




STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

June 1, 2015

URGENT

TO: Complex Area Superintendents
Public Charter School Executive Director
Principals (All)
Public Charter School Directors

FROM: 
Stephen Schatz
Deputy Superintendent

SUBJECT: **2015 Strive HI Performance System Appeals, Due June 26, 2015**

OVERVIEW AND KEY DATES

Before annual Strive HI Performance System (Strive HI) results are finalized, schools have an opportunity to review student rosters and appeal identified discrepancies before results are calculated. This year, expedited data collection and processing of student rosters have necessitated a single appeals window as compared to years prior where two separate appeals were required. This single appeal allows for more timely generation and posting of final results. Schools should review rosters reflecting their student enrollment, student subgroups and demographics, and graduation and retention. See Attachment D1 for a listing of categories covered via appeals. **The 2015 Appeals filing window opens on June 1, 2015, and closes on June 26, 2015.**

IMPORTANT: For many years, ARCHdb (the Accountability Resource Center—Hawaii Database) has been the secure site for schools to review and export their student rosters for appeals submissions. Beginning with this 2015 Appeals window, student rosters will no longer be housed on ARCHdb, but instead, on the ADC (Accountability Data Center). As with ARCHdb, the ADC will require sign-in and password access, and will allow schools to review rosters through sort and filter options as well as an export function to Excel. See Attachment A for detailed information on ADC appeals access and navigation.

Approved changes from the 2015 Appeals process will be applied to schools' student rosters to generate 2015 Final Strive HI Results. The following is a timeline for appeals and the estimated release date of results.

1. Appeals Window, June 1, 2015 – June 26, 2015
2. Assessment and Accountability Branch receive assessment results, August 13, 2015
3. Internal release of 2015 Final Strive HI Results, September 22, 2015
4. Public release of 2015 Final Strive HI Results, September 30, 2015

REVIEW PROCESS AND PROCEDURE FOR APPEALS

1. Student rosters will be available for review on the secure login portion of the ADC (<https://adc.hidoe.us>) on Monday, June 1, 2015. Schools should access the ADC to review and export student rosters. Attachment A provides instructions for accessing the ADC and reviewing rosters.

Note: All accounts from ARCHdb were carried over to the ADC. All principals and principal-designated school staff have access to the ADC. Principals or staff who cannot access ADC should contact Kirsten Rogers or Glenn Nochi via Lotus Notes or phone at (808) 733-4008.

2. Read Attachments B, C, and D1, detailing participation and proficiency eligibility, exceptions, and decision rules and considerations. Based on that information, review the student rosters on the ADC to determine if your school should submit an appeal.
3. If you decide to submit an appeal, follow the instructions (Attachment D2) to complete the Revision Request Form (Attachment E). Where possible, make corrections on the Electronic Student Information System (eSIS) or your school's respective student information system; otherwise, scan all necessary documentation to support the appeal and submit with the Revision Request Form. Email the completed Revision Request Form and all supporting documentation to:

(StriveHI2015RevisionRequest@notes.k12.hi.us)

By the Friday, June 26, 2015, 11:59 p.m. deadline

If electronic submission is not possible, please contact Kirsten Rogers or Glenn Nochi at the Accountability Section (808) 733-4008 no later than one day prior to the submission deadline. Mail the Revision Request Form along with supporting documentation postmarked by the deadline to:

Hawai'i State Department of Education
Office of Strategy, Innovation and Performance
Assessment and Accountability Branch
Accountability Section
637 18th Avenue, Building C, Room C202
Honolulu, HI 96816-4444

Attn: 2015 Strive HI Appeals

APPEALS PROCESSING

Upon receipt of your completed Revision Request Form and supporting documents, the Accountability Section will:

1. Confirm receipt via Lotus Notes (retain a copy for your records);
2. Provide further instructions for submitting any additional documentation to support the Revision Request; and
3. Review evidence submitted and provide recommendations to the Deputy Superintendent for final decisions.

ONLINE RESOURCES

Accountability Data Center

- (<https://adc.hidoe.us>) Password protected student level data for Strive HI Appeals and Reporting. All school principals and principal designated staff have access to ADC.

Strive HI Performance System

- (<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>).

Strive HI Dashboard

- (strivehischools.org)

If you have any questions or concerns regarding the appeals process, please contact Glenn Nochi or Kirsten Rogers, Evaluation Specialists for the Assessment and Accountability Branch, Accountability Section, at (808) 733-4008 or via Lotus Notes.

SS:TS:KK:la

Attachment A: How to Access ADC and Appeals Rosters

Attachment B: Eligibility by Date Enrolled and Date Exited

Attachment C: Exceptions to General Decision Rules for Strive HI School Accountability

Attachment D1: Key Strive HI Performance System Decision Rules and Considerations for Appeals

Attachment D2: Instructions for Completing the Revision Request Form

Attachment E: 2015 Revision Request Form (Microsoft® Excel)

