

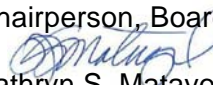


**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

May 23, 2017

TO: The Honorable Lance A. Mizumoto  
Chairperson, Board of Education

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Board Action on Every Student Succeeds Act (ESSA) Impacts on School Accountability**

1. RECOMMENDATION

The Department of Education (Department) is recommending board approval of a school accountability framework to meet requirements of Board Policies 102-1, Effective Schools Reporting and 102-5, Comprehensive Assessment and Accountability System which also fulfill school accountability requirements of Section 302-A1004 of Hawaii Revised Statutes. The recommended framework significantly revises the previous Strive HI Performance System (Strive HI) that was established as part of meeting U.S. Department of Education (US ED) Elementary and Secondary Education Act requirements for a Flexibility Waiver from No Child Left Behind. The recommended framework brings the state's school accountability framework into alignment with the Department and Board Strategic Plan, 2017-2020. The recommendation also meets requirements for the federal Every Student Succeeds Act (ESSA) for identification of schools for support and improvement based on federal criteria.

The Department recommends that the Board approve a new framework of school accountability to revise the Strive HI Performance System. The primary purpose of the system is to provide information on key indicators of student success, aligned with the recently approved BOE and DOE Strategic Plan. The Strive HI school reports will inform planning and accountability, primarily through public reporting to the community. We are seeking approval of the following design principles for the revised Strive HI Performance System framework:

1. *State, not federally-driven:* School accountability is designed to advance Hawaii's goals and objectives for its students and the community, as expressed in the Board of Education (Board) and Department's Strategic Plan, 2017-20.
2. *Timely, user-friendly, and consistent reporting:* Schools' student success results will be reported to empower educators and communities via an annual summary report. Additionally, more detail (e.g., results of "subgroups" of different student characteristics) and other measures (e.g., student demographics, teacher characteristics) will be reported online.

3. *Information-driven accountability:* Educators and education leaders shared that they perceived the ranking and classification of schools from No Child Left Behind and Strive HI as punitive and not helpful to school improvement. Therefore, the Strive HI Index Score (composite index of multiple measures of school performance) for the purpose of rating and ranking schools and the Strive HI school classifications (i.e., Recognition, Continuous Improvement, Focus, Priority) will be discontinued.

The revised Strive HI will support accountability by providing information that empowers educators, parents and community members to take action to improve student learning.

This may include:

- School leadership teams identifying other schools' Bright Spots to inform their school's improvement strategies;
  - Community organizations and partners partnering with schools on student attendance initiatives; or
  - Complex areas providing targeted support for schools based on their strengths and needs.
4. *Local flexibility:* Schools' Strive HI performance reports may include locally selected student success measures based on their academic plans highlighting their individual challenges and successes. These school- or complex-selected measures would supplement the common Strategic Plan-based measures and provide schools the opportunity to share additional information of their students' progress on Strategic Plan Student Success objectives, especially on school-level information that is not collected and/or reported statewide. These measures will be included in school reports starting Fall 2018, and criteria for these measures will be developed with stakeholder input.
5. *Redefined federal ESSA school accountability:* A subset of the revised Strive HI measures will be used to meet ESSA requirements for school accountability. Thus, Hawaii will use federal school accountability requirements to identify schools with the most struggling students (overall) or with struggling student subgroups for support and intervention. This includes the following components:
- Hawaii's state consolidated plan for ESSA will identify schools for "support and improvement" based on the minimum federally required measures to the extent practical.
    - i. For all schools: Proficiency rates on Language Arts and Mathematics state assessments, Progress in Achieving English Language Proficiency, and chronic absenteeism as the state-selected measure of "school quality or student success"
    - ii. For high schools: Also graduation rates, as measured by "Adjusted Cohort Graduation Rate"
    - iii. For elementary and middle schools (ESSA state-selected measure "student growth or other academic indicator"): Also, student growth as measured on state assessments.
  - ESSA also requires the reporting of student subgroup data for equity. Student data will be reported by key student characteristics to advance equity and excellence.
    - i. Schools' subgroup performance will be reported when there are at least 20 students within the subgroup of students.
    - ii. Results will be reported for the following subgroups to provide information for educators and the community about our students:
      - 1. Major racial/ethnic groups: Asian (excluding Filipino), Filipino, Native Hawaiian, Pacific Islander, Native American, Black, Hispanic, White
      - 2. Economically disadvantaged
      - 3. Children with disabilities

4. English learners
  5. Gender
  6. Homeless status
  7. Foster care status
  8. Children of active duty military
  9. Migrant students
- To identify student subgroups which are struggling for ESSA-required Targeted Support and Improvement (TSI), performance of the following student subgroups will be analyzed:
    - i. Major racial ethnic groups (identified above)
    - ii. Economically disadvantaged
    - iii. Children with disabilities
    - iv. English learners
6. *Statewide impact*: The accountability framework applies to all public schools statewide including public charter schools.
  7. *Multi-level schools*: Multiple Strive HI reports will be made for each “multi-level” school so that there is an overall school report for all grade levels and also reports for each “grade span” (grades K-5, 6-8, 9-12, as applicable). For federal accountability, each grade span may be treated as if it were an individual school to target support and improvement.

## 2. RECOMMENDED EFFECTIVE DATE

The Department recommends that the Strive HI Performance System be updated to reflect the revision to the framework immediately and that the 2016-17 school performance reports be based on this revised framework. The Department also recommends that the ESSA requirements for identifying schools for “support and improvement” be implemented in Fall 2017 to renew the list of schools receiving federal Title I school improvement funds and support, especially since the current list is based on 2012-13 school performance.

