

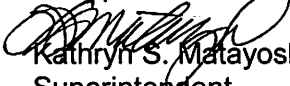


STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

February 7, 2017

TO: The Honorable Margaret Cox  
Chairperson, Student Achievement Committee

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Presentation on Every Student Succeeds Act ("ESSA") Impacts on School Accountability**

1. DESCRIPTION

Based on new flexibility provided states under the Every Student Succeeds Act (ESSA) which replaces No Child Left Behind, the Hawaii Department of Education (HIDOE) has worked with stakeholders to redesign our school accountability system. The redesign intends to align with the Strategic Plan, 2017-2020 that the Board of Education approved unanimously on December 6, 2016, builds upon lessons learned from school accountability under No Child Left Behind and the state's flexibility waiver from No Child Left Behind, approved by the U.S. Department of Education Secretary, and promote school improvement to achieve equity and excellence for all of Hawaii's students.

2. PRESENTATION

Deputy Superintendent Stephen Schatz and Assistant Superintendent Tammi Chun of the Office of Strategy, Innovation and Performance will present background information about school accountability as well as a working draft of a next generation version of school accountability for information and discussion.

KSM:TOC

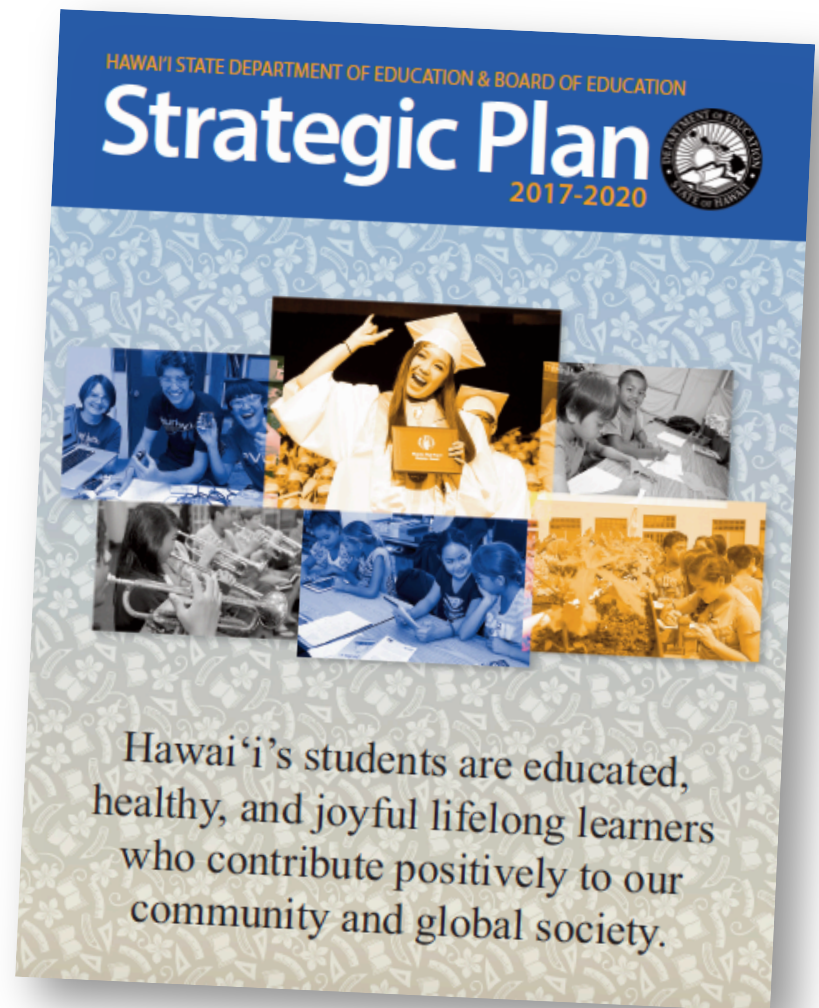
Attachment

c: Deputy Superintendent  
Office of Strategy, Innovation and Performance

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

State of Hawaii Board of Education  
Student Achievement Committee  
**February 7, 2017**

(Edits to slides 7, 12, 13, 15 to 2/3 posting)



# Background on school accountability

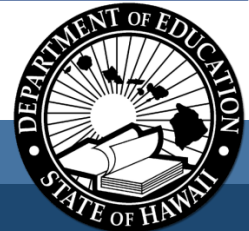
- Idea of holding schools responsible for results.
- Push for accountability—since 1980s—grew out of perception that education traditionally monitored the "inputs" in public education (e.g. number of books in the school library, number of computers in the classroom, class size) but paid too little attention to performance.
- “Horse trade”: More operational flexibility and funding for schools in exchange for accountability for student achievement.

