State of Hawai‘i
Department of Education
P.O. Box 2360
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hawaiipublicschools.org

Application for New Authorities under the Innovative Assessment Demonstration Authority

January 27, 2020

Application for Federal Assistance

Legal Name of Applicant: **Hawai‘i Department of Education**	Applicant’s Mailing Address: **P. O. Box 2360** **Honolulu, HI 96804**
Employer Identification Number: **99-0266482**	Organizational DUNS: **809935513**
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Required Applicant Signatures *(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below.)*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Lead Agency Authorized Representative (Printed Name): **Dr. Christina M. Kishimoto, Superintendent** **Hawai‘i Department of Education**	Agency Name: **Hawai‘i Department of Education**
Signature of Lead Agency Authorized Representative:	Date: 01-15-2020

Assurances

This form assures that the lead SEA and each SEA applying as a consortium will:

(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--

(i) In all non-participating schools; and

(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;

(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;

(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

(i) An update on implementation of the innovative assessment demonstration authority, including--

(A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and

(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.

(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.

(iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).

(iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

(iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and

(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.

Lead Agency Authorized Representative (Printed Name):	
Dr. Christina M. Kishimoto, Superintendent, Hawai'i Department of Education	
Signature:	Date: 01-15-2020

Project Abstract

The overarching goal of the Hawai‘i Department of Education (HIDOE) innovative assessment program, or **Hawai‘i Comprehensive Assessment Program (HICAP)**, is to empower Hawai‘i’s teachers to develop authentic assessment tools to evaluate and support student learning. The HIDOE supports teachers’ choice in creating their own classroom-based assessments that can assess deeper learning beyond those possible with multiple-choice items. The HIDOE intends to build a balanced assessment system that meets federal accountability requirements as well as inspires teachers and students to be respectively engaged in their own teaching and learning.

The purpose of the HICAP program is to enhance teacher assessment literacy and deepen understanding of the content standards, which in turn leads to improved student learning. More importantly, the proposed “hybrid” model offers tremendous potential to study the impact of authentic assessment approaches on the academic engagement of Asian Pacific Islander students, as well as fill the dearth of research regarding effective strategies and practices for enhancing the teaching and learning of Hawai‘i’s students.

The HICAP essentially contains two parts in a hybrid model: 1) a shortened summative computer-adaptive test (CAT) and 2) classroom-based assessments. The shortened summative CAT is comprised of Smarter Balanced items and will be administered to the students of the participating teachers. The shortened summative CAT is designed to be completed in one class period each for ELA and for mathematics and will utilize the same test delivery system (TDS) currently employed by the HIDOE’s test development contractor, Cambium Assessment, (formerly, Assessment Division of the American Institutes for Research), to administer the Smarter Balanced statewide summative assessments. Cambium and the Center for Assessment will provide technical assistance in the development of HIDOE’s shortened summative computer-adaptive tests in ELA and mathematics which are designed to meet the technical requirements of the *Every Student Succeeds Act* (ESSA). Although the classroom-based assessments are intended to inform instruction, not to meet federal accountability purposes, they are an essential component of Hawai‘i’s theory of action for accomplishing the goals of ESSA.

In school year 2020-2021, the first year of the HICAP, approximately 100 grade 4 English Language Arts (ELA) teachers and approximately 25 grade 8 mathematics teachers will participate. The schools of the participating teachers will serve as innovative assessment design and development sites for the HICAP. Approximately 2,000 grade 4 students in ELA and 2,000

grade 8 students in mathematics and their teachers (about 125) are the targeted number of participants planned for Year 1 of the HICAP. These numbers reflect a critical mass, yet sustainable number for the project in its initial phase, and also the numbers of students necessary for key analyses of the innovative assessments. Student participants will be selected based on characteristics reflecting the demographic diversity of Hawai‘i’s students and the different geographic locations of Hawai‘i’s public schools. Of those students who take the statewide Smarter Balanced summative assessments in ELA and mathematics, English Learners (ELs), students with disabilities, economically disadvantaged students, and various ethnicities are subgroups that will be also represented in the HICAP.