Reports based on the recommended framework will be issued in Fall 2017; inclusion of locally selected measures is planned for Fall 2018.

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

See section 2.0.

## 4. DISCUSSION

### a. Conditions leading to the recommendation

Hawaii’s school accountability system—Strive HI—was established under an Elementary and Secondary Education (ESEA) Flexibility Waiver from the No Child Left Behind (NCLB) Act. On December 15, 2015, former President Barack Obama signed the Every Student Succeeds Act (ESSA) into law, replacing No Child Left Behind as the primary federal law for K-12 education.

The new Strategic Plan and ESSA initiated the process which resulted in this recommendation for a school accountability framework. The Department led an extensive process of discussion, research, and analysis to inform this recommendation. The new approach supports our state's Strategic Plan and focuses the federal accountability requirements on the specific purpose of supporting schools with the most struggling students.

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

- January 19, 2016: Board presentation on Every Student Succeeds Act ("ESSA"), which reauthorizes the Elementary and Secondary Education Act of 1965 ("ESEA") and replaces No Child Left Behind Act of 2001 ("NCLB")
- February 2, 2016: Board Update on Every Student Succeeds Act ("ESSA"), which reauthorizes the Elementary and Secondary Education Act of 1965 ("ESEA") and replaces No Child Left Behind Act of 2001 ("NCLB"): Impact on the Department of Education and Board joint strategic plan.
- March 1, 2016: Board approved Student Achievement Committee recommendations concerning impact of Every Student Succeeds Act ("ESSA") transition on Strive HI Performance System for 2015-2016 School Year
- July 19, 2016: Board approved formal comment via joint letter with Governor and Superintendent on Federal Notice of Proposed Rulemaking to amend Federal regulations to implement changes contained in ESSA – accountability and state plans
- August 2, 2016: Student Achievement Committee overview and update on Hawaii Department of Education's school accountability system
- February 7, 2017: Presentation to Student Achievement Committee on Every Student Succeeds Act ("ESSA") Impacts on School Accountability
- April 4, 2017: Student Achievement Committee deferred approval on recommendation concerning Every Student Succeeds Act ("ESSA") impacts on school accountability and directed Department to seek public comment on school accountability recommendations concurrent to the public comment on the draft ESSA Consolidated State Plan.

c. Other policies affected

No changes in other policies are anticipated at this time.

d. Arguments in support of the recommendation

The recommended school accountability system framework was designed based on stakeholder engagement, research and analyses conducted in planning for the Strategic Plan and the ESSA Consolidated State Plan. This framework also takes into consideration the Governor's Blueprint. The new approach aligns with the Strategic Plan, better emphasizes information for school improvement and student learning, and provides flexibility for schools and communities to support equity and excellence for our students while also meeting ESSA legal requirements.

A detailed discussion of considerations related to the recommended accountability framework is included in the Department's recommendation memo to the Student Achievement Committee on April 4, 2017 on this action item.

Some testimony on this issue at the April 4, 2017 Student Achievement Committee supported the recommendation's commitment to report performance of student subgroups on ethnic groups relevant to Hawaii (i.e., Native Hawaiian, Filipino, Pacific Islander) and subgroup reporting size of 20.

The public comment period following the April 4, 2017 Student Achievement Committee meeting reiterated points made earlier regarding the design and emphasized certain strengths and challenges. Details are in Attachment A, but feedback in support of the recommendation includes:

- Support for including Native Hawaiian, Filipino and Pacific Islanders as student subgroups whose performance will be reported (62% of respondents on online feedback survey as of May 10, 2017);
- Support for reporting on student subgroups of at least 20 students (47% agree on 20; 33% prefer a higher number; 21% prefer a lower number, on online feedback survey as of May 10, 2017).

The Board's approval of the school accountability framework at this time is important to communicate about the approved framework to prepare for the upcoming school year. Next school year begins on August 1 for teachers and August 7 for students.<sup>1</sup> Providing further clarity about the school accountability system helps schools to further prepare for the upcoming school year and for state office staff to prepare reports for timely distribution in September 2017.

e. Arguments against the recommendation

Testimony on this issue at the April 4, 2017 Student Achievement Committee argued for:

- *Delay in board's approval to allow a new superintendent to shape the plan:* Next school year begins on August 1 for teachers and August 7 for students.<sup>2</sup> Providing further clarity about the school accountability system helps schools to further prepare for the upcoming school year and for state office staff to prepare reports for timely distribution in September 2017.
- *Change in measures for school accountability:* Some testifiers disagreed with use of Strategic Plan Indicators for Strive HI reporting (e.g., test scores, inclusion rates). Some advocated for inclusion of "input" measures (e.g., access to courses).
- *Better reflect the Governor's Blueprint for Public Education or feedback that was provided at the Governor's Town Hall meetings or Education Summit.*

In public comment on school accountability since the Student Achievement Committee discussion, 56% people who responded to the survey disagreed that chronic absenteeism should be a measure of student success.

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

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<sup>1</sup> Multi-track schools begin on July 10.

<sup>2</sup> Multi-track schools begin on July 10.

This board action would also impact the State of Hawaii Public Charter School Commission. The Commission has authority for issuing, monitoring, renewing and revoking public charter schools' performance contracts. The Commission uses Strive HI data as part of its academic performance framework for evaluating progress of charter schools and influencing the renewal of performance contracts for charters. Also, the Department relies on the Commission to coordinate with schools for the data collection necessary for Strive HI as well as for other federal reporting and in the distribution and support of federal funds and programs in alignment with the state's consolidated plan and federal requirements. Thus, it is critical that the Commission align its academic performance framework and the implications of schools' performance results for performance contracts with the statewide public education school accountability framework and system since they are the governing authority with responsibility for charter schools which currently serve nearly 11,000 of our public school students.