c: Assistant Superintendents

Superintendent's Office Directors

State Public Charter School Commission

Assessment and Accountability Branch

Attachment A: How to Access ADC and Appeals Rosters

1. The Accountability Resource Center Hawaii (ARCH, www.arch.k12.hi.us) houses the Accountability Data Center (ADC).

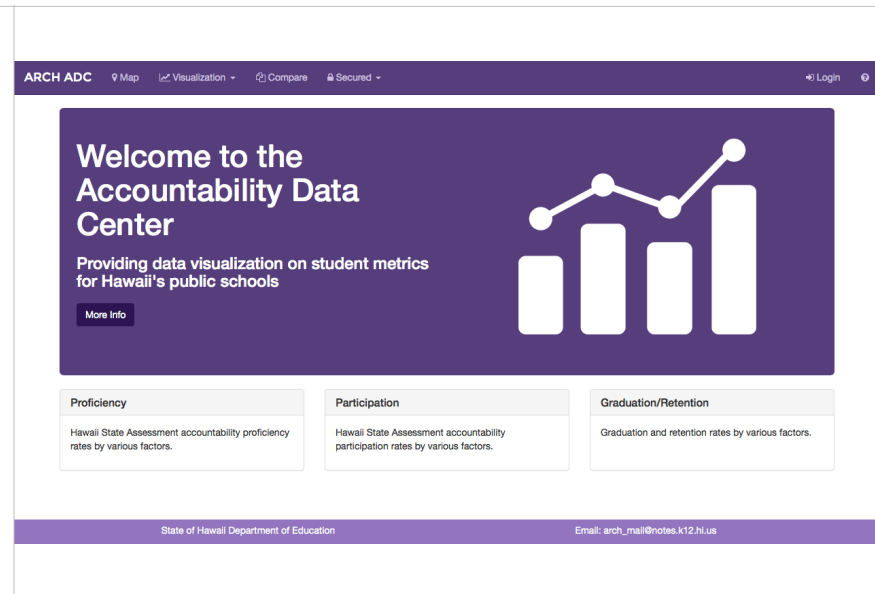


2. Access the ADC by clicking on the "Accountability Data Center" tab.



Attachment A: How to Access ADC and Appeals Rosters

3. This will direct you to the ADC website (<https://adc.hidoe.us>).

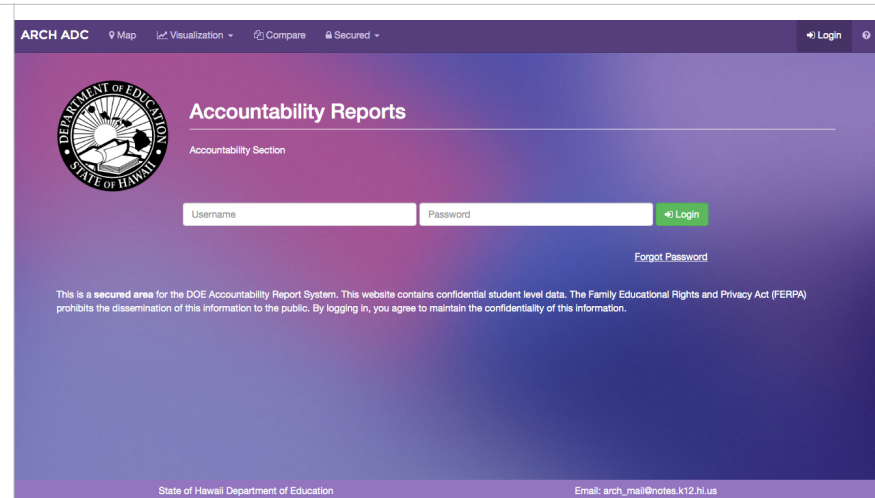


4. The ADC includes publicly-available data and secured data where Appeals rosters are now posted. To view a school's secured data, click the Login button in the upper right-hand corner.



Attachment A: How to Access ADC and Appeals Rosters

5. The Login button on the ADC home page will direct you to this secured login page.

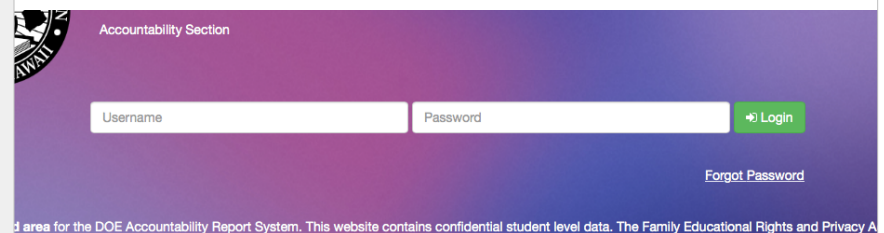


6. Enter your username and password. Then, click Login.

- **Lotus Notes users:** Your username is your first and last name separated with a space. Your password is your DOE Internet password, also used for eCSSS, PDE3, etc. If you cannot access ADC, contact the Accountability Section to verify that you have an account established.
- **Non-Lotus Notes users:** Your username and password was emailed to you when your account was established. If you forgot your login information, contact the Accountability Section to reset your login and password.

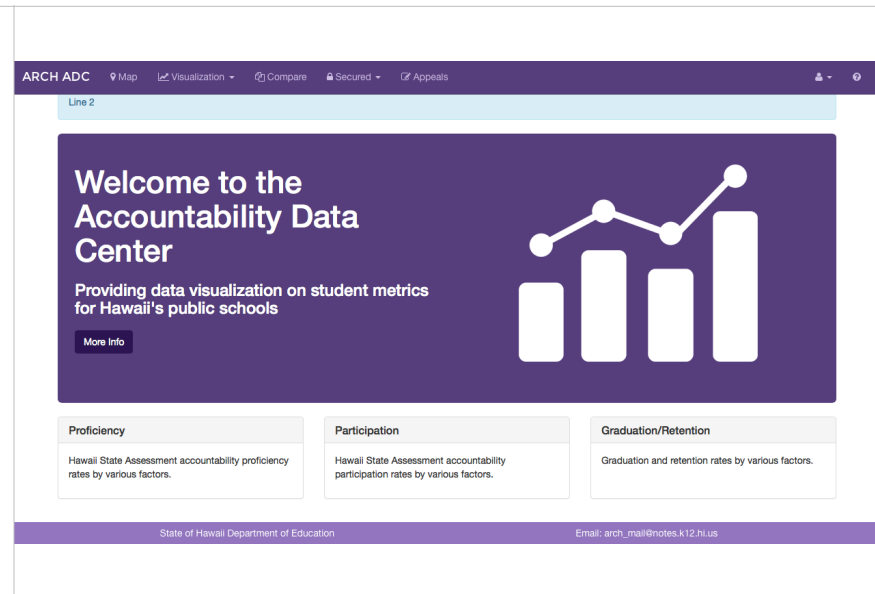
Accountability Section: ADC Support

Kirsten Rogers (kirsten_rogers@notes.k12.hi.us) or
Glenn Nochi (glenn_nochi@notes.k12.hi.us) via email or
Phone at 808-733-4008