The HIDOE will collaborate with its vendors, consultants and HICAP teacher participants to develop four new shortened summative CATs during Year 1. A grade 4 mathematics and a grade 8 ELA assessment will be developed so that Year 1 participating teachers/schools may administer operational assessments in both content areas in Year 2. Grade 5 ELA and grade 11 mathematics assessments will also be developed in Year 1 so that Year 2 participating teachers/schools may administer to those grades levels as well. In Year 2, grade 3 ELA and mathematics, grade 5 mathematics and grade 11 ELA assessments will be developed for operational administration in Year 3. The final year of shortened summative CAT development will occur in Year 3 with grades 5 and 6 ELA and mathematics test development so that shortened summative CATs may be administered operationally in grades 3-8 and 11 to a sampling of students throughout the state by Year 4.

The results of the shortened summative CAT will be used to identify potential professional development (PD) needs of participating teachers. PD opportunities will be provided the following school year. For example, if in Year 1 the shortened summative CAT results indicate a significant gap in performance between general and special education students, then professional development opportunities will be provided in differentiation, formative assessment processes, etc., in Year 2 that are customized for the grade level and content area. Year 4 results in the required tested grades, 3-8 and 11, will be used to refine and scale PD for elementary, middle and high school teachers. These customized PD opportunities will be made available statewide in Year 5.

To build system-wide capacity, participating teachers will be trained in classroom-based assessment concepts, design and administration of classroom-based assessments, analysis of student work, and peer evaluation to ensure the development of high-quality authentic assessments that can capture useful instructional information to support student learning.

Through the HICAP, teachers will be able to explore the impact of a variety of classroom-based assessments, such as performance-based assessments, portfolios, project-based learning assessments, interim assessments, presentations, and learning logs, on the learning progressions of their students. In addition, teachers will be trained to use a web-based platform (WBP) to manage, design, grade, score and report the classroom-based assessments. The Center for Assessment consultants will support the HIDOE in structuring high-quality professional development opportunities. The HIDOE and its partners will evaluate the PD to document and improve it throughout the IADA.

The project outcomes of the HIDOE's innovative assessment project are as follows:

- Develop a high-quality balanced assessment system that includes both summative assessments and classroom-based assessments that inform instruction and are embodied in practical, modern technology (web-based) platforms that are scaled for statewide use;
- Ensure the technical quality of the shortened summative CAT in ELA and mathematics by demonstrating comparability to the current statewide summative assessments;
- Enhance teachers' assessment literacy concepts and practice to develop high-quality, standards-based authentic assessments that provide useful instructional information to support student learning, including advancing excellence for all and closing achievement gaps;
- Support teachers' development of classroom-based assessments that are aligned to Hawai'i's content standards in ELA and mathematics; and
- Support teachers' and administrators' learning to evaluate and appropriately use HICAP and other assessment results to inform instruction and enhance learning.

Table of Contents

Section I: Application Requirements 9

a. Vision & Mission of the Hawai‘i Department of Education (HIDOE) 9

b. Brief Background of the Hawai‘i Department of Education 9

c. Guiding Principles of the HIDOE Innovative Assessment Program 9

d. Consultation 13

e. Innovative Assessment System 20

f. Assurances 36

g. Initial Implementation in a Subset of Complex Areas or Schools 36

Section II: Selection Criteria 37

a. Project Narrative 37

b. Prior Experience, Capacity, and Stakeholder Support 47

c. Timeline and Budget 51

d. Supports for Educators, Students, Parents, and Others 61

e. Evaluation and Continuous Improvement 65

Section III: Appendices 71

Appendix A: Assessment Theory of Action 72

Appendix B: Individual Resumes for Key Personnel and Project Partners 80

Appendix C: Letters of Support and Assurances from Participating Schools 126

Appendix D: Ward Research, Inc. (2016). Resident Opinions on Public Education 153

Appendix E: Hawai‘i’s Blueprint for Public Education 201

Appendix F: Hawai‘i Innovative Assessment Planning Project Summary Report by WestEd (summer 2019) 238

