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RECOMMENDATION SUBMITTAL

DATE OF SUBMITTAL: March 7, 2017

DATE OF MEETING: March 9, 2017

TO: Catherine Payne, Chairperson

FROM: Catherine Payne, Chairperson
Performance and Accountability Committee

AGENDA ITEM: IV. Presentation and Action on Academic Performance Framework for State
Public Charter School Contract, effective July 1, 2017

I. DESCRIPTION

This submittal describes a proposal for the new Academic Performance Framework (APF).

II. BACKGROUND

The Commission executed the second Charter Contract, which has a term of three years, beginning July 1, 2014, and ending June 30, 2017. Thirty-three of 34 schools currently have a contract that will expire June 30, 2017.

Throughout the current contract term, and particularly during the extensive process of developing the contract renewal criteria, school leaders and stakeholders statewide shared their views on fundamental questions facing the charter school community in Hawaii, essentially:

- How should Hawaii charter schools be evaluated?
- What defines the difference between a mediocre charter school and a great one?
- What is low performance for a charter school in Hawaii and how long should low performance be tolerated?

The impact of these discussions, the shift in federal law, and the new Hawaii Department of Education (DOE) and Board of Education (BOE) Strategic Plan, created an impetus for a shift in the approach to measure Hawaii charter schools' academic performance.

III. STAKEHOLDER COLLABORATION

The staff initiated the process for revising the APF by conducting research of current models of academic accountability in other states. Second, staff created a model framework that included measures required by statute, optional measures, and open-ended questions for stakeholder consideration.

This model was presented for discussion in several venues:

- November 17, 2016, at the Ho'olako Like meeting on Oahu with Commissioner Krug.
- November 29, 2016, at the Hawaii State Public Charter School Network meeting.
- January 11, 2017, at a charter-wide meeting at Laupahoehoe Community Public Charter School on Hawai'i Island with Commissioner Kim (16 people in attendance).
- January 13, 2017, at a charter-wide meeting on Oahu with Commissioners Krug and Nishizaki (29 school leaders and stakeholders from Kamehameha Schools in attendance).

In addition, the model was posted on the website and a feedback form was provided that allowed for open-ended responses. Staff also had one-on-one discussions with several schools both by phone and in person through this time period.

The Performance and Accountability Committee moved to recommend to the full Commission the review and approval of the Academic Performance Framework, as provided in Exhibit 1 of the submittal dated 2/20/2017, providing that the framework may be revised to incorporate the suggestions of the committee.

IV. DECISION MAKING STATEMENT

The APF proposed in this submittal attempts to reflect movement towards long-term aspirations for the charter movement in Hawaii and the requirements of HRS Section 302D-16, and the flexibility to accommodate changes in our state accountability system and the state plan under the federal Every Student Succeeds Act (ESSA).

The Framework consists of two sections: Student Academic Outcomes and Value Added.

1. Student Academic Outcomes

This section contains the measures that are required by HRS Section 302D-16, including:

- a) **Student academic proficiency:** schools will set a target for the percentage of students that score at the levels of proficient or above as defined by the statewide assessments in English Language Arts or Hawaiian Language Arts and math.

- b) **Student academic growth:** schools will set a target for growth, as determined by the DOE under the state ESSA plan for federal reporting and accountability, or revised state accountability system (Strive HI).
- c) **Achievement gaps in proficiency between major subgroups:** schools will set a target for closing the achievement gap, as calculated by the DOE; alternatively, schools may choose to set goals to increase the levels of proficiency of high-need student subgroups.
- d) **College and career readiness:** schools will set a target for each college and career readiness indicator for each grade division served.
 - a. For high schools and schools with a high school division, the readiness measures must include the 11th grade ACT or SAT and four-year graduation rate. In addition, schools may also add the five-year graduation rate and/or college-going rates, as determined by the DOE under the state ESSA plan for federal reporting and accountability.
 - b. For middle schools and schools with middle school divisions, schools may choose any measure that is consistent with the middle school college and career readiness measures used or captured by the DOE such as attendance, ACT Aspire exam, eighth graders taking and passing Algebra 1, or the PSAT.
 - c. For elementary divisions, schools will set a target for attendance and may choose between chronic absenteeism, as determined by the DOE under the state ESSA plan or revised state accountability system, or average daily attendance rates.