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

This recommendation has been developed following an extensive process of review, reflection and deliberation about school accountability and reporting. Consultation included the following:

- Governor, BOE, and Governor's ESSA Team Leaders
- Governor's ESSA Team
- Complex Area Superintendents, Principals, and Complex Area Support Staff (meetings in every complex area—Spring and Fall 2016; regional meetings; Deputy's Principals' Roundtable; Secondary Principals' Forum; Complex Area Support Team meetings)
- Accountability Design Group (state office staff and community stakeholders) and Accountability Work Group (school and community stakeholders)
- Charter schools via Charter School Network, Hawaii Public Charter School Commission, and Ho'olako Like
- Community stakeholders
- Hawaii State Teachers Association
- Schools identified as "Priority Schools" under Strive HI 1.0
- Teacher Leader Work Group

The Department's recommendation is a paradigm shift from No Child Left Behind "one-size-fits-all" and test-based accountability. It is also a shift from the approach of ranking and rating schools.

Feedback is summarized in sections 4.d and 4.e above as well as Attachment A.

- h. Educational implications

Implementation of the new accountability framework aligns Strive HI with the Strategic Plan adopted by the Board unanimously on December 6, 2016. The intention is that the alignment of the Strategic Plan with ESSA, Strive HI, Academic Plans, and Title I Schoolwide Plans to receive federal funding, support, and resources will provide a more coherent system focused on student success. The result should be more focus for schools' planning and continuous improvement -- including emphasis on well-

rounded education and whole child, as described in the Strategic Plan -- which is expected to lead to increased student success. Also, committing to this framework for the duration of the Strategic Plan will provide clear targets, shared measures, and stability for schools which we expect will impact planning and student learning positively.

i. Facilities implications

No facilities implications are anticipated at this time.

j. Financial implications

No facilities implications are anticipated at this time.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

KSM:toc

Attachments: A) Summary of Feedback since April 4, 2017  
B) Draft of New Strive HI Report – Illustration for Discussion  
C) Presentation for Student Achievement Committee

c: Office of Strategy, Innovation and Performance



## **Attachment A: Summary of Public Comment on the School Accountability Framework**

On April 4, 2017 the Student Achievement Committee deferred approval on the recommendation concerning the Every Student Succeeds Act (“ESSA”) impacts on school accountability and directed the Department of Education (Department) to seek further public comment on school accountability framework. The Department collected further public comment on the school accountability framework through meetings, webinars, and an online public survey. The Department collected feedback via the following:

- April 3, 2017: Charter schools presentation at the State Public Charter School Commission and webinar
- April 17, 2017: Campbell-Kapolei Principals’ meeting
- April 27, 2017: Teacher Leader Work Group meeting
- May 1, 2017: Community Partners meeting
- May 2, 2017: HE‘E Coalition meeting
- May 5, 2017: Central District Principals’ meeting
- May 9, 2017: Statewide Principals’ webinar (for multi-level schools)
- May 9, 2017: Hawaii State Teachers’ Association meeting
- May 12, 2017: Complex Area Support Team meeting
- April 18 - May 18, 2017: Community Feedback on Strive HI 3.0 Survey

The Department received public comment from hundreds of individuals and a range of organizations and community partners. The Department considered these additional comments collected in developing the recommendation to the Board to approve the school accountability framework.

This is a summary of feedback received:

**General Comment #1: Strive HI 3.0 should measure subject areas beyond English Language Arts, Mathematics, and Science.** Respondents requested to include measures related to Social Studies, the Arts, Physical Education, Civics, workforce preparedness, and opportunity/access measures in addition to Language Arts, Mathematics, and Science.

Response: Strive HI 3.0 proposes a common set of statewide measures based on the Board's Strategic Plan Indicators of student success. The proposal acknowledges the shortcomings of a parsimonious set of statewide measures in reflecting schools’ context, programs and students. Therefore, the recommendation includes the opportunity for schools to supplement the common, statewide measures with locally-selected measures. This approach provides flexibility for schools while avoiding additional statewide student testing and data collection.

**General Comment #2: Strive HI 3.0 should exclude the chronic absenteeism rate measure and/or provide schools more support to address chronic absenteeism.** Respondents expressed concern that schools would be held accountable to a measure they over which they have limited control. They also requested more support for schools to address chronic absenteeism.

Response: The Board has emphasized student attendance and use of the chronic absenteeism rate as a measure, including directing the Department to  
Chronic absenteeism is a student success indicator from the joint BOE/DOE Strategic Plan. Chronic absenteeism has a direct impact on student success, particularly regarding student



achievement and graduation rates. As such, it is a useful indicator to identify where students may be in need of additional support.

**General Comment #3: The School Quality Survey (SQS) should not be used to measure School Climate.** Respondents expressed concern regarding the technical quality of the School Quality Survey. Some requested a revision to the survey's items or replacement with a different survey tool.

Response: The Department considered using either student responses on School Quality Survey or Tripod survey as the School Climate measure. The SQS is currently utilized with students and contains a student safety dimension, which can be used as a measure of climate. Tripod student survey can provide a school-level measure of school climate based on students' responses regarding climate of instruction, safety and relationships. The Tripod school climate measure was piloted in Spring 2017 and is being considered as a comprehensive measure of climate.

**General Comment #4: Strive HI 3.0 should exclude the Inclusion Rate measure.**

Respondents expressed concern that the Inclusion Rate measure may encourage the inappropriate placement of students into a general education environment.