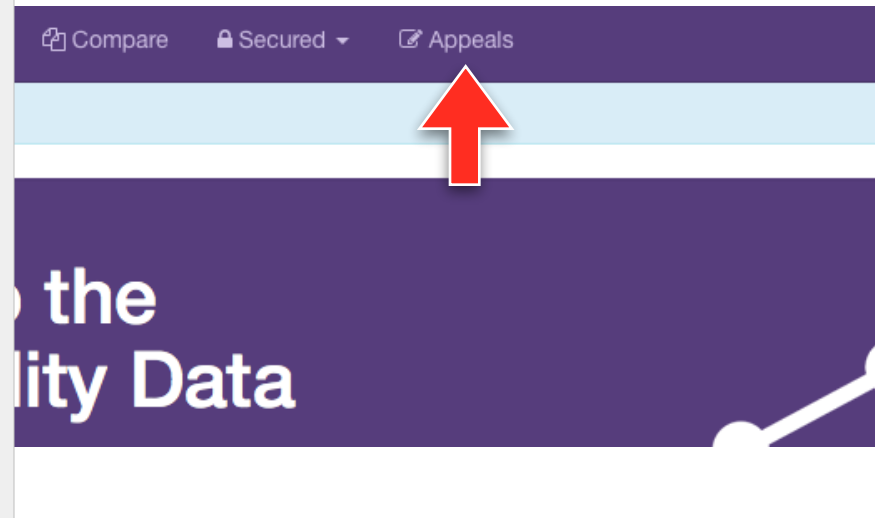


Attachment A: How to Access ADC and Appeals Rosters

7. This home page will look familiar, but you can now access secure data that are not available to the public.



8. During the Appeals window, an Appeals tab will appear. This is where a school can review rosters reflecting its student enrollment, student subgroups and demographics, and graduation and retention.



Attachment A: How to Access ADC and Appeals Rosters

9. After clicking the Appeals tab, a school will see its rosters (student names have been blurred in this example).

The screenshot shows the ARCH ADC interface with the 'Appeals' tab selected. The main heading is 'Graduation Roster' with the subtitle '2014 May Appeals Load1 Denominator' and 'Farrington High'. A table of student data is displayed with columns for Student ID, Last name, First name, Gender, Ethnic, Appeal, Pacific I., and Status. The table contains 10 rows of student information, with names blurred. A 'Data Load Date: 05/11/2014' is shown at the bottom of the table. The footer includes 'State of Hawaii Department of Education' and 'Email: arch_mail@notes.k12.hi.us'.

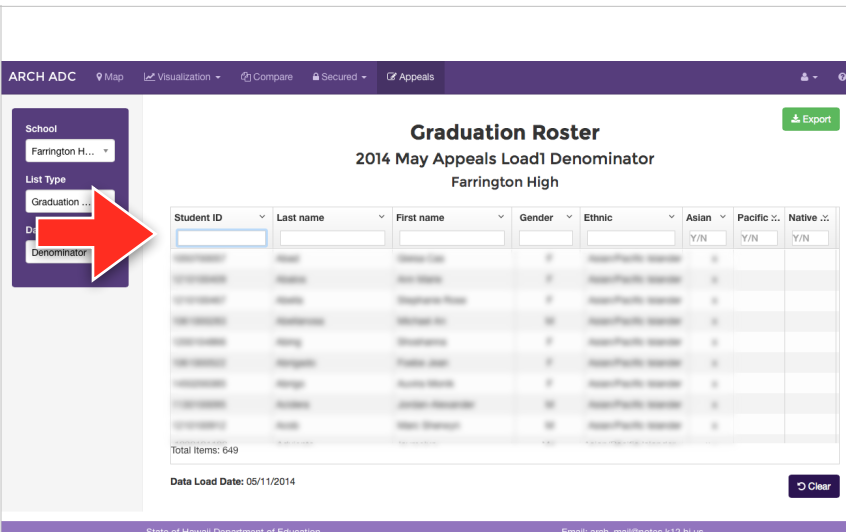
10. Specify the list type (roster) on the left side menu. For detailed information about Appeals rosters, see Attachment D1 of the Appeals memo.

The screenshot shows the left sidebar menu of the ARCH ADC interface. The 'School' dropdown is set to 'Farrington H...'. The 'List Type' dropdown is open, showing three options: 'Graduation ...', 'Graduation Roster', and 'Enrollment Roster'. A red arrow points to the 'Graduation Roster' option. The 'Enrollment Roster' option is also visible. The 'Stu' dropdown is partially visible on the right.

Attachment A: How to Access ADC and Appeals Rosters

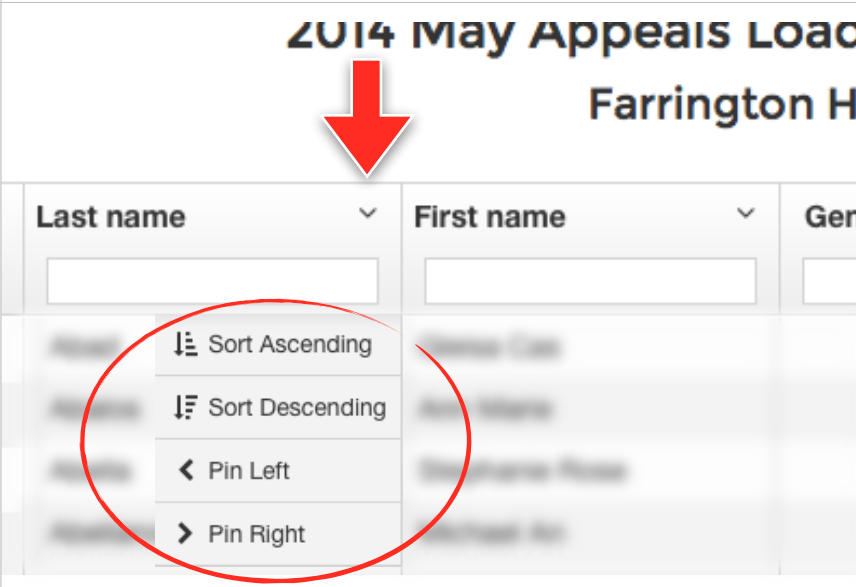
11. Scroll horizontally to review student subgroups and demographics; scroll vertically to review student records.

Each column has a number of sorting options. A school can search for a specific student, include a specific group of students, or exclude a specific group of students based on the criteria that are are selected.



The screenshot shows the ARCH ADC interface. The top navigation bar includes 'ARCH ADC', 'Map', 'Visualization', 'Compare', 'Secured', and 'Appeals'. The main content area is titled 'Graduation Roster' with the subtitle '2014 May Appeals Load1 Denominator' and 'Farrington High'. A sidebar on the left contains filters for 'School' (Farrington H...), 'List Type' (Graduation...), and 'Denominator'. A red arrow points to the 'Denominator' filter. The main table has columns: Student ID, Last name, First name, Gender, Ethnic, Asian, Pacific, and Native. The table displays student records. At the bottom, it shows 'Total Items: 649' and 'Data Load Date: 05/11/2014'. The footer includes 'State of Hawaii Department of Education' and 'Email: arch_mail@notes.k12.hi.us'.

