Here is how Deputy Oyadomari-Chun introduces her definition of “*Growth*”:

“Growth is defined as the percent of students demonstrating typical to normal growth in a year.”

Huh? This is circular. It continues:

“Growth will be assessed by comparing the change in a student’s SBA score from the prior year compared with students of similar academic performance, based on a pre-pandemic norm. If a student has achieved a Student Growth Percentile (SGP) of 40 or higher, they will be considered to have made a year’s worth of growth”

The department’s “*Growth*” (not to be confused with “growth” as used in common English) is based on Student Growth Percentile (SGP), a commonly used and well defined measure which compares year over year scores within peer groups, and the department’s “*typical to normal Growth*” is set at the SGP 40th percentile*... it seems.

Perhaps:

“*Growth*” is defined as the percent of students who have achieved a Student Growth Percentile (SGP) of 40 or higher.

But this basically pins the Departments “*Growth*” at 60% by definition of “percentile”, so it is useless as a state level indicator. This can be seen in the plots on pages 9 and 11 whose vertical split-lines, that split the horizontal school “*Growth*” distribution, are identically positioned (the variation off of 60 probably comes from the uneven distribution of school sizes) even though Performance distributions are drastically different.

SGP is basically “grading on a curve” so could provide a useful basis for comparisons within peer groups, so could be used within the Department. But it should not be used *for* the Department.

Further caution on SGP use is given by the Rand:

- **“SGPs do not provide information on the adequacy of a student’s growth or the level of a student’s academic achievement.”**

While SGPs provide information about the relative ranking of a student’s growth, SGPs provide no information on whether the growth level is deemed adequate by stakeholders. Furthermore, SGPs provide no information about the level of student achievement and whether the education system would deem a student’s particular level of achievement as adequate. ^[1]

Taking this warning about “level of student academic achievement” and going back to the two plots: suppose every student counted in the 2023 ELA plot on page 9, this year (2024) gets the same ELA score as their 2023 Math score (page 11). This would cause the statewide ELA average to drop from 52% to 40% but the department’s mean/median “*Growth*” would remain at the line just above 60%. Consider the student or school whose scores did not drop quite as much the average. Because SGP/”*Growth*”: “is best understood as a comparison between academic peers.”^[2] they would be credited with above average “*Growth*”! Growth? because they dropped less?

Of course maybe I am not properly understanding the Department’s “*Growth*”. But as mentioned, the Department’s definition and usage is more confusing than informative.

Thank you for your consideration.

* 40th percentile an atypical choice.

Lockwood and Castellano (using the common English “typical”) state: “Typically, either the median or mean SGP is used as the group-level measure,”^[a] The Department itself previously used Median SGP (50th percentile) for group-level measures, as described in the HIDOE Student Growth Fact Sheet:

“A median Student Growth Percentile (median SGP or MGP) can also tell us how much a group of students — a classroom, a teacher’s students, or the overall school — is growing over time.”^[b]

The reasoning for shift is unclear... but it does shift the vertical split line of the plots to the right.]

[a]-J. R. Lockwood & Katherine E. Castellano (2015) Alternative Statistical Frameworks for Student Growth Percentile Estimation, Statistics and Public Policy, 2:1, 1-9, DOI: 10.1080/2330443X.2014.962718
<<https://www.tandfonline.com/doi/pdf/10.1080/2330443X.2014.962718>>

[b]<https://www.hawaiipublicschools.org/DOE%20Forms/StudentGrowth1sheet.pdf>

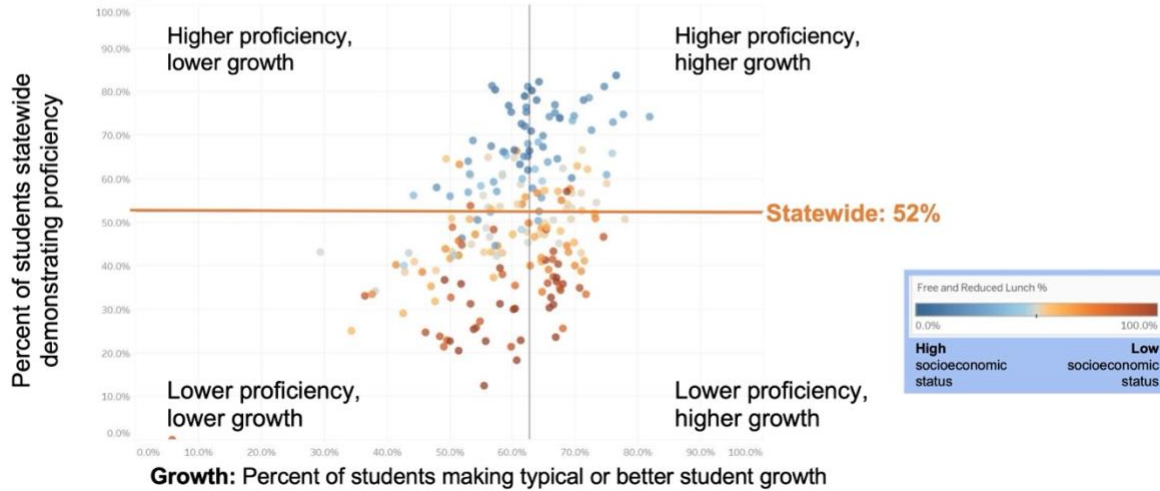
[1] <https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/student-growth-percentiles.html>

[2]<https://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/Growth-Model/Pages/home.aspx>



