

DAVID Y. IGE  
GOVERNOR

JOHN S.S. KIM  
CHAIRPERSON



STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(‘AHA KULA HO‘ĀMANA)**

1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813  
Tel: (808) 586-3775 Fax: (808) 586-3776  
<http://www.chartercommission.hawaii.gov>

**PERFORMANCE & ACCOUNTABILITY COMMITTEE SUBMITTAL**

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DATE OF SUBMITTAL: October 26, 2018

DATE OF MEETING: October 29, 2018

TO: Kalehua Krug, Chairperson  
Performance and Accountability Committee

FROM: Sione Thompson, Executive Director  
State Public Charter School Commission

AGENDA ITEM: IV. Presentation and Action to the Exhibit A, Educational Program, and the Academic Performance Framework of the State Public Charter School Contract, effective July 1, 2017, for Alaka‘i O Kaua‘i Public Charter School

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I. DESCRIPTION

Presentation and action on Exhibit A: Educational Program and the Academic Performance Framework, including performance targets and a Value Added Measure, for the State Public Charter School Contract for Alaka‘i O Kaua‘i Public Charter School (Alaka‘i O Kaua‘i).

II. AUTHORITY

Pursuant to Hawaii Revised Statutes (“HRS”) §302D-5: Authorizer powers, duties, and liabilities, “Authorizers are responsible for... [n]egotiating and executing sound charter contracts with each approved charter applicant and with existing public charter schools...”

Pursuant to HRS §302D-16: Performance framework, “The performance provisions within the charter contract shall be based on a performance framework that clearly sets forth the academic, financial, organizational, and operational performance indicators, measures, and metrics that will guide the authorizer’s evaluations of each public charter school.”

Furthermore, “[t]he performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by a public charter school to augment external evaluations of its performance; provided that the authorizer approves the quality and rigor of such school-proposed indicators, and the indicators are consistent with the purposes of this chapter and the charter contract.”

Section 5.1 of the State Public School Charter Contract (Charter Contract) provides that “[t]he School’s academic, organizational, and financial performance under this Charter Contract shall be evaluated using the Academic, Organizational, and Financial Performance Frameworks, respectively, attached as Exhibit B to this Charter Contract. The specific terms, forms, and requirements of the Performance Frameworks, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Commission and shall be binding on the School. Material changes to the Performance Frameworks shall require approval by the Commission.”

### III. BACKGROUND

#### **New Charter Contract for Alaka’i O Kaua’i**

Because this school year (2018-2019) is the first year of operation for Alaka’i O Kaua’i, the Commission is transitioning the school from its existing pre-opening contract to a new contract for its five-year operational term. Exhibit A and the Academic Performance Framework (APF) are the parts of the Charter Contract that are individualized for each school, so, in order to finalize this new contract, the school needed to prepare both of these contract sections, including a Value Added Measure, which forms part of the APF.<sup>1</sup>

#### **Background on Exhibit A: Educational Program**

The purpose of Exhibit A: Educational Program of the Charter Contract is twofold:

1. to provide a charter school with the opportunity to describe the unique characteristics of its educational program and
2. to document this and other basic information about the school.

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<sup>1</sup> Although Alaka’i O Kaua’i participated in the Commission’s VAM Pilot, because the school requires Commission approval of other related components of its contract, its VAM proposal is being presented to the Performance and Accountability Committee as part of this agenda item, separately from the other pilot participants’ proposals.

For more information about the VAM Pilot, proposal development, and the proposal review and feedback process, see the submittal for the Performance and Accountability Committee meeting on October 29, 2018, regarding the other pilot participants’ VAM proposals:

[http://sharepoint.spccsc.hawaii.gov/SPCCSC/Documents/III.%20%20Submittal%20on%20Value%20Added%20Measure%20Proposals\\_Redacted.pdf](http://sharepoint.spccsc.hawaii.gov/SPCCSC/Documents/III.%20%20Submittal%20on%20Value%20Added%20Measure%20Proposals_Redacted.pdf)

Thus, Exhibit A serves as a means by which a charter school may communicate the key elements of its model — such as its educational philosophy and selected instructional strategies and assessment approaches — to the State Public Charter School Commission (Commission) and the general public, while also serving as a guide for the Commission’s accountability monitoring. For example, if a charter school’s Exhibit A described a science, technology, engineering, and math (STEM) focus and a project-based learning model, then the Commission’s expectation would be that evidence of the delivery of such an educational program would be visible at the school.