Response: Inclusion Rate is a student success indicator from the joint BOE/DOE Strategic Plan. At 37%, Hawaii currently has the lowest Inclusion rate in the nation. After further research, analysis, and deliberation with the Department, the BOE set a target that would result in majority of students receiving special education services in an inclusive learning environment within three years.

**General Comment #5: Provide more clarity on the purpose of 3<sup>rd</sup> & 8<sup>th</sup> grade literacy.**

Some respondents were confused regarding the name, purpose, and calculation of this measure.

Response: 3<sup>rd</sup> grade literacy only measures 3<sup>rd</sup> grade students and 8<sup>th</sup> grade literacy only measures 8<sup>th</sup> grade students. Both of these measures calculate the percentage of students in that respective grade level who are performing "At/Near" or "Above" in the Reading claim of the Smarter Balanced Assessment in English Language Arts/Literacy.

**General Comment #6: Strive HI 3.0 should limit the role of standardized tests and add more non-test-based measures.**

Response: This concern was discussed with HSTA in a meeting on May 9, 2017. The intent of the BOE / DOE Strategic plan, which Strive HI 3.0 is intended to measure, focuses on ensuring that students are on a path toward success in college and careers. Statewide assessments are included among the Strategic Plan Indicators of student success which are proposed to be reported on Strive HI.

ESSA requires statewide testing to measure academic achievement in order to provide students, families, schools and the community with information about students' progress on meeting statewide academic standards. ESSA requires multiple measures, beyond test scores, for federal school accountability.

**General Comment #7: The Department should commit to applying for the Innovative Assessment Development Authority pilot.** Respondents expressed concern that standardized tests should be replaced with “authentic assessments.”

Response: The Governor’s Blueprint for Education (Version 2.0, posted May 1, 2017) and HSTA reiterated their desire for Hawaii to participate in the ESSA Innovative Assessment Demonstration Authority which testifiers and the Governor’s Blueprint have referred to as “authentic assessment.”

As previously shared with the Board, including at the February 7, 2017 and April 4, 2017 Student Achievement Committee meetings, ESSA Innovative Assessment Demonstration Authority allows the Secretary of Education to select seven states to “pilot innovative approaches to assessments.” These innovative approaches include portfolios of student work, projects or extended performance tasks. Pilot states would be able to use the results of the innovative assessments in lieu of ESSA-required assessments for federal accountability purposes. The Secretary of Education has not indicated her intention or a timeline for issuing an application for the competitive program.

The Department continues to be open to evaluating the opportunity for the federal pilot program when an application is issued. Otherwise, the Department is not planning to pursue additional assessments at this time.

A longer discussion of this issue is contained in the April 4, 2017 recommendation memo on school accountability to the Student Achievement Committee.



SY 2017-2018 School Performance Report for

## Kaimana Middle School

### WELL-ROUNDED EDUCATION

	SY 2016-17	SY 2017-18	IMPROVEMENT	MIDDLE SCHOOLS STATEWIDE <sup>2</sup>
Language Arts Proficiency Rate <sup>1</sup>	55%	58%	Maintained	51%
Mathematics Proficiency Rate <sup>1</sup>	50%	51%	Improved	48%
Science Proficiency Rate	44%	44%	Maintained	43%
English Language Arts Growth (MGP) <sup>1*</sup>	52	50	Declined	N/A
Mathematics Growth (MGP) <sup>1*</sup>	58	54	Declined	N/A
Language Arts Achievement Gap	21 pts	21 pts	Maintained	31 pts
Mathematics Achievement Gap	26 pts	21 pts	Improved	28 pts
Arts & Humanities Project <sup>3</sup>	N/A	92%	No data	N/A

### PREPARED & RESILIENT

	SY 2016-17	SY 2017-18	IMPROVEMENT	MIDDLE SCHOOLS STATEWIDE <sup>2</sup>
8 <sup>th</sup> Grade Literacy	43%	43%	Maintained	45%
8 <sup>th</sup> Grade Capstone Project <sup>3</sup>	N/A	88%	No data	N/A

### EMPOWERED BY LEARNING

	SY 2016-17	SY 2017-18	IMPROVEMENT	MIDDLE SCHOOLS STATEWIDE <sup>2</sup>
On-track to English Language Proficiency (for English learners) <sup>1</sup>	90%	90%	Maintained	84%
Attainment of General Learner Outcomes <sup>3</sup>	N/A	96%	No data	N/A

### WHOLE CHILD

	SY 2016-17	SY 2017-18	IMPROVEMENT	MIDDLE SCHOOLS STATEWIDE <sup>2</sup>
Chronic Absenteeism Rate <sup>1</sup>	14%	12%	Improved	11%
School Climate	84%	86%	Improved	85%
Suspension Rates <sup>3</sup>	N/A	4%	No data	N/A

<sup>1</sup> Measures used to provide school support and improvement under the Every Student Succeeds Act (ESSA).

<sup>2</sup> Compares performance of all schools in this grade span (i.e. elementary, middle, or high).

<sup>3</sup> This is a **locally-selected measure** the school or complex opted to include in this report.

\* Median Growth Percentile

#### SCHOOL SUPPORT & IMPROVEMENT

This school has **not** been identified for Comprehensive Support and Improvement under ESSA. It has **two** subgroups receiving **Targeted** Support and Improvement. Click [here](#) to learn more.

