The Hawai‘i Department of Education (HIDOE) is in the process of building stakeholder knowledge and expertise related to the use of Hawai‘i’s state assessment system to inform decisions regarding participating in and applying for the Innovative Assessment Demonstration Authority (IADA). The department engaged WestEd to provide services for Phase I of this project, which included conducting three stakeholder meetings on Oahu to inform decisions around application to and the design of the IADA pilot, including providing contextual knowledge regarding Hawai‘i’s current assessment system and opportunities for innovations within the state assessment system.

**Stakeholder Group Purpose**

» Advise the HIDOE on the development of innovative assessments, possible opportunities, and challenges

» Develop expertise about assessment literacy concepts, federal assessment requirements, and the IADA

» Represent the voice of colleagues and constituents in the discussion of statewide assessments in Hawai‘i

» Offer recommendations regarding Hawai‘i’s application to participate in the IADA
Roles and Responsibilities

HIDOE was responsible for:
» Recruitment and selection of stakeholder group participants
» Communication with participants
» Providing input and feedback on stakeholder group design
» Providing facilities and other meeting logistics

WestEd was responsible for:
» Design of three stakeholder group sessions and one make-up session for participants who could not attend the second session
» Development of all stakeholder group materials
» Facilitation of all stakeholder group sessions
» Preparation of this summary document

Stakeholders were responsible for:
» Participation in three stakeholder group sessions
» Communicating with their communities about the learning from the group and bringing back ideas to subsequent sessions
» Making recommendations to HIDOE based on learning from stakeholder sessions and input from their communities

Stakeholder Group Participants
Haley Agbayani, Leslie Baunach, Janice Blaber, Justin Delos Reyes, Bea DeRegio-Coffield, Mireille Ellsworth, Martha Evans, Jill Fletcher, Mitzie Higa, Andy Jones, Chelsea Keelhne, David Miyashiro, Tina Miyataki, Daphne Okunaga, Lory Peroff, Amy Perruso, Katy DeBruin Plencner, Leilani Roberts, Valerie Rowls, Sione Thompson, Diane Tom-Ortega, Tyler Villamil, and Sara Yoshimura

Stakeholder Group Meeting Summaries

Overall Outcomes for Meetings:
» Endorse guiding principles for HIDOE to address in considering development of innovative assessments and application to participate in the IADA
» Recommend innovative assessment models to consider
» Share learning about assessment opportunities and constraints with broader stakeholders in home schools and communities

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Meeting 1 — June 18, 2019

Learning Objectives:
» Create a collective understanding of key assessment literacy concepts
» Analyze and discuss the current state assessment system in Hawai‘i and identify strengths and challenges
» Build contextual knowledge of innovative assessment via sharing of current local assessment practices and discuss opportunities to improve upon the current state assessment system in Hawai‘i

Outcome:
» Participants will generate a preliminary idea for an innovative assessment approach that builds on a strength or addresses a challenge within the current state assessment system in Hawai‘i

Participants:
» Stakeholders:
  • Haley Agbayani, Janice Blaber, Bea DeRego-Coffield, Mireille Ellsworth, Jill Fletcher, Mitzie Higa, Chelsea Keehne, David Miyashiro, Tina Miyataki, Daphne Okunaga, Lory Peroff, Amy Perruso, Leilani Roberts, Sione Thompson, Diane Tom-Ortega, Tyler Villamil, and Sara Yoshimura
» Observers:
  • Margaret Cox, Pono Fernandez, Scott Fuji, Elaine Lee, Rodney Luke, Stacie Phillips, Brian Reiter, Corey Rosenlee, and Teri Ushijima
» Facilitators:
  • Bryan Hemberg and Deb Sigman

Materials:
» Link: https://drive.google.com/drive/u/1/folders/1kPEnjfZhHIInNJmJWQfIKmIBlcB1X7mUx