Appendix G: Hawai‘i ELA Shortened Summative CAT Grade 4 Blueprint (DRAFT) 246

Appendix H: Hawai‘i Mathematics Shortened Summative CAT Grade 8 Blueprint (DRAFT) 248

Appendix I: Hawai‘i Statewide Assessment Program, School Year 2019-2020 250

Appendix J: State Board of Education Policy 105-12: Special Education and Related Services 258

Appendix K: 2019-20 Usability, Accessibility, and Accommodations Guidelines 259

Appendix L: State Board of Education Policies E-102 (Academic Mastery and Assessment), 102-1 (Effective School Reporting), 102-3 (Statewide Content and Performance Standards), 102-5 (Comprehensive Assessment and Accountability

System), 102-6 (Statewide Assessment Program), 102-8 (Student Promotion), and 102-12 (Reporting Student Progress & Achievement) 331

Appendix M: 2018-19 Strive HI: ESSA School Accountability and Performance System Reports for School Participants 338

Appendix N: November 2019 Technical Advisory Committee (TAC) Meeting Agenda... 368

Appendix O: Accepting Applications for the innovative Assessment Program Memo 372

Appendix P: 2019 Quality Assurance and Assessment Monitoring Site Visits Memo..... 376

Appendix Q: 2020-21 Hawai‘i Statewide Assessment (HSA) Summative Sample Score Report 378

References 382

Section I: Application Requirements

a. Vision & Mission of the Hawai‘i Department of Education (HIDOE)

We envision a Hawai‘i where students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

> *The mission of the Hawai‘i State Department of Education is to serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.*

b. Brief Background of the Hawai‘i Department of Education

Hawai‘i is the only state in the United States that is located in the Pacific Ocean. In addition to its unique physical geography, Hawai‘i is the only state in the union to have a single, combined state and local education agency. As of the 2019-20 school year, the HIDOE manages about 22,000 full-time employees and provides public education to approximately 180,000 students. These public school students attend pre-kindergarten through 12th grade on six noncontiguous islands (Hawai‘i, Kauai, Lanai, Maui, Molokai, and Oahu) with the overwhelming majority (65%) attending school on the island of Oahu. Of the total number of students who are enrolled in public schools, Asian Pacific Island students (including Native Hawaiians and Micronesians) make up over 70 percent of the entire student population.

c. Guiding Principles of the HIDOE Innovative Assessment Program

The principles of the HIDOE’s Five Promises, Nā Hopena A‘o (“HĀ”) Philosophy, and the Assessment Section’s Theory of Action are used to guide the development of the HIDOE innovative assessment program. Each of these concepts is described below.

❑ HIDOE’s Five Student Promises

Hawai‘i	Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai‘i’s local and global contribution. **Nā Hopena A‘o; languages; culture; context; place-based; safety & total well-being**
Equity	Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. **Access; personalization; community; closing achievement gaps; quality**
School Design	Students will be immersed in excellent learning environments that are thoughtfully designed around a community’s power to contribute to a thriving, sustainable Hawai‘i. **Core values; curriculum; infrastructure; magnets; college & career; partners**
Empowerment	Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. **Engagement; civic and policy voice; tri-level leadership; discovery; choice**
Innovation	Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. **Applied learning; design thinking; project-based learning; creativity**

The five promises to students — *Hawai'i, Equity, School Design, Empowerment, and Innovation* — are not new concepts. Each promise addresses the qualities the HĀ state policy and educational leaders deem desirable for all students to experience in Hawai'i's public education system. They reflect themes that have been captured during the HIDOE's prior strategic planning efforts and are routinely voiced by Hawa'i's educators, families, students, volunteers and community leaders. The promises were crafted with these voices in mind and guided by the following question:

How do we support each child to experience success?

Learning structured around exploration, creativity, discovery and design is different from mandated content coverage and demonstration of isolated, discrete skills. As more children are reached, engaged and supported by the former, it inspires lifelong learning. The HICAP opportunity empowers teachers to innovate and design high-quality classroom-based assessments that are instructionally sensitive to their teaching. The current statewide assessment program does not provide teachers with this opportunity.