Optional other measures: optional measures are not required by HRS 302D-16. They must focus on valid and reliable student outcome data and may be school-developed or drawn from existing data sources such as DOE data or school-selected formative assessment.

When selecting measures within these categories, the availability and reliability of the data are important, and sometimes limiting, factors. For this reason, the APF measures pull from Strive HI data and other data collected by the DOE for all public schools statewide.

For each measure, schools will work with staff to set annual target ranges, and interim targets if required by the school's charter contact. These ranges will be developed by analyzing a school's historical data, as well as comparative data for each school's geographic complex and all schools statewide. See **Exhibit 1** for an example of Kanu o ka 'Āina New Century Public Charter School's academic target-setting worksheet.

2. Value Added

The second section of the APF captures the work that schools are doing to add value to their school community or the education system at large. Each school must create a minimum of one Value Added goal. This section can measure the implementation of systems designed to increase program effectiveness, innovative practices and those that are aligned to the school's mission and vision. These goals will be specifically articulated and measurable and will include implementation timelines. See **Exhibit 2** for a sample of a Value Added smart goal.

Evaluation and Reporting

For each measure included in its APF, schools will set targets for each year of their contract. The Commission will publicly report these targets, as well as each school's performance on the measures, to the extent possible while protecting the privacy and confidentiality of students' data. The Commission will also report whether the school met its annual target, exceeded the target, or did not meet the target.

If a school does not achieve results within the set target range, the school may need to develop a corrective action plan to address the lack of progress. Failure to implement the corrective action plan could result in the Commission issuing a Notice of Deficiency and require corrective measures designed to increase the school's performance outcomes.

Modifications to the APF During the Contract Period

There are two kinds of modifications that can be made to the APF during the contract period:

1. Modifications to the student outcome targets, which can be made when a school experiences a major shift in demographics.

2. Measures in both the Academic Student Outcomes and Value Added sections may be modified or added.

New Student Academic Outcome measures may be added between March 1st and May 15th for implementation the following year. Value Added measures may be added or modified after the school conducts a comprehensive needs assessment or similar strategic planning, but no later than July 1st.

V. **RECOMMENDATION**

Move to approve the Academic Performance Framework, as provided in this submittal dated 3/3/2017.

Exhibit 1

Example of Kanu o ka 'Āina New Century Public Charter School's Academic Target Setting Worksheet

Math and ELA:	<i>Smarter Balanced Assessment</i>	<i>Grades 3, 4, 5, 6, 7, 8, 11</i>	<i>Achievement</i>
	<i>Hawaii State Alternate Assessment (SPED)</i>		
Science:	<i>Hawaii State Assessment in Science</i>	<i>Grades 4, 8</i>	
	<i>Biology I end-of-course exam</i>	<i>Grades 9, 10, 11, or 12 (as appropriate)</i>	
	<i>Hawaii State Alternate Assessment in Science (SPED)</i>	<i>Grade 11</i>	

Subject	HIST. DATA	HIST. DATA	COMP	TARGET	TARGET	TARGET	TARGET
	% Proficient 14-15	% Proficient 15-16	Complex best/ Statewide Score 15-16	% Proficient 17-18	% Proficient 18-19	% Proficient 19-20	% Proficient 20-21
Math	38%	38%	39% / 42%	41-51%	43-53%	46-56%	49-59%
ELA	45%	57%	57% / 51%	60-70%	62-72%	65-75%	68-78%
Science	47%	39%	40% / 43%	43-53%	45-55%	48-58%	51-61%

Math and ELA: Smarter Balanced Assessment

Grades 4, 5, 6, 7, 8, 11

Growth

Subject	HIST. DATA Median SGP 14-15	HIST. DATA Median SGP 15-16	COMP Complex Best/ Statewide rate 15-16	TARGET Median SGP 17-18	TARGET Median SGP 18-19	TARGET Median SGP 19-20	TARGET Median SGP 20-21
Math	50	50	n/a /50	52 <i>(or average based on below rubric)</i>	55 <i>(or average based on below rubric)</i>	58 <i>(or high based on below rubric)</i>	61 <i>(or high based on below rubric)</i>
ELA	45	65	n/a/50	67 <i>(or average based on below rubric)</i>	70 <i>(or average based on below rubric)</i>	73 <i>(or high based on below rubric)</i>	76 <i>(or high based on below rubric)</i>