EDUCATION WEEK

Editorial Projects in Education Research Center. (2004, August 3). Issues A-Z: Accountability. *Education Week*.  
<http://www.edweek.org/ew/issues/accountability/>

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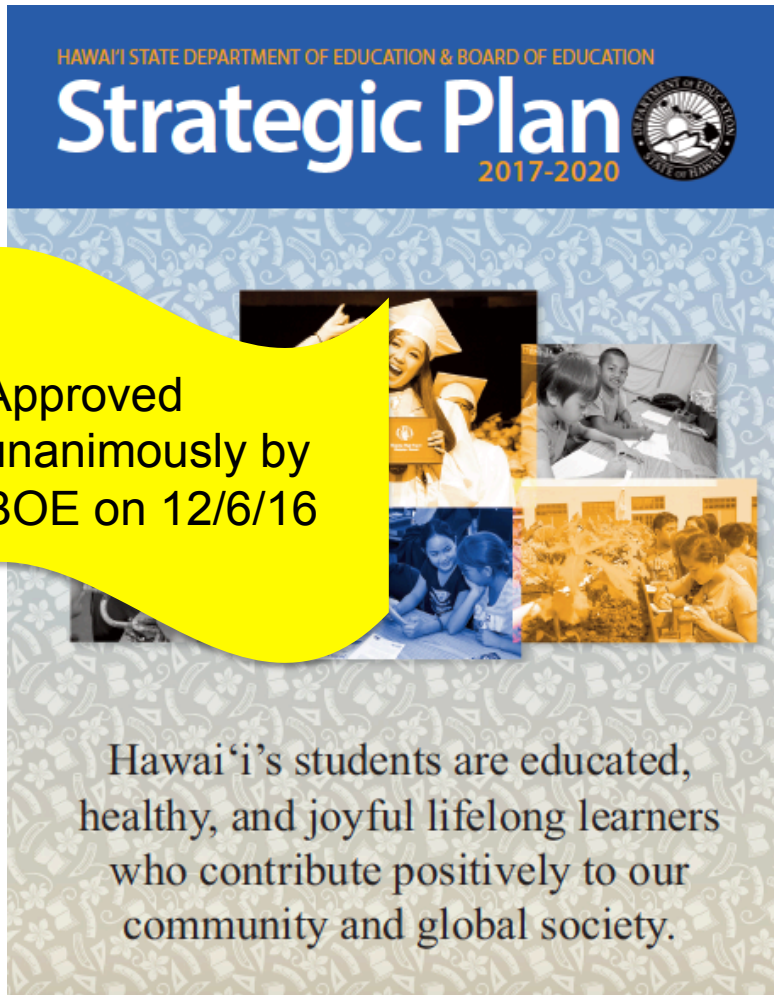
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# Policy framework for HIDOE school accountability

- **Federal Every Student Succeeds Act:** Each state must implement a state-designed accountability system that includes long-term goals and **annual indicators for all students, including student subgroups**. Indicators must include students' academic proficiency as measured through state assessments, high school graduation rates, one or more academic indicators applicable to elementary and middle schools (e.g., growth), ELs' progress in attaining proficiency in English, and at least one school quality or student success indicator.
- **Hawaii Revised Statutes §302A – 1004, Educational accountability system; annual reports:** The department shall implement a **comprehensive system of educational accountability** to motivate and support the improved performance of students and the education system.
- **BOE Policy 102-1, Effective Schools Reporting:** The Department shall develop and make available **school-by-school reports** to the public at least annually.
- **BOE Policy 102-5, Comprehensive Assessment and Accountability System:** The Department of Education shall develop and establish a Comprehensive Assessment and Accountability System that integrates **information from statewide student assessment, staff evaluation, school evaluation, and system-level evaluation functions**.