### **Background on the APF**

As described in the current version of the Charter Contract, the APF contains two sections:

1. Student Academic Outcomes
2. Value Added

The first section consists of a variety of measures that focus on student outcomes — both those that are required by Hawaii Revised Statutes and drawn from the Hawaii Department of Education’s state accountability system, the Strive HI Performance System (Strive HI), and other optional measures of a school’s choosing — and corresponding performance targets for each year of the contract, which are developed by charter schools in consultation with Commission staff. The required measures include student academic proficiency and growth, achievement gaps in proficiency between high needs and non-high needs students, and various college and career readiness measures.

The second section contains Value Added Measures (VAMs), whose goal is to capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives. They are used to assess a school’s effectiveness in fulfilling its mission and achieving the desired results of its educational program, and they focus on the unique aspects of a school’s model that may not be captured by the Student Academic Outcomes portion of the APF or Strive HI.

## **IV. INFORMATION FOR CONSIDERATION AND ACTION**

Drafts of the following are submitted to the Commission’s Performance and Accountability Committee for review and approval for inclusion in Alaka’i O Kaua’i’s new Charter Contract:

1. Exhibit A: Educational Program (**Exhibit 1**)
2. Academic Performance Framework, Student Academic Outcome Measures and Performance Targets – for Exhibit B: Performance Frameworks (**Exhibit 2**)
3. Value Added Measure Proposal – for Exhibit B: Performance Frameworks, Academic Performance Framework (**Exhibit 3**)

### **School-Developed Content for Exhibit A: Educational Program**

The following sections of Alaka'i O Kaua'i's proposed Exhibit A were populated by the school; all other sections were populated by Commission staff using information already provided by the school in its current, pre-opening contract or its charter school application:

- Shortened School Name
- Grade Levels that Comprise Each Division
- Essential Terms #1 through 5
- Instructional Sites

After populating the necessary information, Commission staff determined that the mission statement that appears in the draft Exhibit A, which was taken directly from the school's approved charter application, is different from the mission statement that appears under Item 1 (Mission Statement) of the school's VAM proposal.

Except for the sections that were completed by the school, the draft Exhibit A is intended to capture information that was already provided by the school during the application and pre-approval periods and previously approved by the Commission. If the school wishes to change its mission statement, it must do so through the Commission's separate contract amendment process.

### **School-Developed Content for the APF**

As required by HRS §302D-16, the Commission's Performance Framework must include specified "academic, financial, organizational, and operational performance indicators, measures, and metrics."<sup>2</sup> Commission staff created a draft APF for Alaka'i O Kaua'i that contains all of the statutorily required academic measures that apply to the school, given the grade levels that it serves.

Consistent with the contracts for the Commission's other recently authorized schools, Kamalani Academy and Kapolei Charter School by Goodwill Hawaii, there are no targets for the school's first year of operation (school year 2018-2019) in order to give the school a year to gather baseline data. For the remaining years of the school's contract (school years 2019-2020 to 2022-2023), there are placeholders for the performance targets ("TBD" or "to be determined"). After the baseline data are made available in Fall 2019, the school will return to the Commission with proposed targets based on these data for all remaining years of the contract.

