The Strive HI Performance System

Hawaii’s new school accountability and improvement system

Summary

In 2012, the Hawaii State Department of Education (DOE) and State Board of Education released a joint State Strategic Plan that established a clear vision and roadmap for student, staff and system success, grounded in college- and career-readiness. That vision includes:

- Clear expectations for students, teachers, leaders and schools that reflect the needs of local and global workplaces;
- A commitment to using data and research to inform our efforts and replicate emerging best practice and successes; and
- Customized support to students, staff and schools that rewards success and ensures continuous improvement.

Transforming Hawaii’s public education system to meet this vision of success requires having the right systems and tools to measure performance and act on improvement strategies. The opportunity provided by the U.S. Department of Education (USDE) to apply for a waiver from certain requirements of the federal No Child Left Behind Act (NCLB) allowed us to develop and implement 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The Strive HI Performance System, approved by the USDE in May 2013, replaces many of NCLB’s most outdated and ineffective requirements with a system better designed to meet the needs of Hawaii’s students, educators and schools.

<table>
<thead>
<tr>
<th>Who designed the system?</th>
<th>The federal government designed the system based on an outdated approach to school reform</th>
<th>Hawaii stakeholders designed the system to align to the BOE/DOE State Strategic Plan’s 2012 vision of success</th>
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</thead>
<tbody>
<tr>
<td>What is the system’s focus?</td>
<td>Proficiency in reading and math</td>
<td>Readiness for college and careers</td>
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<tr>
<td>How is school performance measured?</td>
<td>Adequate Yearly Progress (AYP) measures school performance based mostly on one test, the Hawaii State Assessment (HSA) reading and math scores in grades 3-10</td>
<td>The Strive HI Index measures school performance and progress, using multiple measures of student achievement, growth and readiness for success after high school, including: HSA reading and math scores; end-of-course science assessments; chronic absenteeism; 8th and 11th grade ACT scores in reading, English, math and science; high school graduation rates; and college enrollment</td>
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<td>How are school performance targets set?</td>
<td>All schools are held accountable to meeting one national, aspirational target, regardless of current challenges</td>
<td>Each school is held accountable to meeting ambitious and attainable goals that are customized to each school complex (a high school and its feeder schools), based on current performance</td>
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<td>Which students are schools held accountable for?</td>
<td>All schools are held accountable for the performance of student subgroups that do not fully reflect Hawaii's student population</td>
<td>All schools are held accountable for the performance of all of Hawaii’s students and student subgroups that reflect the state’s student population</td>
</tr>
<tr>
<td>How are schools supported for improvement?</td>
<td>Schools are required to use federally-designed, one-size-fits-all interventions</td>
<td>Based on the 5 Strive HI Steps, schools receive customized rewards, support and interventions that have proven successful in Hawaii’s schools</td>
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"Approval to move forward with the Strive HI Performance System validates our strategic direction and allows us to build on Hawaii’s successes. With the new system, we are more focused on college- and career-readiness, rewarding high-performing schools, and customizing support to students, educators and schools with strategies proven in the Zones of School Innovation."

- Superintendent Kathryn Matayoshi
The opportunity to submit a waiver application\(^1\) could not have come at a better time. Hawaii’s educators are in the midst of a range of historic efforts to transform the state’s public education system, including implementing the Common Core State Standards, updated assessments, more rigorous diploma requirements, successful strategies in the Zones of School Innovation, and robust teacher and principal evaluation and support systems. The Strive HI Performance System aligns and connects our key state education policies and initiatives to position students and educators for success.

**The Strive HI Performance system** has three key components:

1. **New Goals and Annual Targets**: The DOE has updated annual reading, math, science and graduation rate goals through School Year (SY) 2017-18. They are aligned to the State Strategic Plan, ambitious to reflect our belief that all students can achieve college- and career-readiness, and customized for each school complex to provide them with challenging but attainable targets that reflect their current performance.

2. **The Strive HI Index**: The Strive HI Index will use multiple measures of achievement, growth, readiness and achievement gaps to understand schools’ performance and progress and differentiate schools based on their individual needs for reward, support and intervention. 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.”

3. **The Strive HI Steps**: Based on the Index score, schools are placed on one of 5 Steps – Recognition, Continuous Improvement, Focus, Priority and Superintendent’s Zone – as they strive for continuous improvement. The state’s highest-performing schools will receive recognition, financial awards and administrative flexibility to sustain their success. Low-performing schools will receive customized supports based on the lessons learned from Hawaii’s successful school turnarounds.