# Strategic Plan provides framework for school accountability



- ESSA State Consolidated Plan to US Department of Education for federal funding (9/18/17 deadline)
- State budget request
- Schools' academic and financial plans
- Statewide strategic priority initiatives to support complex and school implementation

- **Performance management and reporting on progress**

- BOE policy and legislation



# School accountability a component of Standards-Based Education

from 9/6/16 SAC presentation

## **Academic Standards**

- Defines clear learning targets

## **Curriculum**

- What is taught

## **Instruction**

- How it is taught

## **Assessment**

- How well students demonstrate learning
- Assesses student work to inform instruction or provide feedback

## **Interventions**

- What do we do if students don't get it
- Student support and interventions, along with enrichment opportunities

## **Student Grading and Reporting**

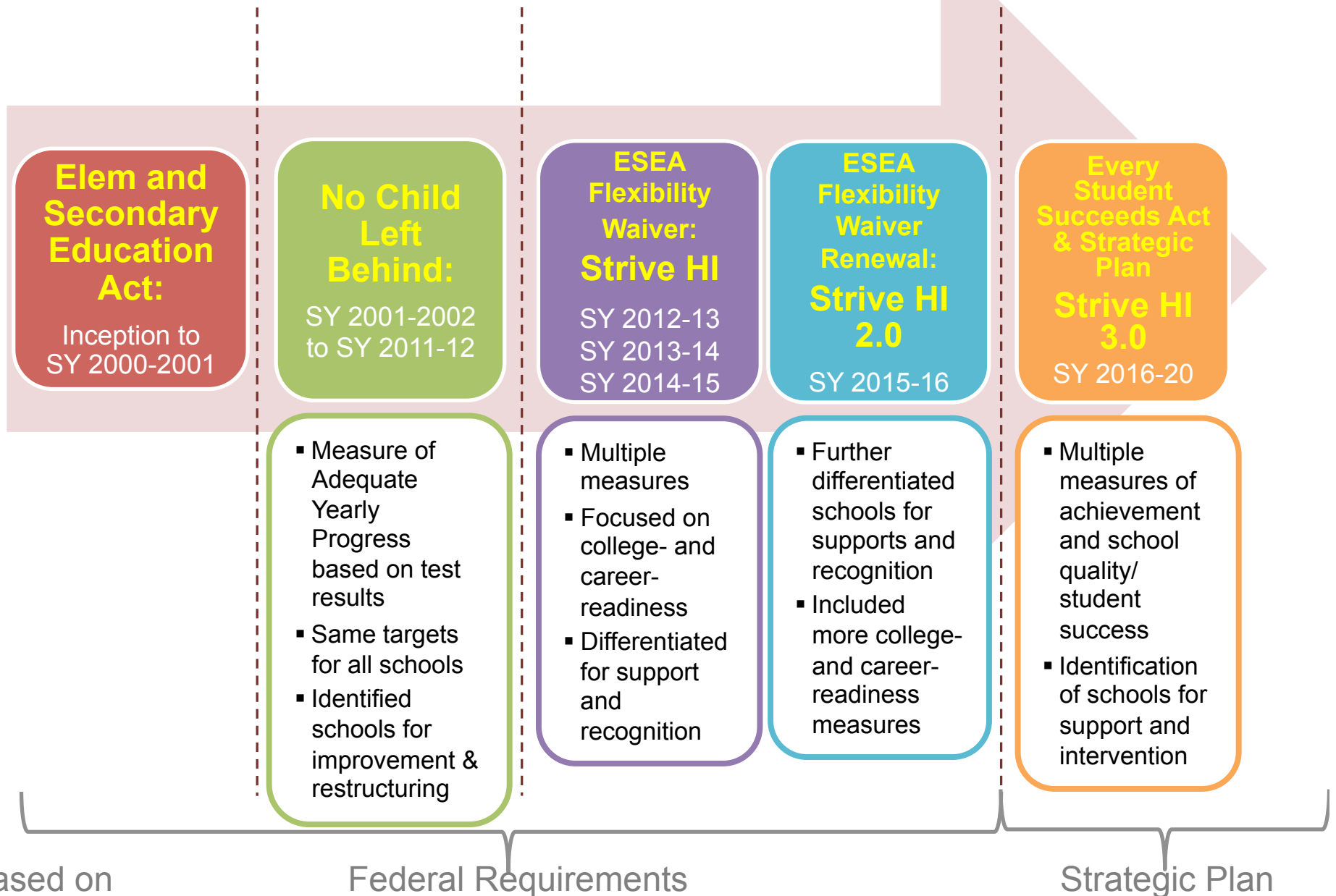
- Makes judgment on learning results and communicates findings

