

Department of Education

STROVE HI
Performance System

Hawaii's New School Accountability & Improvement System

Informational Briefing

Deputy Superintendent Ronn Nozoe

9/10/2013

Today's Briefing

Deputy Superintendent Ronn Nozoe

- Background
- Strive HI Performance System Basics
- SY 2013-14 Results
- School Improvement Implementation

Principals' Perspective

- Dennis O'Brien, DeSilva Elementary
- Daniel Caluya, Na Wai Ola 'Waters of Life' Public Charter School

Q&A

Hawaii's Strategic Plan sets vision & direction

A clear vision for success **grounded in college & career readiness** that establishes a **culture of reflection & improvement** at every level of the system:



- Clear, high **expectations** for students, staff, & schools
- A commitment to using **best tools available** to measure student, staff, & school progress & provide actionable data to stakeholders
- A commitment to provide **customized support** to students, staff, & schools to ensure they succeed in meeting those goals

USED Approved HI proposal for Strive HI Performance System

Lack of Alignment

- Federal NCLB accountability system was outdated, ineffective, & out of sync with Hawaii's Strategic Plan

Opportunity to Align

- USED provided states opportunity to design new system to replace components of NCLB
- Hawaii seized opportunity & with stakeholder input, designed new system to align with Strategic Plan

Approval & Implementation

- 5/20 - USED approved Hawaii's proposal
- SY 2013-14 - Implementation begins

Strive HI Performance System replaces components of NCLB

No Child Left Behind (2002-12)		Strive HI Performance System (2013 -)	
<u>Federal government</u> designed system based on outdated approach to school reform	Designed by?	<u>Hawaii stakeholders</u> designed system to align to BOE/DOE State Strategic Plan	
<u>Proficiency</u> in reading & math	Focus?	<u>Readiness for college & careers</u>	
<u>Adequate Yearly Progress (AYP)</u> measured school performance based mostly on 1 test, the Hawaii State Assessment (HSA) <u>reading & math scores</u> in grades 3-10	Metrics?	<u>Strive HI performance Index</u> measures school <u>performance & progress, using multiple measures</u>	
All schools are held accountable for meeting <u>one national, aspirational</u> target (regardless of current challenges)	Targets?	Each school held accountable for meeting <u>ambitious & attainable goals that are customized</u> to each school complex (based on current performance)	
Schools held accountable for performance of <u>student subgroups that do not fully reflect Hawaii's student population</u>	Students included?	All schools held accountable for performance of <u>all of Hawaii's students</u> & student subgroups that reflect state's student population	
Required <u>federally-designed, one-size-fits-all interventions</u>	System of supports?	Customized rewards, support & interventions proven successful in Hawaii's schools and based on <u>5 Strive HI Steps</u>	

