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GOVERNOR

DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

September 19, 2017

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

FROM: Dr. Christina M. Kishimoto
Superintendent

SUBJECT: **Presentation on School Performance Results for 2016-2017 School Year**

1. DESCRIPTION

The Department will be reporting on statewide school and student performance for the 2016-2017 school year. Data being shared include information from the Strive HI performance system, Smarter Balanced Assessment, other assessments of student progress, and School Quality Surveys.

2. PRESENTATION

Deputy Superintendent Phyllis Unebasami will present school performance results from the 2016-2017 school year.

CMK:ja
Attachment

c: Office of Strategy, Innovation and Performance

STRIVE HI

Our Students • Our Future • Our Promise

Presentation on School Performance Results for 2016-2017 School Year

General Business Meeting

State of Hawaii Board of Education

September 19, 2017

Agenda

- Theory of action: what does it take to change student learning
- School performance measures
- Areas of focus
- Actions: needs assessment, program reviews

Theory of Action

*Performance measures help to ensure all students demonstrate they are on a path towards success in college, career and citizenship, learners (**Goal 1**).*

*Critical supports are required (**Goals 2 & 3**).*

Performance Measures

- State
  - Strategic Plan

→ BOE Report
Strat Plan
Indicators

- School-level
  - Strategic Plan
  - ESSA Requirements

→ STRIVE HI
Our Students • Our Future • Our Promise

  - State Statute

→ SSIR
Trend

Annual school-level reports

2016-17 reports now available:

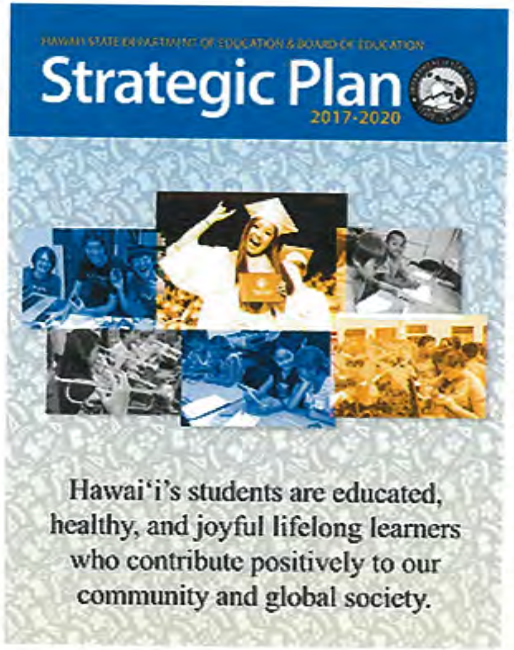
- Strive HI Accountability Reports
  - ESSA school & subgroup identification
- Strive HI Student Group Performance Reports
- School Quality Survey

Forthcoming reports (by Dec 2017):

- School Status and Improvement Reports**
- Trend Reports

Why measure school performance?

Clear, high expectations for students, staff and schools so that ***all students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.***



***DOE / BOE* Strategic Plan 2017-2020**

Goal 3, Objective 3b:

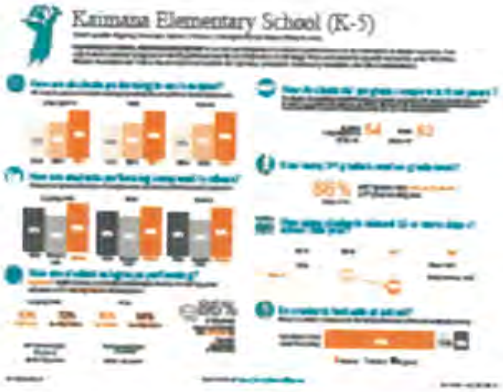
Provide timely and user-friendly data to support strategic decision-making and accountability for student success

Strive HI

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

Strive HI 3.0

Fresh approach to school accountability



1. **Focus on state and schools' progress on Strategic Plan Student Success Objectives**
   - Statewide common measures
   - Opportunity for **locally-selected student success measures** to supplement common statewide measures

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

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

STRIVE HI

Our Students • Our Future • Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system. Our Strategic Plan provides a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence in our schools.

Learn more at http://bit.ly/StriveHISystem

Mililani Middle

95-1140 Lehiwa Drive, Mililani, Hawaii | Oahu | Leilehua-Mililani-Waialua Complex Area

Our Story

Mililani Middle is celebrating our 20th Anniversary as the state's 1st year-round multi-track school. Located in a large suburban community, our school services students from five feeder schools.

Our middle school philosophy is centered on the needs of adolescents, allowing us to provide a safe, nurturing and challenging academic environment. Core teaching teams provide opportunities for student-centered learning, integrated curricula, varied instructional strategies, flexible scheduling, and a rich exploratory program. Our High Interest Program also provides students with an array of after-school enrichment opportunities with faculty and staff volunteering their time to cultivate student interests.

Mililani Middle continues to implement a consistent curriculum across all tracks within each grade level. Our faculty continuously engages in articulation within and between the school's many Professional Learning Communities. In an effort to create engaging, active learning environments, teachers continue to implement project-based instruction built upon the integrations of higher-level questioning and thinking. Coupling such instruction with an emphasis to embed service learning opportunities across all grade levels and content areas has helped to increase both the rigor and relevance of the students' experience ensuring student literacy in all academic disciplines.