1. **New Goals and Annual Targets: Aspiring to Strive HI**

Under NCLB, all schools were expected to meet incremental Adequate Yearly Progress (AYP) targets toward a national goal of 100% student proficiency in math and reading by 2014.

Under the Strive HI Performance System, the DOE replaces those NCLB requirements with new goals and annual targets, known as Annual Measureable Objectives (AMOs). These goals and targets, which are aligned with the State Strategic Plan, are ambitious to reflect our belief that all students can achieve college- and career-readiness, while providing schools with challenging but attainable targets that reflect their current performance.

- **High School Graduation Rates**: The statewide goal is a 90 percent high school graduation rate by SY 2017-18, with annual targets toward that goal.

- **Reading, Math and Science Proficiency Rates**: Goals for reading, math and science proficiency are customized for each school complex to recognize current challenges and reinforce the importance of collaborating as a K-12 community. For each school complex, the goal is to reduce by half the percent of non-proficient students in math, reading and science by SY 2017-18.

Graphic 1 on the next page depicts the statewide annual targets and 2017-18 goal for graduation rates, and a hypothetical example of a school complex’s annual targets and 2017-18 goals for reading, math and science.

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\(^1\) Also known as an Elementary and Secondary Education Act of 1965 (ESEA) flexibility waiver application, or FLEX

“Grounded in our Strategic Plan, we are proud of the work happening at every level of Hawaii’s public education system to prepare students for real-world demands and provide better data, tools and support to students, educators and schools. Now, with the approval of the Strive HI Performance System, we’ve unlocked the potential of all these efforts to work together in a coherent way to support success.”

- Deputy Superintendent Ronn Nozoe
2. The Strive HI Index: Multiple Measures to Understand School Performance

Under NCLB, there were two options for schools: they either “made” or “did not make” Adequate Yearly Progress or AYP. In that system, AYP status was a crude instrument that led directly to a series of strict, escalating consequences.

Under the Strive HI Performance System, the Strive HI Index will serve as more of a diagnostic tool to understand a school’s performance and progress and differentiate schools based on their individuals needs for reward, support and intervention. The Strive HI Index includes several indicators, aligned with those in the Strategic Plan, to measure achievement, growth, readiness and achievement gaps. By using a comprehensive set of indicators, the Strive HI Index provides a more complete picture of a school that will help the school, community and system answer the following questions:

- How are students in this school performing in reading, math and science?
- Compared to similar students in other schools, how well is this school improving its students’ math and reading skills over time?
- Is this school doing its part in preparing students to graduate college- and career-ready?
- Is this school closing achievement gaps between high-needs students and non-high needs students?
Each school will receive a score between 0 and 400 points, with **achievement**, **growth**, **readiness** and **achievement gaps** each counting for 100 points. The DOE will include each school’s Index points and composite score on its updated school report card. The Index scores will also be used to customize the rewards, supports and interventions to best suit the school’s needs. See Graphic 2 for a summary of the Strive HI Performance Index.

**Graphic 2: Strive HI Performance Index**

<table>
<thead>
<tr>
<th>ACHIEVEMENT (0-100 PTS)</th>
<th>Reading (0-40 pts)</th>
<th>Math (0-40 pts)</th>
<th>Science (0-20 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROWTH (0-100 PTS)</td>
<td>Reading (0-50 pts)</td>
<td>Math (0-50 pts)</td>
<td></td>
</tr>
<tr>
<td>READINESS (0-100 PTS)</td>
<td>Chronic Absentee Rate (0-100 pts)</td>
<td>8th Grade ACT (0-100 pts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11th Grade ACT (0-45 pts)</td>
<td>On-Time Graduation Rate (0-50 pts)</td>
<td>College-Going Rate (0-5 pts)</td>
</tr>
<tr>
<td>ACHIEVEMENT GAP (0-100 PTS)</td>
<td>Gap between high needs students and non-high needs students (current year) (0-50 pts)</td>
<td>Reduction in gap between high needs students and non-high needs students (multi-year) (0-50 pts)</td>
<td></td>
</tr>
</tbody>
</table>

For each school, points on the indicators will be added into a cumulative Index score.