Find more information about school performance below:

VIEW MORE SCHOOL DATA

VIEW COMPARISON DATA

VIEW SUBGROUP DATA

DETAILS ABOUT MEASURES

SCHOOL WEBSITE

STATE STRATEGIC PLAN



# STROVE HI

Exhibit B  
DRAFT



SY 2017-2018 School Performance Report for

## Middle School

Measures used for federal accountability indicated w/ footnotes

New results are highlighted

Change since previous year

### WELL-FOUNDED EDUCATION

	SY 2016-17	SY 2017-18	IMPROVEMENT	MIDDLE SCHOOLS STATEWIDE <sup>2</sup>
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Arts & Humanities Project <sup>3</sup>	N/A	92%	No data	N/A

Previous results

Overall state performance for this grade span

### PREPARED & RESILIENT

	SY 2016-17	SY 2017-18	IMPROVEMENT	MIDDLE SCHOOLS STATEWIDE <sup>2</sup>
8 <sup>th</sup> Grade Literacy	43%	43%	Maintained	45%
8 <sup>th</sup> Grade Capstone Project <sup>3</sup>	N/A	88%	No data	N/A

Supplemental school-/complex-selected measures (Fall 2018)

### EMPOWERED BY LEARNING

	SY 2016-17	SY 2017-18	IMPROVEMENT	MIDDLE SCHOOLS STATEWIDE <sup>2</sup>
On-track to English Language Proficiency (for English learners) <sup>1</sup>	90%	90%	Maintained	84%
Attainment of General Learner Outcomes <sup>3</sup>	N/A	96%	No data	N/A

### WHOLE CHILD

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<sup>1</sup> Measures used to provide school support and improvement under the Every Student Succeeds Act (ESSA).

<sup>2</sup> Compares performance of all schools in this grade span (i.e. elementary, middle, or high).

<sup>3</sup> This is a *locally-selected measure* the school or complex opted to include in this report.

\* Median Growth

Indicates schools receiving Comprehensive or Targeted Support & Improvement under ESSA

Electronic PDF links to additional information

### SCHOOL SUPPORT & IMPROVEMENT

This school has **not** been identified for Comprehensive Support and Improvement under ESSA. It has **two** subgroups receiving **Targeted** Support and Improvement. Click [here](#) to learn more.

Information about school performance

VIEW MORE SCHOOL DATA

VIEW COMPARISON DATA

VIEW SUBGROUP DATA

DETAILS ABOUT MEASURES

SCHOOL WEBSITE

STATE STRATEGIC PLAN





SY 2017-2018 School Performance Report for

## Kaimana Middle School

### ABOUT THIS SCHOOL

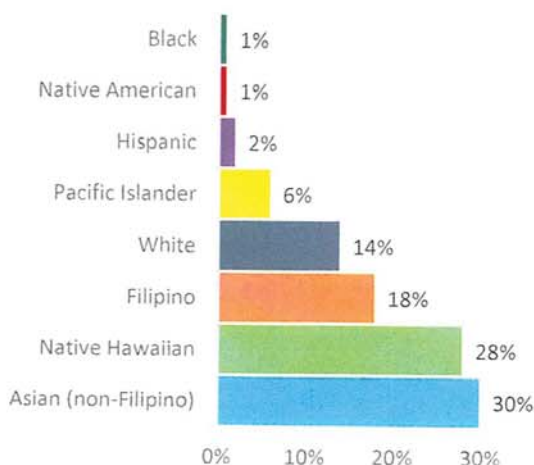
Established in 1974, **Kaimana Middle School** believes in the unique strengths and potential of each and every child. We achieve equity and excellence through providing a high-quality education so that all students can successfully discover and embark on their chosen path in life. This education, integrated with Hawaiian values and sense of place, equips students for local and global leadership and the ambitious community, career, and college goals of their choice.

**Principal:** Ku'uipo Lancer  
**Phone:** 808-222-2222  
**Website:** kaimanams.org

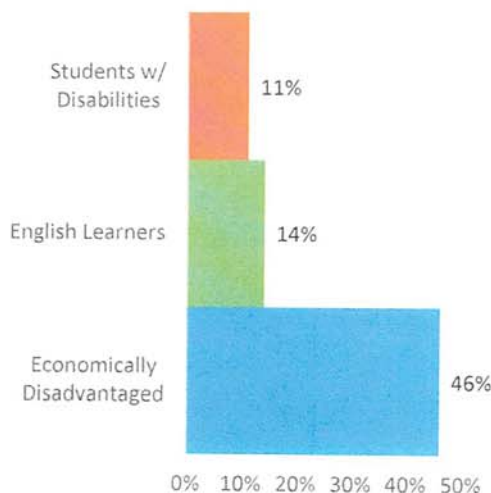
**Grades served:** 6-8  
**Total enrollment:** 252  
**Complex:** Alawai

### STUDENT DEMOGRAPHICS

Enrollment by Race/Ethnicity



% of High Needs Students



### LOCALLY-SELECTED MEASURES

**Kaimana Middle School** has four locally-selected measures included in this report: Arts & Humanities project, 8<sup>th</sup> grade capstone project, attainment of General Learner Outcomes (GLOs), and suspension rates. To learn more about these measures, visit Kaimana Middle school's website [here](http://kaimanams.org).