The Strategic Plan

The Strategic Plan describes shared objectives for equity and excellence for every child. To measure progress on the Strategic Plan, we report on key statewide success indicators. These indicators represent the health of public education, focusing on those which have greatest impact on student success, as well as state and federal requirements. They do not comprehensively represent the diverse measures of success valued by our nearly 300 schools. Schools address their unique approach to indicators through their Academic and Financial Plans and charter school contracts. Learn more at http://bit.ly/1WqqQrL

About Our School

Principal | Elynne Chung
Grades | 6-8
808-626-7355
www.milmdl.k12.hi.us

1,837
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Mililani Middle

95-1140 Lehiwa Drive, Mililani, Hawaii | Oahu | Leilehua-Mililani-Waialua Complex Area

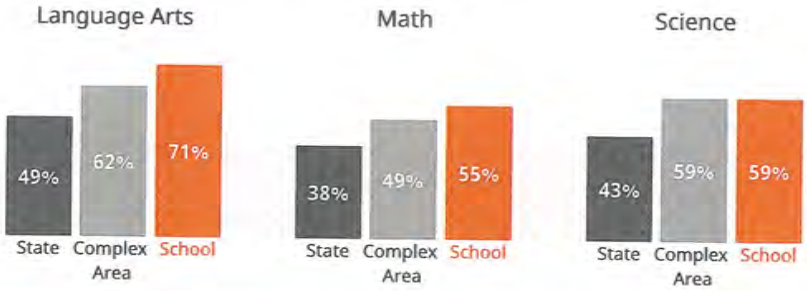
THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.

How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

Language Arts

80% Non-High Needs

45% High Needs

Achievement gap: 35 points

Math

63% Non-High Needs

28% High Needs

Achievement gap: 36 points

-- of students learning English are on-track to English language proficiency

How do students' progress compare to their peers'?

The Median Growth Percentile (MGP) shows the relative progress of the average student on state assessments. For example, an MGP of 60 means the average student performance was better than 60% of students that scored similarly on previous state assessments.

English Language Arts **50** *2016: 56*

Math **46** *2016: 48*

How many 8th graders read on grade level?

84% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?

Do students feel safe at this school?

Measures student responses on the Safety dimension of the School Quality Survey.

STRIVE HI

Our Students • Our Future • Our Promise

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Mililani High

95-1200 Meheula Parkway, Mililani, Hawaii | Oahu | Leilehua-Mililani-Waialua Complex Area

Our Story

Mililani High School (MHS) is a public high school located in a suburban community in Central Oahu. The student body comprises a full spectrum of military and local students coming from all socio-economic levels. The feeder school to MHS is Mililani Middle School located in Mililani Mauka. Elementary Schools in the area include Kipapa Elementary, Mililani Ike, Mililani Mauka, Mililani Uka, and Mililani Waena.

As a competitive, comprehensive high school, our main goal at MHS is to prepare our students for life beyond high school. MHS provides a wide range of programs including Pre-Advanced Placement, 22 Advanced Placement classes, Special Education, Special Education co-teaching in all four core subject areas, English Language Learner, Directed Studies, Special Motivation classes, Career and Technical Education, and Early College. Special after-school classes are offered in band, JROTC, and drama. There are approximately 20 co-curricular clubs such as Vex Robotics and Marching Band, and 40 extra-curricular clubs including Key Club and Leo Club.

MHS has implemented the use of Data Teams within our Professional Learning Communities to use data to drive instruction. We focus on improving student performance and critical thinking skills. We strive to prepare our students to be productive, knowledgeable, ethical and contributing members of the 21st century society.

The Strategic Plan

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About Our School

Principal | Frederick Murphy
Grades | 9-12
808-307-4200
www.mililanihs.org

2,556
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Mililani High

95-1200 Meheula Parkway, Mililani, Hawaii | Oahu | Leilehua-Mililani-Waialua Complex Area

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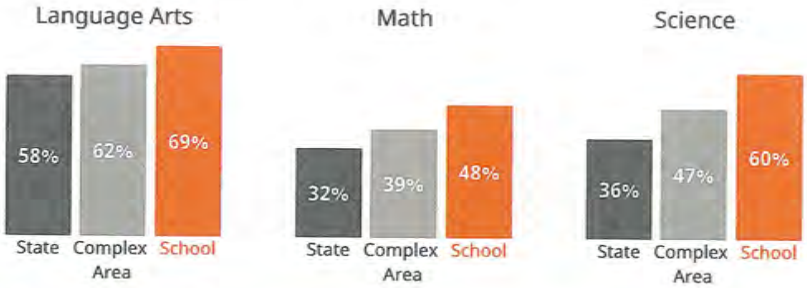


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

Language Arts

78% Non-High Needs

37% High Needs

Achievement gap: 41 points

Math

55% Non-High Needs

25% High Needs

Achievement gap: 30 points

-- of students learning English are on-track to English language proficiency

How many students are prepared for transition?

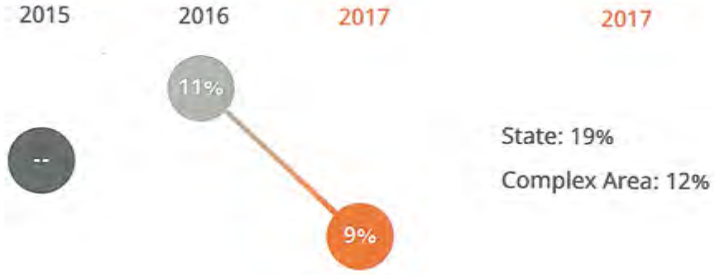
96% of 9th graders are promoted to 10th grade on-time

94% of students graduated on-time

62% of students completed a Career & Technical Education program by 12th grade

72% of students enrolled in postsecondary institutions the fall after graduation

How many students missed 15 or more days of school this year?



Do students feel safe at this school?

Measures student responses on the Safety dimension of the School Quality Survey.