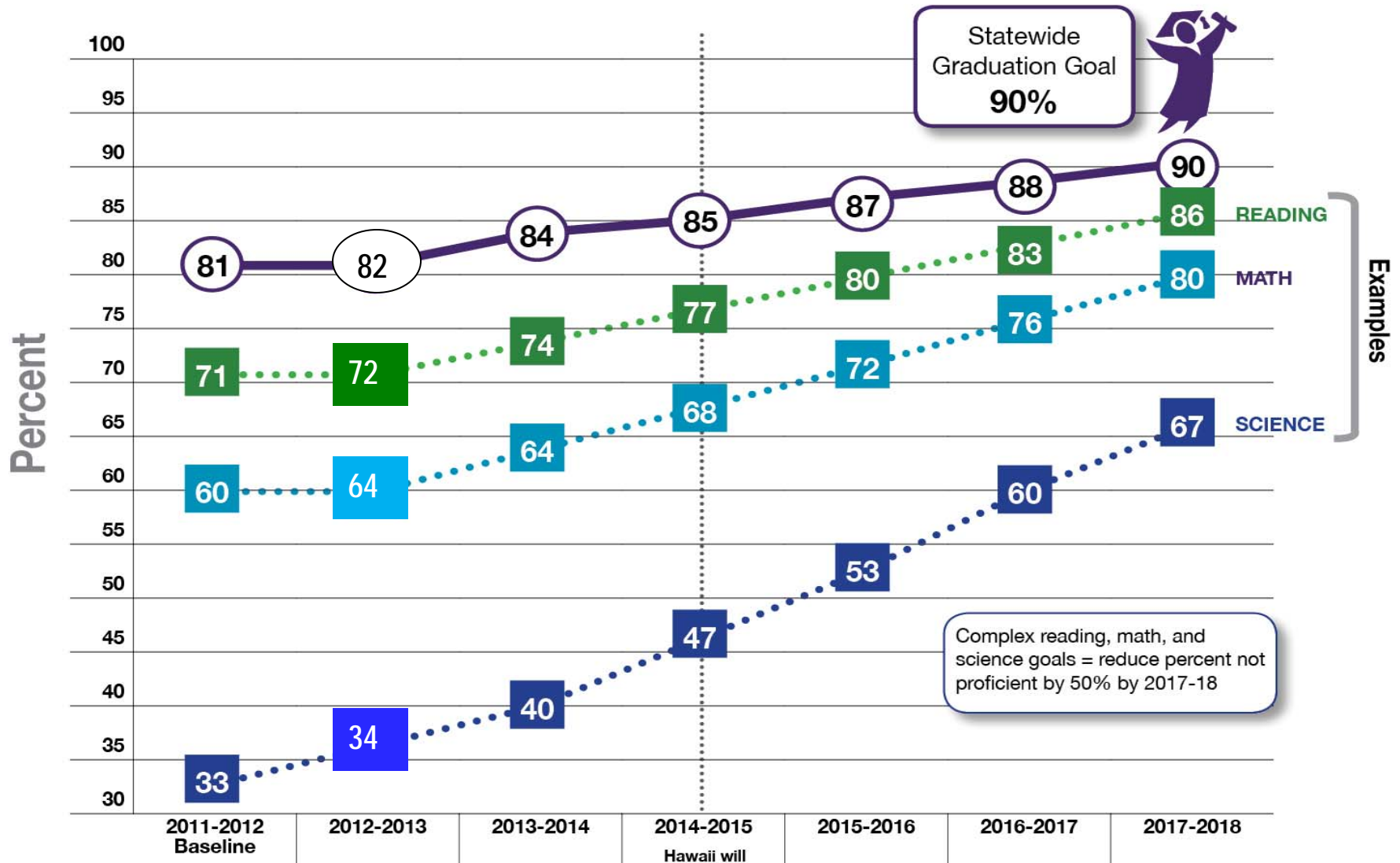
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- Background

- **Strive HI Performance System Basics**

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Strive HI Goals & Annual Targets

aspiring to Strive HI with ambitious & attainable goals



See actual Complex goals at HawaiiPublicSchools.org

Hawaii will transition to the new Smarter Balanced assessments.

Strive HI Performance Index

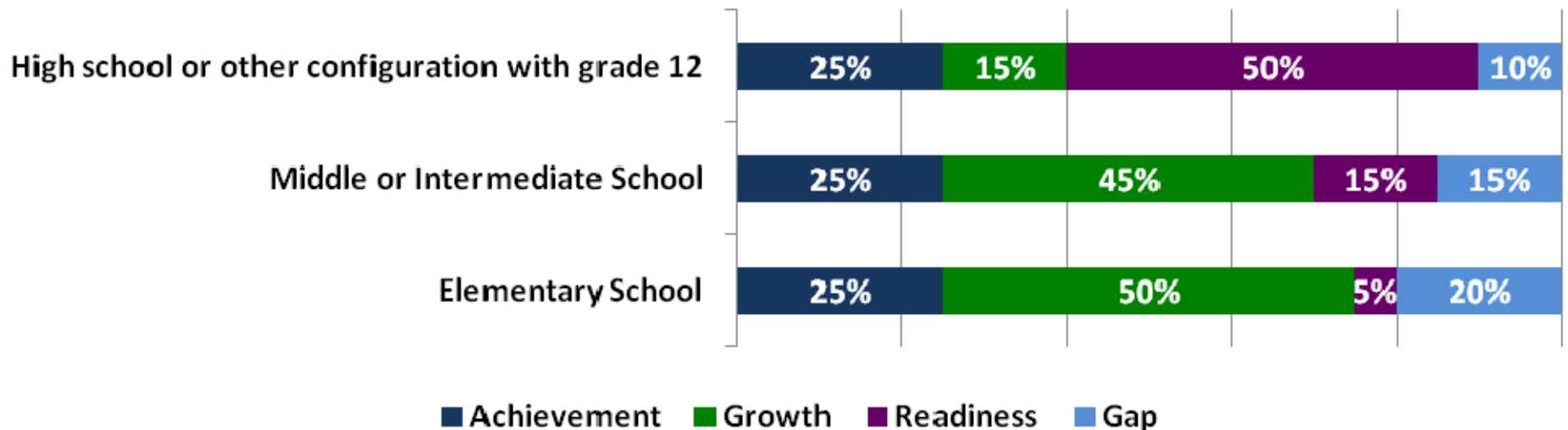
multiple measures to understand & school performance & progress