Shift Sought in Assessment

In the multiple visioning sessions held by HIDOE in 2019, some of the ideas and actions under the promise themes included calls to change how the HIDOE assesses performance and measures success:

> *"The high stakes summative once a year tests for Language Arts, Math and Science are obsolete if we truly want to have a viable 21st and 22nd century learning experience for our students."*
>
> *"Authentic assessment, graded by teachers, should augment or replace testing company standardized tests providing more curricular flexibility and increasing the respect that is appropriate for our teachers."*
>
> *"Shift measurements from individual learner achievement to community outcomes, shift measurements from quantitative to a mixture to include qualitative measures."*

Other suggestions from the feedback sessions included portfolio-based assessment, measures of whole child development and social emotional learning outcomes, and competency or mastery-based assessments that enable students to earn credits and a diploma by showing what they know rather than based upon course-taking alone.

Hawai'i's IADA application reflects these values and vision.

❑ The HĀ Philosophy

Nā Hopena A'o ("HĀ") is a framework of outcomes that reflect the HIDOE's core values and beliefs in action throughout the public educational system of Hawai'i. Honoring the qualities and values of the indigenous language and culture of Hawai'i, this department-wide framework

informs the development of skills, behaviors and dispositions that are reminiscent of Hawai‘i’s unique context.

The HIDOE works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai‘i (BREATH or “HĀ” in Hawaiian) in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawaii and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.

These six outcomes contain values that are universal to all cultures. Educating students in an environment of HĀ will add value to and strengthen each and every person who engages over the course a learning journey. The HIDOE faculty and staff should also be models of behaviors that direct students to what these outcomes might look like in practice. Those who are moved by the goals and intentions of HĀ are encouraged to use it in their everyday practice.

The balanced assessment system proposed in Hawai’i’s IADA application embodies the HĀ Philosophy, in its design, in its implementation plan, and in its outcomes. One of the outcomes of the innovative assessment program that aligns with the HĀ philosophy is the empowerment of teachers to develop high-quality classroom-based assessments to gain useful instructional information to support student learning, which is not an option under the current the statewide summative CAT.

❑ Assessment Theory of Action

The HIDOE supports the development and implementation of an assessment system that enhances student academic achievement in Hawai‘i’s public schools. Through the use of

technology and targeted professional development, the theory of action (Appendix A) calls for an assessment system that leads to informed decision-making and higher-quality instruction, and ultimately, to increased numbers of students who are well-prepared for college and careers.

The HIDOE's assessment approach is rooted in the belief that stronger learning will result from high-quality assessments that support ongoing improvements in instruction and learning. High-quality assessments also provide informative results to be used by students, parents, teachers, school administrators, members of the public, and policymakers. Meeting this goal will require the reform and coordination of many elements across the education system, including, but not limited to, a quality assessment system that provides valid measurement across the full range of common rigorous academic standards, assessment of deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy, and by the establishment of clear, internationally-benchmarked performance expectations. Most importantly, the assessment system must provide information not only once at the end of the year, but throughout the year in ways responsive to individual teacher's and student's needs. This continuous and individualized feedback based on assessment is essential to achieve Hawai'i's learning goals. The summative assessment alone cannot achieve the desired outcomes.