### **School-Developed Content for the VAM**

Like the other VAM Pilot participants, Alaka'i O Kaua'i developed its VAM proposal using the guidance materials provided through the pilot, and received feedback from Commission staff and consultants regarding the alignment of the proposal drafts with the guidance materials;<sup>3</sup> however, because the

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<sup>2</sup> See HRS §302D-16 for the full list of measures:

[https://www.capitol.hawaii.gov/hrscurrent/Vol05\\_Ch0261-0319/HRS0302D/HRS\\_0302D-0016.htm](https://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302D/HRS_0302D-0016.htm)

<sup>3</sup> For more information regarding the VAM guidance materials, proposal review and feedback process, and expectations for

school is in its first year of operation and still in the process of gathering its baseline data, only Items 1 through 6 of the proposal are completed.

The VAM assessment tools will be administered multiple times each year, so the school will be able to collect and analyze the baseline data in Fall 2018. This timing will enable the school to set performance targets for the end of the current school year (2018-2019) and, therefore, have VAM targets for all five years of its contract. Similar to the plan described above for finalizing the school’s academic performance targets, Alaka’i O Kaua’i will return to the Commission with a full VAM proposal (Items 1 through 11) in Spring 2019, after the baseline data have been collected.

A brief description of the school’s partially completed VAM proposal and related background information are provided below.

<b>Information about VAM Proposal for Alaka’i O Kaua’i (Exhibit 3)</b>	
<b>Final proposal submitted?</b>	Yes, submitted on 10/18/18
<b>VAM description from school’s proposal:</b>	<ol style="list-style-type: none"> <li>Learners will demonstrate proficiency in Critical Thinking by scoring <i>Approaching Standard or higher</i> using BIE [Buck Institute for Education] rubrics (grades 3-5). Proficiency for grades K-2 is “almost always”.</li> <li>Learners will demonstrate proficiency in Collaboration by scoring <i>Approaching Standard or higher</i> using BIE rubrics (grades 3-5). Proficiency for grades K-2 is “almost always”.</li> <li>Learners will demonstrate growth in literacy by meeting their projected RIT (Rausch Unit) goal as determined by NWEA [Northwest Evaluation Association] Measures of Academic Progress.</li> <li>Learners will demonstrate growth in math by meeting their projected RIT (Rausch Unit) goal as determined by NWEA Measures of Academic Progress.</li> </ol>
<b># of rounds of review and feedback:</b>	3
<b>Commendations:</b>	<ul style="list-style-type: none"> <li>Centers on student outcomes.</li> <li>Captures aspects of the school’s educational program that are not reflected in the Student Academic Outcomes portion of the Commission’s Academic Performance Framework.</li> <li>Selected assessment tools appear to be valid and reliable and likely to produce results that can be easily and accurately measured.</li> </ul>
<b>Concerns:</b>	<ul style="list-style-type: none"> <li>Unclear how the NWEA MAP Growth assessment will help the school to</li> </ul>

high-quality proposals, please refer to the submittal for the Performance and Accountability Committee meeting on October 29, 2018, regarding the other pilot participants’ VAM proposals:

[http://sharepoint.spccsc.hawaii.gov/SPCCSC/Documents/III.%20%20Submittal%20on%20Value%20Added%20Measure%20Proposals\\_Redacted.pdf](http://sharepoint.spccsc.hawaii.gov/SPCCSC/Documents/III.%20%20Submittal%20on%20Value%20Added%20Measure%20Proposals_Redacted.pdf)

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assess its effectiveness in fulfilling its mission and achieving the desired results of its educational program, as described in the VAM proposal.

**Comments:**

- Commission staff reviewed the VAM proposal prior to the completion of the draft Exhibit A, so it was only possible to assess alignment with the school's mission, vision, and educational program as described in the proposal, not as articulated in the Charter Contract.
- When the school returns to the Commission with an updated proposal (*i.e.*, has completed Items 7-11 and made any additional revisions for consistency and accuracy) in Spring 2019, this updated document should include evidence of the faculty's scoring consistency when using the BIE rubrics and the reliability of the resulting data.
- Item 1 (Mission Statement) Per the VAM template instructions, in this section of the proposal, a school should "provide the mission of your school, as stated in its current charter school contract;" therefore, the content of this section should be consistent with the school's mission, as articulated in the school's charter contract.