12. Click here to view the drop-down menu for each column. This menu allows a school to sort by ascending or descending order and pin columns to the left or right of the table.




The screenshot shows the '2014 May Appeals Load' interface for Farrington High. A red arrow points to the 'Last name' column header. A dropdown menu is open, showing options: 'Sort Ascending', 'Sort Descending', 'Pin Left', and 'Pin Right'. The table has columns: Last name, First name, and Gender. The table displays student records.

Attachment A: How to Access ADC and Appeals Rosters

13. Search for a specific record by entering text into a column's text box.


2014 May Appeals List
Farrington



Last name	First name
Ro	

14. For text boxes marked "Y/N", enter "Y" to include all records for that subgroup or "N" to exclude all records from that subgroup.

High



	Disadv.	Limited	N
	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> Y/N	<input type="checkbox"/>
	X	X	
	X		
	X		

Attachment A: How to Access ADC and Appeals Rosters

15. To clear filters, press the Clear button on the bottom right of the page.

A screenshot of a web interface showing a table with several columns. Below the table, there is a dark blue button with a white circular arrow icon and the text "Clear".

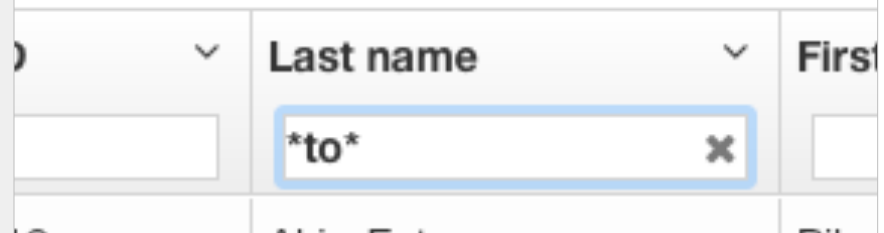
ail: arch_mail@notes.k12.hi.us

16. As an advanced search option, you can use the “wildcard” feature which allows you to search for specific pieces of records.

For example, if “*to*” (see picture) were typed into the Last Name search field, you would get all records including *to*, e.g., Atop-May, De Soto, Pennington, Tolentino, etc.

If “*to” were typed into the Last Name search field, you would get records ending with *-to*, i.e. De Soto.

If “to*” were typed into the Last Name search field, you would get records beginning with *to-*, i.e. Tolentino.

A screenshot of a search form. The "Last name" field is highlighted with a blue border and contains the text "*to*". To the right of the field is a small "X" icon. The form also includes a "First" field and a dropdown menu.

Attachment A: How to Access ADC and Appeals Rosters

17. For more sorting options, click the Export button to download the roster.

on Roster
Load Denominator
on High

Export



18. **Reminder: Any data that are exported or downloaded from ADC onto your computer are confidential student level data and should be protected.**

Attachment A: How to Access ADC and Appeals Rosters

19. For a quick reminder of any of these tips, click the question mark button in the upper right corner.

tor



20. If you need assistance, please direct your questions and concerns to the Accountability Section.

Accountability Section: ADC Support
Kirsten Rogers, kirsten_rogers@notes.k12.hi.us
Glenn Nochi, glenn_nochi@notes.k12.hi.us
808-733-4008

Sample Scenarios: Eligibility by Date Enrolled and Date Exited

(a) Participation Rate

<i>Sample Scenario</i>	<i>Eligibility</i>
<i>Eligible (Student counts)</i>	Enrolled on or before the school's Participation Rate Count (PRC) Date
	Exited after the school's PRC Date
<i>NOT Eligible (Student does NOT count)</i>	Enrolled after the school's PRC Date
	Exited on or before the school's PRC Date

(b) Proficiency Rate

<i>Sample Scenario</i>	<i>Eligibility</i>
<i>Eligible (Student counts)</i>	Enrolled on or before the school's Official Enrollment Count (OEC) date & did not Exit on or before 5-1-2015
<i>NOT Eligible (Student does NOT count)</i>	Enrolled after the school's OEC date
	Exited on or before 5-1-2015

(c) Student Accountability Information Date

Except as noted in this subsection, a student's 10-digit Student Information Services/Systems (SIS) number, first and last name, enrolled grade, and status with regard to disaggregated student groups is determined on the school's Student Accountability Information Date (i.e., Friday, May 1, 2015).

The disaggregated student groups are Economically Disadvantaged, Students with Disabilities (SPED), English Learners, Asian/Pacific Islander, Black, Hispanic, Native American, and White. Further disaggregation by Asian, Native Hawaiian, and Pacific Islander students are reported as part of federally-required, transparent public reporting.

2014-2015 Exceptions to General Decision Rules for Strive HI School Accountability

Part I. Participation

Students who **do NOT count** (*i.e., are deemed NOT eligible*) for *participation* in Strive HI Performance System assessments [*i.e., The Smarter Balanced English Language Arts/Literacy and Mathematics Assessments; The Hawai'i State Science Assessments, including the grade 4 English to Hawaiian translation (for Hawaiian Language Immersion Program students); The Hawai'i State Alternate Assessments in English language arts/literacy, mathematics, and science; The Hawaiian Language State Assessment in Hawaiian language arts and mathematics – Field Test (for grades 3 and 4 Hawaiian Language Immersion Program students); The Hawai'i State Biology I End of Course (EOC) Exam; the ACT Plan[®], ACT Explore[®], and ACT Plus Writing[®]] at your school include:*

- (1) Students enrolled in pre-kindergarten, junior kindergarten, kindergarten or grades 1 and 2. Alternatively, the following table details Strive HI assessment participation by grade levels.