Components of the theory of action

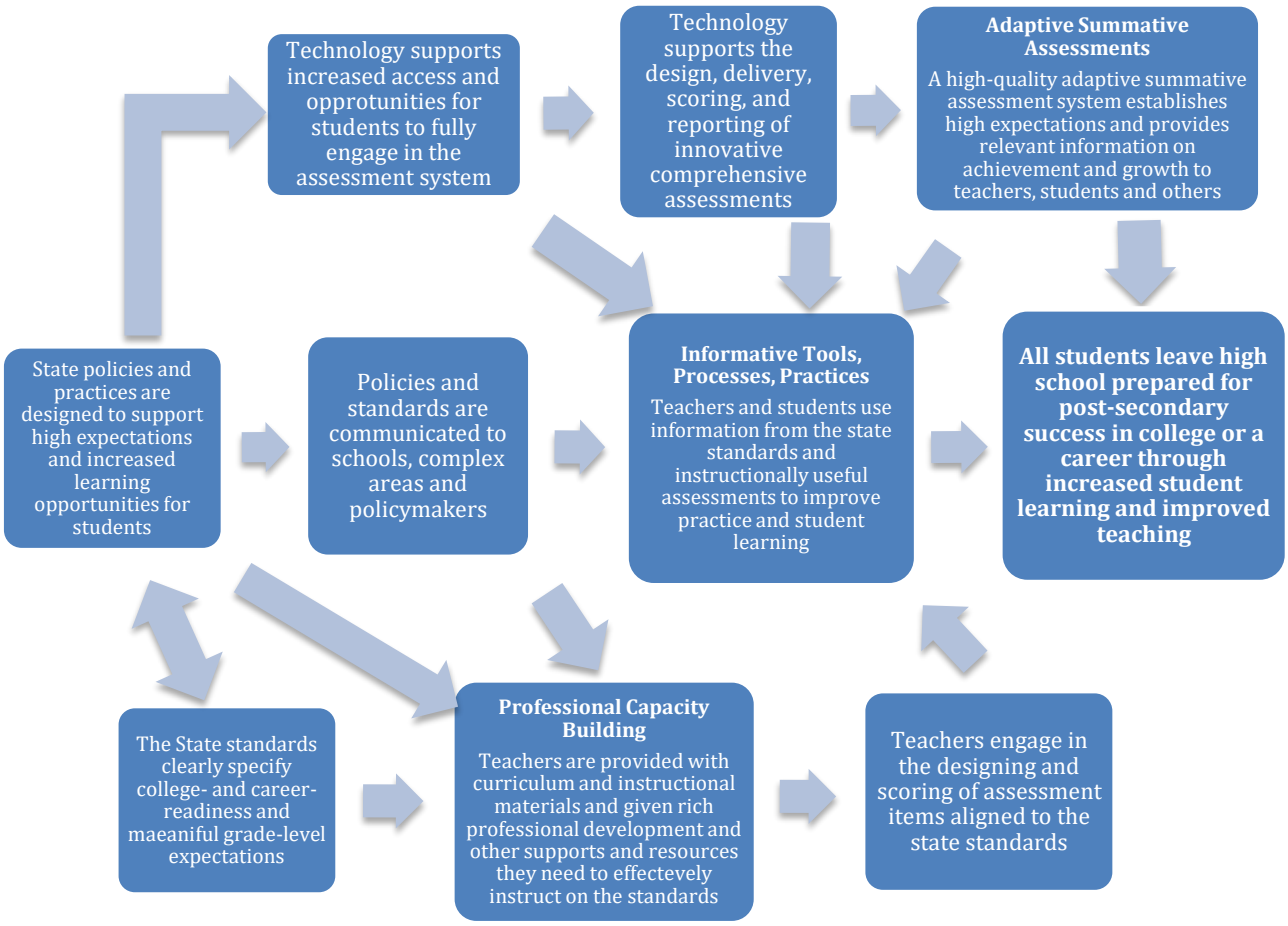
The components of the theory of action, including connections to other parts of the system, are summarized in statements and presented in a graphic below:

- State policies and practices support high expectations and increased learning opportunities for students.
- The assessment system is aligned to a common set of state standards that clearly specify college, career, and grade-level expectations.
- HIDOE's policies and standards are effectively communicated to complex areas[1] and schools.
- Teachers are provided with curriculum, instructional materials, and rich professional development opportunities to develop more professional capacity to engage in assessment activities.
- With enhanced professional capacity, teachers can take advantage of informative tools, processes, and practices that will lead to improved instructional practices to enhance student learning.
- Technology provides increased access and opportunities for students to fully engage in the learning and assessment system; and supports the design, delivery, scoring, and reporting of the assessment system.
- A high-quality summative assessment system establishes high expectations and provides relevant information on achievement and growth to teachers, students, and others.
- Classroom-based assessments and the shortened summative CATs are aligned to the Common Core State Standards to provide instructionally useful information to teachers,

[1] HIDOE is a single SEA/LEA and is divided into complex areas to more efficiently allocate resources.

students, and administrators.