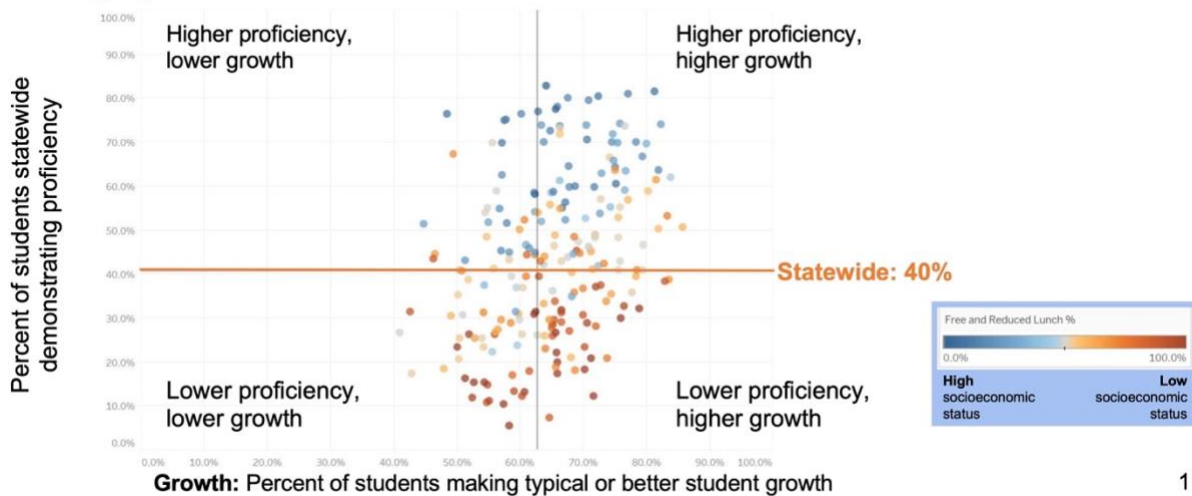
Proficiency Rates - Lang. Arts, 2023

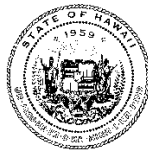
Highly correlated with students' socioeconomic status



Proficiency Rates - Math, 2023

Highly correlated with students' socioeconomic status





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March 7, 2024

Dear Board of Education Members of the Student Achievement Committee,

My name is Richard Fajardo and I am the Complex Area Superintendent for the Pearl City and Waipahu Complex Area. I am submitting written testimony for Agenda Item III.B, Committee review and discussion of Strategic Plan Key Performance Indicators and Academic Achievement Targets. I am in strong support of the Key Performance Indicators and Academic Achievement Targets that are being proposed in the Hawaii Department of Education's Implementation Plan for the State 2023-29 Strategic Plan.

The Key Performance Indicators and Academic Achievement Targets were developed carefully and deliberately to assure that the academic and social needs of all Hawaii Department of Education students are met. Developing these indicators and targets was not an easy task. Balancing ambitious, yet attainable goals, while not compromising high standards for our students was the primary focus during numerous dialogue and discussions at leadership meetings.

I appreciate the opportunities that were afforded to myself, other Complex Area Superintendents, Principals, Assistant Superintendents and Deputy Superintendents by Superintendent Hayashi to offer feedback and input during the development of the Key Performance Indicators and Academic Achievement Targets.

An example that illustrates feedback and input is the Key Performance Indicator for Growth in Academic Proficiency. At a leadership team meeting, several metrics were considered to report student growth. One option was to use the current Median Growth Percentile metric. After considering other metrics that were presented, myself and other Complex Area Superintendents advocated for using a metric that shows a percentage of students meeting typical growth instead of the current metric that uses Median Growth Percentile. In my perspective, showing the percentage of students making typical growth makes it easier for parents, community members and policy makers to visually see the growth that students are making academically.

In January 2024, Deputy Superintendent Oyadomari-Chun and her team presented a draft of the Key Performance Indicators and Academic Achievement Targets to the 18 Principals in the Pearl City and Waipahu Complex Area. At the meeting, Principal Garrett Arakawa from Momilani Elementary and Principal Alvan Fukuhara from Waipahu Intermediate School added additional feedback and input in regard to the Growth in Academic Proficiency indicator, specifically a threshold for typical growth. Our complex area was the first of 15

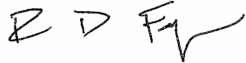
Complex Areas that Deputy Superintendent Oyadomari-Chun and her team presented to and solicited feedback and input from Principals on the Key Performance Indicators and Academic Achievement Targets.

When the current version of the Key Performance Indicators and Academic Achievement Targets was presented to the leadership team, the feedback and input provided (by myself, Principal Arakawa and Principal Fukuhara) was reflected in the Growth in Academic Proficiency Key Performance Indicator. This validated that the effort by Superintendent Hayashi and the Hawaii Department of Education to solicit feedback and input from Complex Area Superintendents and Principals was taken in high regard and consideration.

While this is just one example, all of the Key Performance Indicators and Academic Achievement Targets that are being presented today were developed collaboratively. The New or Revised, Continuing, and Equity Key Performance Indicators that will be reflected in the 2024 STRIVE HI report address the evolving needs of our students to adequately prepare them academically and socially to be successful citizens.

In closing, the Key Performance Indicators and Academic Achievement Targets are ambitious, yet attainable, and represent a significant step forward in accurately measuring the progress of the Hawaii Department of Education. I am in strong support of these indicators and believe that they will enable the department to accomplish its goals in the Implementation Plan for the State Strategic Plan. Thank you for your time and consideration.

Respectfully,

A handwritten signature in black ink, appearing to read 'R D Fajardo', with a stylized flourish at the end.

Richard Fajardo