Summary of Results

- ESSA Accountability
- Academic Achievement
- Performance Gaps
- Student, Staff, Parent Voice

ESSA Accountability

- Identify schools with the most struggling students and subgroups of students

- Provide differentiated supports and interventions to the identified students

ESSA School Identification

- Comprehensive Support and Improvement
  - Lowest 5% of Title I schools
- Targeted Support and Intervention
  - Subgroups of students performing in the range of the lowest 5% of Title I schools

Comprehensive Support & Improvement Schools

Elementary **Kamaile Academy** **Kau High & Pahala Elem** **Ke Kula Niihau o Kekaha**	**Ke Kula o Nawahiokalaniopuu** **Kona Pacific** **Maunaloa**
Middle Dole Middle Ke Ana Laahana	
High Hakipuu* Halau Ku Mana* Hawaii Technology Academy* Kaimuki High* Kanuikapono	Kula o Ka La New Century* Laupahoehoe Community PCS* Olomana* Nanakuli High

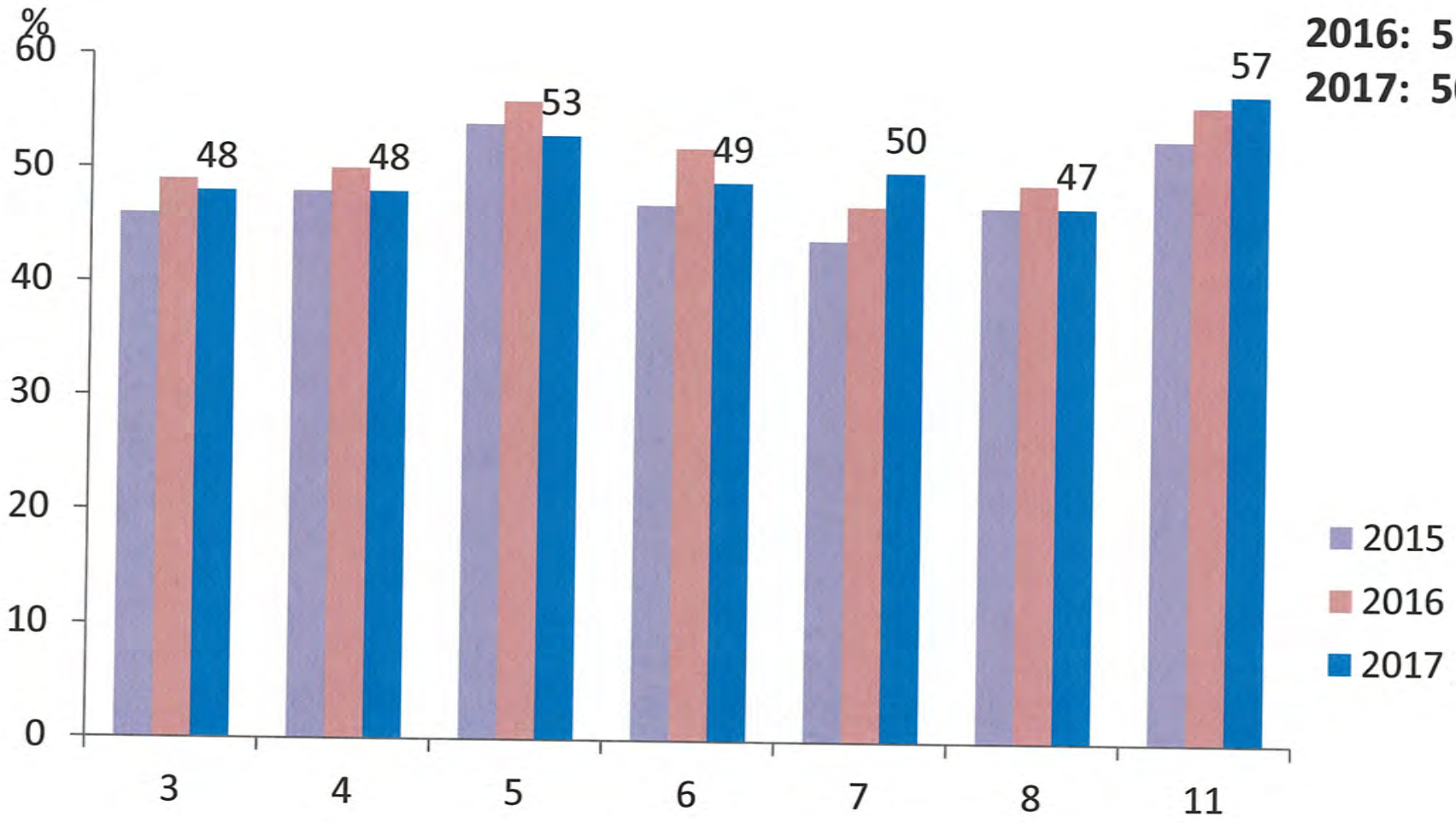
* 67% graduation rate trigger

Smarter Balanced: Three Year Trend

Percent met achievement standard, by grade level

English Language Arts/Literacy

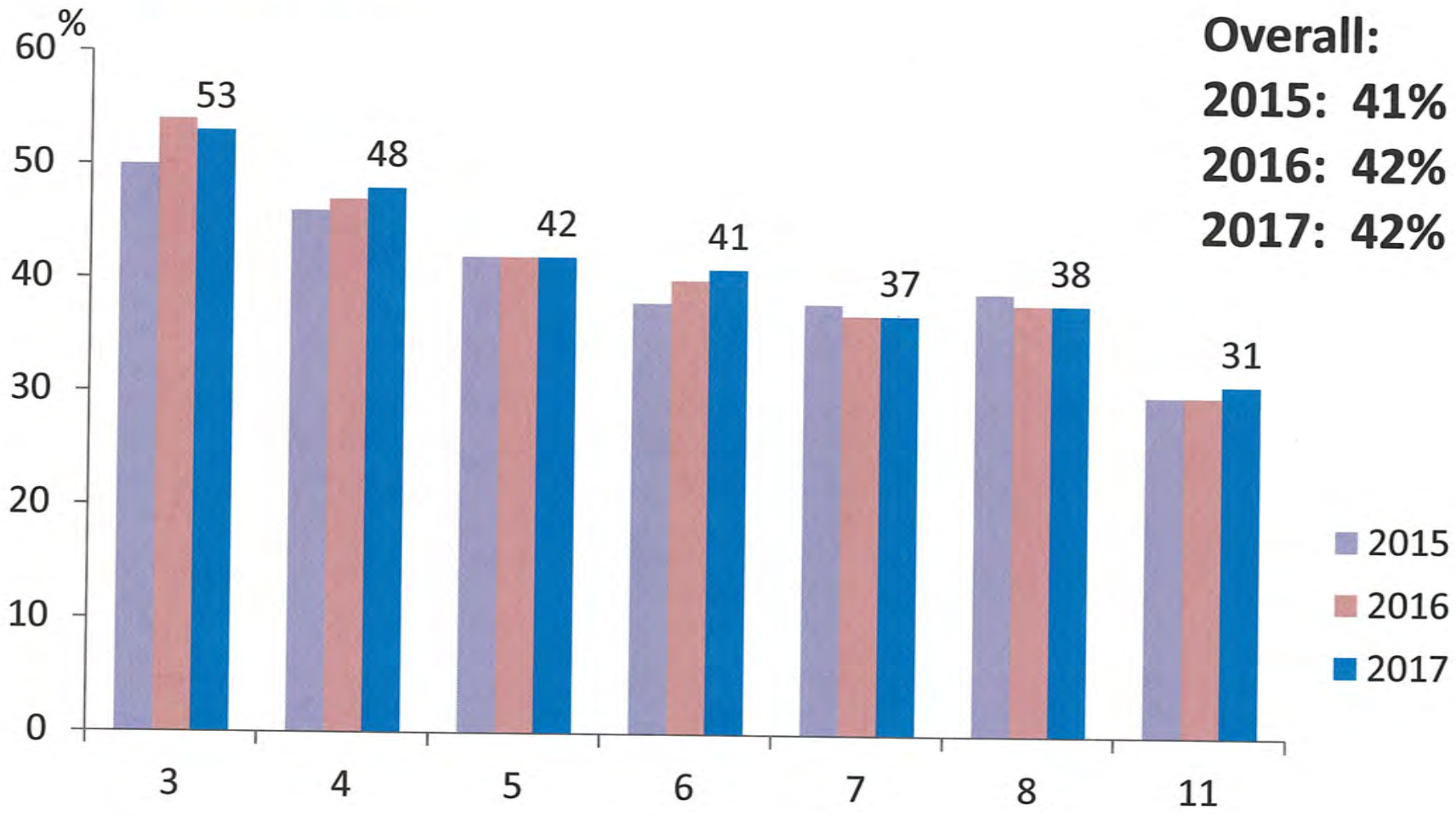
Overall:
2015: 48%
2016: 51%
2017: 50%



Smarter Balanced: Three Year Trend

Percent met achievement standard, by grade level

Mathematics



Overall:

2015: 41%

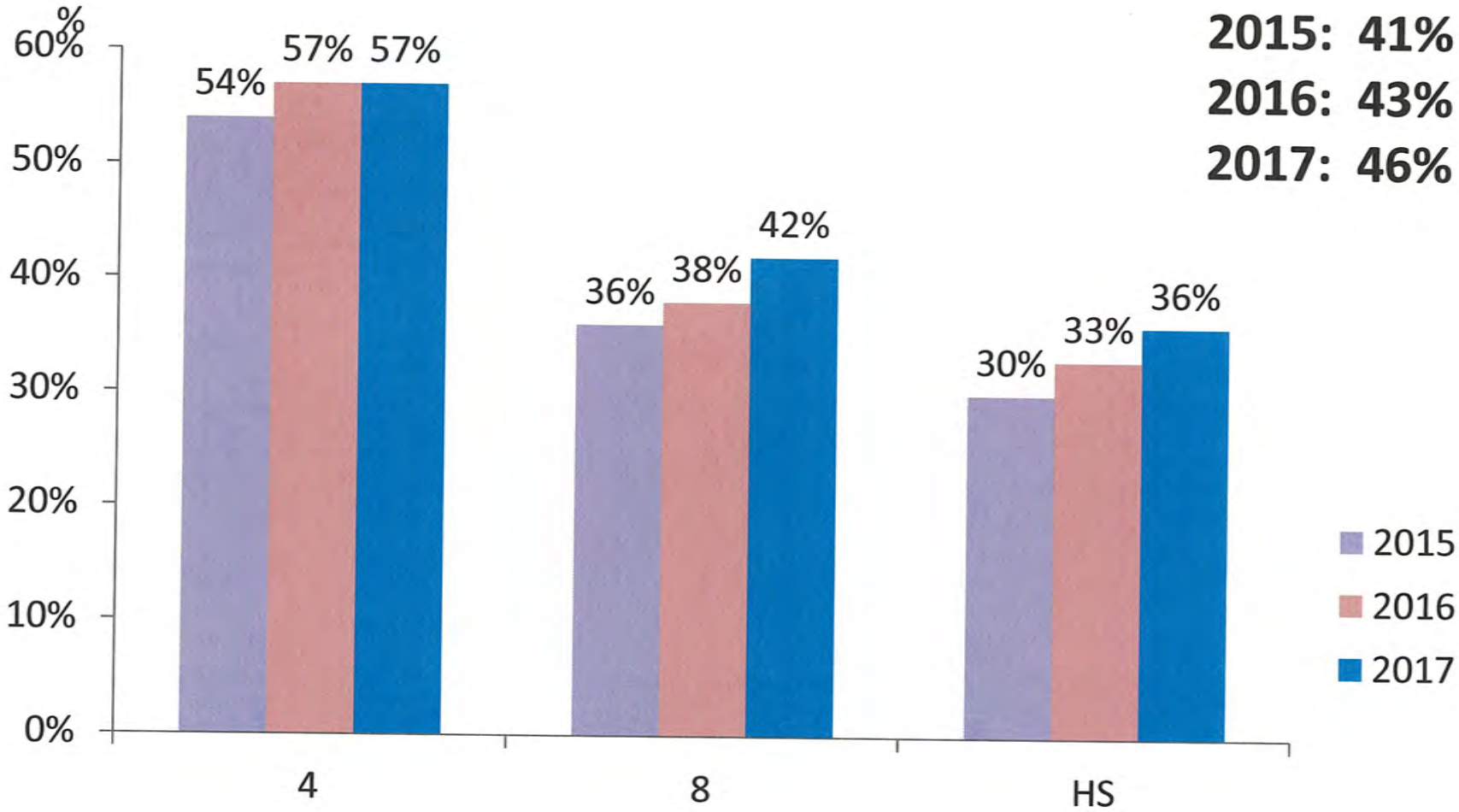
2016: 42%

2017: 42%

HSA Science: Three Year Trend

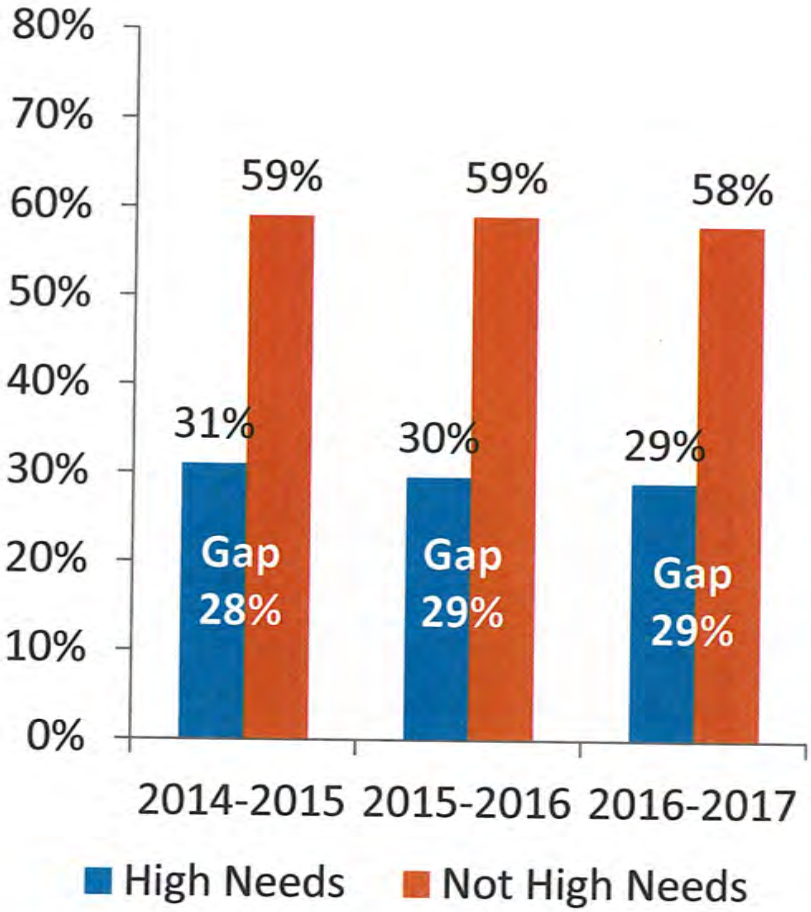
Percent demonstrating proficiency

Overall:
2015: 41%
2016: 43%
2017: 46%

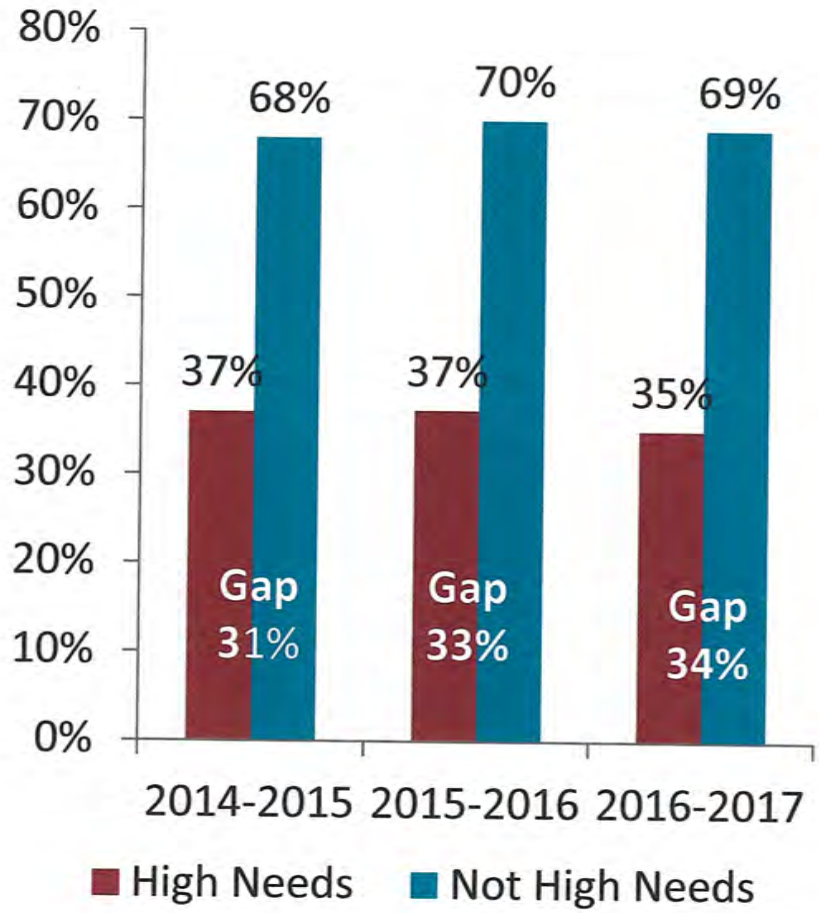


Achievement Gap

Performance differential for high-needs students (economically disadvantage, special education, English learners): Percent of students meeting achievement standard (SBA).