### FAST FACTS ABOUT THIS SCHOOL

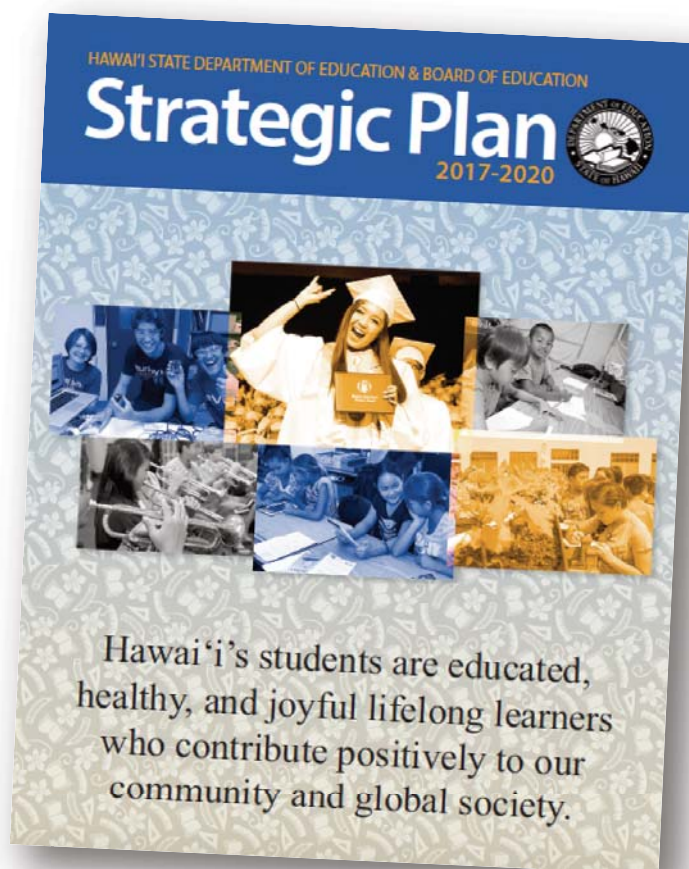


### ABOUT THIS REPORT

The Strive HI School Performance Report is a snap shot of each Hawaii public school's key indicators for each school year and communicate results to stakeholders to inform action. These reports also account for schools' progress on the state's Strategic Plan Indicators, federally required indicators under the Every Student Succeeds Act, and locally selected measures of each school's progress on the Strategic Plan (beginning Fall 2018).

# Every Student Succeeds Act (ESSA) Impacts on School Accountability

State of Hawaii Board of Education  
General Business Meeting  
**May 23, 2017**



HAWAII STATE DEPARTMENT OF EDUCATION

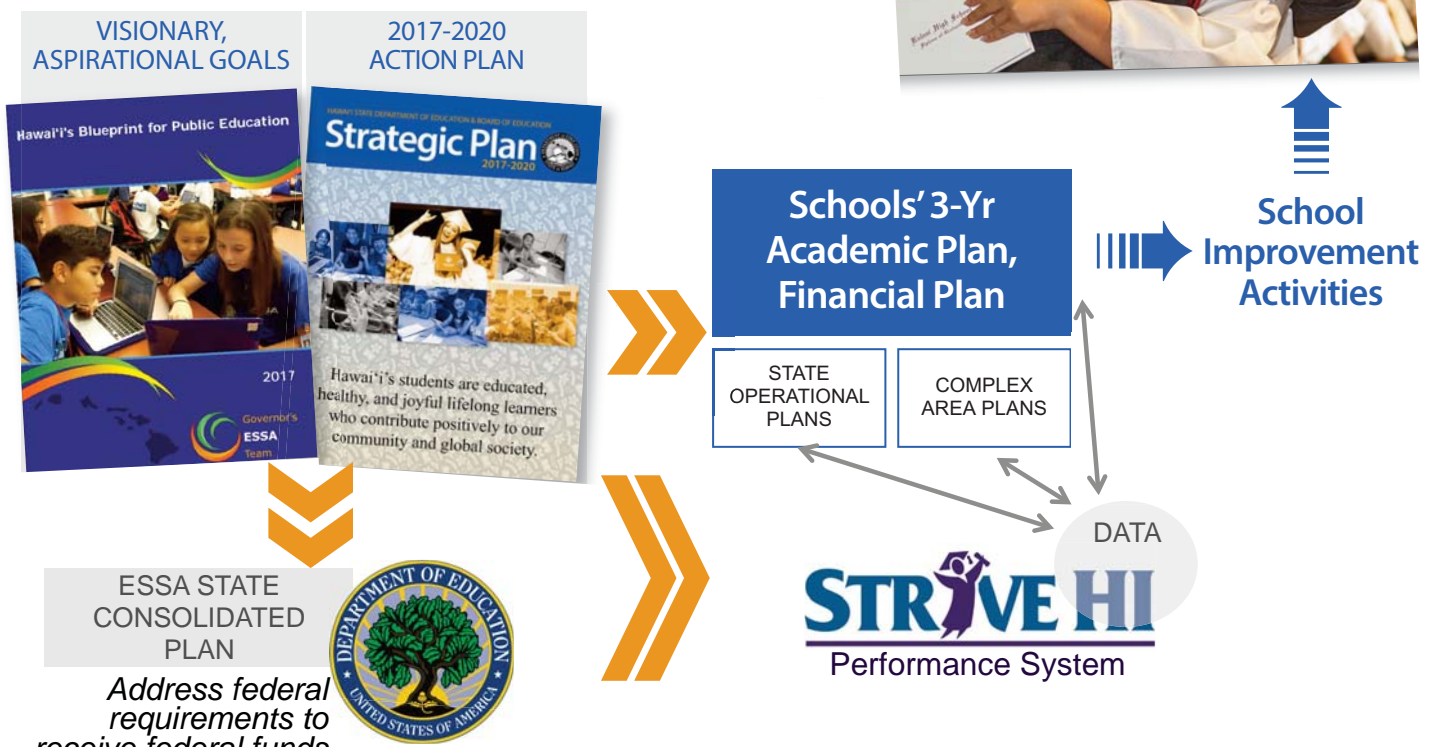
[HawaiiPublicSchools.org](http://HawaiiPublicSchools.org)





# “New” Strive HI

- Provides information on progress on **Strategic Plan** Indicators of student success to inform action to improve student learning
- **Subsumes federal accountability** within Strategic Plan-aligned Strive HI performance system