## **School Accountability**

- Reports on learning results of schools



# HIDOE school accountability over time



# HIDOE school accountability over time

STRATEGIC PLAN INDICATORS: Goal 1		NCLB	Strive HI 1.0	Strive HI 2.0
1. Chronic absenteeism		•	✓	✓
2. School climate				
3. Inclusion rate				
4. 3 <sup>rd</sup> grade literacy			•	✓
5. 9 <sup>th</sup> grade on-track				
6. Academic achievement	ELA	✓	✓	✓
	MATH	✓	✓	✓
	SCIENCE		✓	✓
7. Achievement gap ( <i>high needs vs. not high needs students</i> )	ELA	•	✓	✓
	MATH	•	✓	✓
8. High school 4-year graduation rate		✓	✓	✓
9. Career and Technical Education Concentrators				✓
10. College enrollment			✓	✓
Other measures (in addition to Strategic Plan Indicators)			<ul style="list-style-type: none"> <li>• Growth in achievement</li> <li>• ACT gr 8 and 11</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in achievement</li> <li>• Grade level retention</li> <li>• Advanced Coursetaking (gr. 8 Alg I, gr. 11 &amp; 12 CTE/AP/IB/dual credit)</li> <li>• ACT gr 11</li> <li>• 5-year graduation rate</li> </ul>



# Current school accountability



Our Students • Our Future • Our Promise

Strive HI School Accountability Report

School Year 2015-16

## Strive HI: Performance Index and Classification Summary

Strive HI Transition Year Data Report, 2015-16

(100) Aina Haina Elementary

(FINAL RESULTS)

	SCHOOL YEAR 2014-2015 School	School	SCHOOL YEAR 2015-2016 Complex Area (Elementary)	State (Elementary)
Achievement	Math Meeting Standard 73%	Math Meeting Standard 69%	Math Meeting Standard 56%	Math Meeting Standard 48%
	ELA/Literacy Meeting Standard 70%	ELA/Literacy Meeting Standard 74%	ELA/Literacy Meeting Standard 60%	ELA/Literacy Meeting Standard 53%
	Science Proficiency 81%	Science Proficiency 79%	Science Proficiency 71%	Science Proficiency 57%
Growth	Math Growth MGP 78	Math Growth MGP 49		
	ELA/Literacy Growth MGP 59	ELA/Literacy Growth MGP 57		

## School reports are posted:

- to school pages ([bit.ly/HIDOEfinder](http://bit.ly/HIDOEfinder))
- in the reports database ([bit.ly/ReportFinder](http://bit.ly/ReportFinder))

STRATEGIC PLAN INDICATORS: Goal 1		Strive HI 2.0
1. Chronic absenteeism		✓
2. School climate		
3. Inclusion rate		
4. 3 <sup>rd</sup> grade literacy		✓
5. 9 <sup>th</sup> grade on-track		
6. Academic achievement	ELA	✓
	MATH	✓
	SCIENCE	✓
7. Achievement gap ( <i>high needs vs. not high needs students</i> )	ELA	✓
	MATH	✓
8. High school 4-year graduation rate		✓
9. Career and Technical Education Concentrators		✓
10. College enrollment		✓
Other measures (not Strategic Plan)		<ul style="list-style-type: none"> <li>• Growth in achievement</li> <li>• Grade level retention</li> <li>• Advanced Coursetaking</li> <li>• ACT gr 11</li> <li>• 5 year grad rate</li> </ul>

# Current school accountability

Strive HI meets our current federal school accountability requirements but we have many other reports on school performance:

- Accountability Data Center
- College and Career Readiness Indicators Report
- School Quality Survey
- School Status and Improvement Report
- Strive HI Student Group Reports
- Trend Report

**School reports are posted:**


- to school pages ([bit.ly/HIDOEfinder](http://bit.ly/HIDOEfinder))
- in the reports database ([bit.ly/ReportFinder](http://bit.ly/ReportFinder))
- in Accountability Resource Center of Hawaii ([arch.k12.hi.us](http://arch.k12.hi.us))

# Extensive stakeholder engagement in planning Strive HI 3.0

- Reviewed lessons learned and research
- Engaged with stakeholders in reflection and design discussions:
  - HIDOE Complex Area Superintendents and Principals (meetings in every complex area – Spring and Fall 2016; regional meetings)
  - Teacher Leader Work Group
  - Deputy’s Principals’ Roundtable
  - Secondary Principals’ Forum
  - Accountability Design Group (state office staff and community stakeholders)
  - Accountability Work Group (school and community stakeholders)
  - Community stakeholders
  - Governor’s ESSA Team
  - Governor, BOE & Governor’s ESSA Team Leaders
  - Schools identified as “Priority Schools” under Strive HI 1.0
  - Hawaii State Teachers Association
- Reviewed models from other states’ districts and recommended models
- Finalized Strategic Plan and Strategic Plan indicators

# Strive HI 3.0 (Working Draft)

Design principles to support equity and excellence for all students

Strive HI 1.0 and 2.0	Strive HI 3.0
Federal compliance requirements were supplemented to better reflect school performance and our values	Strive HI will be aligned to Strategic Plan but also meet federal ESSA requirements.  Schools' student success results—based primarily on Strategic Plan indicators—will be reported to empower educators and communities with information for school improvement.
“One size fits all” indicators and reports	Opportunity for locally-selected student success measures based on schools' academic plans to supplement core set of shared Strategic Plan indicators.
Schools received summative ratings (performance index) and classifications of schools (e.g., Recognition, Priority)	Relevant data provided in user-friendly school reports with more detail online (e.g. performance by student subgroups).  Summative ratings and classifications were perceived as punitive and will be discontinued.

# Strive HI 3.0 (Working Draft)

## Indicators organized by Strategic Plan student success objectives

Empowered by Learning	Whole Child	Well-Rounded Education	Prepared & Resilient
<ul style="list-style-type: none"> <li>• On-time graduation*</li> <li>• Career and Technical Education Concentrator</li> <li>• College enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic absenteeism**</li> <li>• School climate</li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement (English Language Arts*, math* and science proficiency)</li> <li>• Achievement gap</li> <li>• Inclusion rate</li> <li>• ELA and math growth (elem &amp; middle)*</li> <li>• English language proficiency (EL students)*</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade literacy</li> <li>• 9<sup>th</sup> grade on-track</li> </ul>

### Examples of Optional Locally Selected Student Success Measures to Supplement Common Statewide Measures

<ul style="list-style-type: none"> <li>• <i>General Learner Outcomes</i></li> <li>• <i>ACT</i></li> <li>• <i>Dual credit/Advanced Placement/International Baccalaureate</i></li> <li>• <i>Students completing work-based experience</i></li> <li>• <i>5-year HS completion</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Suspension rates</i></li> <li>• <i>Social emotional learning assessment</i></li> <li>• <i>Improvement in school attendance</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performance-based assessment</i></li> <li>• <i>Senior Project</i></li> <li>• <i>End of course exams</i></li> <li>• <i>5<sup>th</sup> grade IB exhibition</i></li> <li>• <i>Gains in reading levels</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Strategies Gold</i></li> <li>• <i>8<sup>th</sup> grade literacy</i></li> </ul>
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\*ESSA-required indicators of school accountability

\*\*Current recommendation for ESSA's required state-selected measure of school quality or student success