SGP= Student Growth Percentile

Growth Level	Math	ELA
Very high	63 or higher	59 or higher
High	56 - 62	55 - 58
Average	50 - 55	50 - 54
Low	43 - 49	45 - 49
Very low	42 or lower	44 or lower

Chronic Absenteeism Rate: *Absent 15+ days* *Grades K, 1, 2, 3, 4, 5, 6, 7, 8* **Elementary & Middle Readiness**

HIST. DATA % Chron. Absent 14-15	HIST. DATA % Chron. Absent 15-16	COMP Complex Best/ Statewide rate 15-16	TARGET % Chron. Absent 17-18	TARGET % Chron. Absent 18-19	TARGET % Chron. Absent 19-20	TARGET % Chron. Absent 20-21
16%	24%	14% / 13%	Average based on given rubric	Average based on given rubric	Low based on given rubric	Low based on given rubric

Absenteeism Level	% Chronically Absent
Very low	11% or less
Low	12 - 15%
Average	16% - 19%
High	20% - 24%
Very high	25% or more

11th Grade ACT: Composite Score of 19+ **Grade 11** **High School Readiness**

HIST. DATA	HIST. DATA	COMP	TARGET	TARGET	TARGET	TARGET
% scoring 19+	% scoring 19+	Charter wide rate/ Statewide rate	% scoring 19+	% scoring 19+	% scoring 19+	% scoring 19+
14-15	15-16	% scoring 19+ 15-16	17-18	18-19	19-20	20-21
9%	18%	48% / 39%	20-30%	22-32%	25-35%	28-38%

Graduation Rates: 4-Year Graduation Rate **High School Readiness**

HIST. DATA	HIST. DATA	COMP	TARGET	TARGET	TARGET	TARGET
% graduating in 4 years	% graduating in 4 years	Complex best/ Statewide rate	% graduating in 4 years	% graduating in 4 years	% graduating in 4 years	% graduating in 4 years
14-15	15-16	% graduating in 4 years 15-16	17-18	18-19	19-20	20-21
89%	80%	81% / 82%	82-92%	84-94%	86-96%	90-100%

College-Going Rate:

P20 and National Student Clearinghouse

Class of 2014

High School Readiness

HIST. DATA	HIST. DATA	COMP	TARGET	TARGET	TARGET	TARGET
% college-going	% college-going	Complex best/Statewide rate	% college-going	% college-going	% college-going	% college-going
14-15	15-16	% college-going 15-16	17-18	18-19	19-20	20-21
55%	70%	46% / 62%	72%-82%	74%-84%	75%-85%	75%-85%

Math and ELA: *Smarter Balanced Assessment*

Grades 3, 4, 5, 6, 7, 8, 11

Achievement Gap

Hawaii State Alternate Assessment (SPED)

Data Overview

Subject	HIST. DATA	HIST. DATA	HIST. DATA	HIST. DATA	COMP	COMP
	% Prof Non-High Needs	% Prof High Needs	% Prof Non-High Needs	% Prof High Needs	Charter Rate % Prof Non-High Needs	Charter Rate % Prof High Needs
	14-15	14-15	15-16	15-16	15-16	15-16
Math	42%	36%	38%	38%	59%	30%
ELA	52%	42%	66%	54%	70%	30%

Target Setting

Subject	TARGET	TARGET	TARGET	TARGET	TARGET	TARGET	TARGET	TARGET
	% Prof Non-High Needs	% Prof High Needs	% Prof Non-High Needs	% Prof High Needs	% Prof Non-High Needs	% Prof High Needs	% Prof Non-High Needs	% Prof High Needs
	17-18	17-18	18-19	18-19	19-20	19-20	20-21	20-21
Math		41-51%		44-54%		47%-57%		50%-60%
ELA		57-67%		60-70%		63-73%		66-76%

Description of the Optional Added Measure

Kanu o ka 'Āina implements the Renaissance STAR Math and Reading Assessments as in internal assessment for students in grades 2-12. Student STAR assessment data measures student growth; guides student and school goal setting; informs curriculum and instruction; and guides decisions about educational programs and resources.