Meeting 2 — July 2, 2019

Learning Objectives:
» Increase understanding of the rationale(s) for applying for the IADA
» Increase understanding of the IADA plans for states that are approved or pending approval
» Increase understanding of the program and application requirements of the IADA
» Apply learning of assessment literacy, local assessment practices, and IADA to innovative assessment ideas

Outcome:
» Further development of innovative assessment ideas that adhere to the IADA requirements
Participants:

» Stakeholders:
  • Haley Agbayani, Leslie Baunach, Janice Blaber, Justin Delos Reyes, Bea DeReggo-Coffield, Mitzie Higa, Andy Jones, David Miyashiro, Tina Miyataki, Daphne Okunaga, Amy Perruso, Katy DeBruin Plenchner, Valerie Rows, Diane Tom-Ortega, Tyler Villamil, and Sara Yoshimura

» Observers:
  • Pono Fernandez, Scott Fuji, Elaine Lee, Rodney Luke, Lisa Nagamine, Stacie Phillips, Brian Reiter, and Teri Ushijima

» Facilitators:
  • Bryan Hemberg, Christina Johnson, and Chelsea Talakoub

Materials:

» Link: https://drive.google.com/drive/u/1/folders/1lvnRW2_RT5k7wBGcc4vCOBYK0qXoNL-

Note:

» Bryan Hemberg provided an abridged version of Meeting 2 on July 15, 2019 to support stakeholders who had a conflict and were not able to attend the July 2 meeting. This helped to ensure these participants were prepared to engage in Meeting 3 and provide meaningful recommendations

Meeting 3 — July 16, 2019

Learning Objective:

» Apply learning about assessment literacy, the current state assessment system, and potential opportunities and challenges to innovative assessment ideas

Outcomes:

» Endorse values for innovative assessment in Hawai‘i
» Make recommendations for Hawai‘i IADA application and other avenues for innovation of assessment in Hawai‘i
» Understand next steps

Participants:

» Stakeholders:
  • Haley Agbayani, Leslie Baunach, Justin Delos Reyes, Bea DeReggo-Coffield, Mireille Ellsworth, Martha Evans, Jill Fletcher, Mitzie Higa, Andy Jones, Chelsea Keehne, David Miyashiro, Tina Miyataki, Amy Perruso, Leilani Roberts, Sione Thompson, Tyler Villamil, and Sara Yoshimura

» Observers:
  • Pono Fernandez, Scott Fuji, Elaine Lee, Rodney Luke, Stacie Phillips, Brian Reiter, and Teri Ushijima

» Facilitators:
  • Jessica Arnold, Bryan Hemberg, and Liza Morris

Materials:

» Link: https://drive.google.com/drive/u/1/folders/1y3Rvq6WQv_Wfz8YBkB370kt9BQy07pPt
Recommendations

Endorsed Values

During Meeting 3, the stakeholder group reexamined ideas that surfaced in Meeting 1 and worked to build consensus on key values this group would like to see reflected in the Hawai‘i State System of Assessments. The following values were endorsed by this group as a set of guidance values for the Innovative Assessment Planning Project:

- Relevance through:
  - Student choice
  - Place-based
  - Community connection and impact
  - Meaningful and timely data

- Hawai‘ian values
  - Portfolio showing student growth throughout their education, providing results that are:
    - Tangible
    - Continuous (longitudinal)
    - Artifacts of student accomplishments

- Collaborative (the process of development and implementation)

- Continuous improvement and growth

- Alignment to curriculum and instruction

Voiced Concerns

During Meeting 3, the stakeholder group took time to consider and voice their key concerns regarding innovation in assessment. The following concerns were endorsed by this group as a set of considerations for the Innovative Assessment Planning Project:

- Alignment of assessment to requirements of institutes of higher education
- Over-reliance on multiple-choice testing ("bubble tests")
- Role of assessment in the contributions to educational inequity
- Ability of the state to create data and accountability systems that provide meaningful data
- The need to pair innovative assessment with a strength-focused accountability and reporting system that is informed by the community
Proposed Actions