- **Achievement**: The Achievement indicators measure whether a school is providing students with the math, reading and science skills for a solid academic foundation. Math, reading and science proficiency will be measured by the statewide assessments in grades 3-8 and 10. Hawaii is in the process of transitioning to new assessments aligned to the Common Core State Standards. For SY 2012-13, the Index will rely on scores from the Hawaii State Assessment, shift to the HSA “bridge” assessment for SY 2013-14, and the Smarter Balanced assessment in SY 2014-15.

- **Growth**: The Growth indicators measure whether a school is improving students’ reading and math scores over time in grades 4-8 and 10.

- **Readiness**: The Readiness indicators measure whether a school is doing its part in ensuring students are ready to move through the K-12 pipeline prepared to graduate ready for college and careers.
  - For elementary schools, the chronic absenteeism rate is defined as the percentage of students absent for 15 or more school days a year (excluding medical emergencies).
  - For middle schools, the readiness indicators will be 8th grade ACT scores, which include English, reading, math and science.
  - For high schools, the Index will use 11th grade ACT scores (including English, reading, math and science) and graduation and college going rates.
• **Achievement Gap**: The Achievement Gap indicators measure the achievement gap between student subgroups and how well a school is narrowing those gaps over time.
  - The current year indicator will measure the current gap, while the multi-year indicator will measure how the school has narrowed the gap over time.
  - The Achievement Gap indicators will compare reading and math proficiency between two subgroups: “High-Needs” students and “Non-High Needs” students. The High-Needs category includes students in any one of three federally-defined subgroups: disability, language or family income. Each student will belong to only one group, “High-Needs” or “Non-High Needs.”

Some indicators (math, reading and science proficiency; 8th and 11th grade ACT; graduation rates; college-going rates; and current-year gap rate) will be assigned points calculated by multiplying actual performance by the total possible points. For example, if 75 percent of a school’s students score proficient or above on the reading assessment, the school will receive 75 percent of possible points for that indicator (0.75 X 40 possible points = 30 points).

Other indicators (growth, chronic absenteeism and gap reduction) will be assigned points based on a scoring rubric that compares schools’ results to each other.

For each school level (elementary, middle and high), indicators will be appropriately weighted. See Graphic 3 for Index Weights.

**Graphic 3: Index Weights**

<table>
<thead>
<tr>
<th>High school or other configuration with grade 12</th>
<th>25%</th>
<th>15%</th>
<th>50%</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle or Intermediate School</td>
<td>25%</td>
<td>45%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Elementary School</td>
<td>25%</td>
<td>50%</td>
<td>5%</td>
<td>20%</td>
</tr>
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3. **The Strive HI Steps: Targeting Proven Rewards and Supports to Schools**

Under NCLB, schools faced a series of escalating federal consequences that were not tailored to schools needs. The required actions were disconnected from Hawaii’s other reform efforts and did not reflect emerging best practice and success from Hawaii’s turnaround schools.

Under the Strive HI Performance System, information from the Strive HI Index will be used to place each school on one of 5 Steps as they strive for continuous improvement. The 5 Steps, shown in Graphic 4, are designed to:

- Consistently differentiate rewards, supports and interventions and strategically deploy resources when and where they are most needed.
- Provide the highest-performing schools with recognition, financial awards and administrative flexibility to sustain success.
- Provide schools with supports and interventions based on the lessons learned from the successful efforts to turnaround low-performing schools in Hawaii’s Zones of School Innovation.
- Prioritize intense state support for the lowest-performing schools to catalyze significant improvements.
Striving HI Together
The design and federal approval of the Strive HI Performance System is the result of collaboration with Hawaii educators, parents, community groups and higher education stakeholders. Ongoing collaboration will be key to ensure a successful transition to the new system and support every school in taking steps to continuously improve.

Key milestones

<table>
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<tr>
<th>Summer 2013</th>
<th>Internal planning and educating school leaders, families and communities about changes</th>
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<tbody>
<tr>
<td>July 2013</td>
<td>Announce each school’s Strive HI Index score and Strive HI Step</td>
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<tr>
<td>SY 2013-14</td>
<td>Schools will receive rewards, support and interventions based on their Step. Focus and Priority schools will conduct planning and pre-implementation activities</td>
</tr>
<tr>
<td>SY 2014-15</td>
<td>Full implementation of interventions in Focus, Priority and Superintendent’s Zone (if applicable) schools</td>
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For additional information, visit the Strive HI Performance System website: www.hawaiidoe.org/strivehisystem