GOAL 1: 70% of KANU students in grades 2-12 will increase their STAR Math Pre- to Post- assessment score by 10% in SY17-18.

GOAL 2: 75% of KANU students in grades 2-12 will increase their STAR Reading Pre- to Post- assessment score by 10% in SY17-18.

Exhibit 2
Sample Value Added Smart Goal

Value Added Goal 1:

Design and establish a Student Transition Center to address the needs of students adjusting to a new school and a Blended Learning Model

All new students will go through the Transition Center and complete the Transition Center curriculum as part of their orientation and transition to Blended Learning School. The lessons taught at the Transition Center will be team-taught by senior students and teachers.

This SMART goal outlines a three phase process:

Phase 1: Design the Transition Center SY 17-18

Phase 2: Implementation SY 18-19

Phase 3: Evaluation and Revision SY19-20

Action Steps:

Action	Measurable Outcomes	Lead	Due Date
Learn best practices for supporting students through transition	<ol style="list-style-type: none"> 1. Visit the award-winning Transition Center at Radford High School (serving a 65% transient population/ high military) 2. Meet with Radford students and staff to share best practices and lessons learned. 3. Establish criteria for how effectiveness of Transition Center should be determined 	Director	October 2017
Settle the Logistics for establishing the Transition Center	<ol style="list-style-type: none"> 4. Determine location for Transition Center classes and resources for following school year 5. Designate teacher lead 6. Develop schedule that incorporates Transition Center activities and curriculum into orientation week for SY 18-19 and protocol for new students who enroll throughout the year. 	Director	January 2018
Develop curriculum for Student Transition Center	<p>Mini- Unit one: Welcome to Blended Learning School</p> <ol style="list-style-type: none"> i. Policies and practices 	Counselor	Start October 2017.

	<p>Mini-Unit two: Blended Learning: How is it different and what does it take to be successful at it?</p> <ul style="list-style-type: none"> ii. Time management skills iii. Independent Learning- making the most of it iv. How do I learn best? v. Advocating for yourself- getting help from teachers online vi. Effective peer to peer online collaboration <p>Mini-Unit three: Adapting to change and coping with stress</p> <ul style="list-style-type: none"> vii. Recognizing stress viii. Strategies for reducing stress <p>Mini-Unit four: Identifying educational goals and developing educational plans</p> <ul style="list-style-type: none"> ix. Goal setting- long and short term x. Introduction to College and Career center <p>Mini-Unit five- For students new to Hawaii: The Uniqueness of Hawaii</p> <ul style="list-style-type: none"> xi. Cultural diversity xii. Aloha spirit 		<p>Complete mini-units one and two by January, 2018</p> <p>Complete all curriculum by April, 2018</p>
<p>Recruit Senior leaders to volunteer in the Transition Center</p>	<ol style="list-style-type: none"> 1. Determine criteria for eligible student leaders 2. Develop training session for student leaders to co-teach at the Transition Center and welcome new students. 3. Schedule training sessions for summer break 	<p>Counselor</p>	<p>April 2018</p>
<p>Parent and Student Outreach</p>	<ol style="list-style-type: none"> 1. Create promotional brochures explaining what the Transition Center is and how it can help 2. Share with interested students 	<p>Transition Center lead teacher</p>	<p>May 2018</p>

	and parents 3. Add Transition Center activities to parent agreement/handbook		
Implementation	Launch the Transition Center for new students	Director	August/September 2018-ongoing
Evaluation	Survey students and parents about the effectiveness of the Transition Plan curriculum and resources	Transition Center lead	October 2018/ongoing
Revisions	Revise curriculum based on feedback and evaluation criteria	Transition Center Lead	July 2019
Implement revised curriculum/practices	Implement revised curriculum and practices	Transition Center Lead	August/September 2019-ongoing