# Strive HI 3.0 (Working draft)

## Goals and Targets

- Ambitious but attainable
- Based on Strategic Plan targets for state

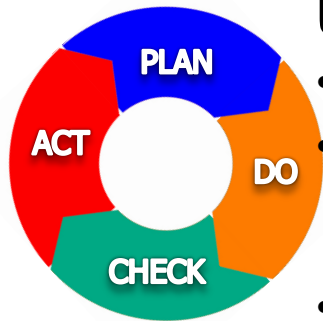
## Strive HI State and School Reports

- Annual report one page reports with more detail posted on-line beginning Fall 2017. More detailed report – including student subgroup results – will meet ESSA requirements for state, district and school “report cards.”
- Report based on common, statewide measures (Strategic Plan Goal 1 Indicators)
- Schools/complexes may supplement measures of progress for Strategic Plan student success objectives to be reported beginning Fall 2018

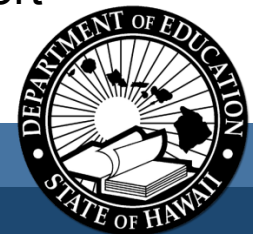
### Student subgroups for disaggregated data reporting (subgroups with at least 20 students)

- Major racial/ethnic groups (including Native Hawaiian, Pacific Islander and Filipino)
- Gender
- Economically disadvantaged
- Children with disabilities
- English learners
- Homeless status
- Foster care status
- Children of active duty military

## Uses of the Reports



- Inform school community and public of progress on student success
- Inform schools’ review of needs and revisions to academic and financial plans and school actions (e.g., student supports, teacher training, instructional strategies)
- Identify “bright spots” and areas for attention and support
- Identify struggling schools and student subgroups for support



# Identifying and supporting struggling schools and student subgroups

- **Comprehensive Support and Intervention (CSI)** for Title I schools with *most struggling students*
- **Targeted Support and Intervention (TSI)** for schools with *struggling student subgroups*

## Student subgroups' performance considered for TSI status

(subgroups with at least 20 students)

- Major racial/ethnic groups (including Native Hawaiian, Pacific Islander and Filipino)
- Economically disadvantaged
- Children with disabilities
- English learners

## Minimum ESSA requirements

ELA & Math achievement  
ELA & Math growth (ES/MS)  
Graduation rates (HS)\*  
Progress in achieving English Language Proficiency  
95% participation rate in testing  
State-selected measure of student success or school quality (current rec: chronic absenteeism)

\*grad rate < 67% also triggers CSI status

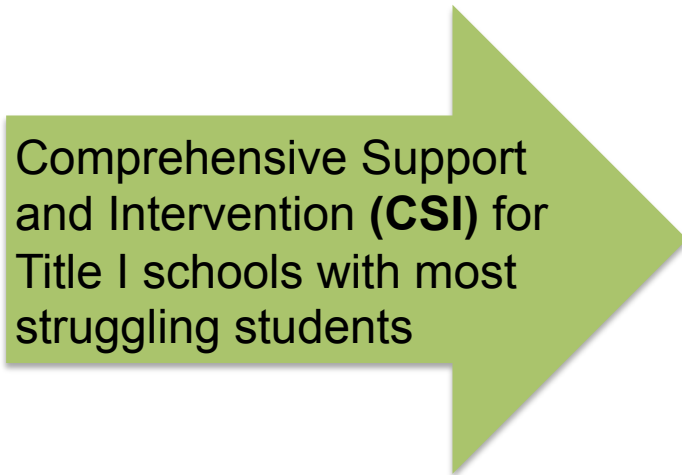
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# Identifying and supporting struggling schools and student subgroups



Comprehensive Support and Intervention (**CSI**) for Title I schools with most struggling students

## Action Steps for CSI Schools

- Review school's Comprehensive Needs Assessment
- Revise school academic and financial plan which will be approved by CAS and Deputy\*
- Receive additional Title I "School Improvement" funds and supports based on needs and plan
- Receive support from Complex Area\* and monitoring of plan and progress by Title I office



Targeted Support and Intervention (**TSI**) for schools with struggling student subgroups

## Action Steps for TSI Schools

- Review school's needs assessment for identified subgroups
- Revise school's academic and financial plan to identify actions and outcomes for identified subgroups. Plan will be approved by CAS.\*
- Reallocate resources provided through federal programs and state funds (WSF for DOE schools). No additional financial resources for TSI status.

\* In discussion about appropriate parties to support plan development, approval, implementation and progress monitoring for charter schools identified as CSI or TSI

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

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

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



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