Schools receive a total score out of 400 points

ACHIEVEMENT (0-100 PTS)	Reading (0-40 pts)			Math (0-40 pts)			Science (0-20 pts)			
	GROWTH (0-100 PTS)									
	Reading (0-50 pts)					Math (0-50 pts)				
	READINESS (0-100 PTS)									
	ELEM			Chronic Absentee Rate (0-100 pts)						
MIDDLE			8th Grade ACT (0-100 pts)							
HIGH			11th Grade ACT (0-45 pts)		On-Time Graduation Rate (0-50 pts)		College-Going Rate (0-5 pts)			
ACHIEVEMENT GAP (0-100 PTS)			Current Year Gap Rate (gap rate between high needs & non-high needs students) (0-50 pts)				Two Year Gap Reduction Rate (gap rate between high needs & non-high needs students) (0-50 pts)			

Strive HI Performance Index Weights

Weighting indicators appropriately based on K-12 spectrum




Strive HI Steps

targeting proven rewards & supports to schools

Based on Index, schools are placed on a Step.

		STATE INTERVENTIONS AND INVOLVEMENT
(1) RECOGNITION	TOP 5% OF SCHOOLS Only the highest-performing and highest-growth schools in achievement, graduation rates, and achievement gaps are eligible.	Very Low
(2) CONTINUOUS IMPROVEMENT	MAJORITY (75-85%) OF SCHOOLS Remainder of schools following identification of Priority, Focus, and Recognition Schools	Low
(3) FOCUS	NEXT LOWEST 10% OF SCHOOLS Low achievement, low graduation rates, or large within school achievement or graduation rate gaps	High
(4) PRIORITY	LOWEST 5% Persistently low achievement, persistently low graduation rates, or schools in School Improvement Grants (SIG) Program	Very High
(5) SUPT'S ZONE	Deputy Superintendent, as Chief Academic Officer, designates a subset of Priority schools into Superintendent's Zone based on persistent inability to meet performance targets over time.	Extremely High

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Key Findings

- Our new Strive HI Performance System allows us to do a **much better job of measuring & understanding school performance** so that we can tailor rewards, supports, & interventions.
- As a state we set a higher bar for our students: college & career readiness. The big picture on student outcomes shows that we have work to do, but **we are on track to graduate more students ready for college & careers.**
- We have made significant progress on one of our most important priorities: **closing achievement gaps** between student groups.
- We are particularly proud of the **results in the Zones** of School Innovation.

Statewide Snapshot

Achievement (%)	Math Proficiency	60	↑
	Reading Proficiency	72	↑
	Science Proficiency	34	✖
Growth	Median Math Student Growth Percentile	52	✖
	Median Reading Student Growth Percentile	52	✖
Readiness	Elementary Chronic Absenteeism (%)	18	✖
	Median 8th Grade ACT	14	✖
	Percentage of 11th Graders Scoring Above 19 on the ACT (%)	34	✖
	On-Time Graduation Rate (%)	82	↑
	College-Going Rate (%)	63	✖
Achievement Gap (%)	Non High-Needs Proficiency	83	✖
	High-Needs Proficiency	55	✖
	Current Year Gap Rate	33	✖
	Two Year Gap Reduction Rate	12	✖

Small gains in proficiency. We expect continued focus on 6 Priority Strategies will lead to continued improvements.

On track to graduate more students college & career ready.

By providing ACT exams to all students for free, we've removed a barrier to college entrance.