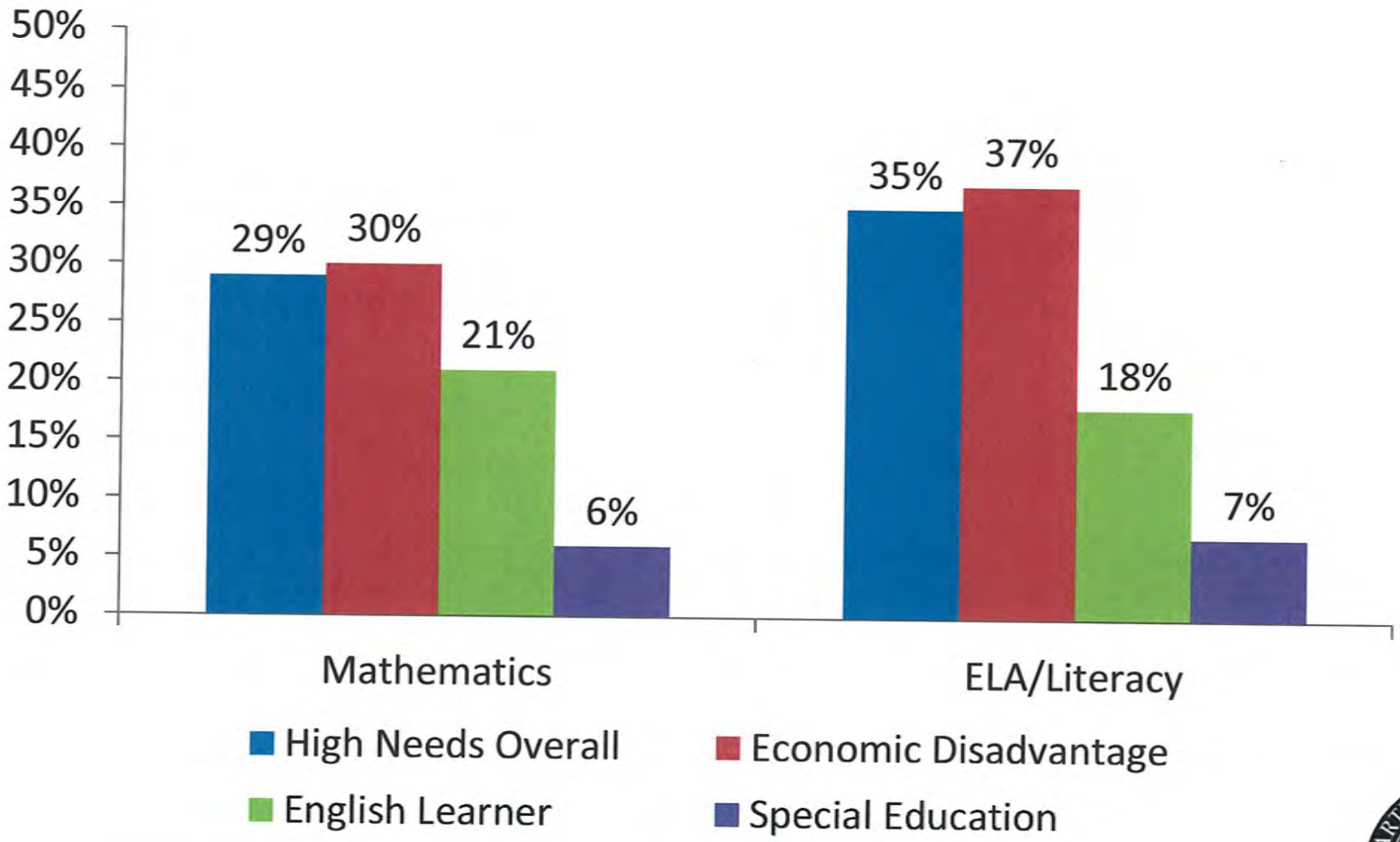
Mathematics



ELA/Literacy

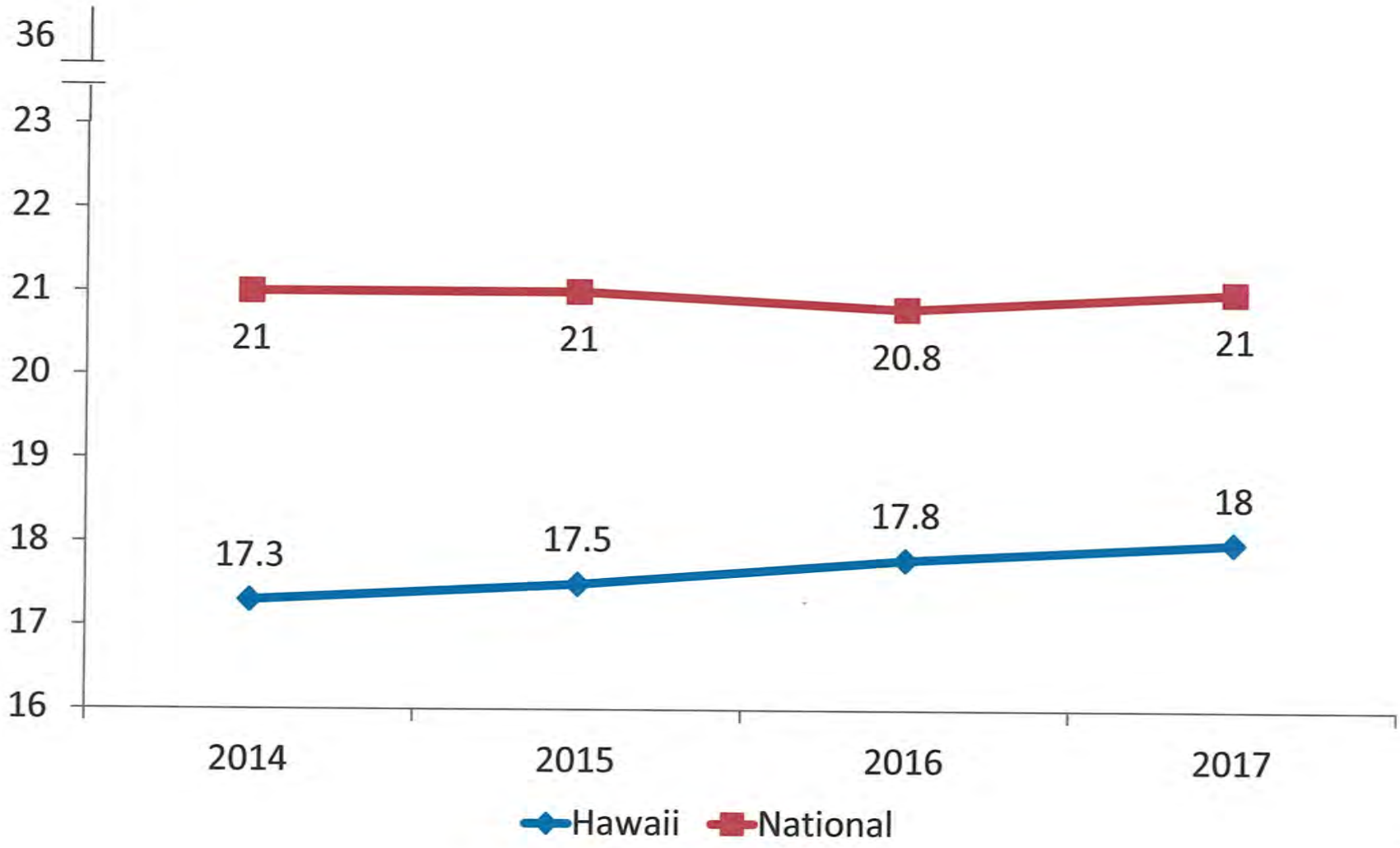
Achievement Gap

Performance by Student Group



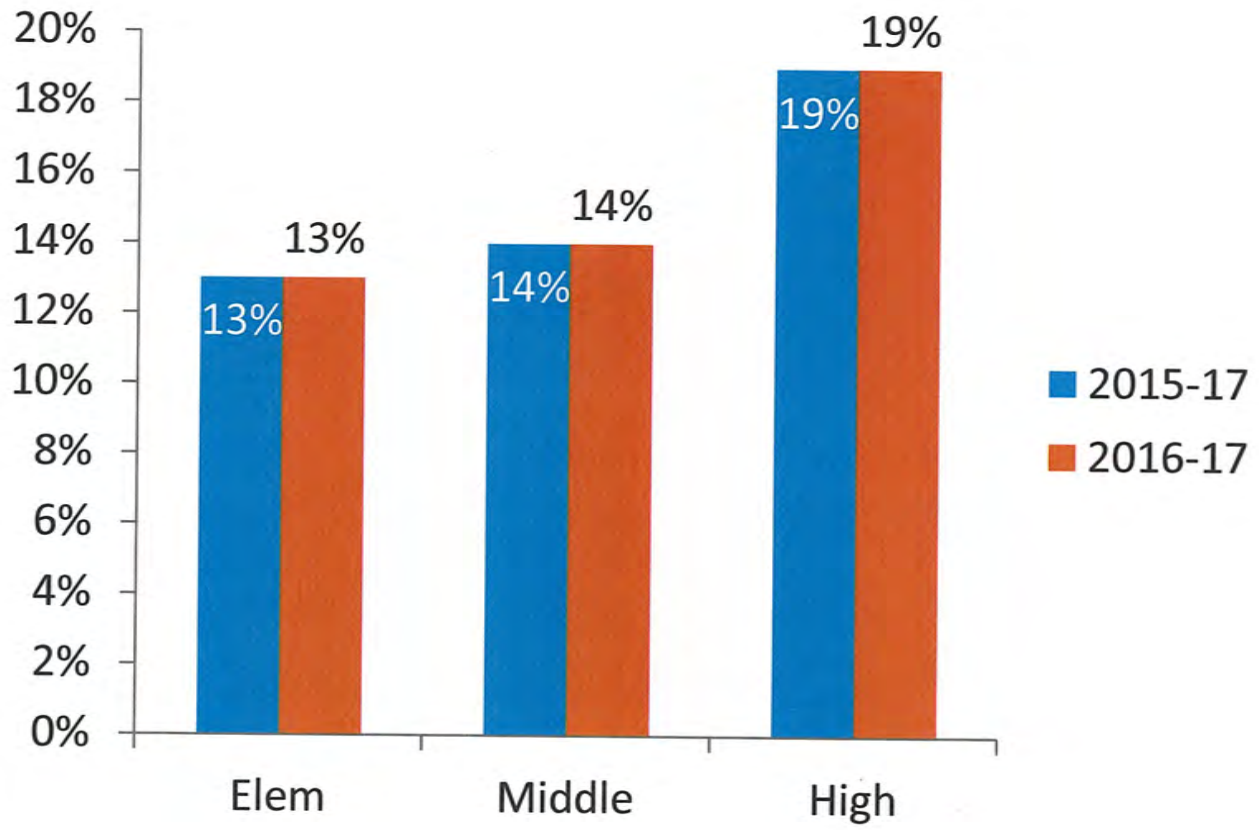
The ACT

Average Composite Score



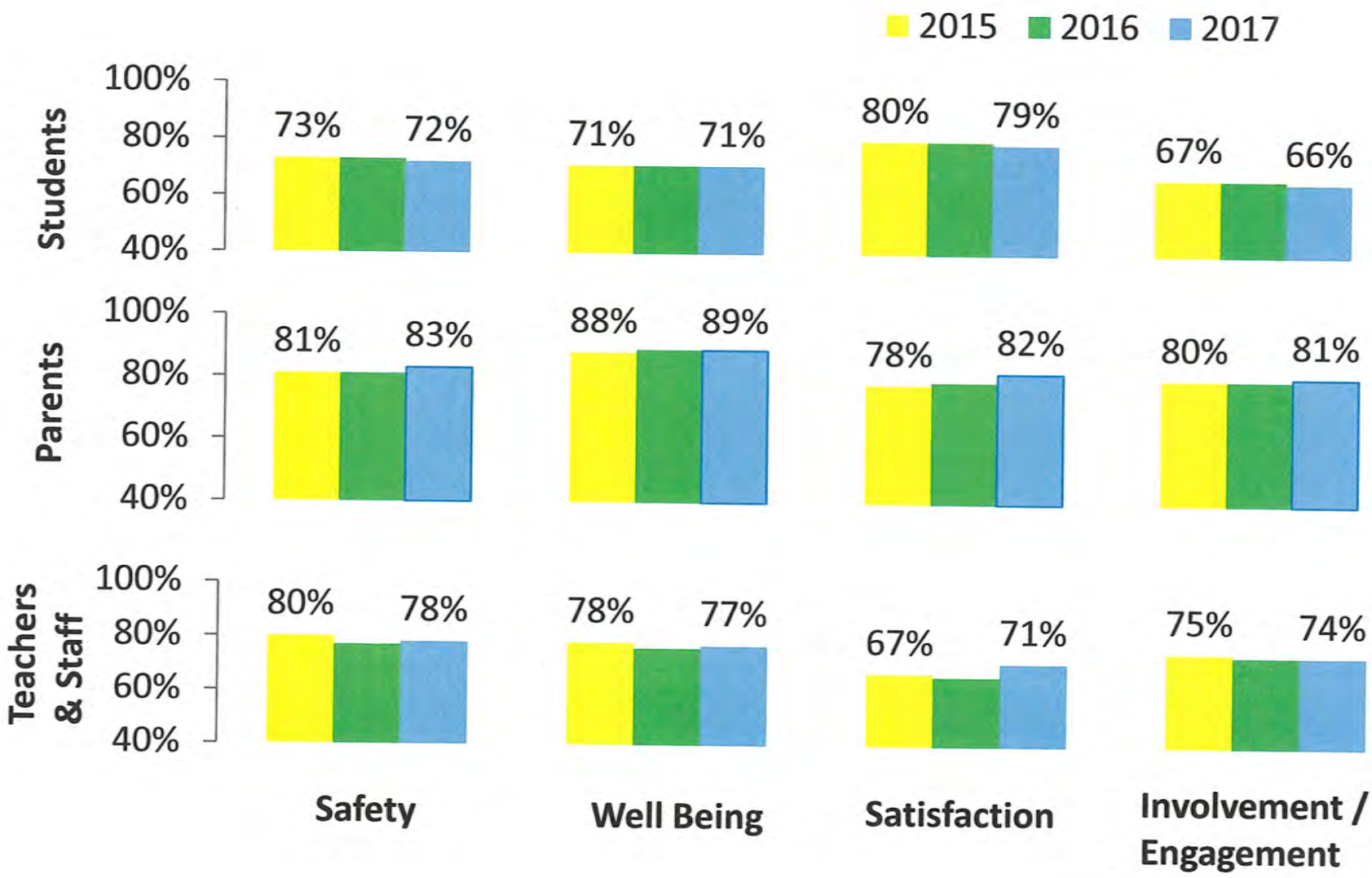
Chronic Absenteeism

Percent of students out of school for more than 15 days



SQS Feedback

Percent reporting positive ratings



Analysis

Given the data, what will we focus on this year?

- Progress
  - Climate
  - College readiness
  - Science

- Needs Attention
  - ELA & Math academic achievement
  - Subgroup achievement gaps
  - Chronic absenteeism

Next Steps

- Schools
  - Performance measures
  - Needs assessment (Nov. 2017)
  - Academic Plan Revision (May 2018)