Content Area (beginning school year 2014-2015)	Tested Grade(s)	Included in Schools' Strive HI Results?
Online Smarter Balanced English Language Arts/Literacy and Mathematics Assessments	3, 4, 5, 6, 7, 8, and 11	Yes
Paper/Pencil Smarter Balanced English Language Arts/Literacy and Mathematics Assessments	3, 4, 5, 6, 7, 8, and 11	Yes
Online Hawaiian Language State Assessment in Hawaiian language arts and mathematics – Field Test	3 and 4	Yes ^a
Hawai'i State Alternate Assessments (HSA-Alt) in English language arts/literacy and mathematics	3, 4, 5, 6, 7, 8, and 11	Yes
Online Smarter Balanced English Language Arts/Literacy and Mathematics Assessments - <i>Braille</i>	3, 4, 5, 6, 7, 8, and 11	Yes
Online Hawai'i State Science Assessments	4 and 8	Yes
Online Hawai'i State Biology I EOC Exam	9, 10, 11, or 12	Yes
Paper/Pencil Hawai'i State Biology I EOC Exam	9, 10, 11, or 12	Yes
Online Hawai'i State Science Assessments – English to Hawaiian translation	4 ^b	Yes
Hawai'i State Alternate Science Assessments (HSA-Alt), including the grade 11 alternate science assessment based on the Biology I extensions	4, 8, and 11	Yes
Online Hawai'i State Science Assessments - <i>Braille</i>	4 and 8	Yes
Online Hawai'i State Biology I EOC Exam - <i>Braille</i>	9, 10, 11, or 12	Yes
ACT Explore [®]	8 and 9 Although administered to students, grade 9, ACT Explore [®] scores are <i>not</i> included in schools' Strive HI results.	Yes (grade 8)
ACT Plus Writing [®]	11	Yes ^c

Content Area (beginning school year 2014-2015)	Tested Grade(s)	Included in Schools' Strive HI Results?
ACT Plan®	10 Although administered to students, grade 10, ACT Plan® scores are <i>not</i> included in schools' Strive HI results.	No

^a Field test scores will count for only participation purposes, not for proficiency purposes.

^b This may consist of two English adaptive attempts *and* one Hawaiian language translation (fixed form) attempt, *or* three English adaptive attempts.

^c Although a student takes the ACT Plus Writing® Test and receives a Writing subscore, the Writing subscore is not included in the student's composite scaled score that is used for accountability/transparent reporting purposes.

- (2) Students enrolled after your school's PRC date or after the close of the test window. The PRC date for all schools and tracks is 5-1-2015;
- (3) Students withdrawn, released by, or otherwise exited out of your school on or before its PRC date, with the exception of students suspended or dismissed from school;
- (4) Students deemed by their physician to be medically unable to take part in the 2014-2015 Hawai'i State Assessments or ACT®, or both, due to a unique, significant medical emergency;
- (5) Students with a disability placed in or referred to an out-of-state residential program by their Individualized Education Program (IEP)/Modification Plan (MP) team, a hearings officer, or a judge;
- (6) Students with a disability not placed in or referred to a private off-campus facility in Hawaii by the student's IEP/MP team, a hearings officer, or a judge (i.e., unilateral enrollment by the student's parents);
- (7) Students approved (or recommended for approval) by a Complex Area Superintendent for a 4140 after your school's PRC date, provided your school's principal recommended the approval of (i.e., signed) the 4140 on or before your school's PRC date;
- (8) Children who were home schooled or children of parents who provided *written* notice of intent to home school their children, on or before your school's PRC date;
- (9) Home schooled children with a disability who were provided special education and related services by your school;
- (10) Students committed to or incarcerated at the Hawaii Youth Correctional Facility (HYCF), an adult community correctional center, or other secure custody facility for more than fourteen consecutive instructional days, including extended school year (ESY) instructional days;
- (11) Students who have been taken into protective custody pursuant to law and who cannot be tested;
- (12) Untested students who:
 - (A) Enter (or reenter) and exit the Hawaii public school system; or
 - (B) Transfer to and exit from the same Hawaii public school, within six school days, one of which is 5-1-2015; and
- (13) Individuals who escape from the HYCF, an adult community correctional center, or other secure custody facility.

Exemptions to participation described above are applied to participation rates reported on the Strive HI Student Group Performance Report and Transparent Reporting on the Accountability Reports, also known as, State Report Cards. A participation penalty is applied to all Strive HI assessments using a 95% minimum rate; however, this penalty is based on a participation rate derived from Full School Year (FSY) students only. For participation penalty purposes, all FSY students who should have been tested are compared against FSY students who tested, and schools not meeting the 95% criterion are applied a non-proficient count based on the number of students dropping the rate below 95%.

Participation for Transparent Reporting versus Accountability

Participation Rate (Purpose)	<u>Numerator</u> Denominator	Critical Date(s)	Penalty for Low Participation Rate?
Transparent Reporting, Elementary and Secondary Education Act Flex (ESEA)	All <i>enrolled</i> students who were tested	Enrolled on May 1, 2015	No
	All <i>enrolled</i> students who should have been tested		
Accountability (Strive HI)	All FSY students who were tested	Continuous enrollment from 2014 Official Enrollment Count (OEC) Date through May 1, 2015	Yes
	All FSY students who should have been tested		

Part II. Proficiency

Students who **do NOT count** (*i.e., are deemed NOT eligible*) for *proficiency* in Strive HI assessments at your school include:

- (1) Students not continuously enrolled at your school for a FSY which is from the school's OEC date to 5-1-2015. For purposes of 2014-2015 Strive HI assessments, a student's enrollment at a school is deemed "continuous" if the student is enrolled at the school on all of the following dates: the school's OEC date¹; 1-28-2015; and 5-1-2015;
- (2) Students exited (as opposed to marked absent) from your school for more than fourteen consecutive instructional days, including ESY instructional days;
- (3) Students:
 - (A) Detained at the state juvenile detention facility (*i.e., Hale Ho'omalua*) or in a county jail, or both, for more than fourteen consecutive instructional days, including ESY instructional days; or
 - (B) Placed at Home Maluhia by the family court for more than fourteen consecutive instructional days, including ESY instructional days;
- (5) Students committed to or incarcerated at the HYCF, an adult community correctional center, or other secure custody facility for more than fourteen consecutive instructional days, including ESY instructional days;
- (6) Students who do not participate in testing. (A student does not count for proficiency purposes if the student did not participate in testing, provided the school meets the 95% participation rate requirement.)