# Strive HI Redesign

Development process (since Spring 2016)

## **REFLECTION & REVIEW**

### **Review lessons learned from NCLB & Strive HI**

- 15 complex area principals' meetings
- Meeting with DOE Priority Schools

### **Review ESSA law**

(and regulations which are now rescinded), Hawaii Revised Statutes, and BOE policies

### **Review research, recommended practices, and other states' examples**

## **DEVELOP DESIGN IDEAS**

### **Finalize Strategic Plan**

(including indicators) – approved by BOE unanimously on 12/6/16

### **Discuss potential framework and indicators with stakeholders**

- BOE, Governor, Governor's ESSA Team Leaders
- Governor's ESSA Team
- Complex Area Superintendents
- Principals' meetings (15 complex areas, Deputy's Roundtable, Secondary Forum, regional)
- Complex Area Support Team meetings
- Teacher Leader Work Group
- HSTA
- Charter School Commission
- Charter School Network
- Community stakeholder meetings

## **DISCUSS RECOMMENDATION**

Discuss recommended framework with stakeholders

Discuss recommended framework at BOE Student Achievement Committee – 2/7/17 & 4/4/17

Critical review provided by Council of Chief State School Officers

### **Public comment following April 4, 2017 SAC through May 18, 2017**

- Charter School Commission
- Charter schools
- Principals' meetings
- Teacher Leader Work Group
- Community Partners
- Complex Area Support Team
- HE'E Coalition meeting
- HSTA
- Online survey

Recommendation for BOE Action  
on May 23, 2017

HAWAII STATE DEPARTMENT OF EDUCATION

HawaiiPublicSchools.org



# Public Comment

## Summary of feedback

### Measures for school accountability

1. Include additional academic achievement measures beyond ELA, math & science
2. Exclude chronic absenteeism
3. Exclude inclusion rate
4. Use a different school climate measure
5. Limit the role/weight of “standardized” tests
6. Support inclusion of academic growth

### Reporting of student subgroups for equity

1. Agree with proposed subgroups
2. Prefer recommended “n size” of 20

### Other

1. Commit to “authentic assessment”

### Public comment following April 4, 2017 SAC through May 18, 2017

- Charter School Commission
- Charter schools
- Principals’ meetings
- Teacher Leader Work Group
- Community Partners
- HE’E Coalition meeting
- HSTA
- Complex Area Support Team
- E-blast to all DOE employees
- Online survey for community



# New Strive HI

## Fresh approach to school accountability

### 1. **Focus on state and schools' progress on Strategic Plan Student Success Objectives**

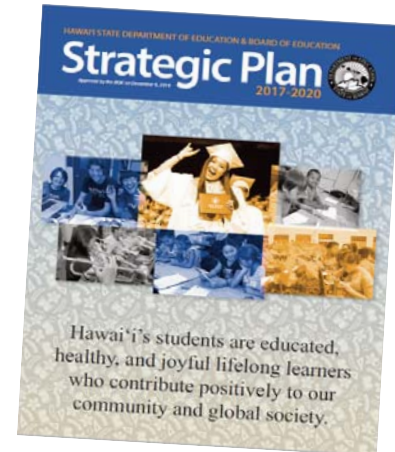
- Statewide common measures based primarily on Strategic Plan Indicators
- Opportunity for **locally-selected student success measures** to supplement common statewide Strategic Plan indicators for student success

### 2. **Empower educators and communities with information** to take action for student learning:

- Annual state- and school-level reports on progress on student success
- Online reports of more detailed data and additional data (e.g. performance by student subgroups, opportunity measures).

### 3. **Discontinue summative ratings, rankings and school classifications** which were viewed as punitive.

### 4. Focus supports on most struggling students or subgroups via ESSA-based requirements



# Annual state- and school-level reports will summarize progress on student success



EMPOWERED BY LEARNING	SY 2015-16	SY 2016-17	IMPROVEMENT	STATE <sup>1</sup>
On-track to English Language Proficiency (WIDA ACCESS 2.0) <sup>2</sup>	90%	90%	Maintained	84%
Advanced Course-taking	41%	41%	Maintained	35%
General Learner Outcomes Inventory	No data	No data	No data	N/A

WHOLE CHILD	SY 2015-16	SY 2016-17	IMPROVEMENT	STATE <sup>1</sup>
Chronic Absenteeism Rate <sup>2</sup>	14%	12%	Improved	11%
School Climate	84%	86%	Improved	85%
Suspension Rates	No data	No data	No data	N/A

WELL-ROUNDED EDUCATION	SY 2015-16	SY 2016-17	IMPROVEMENT	STATE <sup>1</sup>
On-track to English Language Proficiency Rate <sup>2</sup>	55%	58%	Maintained	51%
Advanced Course-taking Rate <sup>2</sup>	50%	51%	Improved	48%
General Learner Outcomes Inventory	44%	44%	Maintained	43%
Math Growth (MGP) <sup>2*</sup>	52	50	Declined	N/A
Reading Growth (MGP) <sup>2*</sup>	58	54	Declined	N/A
Math Achievement Gap	21 pts	21 pts	Maintained	31 pts
Reading Achievement Gap	26 pts	21 pts	Improved	28 pts
On-track to English Language Proficiency	No data	No data	No data	N/A

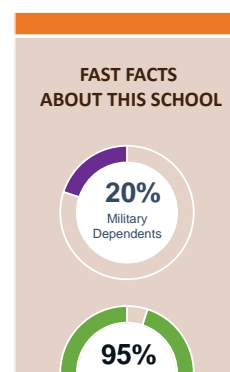
ENT	SY 2015-16	SY 2016-17	IMPROVEMENT	STATE <sup>1</sup>
On-track to English Language Proficiency	43%	43%	Maintained	45%
Advanced Course-taking	No data	No data	No data	N/A

all schools in this grade span (i.e. elementary, middle, or high)  
school support and improvement under the Every Student Succeeds Act (ESSA).