**Exhibit 1**

**Exhibit A: Educational Program**

**EXHIBIT A  
EDUCATIONAL PROGRAM**

SCHOOL INFORMATION	
<b>School Name:</b>	Alaka'i O Kaua'i Charter School
<b>Shortened School Name:</b>	Alaka'i O Kaua'i
<b>Grades Served in School Year:</b>	2018-2019: K-5 2019-2020: K-6 2020-2021: K-6 2021-2022: K-6 2022-2023: K-6
<b>Grade Levels that Comprise Each Division:</b>	Alaka'i is an elementary school with grades K-5 in SY2018-19 and grades K-6 beginning with SY2019-2020
<b>Mission and Vision:</b>	<p>Our mission as a project-based K-6 school is to provide a progressive, innovative curriculum that prepares students for a successful future. We are committed to interdisciplinary instruction with equal emphasis on teaching to the whole child. Our students will learn and perpetuate the cultural traditions and values of Hawai'i while acquiring and demonstrating 21st Century skills that are needed to lead productive lives and contribute meaningfully to society.</p> <p>Alaka'i O Kaua'i Charter School will provide a comprehensive education through a project-based community of learning that meets the individual needs and potential of every student.</p>
<b>Essential Term #1:</b>	<p><b>Integrated Learning Block: Project-Based Learning</b></p> <p>PBL is the ongoing act of learning about different subjects simultaneously. During Project-Based Learning experiences, curricular areas and tools such as science, arts, social sciences, literacy, mathematics engineering and technology are integrated for instruction, research and product development. This is achieved by guiding students to identify, through research, a real-world problem (local to global) developing its solution, using evidence to support the claim, and presenting the solution through a multimedia approach based in a set of 21st-century tools.</p> <p>Children show what they learn as they journey through the unit, interact with its lessons, collaborate with each other, and assess themselves and</p>



	<p>each other. They don't just take a test or produce a product at the end to demonstrate deeper thinking.</p> <p>The components of a PBL unit include:</p> <ul style="list-style-type: none"> <li>• Key Knowledge and Understanding---the learning goals that are the central focus of a project</li> <li>• Success Skills---also known as 21<sup>st</sup> century skills, including critical thinking, collaboration, problem-solving, making presentations</li> <li>• Challenging Problem or Question---a learner friendly, open-ended question to focus the project</li> <li>• Sustained Inquiry---investigation of a topic in depth over several occasions that involves questioning, finding and evaluating sources of information, posing new questions, and applying what has been learned to the solution of a problem or creation of a product</li> <li>• Public Product---for motivational reasons and to make learning visible and discussible students make their work public in a project, in addition to a formal presentation to an audience could include an online posting, wall display, or providing a product or service that is actually used by people in the real world.</li> <li>• Need to Know---a learner generated list not only of reasons why the project is important but also what they know/need to know about the topic to successfully address it and respond to the challenging question or problem</li> <li>• Authenticity---how real the project is and why it is important for the learners</li> <li>• Reflection---conducted throughout the unit as facilitators and learners reflect what they are learning, how they are learning and what they have accomplished in their project.</li> </ul>
<p><b>Essential Term #2:</b></p>	<p style="text-align: center;"><b>Literacy Block</b></p> <p>During the literacy block we use a structure called The Daily 5. At the beginning, this structure is put into place helping teach learners to be</p>

independent on literacy tasks. Once children are taught the behaviors of the tasks and build their stamina for independence, facilitators are able to work with individuals and small groups. We also use CAFE, which is a visual aid for organizing the reading strategies children will be learning to read books at their own level.

Once children are taught to build their stamina they will be engaged each day in these research-based meaningful tasks:

- Read to self
- Work on writing
- Word Work
- Listen to reading
- Read to Someone

While the students are engaged in their literacy choices, facilitators are teaching small groups and individuals, so everyone can get the just-in-time instruction they need to reach their full literacy potential.