Part III. Errors

Errors committed during the preparation of test or test-related documents for the Strive HI Performance System assessments [*i.e., The Smarter Balanced English Language Arts/Literacy and Mathematics Assessments; The Hawai'i State Science Assessments, including the grade 4 English to Hawaiian translation (for Hawaiian Language Immersion Program students); The Hawai'i State Alternate Assessments in English language arts/literacy, mathematics, and science; The Hawaiian Language State Assessment in Hawaiian language arts and mathematics – Field Test (for grades 3 and 4 Hawaiian Language Immersion Program students); The Hawai'i State Biology I End of Course (EOC) Exam; ACT Explore[®], and ACT Plus Writing[®]*] will NOT necessarily be considered as the basis for revisions to a school's accountability rosters. Test preparation errors, along with errors committed during the scoring of Strive HI assessments, should be reported directly to the Administrator of the Student Assessment Section as soon as possible.

¹ Wednesday, August 13, 2014, for all schools except four charter schools (*i.e., University Laboratory School, Halau Lokahi, Hawaii Technology Academy, and Innovations*), whose OEC date was Monday, August 18, 2014.

Key Strive HI Performance System Decision Rules and Considerations for 2015 Appeals

The following describes key data elements and decision rules required for Strive HI Performance System (Strive HI) calculations and reporting to assist schools in determining what issues, if any, are appealable. Student rosters on the Accountability Data Center (ADC)¹ should be reviewed based on the decision rules and considerations described in this attachment. The following table points each section topic in this document to the corresponding ADC roster that can be reviewed for potential appeals.

Section Topic in this Document	ADC Roster (List Type) for Appeals Review
1. Verification of Grade Levels	N/A
2. Student Information	Enrollment Roster & Biology I Enrollment Roster (For high schools)
3. Full School Year (FSY)	Enrollment Roster
4. Test Participation	Enrollment Roster
5. Graduation or Retention Rates	Graduation or Retention Roster
6. Chronic Absenteeism Rate	Chronic Absenteeism Roster
7. Biology I End-of-Course Examination	Biology I Enrollment Roster (For EOC Exam)
8. Significant Medical Emergencies	N/A

IMPORTANT: Due to the interrelated nature of Strive HI data, a specific type of appeal may also impact a student in other areas. For example, a request to remove an elementary student from Full School Year (FSY) enrollment will result in the student's Smarter Balanced Assessment (SBA), growth, chronic absenteeism, and achievement gap results not being counted towards the school.

The Strive HI Appeals Process is intended to allow schools to review, and where appropriate, correct inaccuracies on student rosters used for Strive HI calculations and results. Ensuring the accuracy of Strive HI student rosters is the primary purpose of the Appeals Process. As a result, the impact of appeals changes on Strive HI outcomes, positive or negative, should not influence a school's decision to correct inaccuracies. In addition, Strive HI calculations sometimes require multi-year pooling of data, and, as a result, uncorrected, incorrect data can impact current as well as future Strive HI results.

1. Verification of School Grade Levels

A. Why is it important to verify the grade levels a school serves?

Depending on the grade levels a school serves, the Strive HI Readiness Indicator can vary. The highest grade level a school serves determines which readiness indicator is

¹ The secured sign-in portion of the Accountability Data Center (ADC) replaces ARCHdb as the site to review student rosters for appeals. See Attachment A for details on accessing the secured portion of the ADC.

used for Strive HI results. The following table summarizes schools' highest grade level served and corresponding readiness measures.

Highest Grade Level Served	Readiness Indicator Level	Readiness Measure(s)
Gr 07 - Gr 01	Elementary school	Chronic absenteeism rate
Gr 10, 09 or 08	Middle/Intermediate school	8 th grade ACT Explore
Gr 12 or 11	High school	Graduation rate 11 th grade ACT College-going rate

B. How do I verify my school's grade levels and appeal if necessary?

Upon signing into ADC Secured and entering the Appeals section, the grade level span of each school is listed next to the principal's name. If it is incorrect, the correct grade levels should be submitted for correction on the Revision Request Form (Attachment E). Although uncommon, there may be school years when a school does not have students enrolled in its highest grade level. A school should not change its grade levels served based on students enrolled, but rather, on the grade levels it offers. For example, a K-12 school that does not have any 11th or 12th grade students enrolled this school year should not submit a correction to become K-10 school unless it is no longer offering 11th and 12th grade enrollment.

2. Student Information

A. What comprises student information on ADC?

This information was compiled on 5/1/15.

- Student's 10-digit Student Information Services/Systems (SIS) ID number (Not eSIS ID Numbers) and name
- Enrolled grade level
- Gender
- Subgroup membership (race/ethnicity, economically disadvantaged, Special Education [SPED], English Language Learners [ELL])

Race/Ethnicity under Strive HI is based on the Fed 5 Categories (Native American, Asian/Pacific Islander, Black, Hispanic, White).

High Schools: Review your Biology I Enrollment Roster for possible appeals related to subgroup status. These students may not be on your Enrollment Roster as Biology I eligibility is based on course enrollment as opposed to school enrollment.

B. Why is student information important?

Certain elements of a student's information are used to calculate Strive HI results. Student information on ADC is reflective of data on the student information system (eSIS, eCSSS, SSES, etc.) on 5/1/15.

- A student's 10-digit SIS ID number and name links a student's results to a school's Strive HI outcome. ID number and name errors can potentially cause student results to be incorrectly applied to a school and can also cause problems with delivery of individual test reports to students.

- The enrolled grade level on ADC determines if a student's results for grade specific assessments such as the SBA, 8th grade ACT Explore, or 11th grade ACT, are used for Strive HI results.
- Student subgroup membership is used for the following Strive HI purposes:
 - First, all disaggregated subgroups are reported in the Student Group Performance Report (previously referred to as the 37-Cell Report) if the n-size is 40 or more. This includes race/ethnicity, economically disadvantaged, SPED, and ELL. All applicable subgroups must meet the performance targets, previously referred to as Annual Measurable Objectives (AMOs), for all cells on the Student Group Performance Report in order to be eligible for Recognition School classification under the High-Performance criteria².
 - Second, both achievement and graduation gap rates are based on differences between High Need and Non-High Need subgroups. Students comprising the High-Needs subgroup include economically disadvantaged, SPED or ELL students, and for achievement gaps, recent SPED and ELL exits are also included. All other students are part of the Non-High Needs subgroup. The Achievement Gap Indicator contributes to a school's Index Score, and the graduation gap rate criterion is used to identify Focus Schools.
 - Third, Priority and Focus School exit criteria require progress in disaggregated subgroup achievement as well as decreases in graduation rate gaps for high schools.