In Meeting 3, the group also developed ideas for actions HIDOE could take to better incorporate the values identified above into the current assessment landscape in Hawai‘i. The group reflected on possible actions across several categories:

» **State-led actions** - actions controlled by the state which might include:
  - application to the IADA
  - modification of existing state assessments
  - development of new state assessments
  - review and revision of state standards

» **State-supported actions** - actions that are supported by the state and could include:
  - professional development
  - grant programs to support implementation and dissemination of successful local innovative assessment activities
  - creation of learning networks focused on implementation of local innovative assessments

» **Locally led actions** - actions enacted locally without a state role and could include:
  - locally developed complex area, school, or classroom assessments
  - locally developed assessment resources

» **Other state levers** - additional actions controlled by the state:
  - changes to the state accountability system
  - changes to the federal accountability system

Discussion and interest primarily focused on state-led actions with additional interest in aligned state-supported actions.
Key Priorities

The stakeholder group then identified key priorities among the list of proposed actions. Priorities were established by asking each group member to identify their three highest priorities. The following list represents the highest priority recommendations of this group, as reflected by garnering the greatest number of participant votes. Italicized ideas were considered in more depth by groups and are detailed in the section that follows.

- Replace Smarter Balanced Assessments (SBA) with ACT in high school (8 votes)
- Submit IADA application focused on through-course SBA model (7 votes)
- Reexamine standards (7 votes)
- Submit a Federal Testing Waiver requesting grade-span testing (5 votes)
- Submit IADA application focused on a menu of authentic assessment options (4 votes)
- Submit IADA application focused on alternating authentic and standardized assessments across grades (4 votes)

Possible Innovative Assessment Demonstration Authority Application Ideas

Once the key priorities were established, participants broke up into smaller groups to develop more detailed ideas around the three IADA application priorities that emerged in the voting process. The group focused on only these three, recognizing that the other priorities, even though they may have more votes, did not require further detail or input from the stakeholder group. The hope was that the HIDOE would consider the other priority actions identified in addition to any in the IADA application.

The ideas explored in more detail are as follows:

Submit IADA application focused on through-course SBA model (7 votes)

- This group focused on using the existing Smarter Balanced summative assessment as the foundation for the development of a new computer-adaptive, interim/through-course assessment approach for summative assessment of the ELA and Math standards.
- Link: https://drive.google.com/file/d/1zD19aQj2DXt015Ibu3iRVTK2nYM_Jgie/view?usp=sharing
Submit IADA application focused on a menu of authentic assessment options (4 votes)

» This group focused on developing a variety of assessment options at each grade level that provide student choice about formats and options for expression.

» Link: https://drive.google.com/file/d/1bZkUEHPLNRC3TNyqTR486DFLLWoWqg1/view?usp=sharing

Submit IADA application focused on alternating authentic and standardized assessments across grades (4 votes)

» This group focused on working with schools that have experience developing authentic assessments to pilot authentic assessments which would ultimately alternate with more traditional assessments at different grade levels.

» Link: https://drive.google.com/file/d/1_i9L9Q110dJ9O-ERqtfYapPdSLsWszlz/view?usp=sharing

**Ongoing Process Recommendations**

The group identified several recommendations for HIDOE focused on the ongoing process for the Innovative Assessment Planning Project.

» Email this stakeholder group an update a minimum of every six weeks

» Communicate decisions made well in advance of actual events

» Talk to and engage with students and parents as part of this process before an application is submitted
  • Intentionally include parents who are not usually heard (e.g., utilize interpreters)

» Utilize a representative sample of parents when conducting outreach

*Email every 6 weeks (mn)*

*Communicate decision-making events well in advance of actual event.*

*Talk to/engage with students before application is submitted.*

*Parents must reach out to people who are not heard by interpreters.*

*Sampling of parent outreach.*