CAFE is the organization of the reading strategies taught during the Daily 5 time. CAFE is the acronym for the four major components of reading:

- C for Comprehension
- A for Accuracy
- F for Fluency
- E for Expanding Vocabulary

Children will learn reading strategies within each category. These strategies will become tools they learn and apply to help them become better readers and writers. Facilitators keep parents and guardians informed through weekly newsletters of the new strategies that are introduced to the whole class. Parents are updated about their child's individual strategies through phone calls, emails, parent pipeline and other communication tools.

Classrooms are rich with print from which learners select reading material. Leveled books, books related to topics selected for Individual Learning Plans (ILPs), and magazines aimed at children's interests are available as well as ebooks, adaptive programs such as Velocity or technology based programs such as ABC Mouse, Study Dog Reading, Mr. Nussbaum and others.

Key instructional resources include Words Their Way, Lucy Calkins

	<u>Writing Project, and Fountas and Pinnell Leveled Reading Literature.</u>
<b>Essential Term #3:</b>	<p style="text-align: center;"><b>Math Block</b></p> <p>Students select from three choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.</p> <p>Students select from these three choices:</p> <ul style="list-style-type: none"><li>• Math by Myself</li><li>• Math Writing</li><li>• Math with Someone</li></ul> <p>Math Daily 3 classrooms produce productive, highly engaged students who are developing a true love of mathematics.</p> <p>There are two main benefits of using Math Daily 3: students develop independence, stamina, and accountability; and teachers are able to meet differentiated needs, helping to ensure that all students meet standard.</p> <p><u>Georgia Math</u> is a research-based and field-tested curriculum, closely aligned with Common Core Mathematics, that focuses on developing children’s understandings and skills in ways that produce life-long mathematical power. The Georgia Mathematics Curriculum focuses on actively engaging the students in the development of mathematical understanding by using manipulatives and a variety of representations, working independently and cooperatively to solve problems, estimating and computing efficiently, and conducting investigations and recording findings. There is a shift towards applying mathematical concepts and skills in the context of authentic problems and for the student to understand concepts rather than merely follow a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different ways to a solution and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things well, via reasoning, permit students to know much else—without having to commit the information to memory as a separate fact. It is the connections, the reasoned, logical connections that make mathematics manageable. As a result, implementation of Standards of Excellence places a greater emphasis on problem solving, reasoning, representation, connections, and communication.</p>

**Essential Term #4:****PROGRESS MONITORING and ASSESSMENT**

Academic progress is measured by both formative (progress monitoring) and summative (end of unit or end of year) assessments.

- Alaka'i will use NWEA's Measures of Academic Progress (MAP) to assess learners' entry skills in literacy and math, as well as monitor growth. MAP assessments are computer adaptive and produce accurate, reliable data that reveal the precise learning level of every student, regardless of the student's ability or grade level. MAP identifies areas of strength and opportunity at the goal level of a subject, as well as overall performance. Facilitators use MAP data to inform in-the-moment instructional practices and view grade-independent academic growth. MAPs assessments are given three times per year. Facilitators and the School Director meet following MAP assessment windows to analyze data, inform instructional decisions, set goals and ensure that appropriate resources are available to meet learner needs.
- Fountas and Pinnell Assessments of Literacy are used to assess learner skills in the areas of phonemic awareness, phonics, word recognition, vocabulary, comprehension and fluency. These informal assessments are used throughout the school year following instructional periods to ensure learners are mastering literacy skills.
- Dolche Word Lists assess sight word vocabulary and are used several times throughout the year.
- Reading inventories are authentic assessments conducted several times throughout the year that provide data on learner comprehension, reading rate, and decoding.
- Everyday Mathematics Ongoing and Periodic Assessments and Progress Checklists provide multiple sources of data to gauge learner progress and design targeted lessons for individuals and small groups.
- PBL Rubrics provide data related to specific standards mastery and 21<sup>st</sup> century skills.