- ❖ Teachers are engaged in the design, development, and scoring of assessment items and in the reporting of results.



d. Consultation

Extensive consultation informed the development of the HICAP and IADA proposal. The consultation took place over several years with many diverse groups of people, including policy-makers, educators, community leaders and groups, and parents in Hawai‘i. Methods for gathering input from this broad spectrum of Hawai‘i included:

(1) Statewide surveys to local residents.

(2) An aspirational document for public education in Hawai‘i (Hawai‘i’s Blueprint for Public Education) crafted by the Governor’s ESSA Task Force Team, which was comprised of leaders from the public, private, and non-profit sectors.

(3) In-person meetings with school-level administrators and teachers and legislative and non-profit representatives facilitated by WestEd.

(4) Informal meetings and communications with state leaders and staff from the HIDOE curriculum, standards, English Learners, and special education offices.

The main themes that arose from these consultations were a strong interest in creating a balanced assessment system that would enable teachers to develop and use high-quality classroom-based assessments through high-quality professional development opportunities. The Hawai‘i IADA application responds to this interest by empowering teachers to develop their own classroom-based assessments through greater assessment literacy and a deeper understanding of the Common Core State Standards. More information about the consultation activities are provided below.

The HIDOE consulted a number of experts to develop its Innovative Assessment Demonstration Authority (IADA) application for the HICAP. The HIDOE met with the following individuals with extensive knowledge and experience in planning, developing, administering, and evaluating innovative approaches to statewide assessments:

- Scott F. Marion, Ph.D., Executive Director, The National Center for the Improvement of Educational Assessment, Inc. (Center for Assessment)
- Brian Gong, Ph.D., Senior Associate, Center for Assessment
- Jeri Thompson, Ed.D., Senior Associate, Center for Assessment
- Leslie Keng, Ph.D., Senior Associate, Center for Assessment
- Bokhee Yoon, Ph.D., Principal Research Scientist, Cambium Assessment
- Rae Seon (Sunny) Kim, Ph.D., Psychometrician, Cambium Assessment
- Yoon Jeong Kang, Ph.D., Psychometrician, Cambium Assessment

These individuals, as well as several other professionals from the Center for Assessment, will serve as partners and consultants throughout the development, administration, improvement, and continued evaluation of the HICAP. Consultation with these experts will be provided in the form of regular online meetings, as well as professional and technical assistance services delivered in-person to the HIDOE staff and HICAP participants. Resumes and CVs of the consultant experts and key department personnel are attached in Appendix B. Letters of support for the HICAP from the Chairperson of the Hawai‘i Board of Education, HIDOE Complex Area Superintendents, Executive Director of the Hawai‘i State Public Charter School Commission, HIDOE school principals, President of the Hawai‘i State Teachers Association, and President of the Hawai‘i State Parent Teacher Student are provided in Appendix C.

During the summer of 2019, the HIDOE engaged WestEd to provide preliminary technical support and facilitation services to design Hawai‘i’s innovative assessment program (or HICAP). Their professional expertise in assessment literacy, IADA requirements and processes, and group facilitation contributed significantly to building the foundation for the innovative assessment model. Details of WestEd’s collaboration with HIDOE are described under “*Fall 2019 Stakeholder Group Meetings.*”

In addition to the expert consultants (see resumes in Appendix B), the Department’s Technical Advisory Committee (TAC) is comprised of national experts in educational measurement who

have tremendous knowledge and experience in the theories, standards, and practices of testing and assessment. The TAC will provide technical advice in-person at Hawai‘i’s bi-annual TAC meetings in Honolulu regarding HIDOE’s statewide assessment program and its innovative assessment program, the HICAP. The names of the HIDOE’s TAC, including brief information about their professional experiences, are provided below:

- Laurie Wise, Ph.D., former Principal Scientist at HumRRO, directs HumRRO’s quality assurance project for NAEP, and chaired many scientific committees and boards for educational testing and assessment
- Gage Kingsbury, Ph.D., Consultant; Senior Research Fellow and Psychometric Consultant, Collaborative for Student Growth at NWEA
- Guillermo Solano-Flores, Ph.D., Professor, Graduate School of Education, Stanford University; Consultant
- Martha Thurlow, Ph.D., former Director of the National Center on Educational Outcomes and Senior Research Associate, University of Minnesota's Institute on Community Integration
- Tony Alpert, Executive Director, Smarter Balanced Assessment Consortium

Stakeholder consultation prior to Every Student Succeeds Act (ESSA)

The HIDOE began its implementation of the Common Core State Standards (CCSS) in the 2012-2013 school year with grades K-2 and 11-12, transitioning to full implementation in all grade levels in the 2013-2014 school year. As teachers work together to design learning opportunities that promote student achievement of the CCSS, the Standards Implementation Process model was a useful schema that helped the HIDOE to focus on the instructional and assessment practices that are compelled by the CCSS.

The CCSS are a call to take another leap forward in the HIDOE’s continuous efforts to ensure that students graduate ready for college and careers. The movement to develop the CCSS was initiated by the National Governors Association and the Council of Chief State School Officers with the aim of creating a set of common learning expectations for mathematics and English language arts (ELA). By early 2013, 46 states, the District of Columbia, and two territories had adopted the CCSS for their public schools. Since that time, some states have withdrawn from or have passed legislation to repeal the CCSS in their state.

Stakeholder consultation in response to ESSA

Hawai‘i’s efforts to design and develop innovative approaches to student learning and assessment began as early as 2016. In 2016 the HIDOE gathered input from public surveys conducted by Ward Research and from members of the Governor’s ESSA Team. In furtherance of the innovative assessment initiative, the Department continued in 2019 to meet and share information with a broad spectrum of stakeholders, including field-level teachers, administrators, the Hawai‘i State Public Charter School Commission, legislative representatives, the Hawai‘i

State Teachers Association (HSTA), and key HIDOE personnel and offices. Summaries of these activities are described below.

Ward Research Surveys

In January 2016, Ward Research conducted a statewide survey to gather feedback on education issues in Hawai‘i (see Appendix D). A total of 730 surveys (with sampling error to be +/-3.5%) were administered to Hawai‘i residents from January 14 to January 28, 2016. Ward Research found a surprisingly high percentage (44%) of these respondents who felt there was too much emphasis on standardized testing in Hawai‘i. This sentiment had not been discussed much in public venues, and the researchers did not expect so many to be concerned with this issue.

During July 2016 when Ward Research surveyed principals, 84 percent responded that the HIDOE should consider changes in the Smarter Balanced Assessment (SBA) and 85 percent agreed that the testing time should be reduced. Most principals (74%) recommended that the HIDOE consider alternatives to the SBA, such as portfolios and demonstrations of competencies. In September 2016, the organizations representing the Hawai‘i Elementary and Middle School Administrators Association and Hawai‘i Association of Secondary School Administrators identified the need for more support in assessment literacy. Around the same time, the Governor’s ESSA Team surveyed teachers across the state and found that a clear majority (91%) indicated that the HIDOE should consider changes in the current state testing program. Like the principals, most respondents noted that testing time should be reduced and that more authentic assessment models should be considered. In addition, the survey revealed a strong interest in legislation that allows piloting of new testing options.

Governor’s ESSA Team and Hawai‘i’s Blueprint for Public Education

During April 2016, Hawai‘i Governor David Ige convened a Task Force, the “Governor’s ESSA Team,” to develop a blueprint for Hawai‘i’s public schools (see Appendix E) that would be consistent with the ESSA and provide opportunities to transform public education. Governor David Ige convened three meetings to bring leaders together to collaborate on building competitive skills through public education that would meet the demands of the changing global economy and maximize the potential of Hawai‘i’s unique resources. These joint meetings involved the Governor, State Board of Education, State Department of Education Superintendent, members of the HIDOE leadership team, and members of the Governor’s ESSA Team. A collaborative planning framework was developed, agreed to by all participants, and used to facilitate the Governor’s ESSA Team meetings. The purposes of the blueprint were to:

- Provide an inclusive and transparent process for engaging stakeholders across all islands;
- Articulate a bold and aspirational, vision for public education;
- Project a long-range view;
- Reflect and communicate the essence of Hawai‘i, its unique history, culture, values, and beliefs; and

- Offer guiding educational strategic/operational plans, and educational policy for Hawai‘i’s schools and students.