C. Why could there be student information discrepancies between ADC and a school's records?

Because ADC rosters are created from downloads from multiple information systems such as eSIS, eCSSS, and SSES, errors are largely a reflection of delayed inputting of student changes, or due to discrepant information inputted into the information systems versus what is reflected in school, hard-copy records. The following are examples of appeals related to Student Information.

- Discrepancies due to entry errors.
- Discrepancies due to delays in updating subgroup eligibility changes into information system.
- Discrepancies due to delays in updating enrollment (admits & withdrawals) changes into the information system.
- Mid-year grade level changes (promotion/demotion).

² Only for SY2014-15: Due to the transition to the Smarter Balanced Assessments (SBA), complex AMO (Annual Measurable Objective) targets for ELA and mathematics proficiency are not immediately available to determine Met or Not Met outcomes. However, complex average or alternatively derived targets will be incorporated into revised 2014-15 Student Group Performance Reports in spring 2016. These 2014-15 targets are intended for informational purposes and schools are "held harmless" to any ELA or mathematics proficiency AMO related impacts this year. SBA results from this 2014-15 school year will be used to set targets for 2015-16 and subsequent year reporting through 2021.

3. Full School Year (FSY) Students

A. Why is FSY important?

Students identified as FSY count toward the following Strive HI Measures:

- English language arts, mathematics and science proficiencies
- English language arts and mathematics median growth percentiles
- Chronic absenteeism rate
- Grade 8 Explore results
- Grade 11 ACT results
- Achievement gap rate

Important: Appeals to add a student to FSY or remove from FSY may affect whether or not a student counts towards Strive HI measures such as those listed above.

B. How is FSY defined?

A student is considered enrolled for the FSY if enrolled from the Official Enrollment Count Date (OEC)* of 8/13/14 through 5/1/15. These students are designated FSY, based on student information data, if flagged under the FSY column on the ADC Enrollment Roster.

* Wednesday, August 13, 2014, for all schools except four charter schools (i.e., University Laboratory School, Halau Lokahi, Hawaii Technology Academy, and Innovations), whose OEC date was Monday, August 18, 2014.

C. Why could there be FSY discrepancies between ADC and a school's records?

The following are examples of appeals related to FSY. For more information, see Attachment C, Part II, Proficiency.

- Errors to a student's FSY enrollment status due to delayed inputting into eSIS (or other enrollment system used by the school). For example, students enrolling before the OEC Date but inputted into eSIS after the OEC Date will NOT be identified as FSY. A school may appeal to add a student as FSY if documentation supporting enrollment on or before the OEC Date can be provided.
- Conversely, a student transferring-out before the end of the FSY window (5/1/15) that was inputted into the information system after 5/1/15 will be identified as FSY. A school may appeal to remove a student from FSY provided signed and dated withdrawal documentation is available.
- Students not flagged on ADC as FSY who withdrew and later re-enrolled during the FSY period may be appealed to be added to FSY if they withdrew for 14 or fewer (<15) consecutive instructional days during the FSY period. Conversely, a student withdrawing and re-enrolling during the FSY period may be appealed to be removed from FSY if they withdrew for more than 14 (>14) consecutive instructional days during the FSY period.

4. Test Participation (Participation Rate and Participation Penalty)

A. How is participation defined?

Students listed on the ADC Enrollment Roster are based on students enrolled on 5/1/15. These students should have been tested. Students who transferred-in mid-year need not

test at the receiving school if they were tested at least once while at their sending school. Students on the Enrollment Roster who did not test at least once during the testing window will be considered non-participants for the school.

B. Why is participation important?

Student participation is used to:

- Determine if a school met the 95% participation rate target for All Students and all applicable subgroups on its Student Group Performance Report. Schools not meeting performance targets on all cells, including participation, on the Student Group Performance Report are not eligible for Recognition School classification under the High-Performance criteria. For 2014-15, this requirement does not apply to ELA and mathematics proficiency targets.
- Generate a participation rate penalty, if applicable. The participation rate of FSY students is used to determine a participation penalty for the SBA English language arts and mathematics, HSA science, HSA-Alternate, 8th grade Explore, and 11th grade ACT tests. A similar rate is derived for high school Biology I End-of-Course (EOC) Exams, but instead of FSY students, course enrollment in Biology I is used to compare against students who took the EOC exam. If a school's All Students participation rate of FSY students (or Biology I course enrollees) drops below 95%, the number of students dropping the rate below 95% are coded as non-proficient.

C. What are typical reasons to appeal student participation?

The following are examples of appeals related to participation. For more information, see Attachment C, Part I, Participation.

- Student not admitted or withdrawn promptly. Even a one day delay or incorrect action date into the student information system may result in students incorrectly counted or omitted from a school's participation rate.
- Documented medical emergency exempting testing.
- Programmatic out-of-state placement.
- Home schooling and other 4140 withdrawals.
- Students NOT on the ADC Enrollment Roster can be added if documentation (signed enrollment form or eSIS enrollment) showing enrollment on 5/1/15 is provided. Conversely, students on the participation roster can be removed if documentation (signed withdrawal form or eSIS withdrawal) showing the student was not enrolled on 5/1/15 is provided.

5. Graduation or Retention Rates

A. How are graduation and retention rates defined?

Graduation and retention rates are lagged one year, that is, for 2015 Strive HI results, students from the 2014 graduating cohort are used. These students were first time 9th graders in 2010-11 or transferred into the cohort from another school. For retention, students who are at the same grade level on both the August 2013 and August 2014 OEC Dates are considered retained.

B. Why is the graduation or retention rate important?

Graduation Rates are used to:

- Gauge college and career readiness. It is a focal part of a high school's Strive HI Readiness Indicator, contributes heavily to a high school's Strive HI Index Score,

and also serves as a trigger in identifying low performing Priority and Focus Schools.

- Determine if a high school meets its graduation rate target of 85% for this year for All Students and all applicable subgroups on its Student Group Performance Report.
- Identify Focus and Priority schools meeting the low graduation rate criterion.