	<ul style="list-style-type: none"> <li>• Surveys are used to assess learner and parent satisfaction in relation to the overall school program; progress in academics; social/emotional development; safety; school culture; and other facets of the school experience.</li> <li>• As part of the Strive HI ranking system, learners in grades 3-8 participate in state-wide assessments in language arts and mathematics including SBAC. Learners in grades 4 and 8 also participate in assessing science knowledge via state-wide testing.</li> </ul>
<p><b>Essential Term #5:</b></p>	<p style="text-align: center;"><b>SCHOOL CULTURE</b></p> <p>Alaka'i is intended to be a place learners want to come every day because they feel accepted and are appropriately challenged to grow academically, socially and emotionally. We celebrate the uniqueness of each individual, the cultures we come from, the languages we know, and the diversity of our backgrounds.</p> <p><u>The Leader In Me</u> teaches 21st century leadership and life skills. It helps create a culture of student empowerment based on the idea that every child can be a leader. We provide many opportunities throughout the day for learners to collaborate with self-selected partners as well as teams designed by the facilitator in order to grow in</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Responsibility</li> <li>• Accountability</li> <li>• Problem Solving</li> <li>• Adaptability</li> <li>• Communication</li> <li>• Initiative and Self-Direction</li> <li>• Creativity</li> <li>• Cross-Cultural Skills</li> <li>• Teamwork</li> </ul> <p><u>Love and Logic</u> provides a framework for helping learners understand the consequences of their behavior for themselves, their peers and their facilitator. There is also a component for parents to help them understand the mindset at Alaka'i regarding learner behavior expectations and logical consequences that are triggered by both desirable and undesirable learner actions. We foster a mindset of instruction and reinforcement regarding desired behavior vs. punishment and removal from the learning environment for unproductive behavior.</p>

	<p><b>Individual Learning Plans:</b>  During the first six weeks of school, each learner, along with his/her parent/guardian and facilitator, creates an Individual Learning Plan (ILP). The ILP captures 1-3 academic goals and 1-2 social emotional goals the learner chooses to work on throughout the year. Evidence of progress is kept in the learner’s leadership notebook. Progress is monitored and reported on regularly.</p>
<b>Targeted Geographic Area:</b>	Kauai
<b>Instructional Sites and Maximum Occupancy:</b>	2-4035 Kaumualii Highway, Koloa, Hawaii 96756
<b>Educational Service Provider:</b>	N/A

***For the purposes of this section, a virtual learning program is defined as a form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum with students fewer than five hours per week of instruction at a supervised brick and mortar school site location.***

Does the school have a virtual learning program?     Yes     No

Maximum enrollment of the virtual learning program:       n/a   

Maximum percentage of total student population enrolled in the virtual learning program:  
   n/a   

Grades served by the virtual learning program:       n/a   

***For the purposes of this section, blended learning is defined as a program where students receive instruction at a supervised brick and mortar school site location for five hours or more per week and in part through a virtual learning program or alternative learning experience in which students have some element of control over time, place, path, and/or pace.***

Does the school have a blended learning program?     Yes     No

Maximum enrollment of the blended learning program:       n/a   

Maximum percentage of total student population enrolled in the blended learning program:  
   n/a   

Grades served by the blended learning program:       n/a

**Exhibit 2**

**Academic Performance Framework, Student Academic Outcome Measures and Performance Targets – for  
Exhibit B: Performance Frameworks**



## I. Student Academic Outcomes

### 1. Academic Proficiency

TARGETS					
Subject	% Proficient on Statewide Assessment				
	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23
Math	No target, establish baseline	TBD	TBD	TBD	TBD
ELA	No target, establish baseline	TBD	TBD	TBD	TBD
Science	No target, establish baseline	TBD	TBD	TBD	TBD

### 2. Academic Growth

*SGP= Student Growth Percentile*

TARGETS					
Subject	Median SGP				
	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23
Math	No target, establish baseline	TBD	TBD	TBD	TBD
ELA	No target, establish baseline	TBD	TBD	TBD	TBD

### 3. College and Career Readiness

#### Chronic Absenteeism

TARGETS				
% Chronically Absent				
SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23
No target, establish baseline	TBD	TBD	TBD	TBD