Unacceptable gaps remain, but our schools have made significant process closing gaps in the last two years

Statewide Snapshot: School Classifications

	# SCHOOLS	LEVEL	TITLE I STATUS	ZONES	CHARTER
RECOGNITION	14 Schools	13 elementary 1 middle	9 Title I Schools 5 Non-Title I Schools	0 "Zones" Schools	1 Charter Schools
CONTINUOUS IMPROVEMENT	228 schools	137 elementary 42 middle 49 high school	182 Title I Schools 46 Non-Title I schools	15 "Zones" Schools	17 Charter Schools
FOCUS	29 schools	15 elementary 5 middle 9 high school	23 Title I Schools 6 Non-Title I Schools	2 "Zones" Schools	6 Charter Schools
PRIORITY	14 Schools	3 elementary 2 middle 9 high school	12 Title I Schools 2 Non-Title I Schools	1 Zone	8 charter schools
SUPT'S ZONE	n/a	n/a	n/a	n/a	n/a

**Corrections Pending*

Today's Webinar

- Background
- Strive HI Performance System Basics
- SY 2013-14 Results
- **School Improvement Implementation**
- Q&A

Federally Required Turnaround Principles Align with Strategic Plan Goals

Federal Turnaround Principle	Goal
Providing strong leadership	<i>Goal 2: Staff Success</i>
Ensuring teachers are effective & able to provide improve instruction	
Redesign the school day, week, or year	<i>Goals 1 & 2: Student & Staff Success</i>
Strengthen the school's instructional program	
Using data to inform continuous improvement	<i>Goal 1: Student Success</i>
Establish a school environment that improves safety & discipline	
Engage families & communities	

Recognition Schools

- Top 5 percent of schools
- High-performing schools & high-growth schools
- Receive recognition, rewards, & access to administrative flexibility.

Expected Actions:

•Financial Awards:

- Strive HI Award — up to \$95,000
- School will receive Awards Notification memo detailing process
- Receive funds in Sept; expenditure in SY 2013-14

•Administrative Relief & Flexibility:

- Recognition schools leaders invited to workgroup to advise on additional areas of administrative relief & flexibility

Continuous Improvement Schools

- 75 – 85% schools
- Generally on a positive trajectory & do not need intensified support from their Complex Area or state office.

Expected Actions:

- Continued implementation of 6 Priority Strategies
- 2014-15 AcFin – address student subgroup performance challenges identified through the Strive HI Index data & school report cards.

Focus Schools

- Low performance on Strive HI Index or automatic trigger
- Increased CAS & Deputy role

Expected Actions:

- CASs may receive an additional Complex Area EO to coordinate targeted improvement efforts.
- Comprehensive needs assessment (CNA) to diagnose root causes for underperformance, using tools provided by the Office of the Deputy Superintendent. (Guidance & requirements provided by 9/1/13)
- SY13-14 Focus Schools Fiscal Requirement Form: Based on results & CNA, develop **1 year plan** to be implemented & funded in the second semester of SY2013-14.
- Access to “array of services”
- Development of SY14-15 AcFin: Focus Schools will also begin work on their SY14-15 AcFin which must **address CNA findings** include **full implementation of at least one of the seven turnaround principles.**

Priority Schools

- Lowest performance on Strive HI Index or automatic trigger
- Increased CAS & Deputy role

Expected Actions:

- CASs may receive an additional Complex Area EO to coordinate targeted improvement efforts.
- CAS chooses school improvement model: **Victoria Bernhardt or School Synergy**
- Comprehensive needs assessment (CNA) to diagnose root causes for underperformance, using tools provided by the Office of the Deputy Superintendent. (Guidance & requirements provided by 9/1/13)
- Access to “array of services”
- SY13-14 Priority Schools Fiscal Requirement Form: Based on results & CNA, **develop 3 year plan with some activities** to be implemented & funded in the second semester of SY2013-14.
- Development of SY14-15 AcFin: Priority Schools will also begin work on their SY14-15 AcFin which must include **full implementation of all of the seven turnaround principles.**

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Strive HI Information on HawaiiPublicSchools.org

Hawaii State Department of Education

Search Entire Site

Vision for Success
Transforming Schools & Results

Teaching & Learning
Curriculum, Instruction & Testing

Beyond the Classroom
Student Programs & Services

Strive HI
Path to Graduation
What students need to do to earn a diploma from Hawaii's public high schools.

Free & Reduced Price
Lunch program
Nutritionally balanced, low-cost or free lunches are available to qualifying children.

Educator Effectiveness
Teacher training
Learn about our system of educator evaluations, mentoring and training.