## ABOUT THIS SCHOOL

Established in 1974, **Kaimana Middle School** believes in the unique strengths and potential of each and every child. We achieve equity and excellence through providing a high-quality education so that all students can successfully discover and embark on their chosen path in life. This education, integrated with Hawaiian values and sense of place, equips students for local and global leadership and the ambitious community, career, and college goals of their choice.



Find more information about school performance below:

[VIEW MORE SCHOOL  
DATA](#)

[VIEW COMPARISON  
DATA](#)

[VIEW SUBGROUP  
DATA](#)

[DETAILS ABOUT  
MEASURES](#)

[SCHOOL WEBSITE](#)

[STATE STRATEGIC  
PLAN](#)

# New Strive HI

## Aligned with Strategic Plan Indicators

Common, Statewide Measures of Student Success

	Empowered by Learning	Whole Child	Well-Rounded Education	Prepared & Resilient
Elem	<ul style="list-style-type: none"> <li>On-track to English Language proficiency (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>Chronic absenteeism</li> <li>School climate</li> </ul>	<ul style="list-style-type: none"> <li>ELA/Math/Sci proficiency</li> <li>ELA/Math growth</li> <li>Achievement gap</li> </ul>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> grade literacy</li> </ul>
Middle	<ul style="list-style-type: none"> <li>On-track to English Language proficiency (for EL)</li> </ul>	<ul style="list-style-type: none"> <li>Chronic absenteeism</li> <li>School climate</li> </ul>	<ul style="list-style-type: none"> <li>ELA/Math/Sci proficiency</li> <li>ELA/Math growth</li> <li>Achievement gap</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> grade literacy</li> </ul>
High	<ul style="list-style-type: none"> <li>On-time graduation rate</li> <li>Career Tech Ed Concentrator rate</li> <li>On-track to English Language proficiency (for EL)</li> </ul>	<ul style="list-style-type: none"> <li>Chronic absenteeism</li> <li>School climate</li> </ul>	<ul style="list-style-type: none"> <li>ELA/Math/Sci proficiency</li> <li>Achievement gap</li> </ul>	<ul style="list-style-type: none"> <li>9th grade promotion rate</li> <li>College enrollment rate</li> </ul>

*To be supplemented by locally selected measures of student success on Strategic Plan Student Success objectives (based on school’s Academic Plans and criteria to be developed) – Reporting begins Fall 2018*

# New Strive HI

## Alignment of indicators with Strategic Plan

### Examples of Potential Locally Selected Measures of Student Success, by Goal 1 Objective

Empowered by Learning	Whole Child	Well-Rounded Education	Prepared & Resilient
<ul style="list-style-type: none"> <li>• ACT college admissions exam results</li> <li>• Advanced course-taking (e.g., Early college, AP, IB participation)</li> <li>• 5th year high school completer rate</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension rates</li> <li>• HÃ assessment</li> <li>• Improvement in attendance/reduction in chronic absenteeism</li> <li>• Social emotional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Senior project</li> <li>• Performance tasks</li> <li>• Improvement in reading (as measured by STAR)</li> <li>• End of course exams</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Strategies Gold (early elementary assessment of learning environment)</li> <li>• Middle school advanced coursetaking (Alg 1 by 8<sup>th</sup> grade)</li> </ul>

# Federal ESSA requirements for school accountability

- Based on minimum federal requirements
- Aligned with BOE and DOE Strategic Plan
- Reports data for “subgroups” of students of at least 20 students (Native Hawaiian, Filipino and Pacific Islander in addition to federally required student subgroups)
- Targets support for schools with most struggling students and student subgroups





# Federal ESSA requirements for school accountability

	Empowered by Learning	Whole Child	Well-Rounded Education	Prepared & Resilient
Elem	<ul style="list-style-type: none"> <li>On-track to English Language proficiency (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronic absenteeism<sup>1</sup></b></li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts &amp; Math proficiency<sup>3</sup></b></li> <li>ELA/Math growth<sup>2</sup></li> </ul>	
Middle	<ul style="list-style-type: none"> <li>On-track to English Language proficiency (for EL)</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronic absenteeism<sup>1</sup></b></li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts &amp; Math proficiency</b></li> <li>ELA/Math growth<sup>2</sup></li> </ul>	
High	<ul style="list-style-type: none"> <li><b>On-time graduation rate</b></li> <li>On-track to English Language proficiency (for EL)</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronic absenteeism<sup>1</sup></b></li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts &amp; Math proficiency<sup>3</sup></b></li> </ul>	

Source: ESSA – Sec. 1111. (c) Statewide Accountability System, (d) School Support and Improvement Activities, (h) State Reports

### Strategic Plan Indicator of Student Success

<sup>1</sup> State-selected measure of school quality or other measure of student success  
<sup>2</sup> State-selected measure of “other academic indicator” for elem and middle schools  
<sup>3</sup> Measured by statewide assessments: Smarter Balanced, KAEO (Kaiapuni schools) or Hawaii State Assessment – Alternative (for students with significant cognitive disabilities)



**DOE & BOE Strategic Plan**  
<http://bit.ly/DOEBOEStratPlan>

**Strive HI**  
<http://bit.ly/StriveHISystem>

**ESSA**  
<http://bit.ly/HIDOEESSA>

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