### 4. Achievement Gap

*Targets for increasing the proficiency of high needs students in order to close the achievement gap.*

TARGETS					
Subject	% Proficient on Statewide Assessment - High Needs Students Only				
	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23
Math	No target, establish baseline	TBD	TBD	TBD	TBD
ELA	No target, establish baseline	TBD	TBD	TBD	TBD

### 5. Optional Student Academic Outcome Measure

## II. Value Added

[see proposal]

**Exhibit 3**

**Value Added Measure Proposal – for Exhibit B: Performance Frameworks, Academic Performance Framework**

## Proposal Template - Pilot

### Value Added Measure Statement

#### 1. Mission Statement

Our mission as a project-based K-5 school is to provide a progressive, innovative curriculum that prepares learners for a successful future. We are committed to interdisciplinary instruction with emphasis on teaching to the whole child. Our learners will understand and perpetuate the cultural traditions and values of Hawaii while acquiring and demonstrating 21st century and social-emotional skills.

We believe that “soft” skills, also known as 21st century skills, are as essential to future success in college/career as is content mastery. We selected Critical Thinking and Collaboration/Teamwork because development of these traits impacts all aspects of learning and social development.

Summative assessments, such as SBAC, give a limited picture of a learner’s achievement. NWEA Measures of Academic Progress were selected as they allow facilitators to track individual learner growth throughout the year in literacy and math. These assessments also allow facilitators to personalize the learning path and differentiate instruction for all learners including subgroups.

#### 2. Value Added Measure

1. Learners will demonstrate proficiency in Critical Thinking by scoring *Approaching Standard or higher* using BIE rubrics (grades 3-5) . Proficiency for grades K-2 is “almost always”.
2. Learners will demonstrate proficiency in Collaboration by scoring *Approaching Standard or higher* using BIE rubrics (grades 3-5) . Proficiency for grades K-2 is “almost always”.
3. Learners will demonstrate growth in literacy by meeting their projected RIT (Rausch Unit) goal as determined by NWEA Measures of Academic Progress.
4. Learners will demonstrate growth in math by meeting their projected RIT (Rausch Unit) goal as determined by NWEA Measures of Academic Progress.

#### 3. Rationale for VAM

1. Development of 21st century skills through project-based learning is the core of Alaka'i O Kaua'i. It is reflected in our Vision, Mission, Academic Philosophy and Key Instructional Design Features of our charter application. The Four Cs of 21st century learning are the four skills that have been identified by the United States-based Partnership for 21st Century Skills (P21) as the most important skills required for 21st century education; critical thinking, communication, collaboration, and creativity. The focus of our value added measures are Critical Thinking and Collaboration.

## Value Added Measures

### Proposal Template - Pilot

Hawaii State Public Charter School Commission

*School name: Alaka'i O Kaua'i Charter School*

2. To adapt to today's new world and increasingly globalized economy, education must emphasize more than instilling rote knowledge. Students must be prepared to be empathetic, critical thinkers who thoughtfully and significantly engage with the world around them. We know that modern employers prize these skills in the workplace, and research suggests that employees with more highly developed social-emotional strengths earn more and are more productive. According to the nonprofit, nonpartisan think tank *Economic Policy Institute*, focusing on non-cognitive skills may actually further improve reading, writing, and mathematics performance in students.
3. Measuring individual learner progress from the beginning of the year to the end paints a more accurate picture of achievement than a summative assessment score would indicate. Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

## Assessment and Measurement

### 4. Assessment Tools & Measures

Grade level appropriate rubrics for assessment of Critical Thinking and Collaboration/Teamwork will be completed by facilitators and learners in grades K-5. These will be utilized at the conclusion of each project, approximately 3-5 times per year depending on grade level.