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The Strategic Plan
Our governing document driving the transformation of schools, grounded in three goals.
[Read it ▶](#)

Strive HI System
Our school accountability and performance system, rewarding growth and achievement.
[Learn more ▶](#)

Resources

KEY RESOURCES

- Strive HI Performance System: [Summary](#)
- Strive HI Performance System: [FAQs](#)
- Fact Sheet: [Strive HI vs NCLB](#)
- August 19, 2013: [Webinar Recording](#) & [PPT](#)

STATEWIDE DATA

- [Statewide Snapshot \(SY12-13\)](#): Summary of statewide student performance on the Strive HI Performance Index metrics of proficiency (in math, reading, and science), student growth over (in reading and math), readiness (chronic absenteeism, ACT scores, graduation rates, and college going rates) and achievement gap.
- [School Classification List \(SY12-13\)](#): Lists how schools have been classified in one of the 5 Strive HI Performance Steps.
- **Strive HI Performance System: School Distribution:** This [interactive site](#) allows users to explore schools' performance relative to other schools.

SCHOOL REPORTS

- **[Student Group Performance Report \(SY12-13\)](#)** ([statewide summary](#) and [by school](#)): Provide detailed information about how each school's student groups' performance meeting math, reading, science, and retention or graduation rate targets.
- **[Strive HI: School Performance Report](#)**: Demonstrates how each school's results were converted into the 400 point Strive HI Index, and then into a classification. This report can be found on each school's individual school site. (Use the "[Find Schools](#)" tool.) [This School Performance Report Overview](#) walks through how to understand the report.

Strive HI Performance System

State Performance Snapshot

The Hawaii Department of Education has created a new school accountability and improvement system aligned with Hawaii’s transformational vision of success. The Strive HI Performance System, approved by the USDE in May 2013, replaces many of NCLB’s most outdated and ineffective requirements with a system of multiple measures better designed to meet the needs of Hawaii’s students, educators and schools.

The Strive HI Index uses multiple measures of achievement, growth, readiness and achievement gaps to understand schools’ performance and progress. The Index will consider the performance of all students as well as performance gaps between two new student subgroups: “High-Needs Students” and “Non-High Needs Students.”

Based on the Index score, schools are placed on one of 5 Steps – Recognition, Continuous Improvement, Focus, Priority and Superintendent’s Zone.

Statewide Statistics

Statewide Statistics			Trend	Data Explanations	Key Findings
Achievement (%)	Math Proficiency	60	↑	These metrics measure the proportion of students who scored proficient or higher on the Hawaii State Assessment last year. Although the Department has always tested in science, it is new to official school accountability this year.	Hawaii’s new Strive HI Performance System provides a better way to measure and understand school performance so that we can tailor rewards, supports, and interventions.
	Reading Proficiency	72	↑		
	Science Proficiency	34	*		
Growth	Median Math Student Growth Percentile	52	*	Similar to a child’s growth chart, these metrics help us understand a student’s growth on the Hawaii State Assessment relative to her own past performance and her peer’s performance.	The state has set a higher bar for its students: college and career readiness. The big picture on student outcomes demonstrates there is more work to be done, but that Hawaii is on track to graduate more students ready for college and careers.
	Median Reading Student Growth Percentile	52	*		
Readiness	Elementary Chronic Absenteeism (%)	18	*	This is the proportion of students in a school who were absent 15 or more days last year.	Hawaii has made significant progress on one of the state’s most important education priorities: closing achievement gaps between student groups.
	Median 8th Grade EXPLORE	14	*	The 8th grade version of the ACT measures readiness. The test is scored from 1 to 25.	
	Percentage of 11th Graders Scoring Above 19 on the ACT (%)	34	*	Univ. of Hawaii research finds that a 19 on the ACT (scored from 1-36) predicts success in college courses.	
	On-Time Graduation Rate (%)	82	↑	The percentage of students who graduated who were a part of the ninth grade cohort four years ago.	
	College-Going Rate (%)	63	*	The proportion of graduates who enrolled in college within 16 months of graduation.	
Achievement Gap (%)	Non High-Needs Proficiency	83	*	Achievement gaps are calculated in the current year and over time between high-needs students, who are learning English, economically disadvantaged or have disabilities, and non high-needs students.	The results of the Zones of School Innovation stand out as something to be proud of, and an indication that Hawaii’s reform strategy for turning around low-performing schools is succeeding.
	High-Needs Proficiency	55	*		
	Current Year Gap Rate	33	*		
	Two Year Gap Reduction Rate	12	*		

* signifies data that are new or were not previously used in school accountability