Retention Rates are used to:

- Determine if a school met its retention rate target of $\leq 2\%$ for elementary schools and $\leq 5\%$ for middle/intermediate schools for All Students on its Student Group Performance Report. Schools not meeting performance targets on all cells, including retention, on the Student Group Performance Report are not eligible for Recognition School classification under the High-Performance criteria. For 2014-15, this requirement does not apply to ELA and mathematics proficiency targets.

C. Why could there be graduation discrepancies between ADC and a school's records?

- Grade level not aligned with credit accumulation (inputting error or social promotion).
- Incorrect grade level on OEC Roster, that is, a student that is not a first-time 9th grader on August 2010 OEC.
- Transferred into the school and assigned to an incorrect cohort.
- Transfer-out without documented enrollment at the receiving school.
- 4140 withdrawal to homeschool allows for removal from the graduation cohort.
- Other 4140s are not counted as graduates, including GED students.

D. Why could there be retention rate discrepancies between ADC and a school's records?
Grade level errors on the August 2013 and/or August 2014 OEC such as unintended promotions or retentions.

6. Chronic Absenteeism

A. What types of schools use Chronic Absenteeism for their Readiness Indicator?

Elementary or any other school serving a terminal grade level from seven (7) to one (1).

B. How is Chronic Absenteeism defined?

Students identified as chronically absent are not physically present in school or in a scheduled class (i.e., "absent") for 15 or more instructional days during the FSY period. Both excused and unexcused absences count toward the 15-instructional-days criterion. For Strive HI purposes, only FSY students who are enrolled at elementary schools and schools serving a terminal grade level of seven or lower are included in the chronic absenteeism calculation. For school year 2014-15, grade levels lower than grade one are excluded from the chronic absenteeism calculation (kindergarten, junior kindergarten, and pre-kindergarten students).

C. Is Chronic Absenteeism appealable?

Schools may appeal an FSY student's chronically absent status if the student was not physically present in school or in a scheduled class (i.e., "absent") pursuant to a health care provider's orders for more than 10 consecutive instructional days. In addition, an appeal to remove a student from FSY will effectively remove the student from the chronic absenteeism calculation.

7. High School Biology I End of Course Examination

A. How are high school Biology I End of Course Examinations used for Strive HI?

The Biology I End of Course Examination (EOC) is the high school science assessment used for Strive HI science participation and proficiency. Students taking Biology I are required to take the EOC, and as a result, participation rates are based on Biology I course enrollment at the beginning of the EOC test window*. The EOC Roster on ADC comprises a school's students enrolled in Biology I.

* EOC student lists provided by all public charter school via the Hawaii State Public Charter School Commission (Higaki, Jennifer. *Biology I EOC exam participants – Deadline: Fri 05/01*. Message to All Public Charter High Schools. April 16, 2015. Email communication) serves as the official list of students who should take the EOC. For this reason, charter schools cannot appeal to add or remove students from the Biology I EOC student list. However, schools can appeal students subgroup (race/ethnicity, ELL, SPED, economically disadvantaged) status.

Although not common, students taking Biology 1B who haven't taken Biology 1A may appeal to be removed from the EOC participation rate, provided documentation that Biology 1A was not taken.

8. Significant Medical Emergencies

A. What is a Significant Medical Emergency?

A Significant Medical Emergency is documented via a healthcare provider's note stating a student is medically unable to test during the duration of the testing window. The healthcare provider's (MD, OD, licensed psychologist, other provider) note must include the following information:

1. *Student's Name.*
2. *General nature of the medical emergency.*
3. *Must state the student is not to be tested according to provider's orders.*
4. *Duration of the medical emergency for which exemption from testing is ordered. Must encompass the testing window for applicable assessment(s) the student should take. (SBA ELA & mathematics, Bio I EOC, HSA Science, Hawaiian Language State Assessment in Hawaiian language arts and mathematics – Field Test [for grades 3 and 4 Hawaiian Language Immersion Program students], HSA-Alternate Assessment, 8th grade Explore, 11th grade ACT).*
5. *Provider's signature and date signed.*

B. What is appealable with a documented Significant Medical Emergency?

A documented Significant Medical Emergency encompassing a test window(s) can be appealed to remove a student from test participation. For 2014-15, these include the SBA English language arts and mathematics, HSA science, Hawaiian Language State Assessment in Hawaiian language arts and mathematics – Field Test (for grades 3 and 4 Hawaiian Language Immersion Program students), Biology I EOC Exam, HSA-Alternate Assessment, 8th grade Explore, and 11th grade ACT tests.

In addition to exemptions from test participation, a documented Significant Medical Emergency may be used to remove a student from an elementary school's chronic

absenteeism rate. The documented Significant Medical Emergency must encompass 11 or more consecutive instructional days during the FSY period (8/13/14* through 5/1/15).

* Wednesday, August 13, 2014, for all schools except four charter schools (i.e., University Laboratory School, Halau Lokahi, Hawaii Technology Academy, and Innovations), whose OEC date was Monday, August 18, 2014.

Instructions for Completing the Revision Request Form
(Enter into Attachment E: 2015 Revision Request Form)

School Information
<p>To be completed by school:</p> <ul style="list-style-type: none"> • 3-digit school code • School name • Principal's name (if not the same as person completing form) • Date • Name of person completing the Form & email address (if not Lotus Notes) • Correct Grade Levels Served (only if incorrect on the Accountability Data Center)
Appeals
<p>Carefully read Attachment D1, <i>Key Strive HI Performance System Decision Rules and Considerations for 2015 Appeals</i>, and determine if your school will file an appeal.</p> <ul style="list-style-type: none"> • Student Information • Full School Year (FSY) • Test Participation • Graduation or Retention Rates • Chronic Absenteeism Rate • Biology I End-of-Course Examination • Significant Medical Emergencies <p>Each student being appealed should be entered in their own row. Please ensure the correct 10-digit student identification number is entered.</p>
Examples of Supporting Documentation
<p>Student's corrected electronic record (e.g., eSIS, SSES, eCSSS) or scan of student's written record (e.g., request for records from a receiving out-of-system school, cumulative folder, parent communication, student transcript, copy of diploma, Form 4140, Family Court order, signed doctor's note for medical exemption, etc.).</p> <p>If there is a discrepancy between a student's electronic record and the student's written record concerning the effective date of a withdrawal, release, exit, enrollment, or other action, then the written record will control.</p>