BIE Critical Thinking Rubric for Grades 3-5

BIE Critical Thinking Rubric for Grades K-2

BIE Collaboration Rubric for Grades 3-5

BIE Teamwork (Collaboration) Rubric for Grades K-2

The NWEA Measures of Academic Progress (MAP) are administered in the fall, winter and spring. MAP measures growth over time, and the data helps educators project proficiency on state accountability tests, support differentiated instruction, and serve as an input for program evaluation. Computer adaptive MAP assessments help identify a student's current academic achievement level and what they're ready to learn next, thereby creating a personalized learning path for student. MAP assessments are grade independent and adapt to each student's instructional level.

## Value Added Measures

### Proposal Template - Pilot

Hawaii State Public Charter School Commission

*School name: Alaka'i O Kaua'i Charter School*

#### 5. Assessment Reliability & Scoring Consistency

Facilitators completed a 3 ½ day “Boot Camp” (we lost 1 and ½ days due to Tropical Storm Lane). During this training, Project-Based Learning and the targeted 21st century skills were discussed at length. Facilitators viewed demonstration videos, assessed learner work and calibrated results. To ensure scoring consistency, follow-up training will take place monthly, along with additional days in October, January and April. Grade level teams (1st/2nd, 3rd/4th/5th) will collaborate in using the rubrics consistently. Each quarter, rubrics will be assessed and reviewed, with anonymous samples of learner work shared across the teams to promote consistency and discussion of discrepancies. Dr. Thom Markham from PBL Global, a former contributor to BIE and author of PBL Design and Coaching Handbook as well as Redefining Smart, is contracted to work individually with facilitators and grade level teams in October and February to support accurate and effective use of these rubrics.

MAP Growth is a strong predictor of how students will perform on state summative assessments. There is a high correlation between MAP Growth scores and proficiency on the Smarter Balanced Assessment. This information allows Alaka'i O Kaua'i to predict student performance on the summative state assessment from MAP Growth scores, thus identifying students at risk of failing to meet required standards, and allowing facilitators to target instruction and resources to better support every learner's academic performance and goals. MAP Growth scores accurately predicted students' proficiency (Level 3 or higher) status on Smarter Balanced with about 83-89% accuracy, depending on grade and subject.

#### 6. Rationale for Selected Assessment Tool(s)

The Buck Institute of Education ([bie.org](http://bie.org)) has designed rubrics specifically to assess learner progress in the 21st century skills of critical thinking and collaboration/teamwork. The rubrics for grades 3-5 are aligned with Common Core state standards. The rubrics describe what each skill looks like in the context of Project Based Learning and aspects of the skill that apply to tasks found in all projects. Developmentally appropriate rubrics have been created for primary grades K-2 as well as middle grades 3-5. When we expand to 6th grade and middle school we will employ the rubrics designed for grades 6-8.

There is no formal test that we are aware of that generates a quantifiable score for Collaboration and Communication/Teamwork. These traits are observable and can be developed over time. To that end, we believe the rubrics created by the leaders of Gold Standard Project-based Learning are the most useful tool we can use to try to quantify growth over time in these areas.

NWEA, the provider of Measures of Academic Progress (MAP), is a research-based, not-for-profit organization that supports students and educators worldwide by creating computer-adaptive assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Their tools are trusted by educators in 145 countries and more than half the schools in the US.

**Value Added Measures**

**Proposal Template - Pilot**

Hawaii State Public Charter School Commission

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**Data and Reporting**

**7. Baseline Data**

**8. Annual Targets**

Contract Year	School Year	Exceeds Target	Meets Target	Approaching Target	Does Not Meet Target
2	2019-20				
3	2020-21				
4	2021-22				
5	2022-23				

**9. Rationale for Targets**

**10. Data Reporting**

**Additional Information**

**11. List of Attachments**

Required attachments:

- a. Raw Data Report
- b. Analyzed Data Report

Additional attachments:

1. BIE Critical Thinking Rubric for Grades 3-5
2. BIE Critical Thinking Rubric for Grades K-2
3. BIE Collaboration Rubric for Grades 3-5
4. BIE Teamwork (Collaboration) Rubric for Grades K-2