    - Programs & Services provided to students
- Complex Areas
  - Plans to support school academic plans & build capacity
- State
  - Building capacity to support complexes & schools
  - Program Reviews

Program Review Process

DATA COLLECTION & REVIEW	• Identify area for Program Review • Conduct initial data review • Discuss questions raised by the data • Identify additional data needed
KEY QUESTIONS	• Frame 3 to 5 key questions to be answered by the Program Review • Identify who can best answer those questions • Identify laws, policies, and procedures directly related to the program
STEERING COMMITTEE CHARGE	• Superintendent names a Steering Committee to guide the process • Articulate core beliefs/values for program and Theory of Action (TOA) • Map out critical program components, processes, funding, and staffing structure • Identify research-based practices, models, and standards of quality
CHALLENGES & OPPORTUNITIES	• Review current program against quality standards of practice and TOA • Identify current best practices and conduct case study review • Articulate current challenges to program as supported by data • Review opportunities for program improvements
DESIGN PRINCIPLES & RECOMMENDATIONS	• Articulate final report with design principles • Identify 7 to 10 program/service improvement recommendations • Present final report to key constituents

Strive HI

http://bit.ly//StriveHISystem

DOE & BOE Strategic Plan

http://bit.ly/DOEBOEStragPlan

ESSA

http://bit.ly/HIDOEESSA

HawaiiPublicSchools.org