Designing for the Future: Responding to a Changing World

According to the Governor’s blueprint for Hawai‘i’s public schools, Hawai‘i’s education system needs to be student-focused, creating conditions and culture for decisions about teaching and learning that are student-centric. Combining our lessons from the past with our understanding of the present context, the Governor’s blueprint advocates for our future-focused education system to be based on the following key principles:

- The culture of each school, complex area, and the culture of the entire organization must be positive, inspiring, supportive, and trusting.
- There are only two categories of workers in the education system - (1) those who work directly and closely with students, and (2) individuals who support those who work with students.
- Each school and community in Hawai‘i is unique and how we engage students in learning will differ in each context.
- Adequate resources must be provided to schools and classrooms with the highest level of transparency about how resources are used; resources and supports need to be provided directly for use in classrooms and schools by students.
- Highly effective school principals who are expert instructional leaders, collaborative, and innovative are essential for the requisite empowering of leadership at each school.
- The system must elevate teaching as a profession, and support and empower teachers to maximize learning for each student.
- All students, in all schools, in all classrooms need to be engaged in highly relevant, rigorous, and inclusive teaching and learning.
- Students must be prepared to be successful in an innovation-driven economy; learning should foster curiosity, creativity, problem solving, and innovation.

Balanced Assessments and Testing in the Service of Student Learning

Hawai‘i public schools will be guided by the core belief that educational assessment will be conducted in the service of student learning and that all educators possess the skills for reflection and refinement of this professional practice. Schools will use a variety of assessments that measure student learning and allow students to show what they have learned in different ways. Standardized testing will be minimized as schools and teachers develop assessments that measure and support student learning.

There will be a clear distinction among assessments that are used to measure progress within the statewide system, progress within the school, and individual student learning. The priority will be assessment for individual student learning.

All educators will possess assessment literacy skills and will engage in reflection and decisions about refining this important professional practice. In alignment to the Governor's blueprint principles for a future-focused education system, the HICAP opportunity provides teachers with professional training to enhance their assessment. Similarly, the innovative assessment system empowers teachers to design and administer their own assessments to obtain useful instructional information to support student learning. Professional development will be provided to enhance assessment practices that support instruction and learning.

System-wide performance can be measured by valid and reliable testing practices that involve sampling rather than requiring the testing of every student. Additionally, it should be determined whether testing needs to occur in grades 3-8 as is currently done.

Informed use of assessment must include differentiating assessments and their purposes as follows:

- Large scale assessments used to inform the entire system performance;
- Assessments used to inform school performance;
- Assessments used to inform classroom performance;
- Assessments used to inform student performance.

Students should be assessed on the attainment of global learner outcomes (GLO) through performance tasks, senior projects, or other similar forms of authentic assessment.

Assessment policies and practices will be aligned to the areas we have identified as important for student learning. Testing results will be shared in a timely manner with students, teachers, and parents so that changes can be made in the teaching and learning process that will impact student progress.

Education assessments will be designed and prepared with integrity, and delivered with respect and caring for students. There will be recognition and appreciation of each student's cultural history, language, and values.

Educational assessments will be designed to efficiently assess student learning and minimize testing time.

Members of the Governor's ESSA Team

The Governor's ESSA Team composed of a broad spectrum of community leaders, educators, legislators, education experts, student advocates, and business leaders in Hawaiʻi. A list of these leaders who made significant contributions to redesigning education through the Governor's blueprint initiative is provided below:

- Phil Bossert, Director, Strategic & International Programs, Hawaiʻi Association of Independent Schools
- Catherine Caine, Teacher, Waikīkī Elementary School

- Kamanaʻopono Crabbe, CEO of the Office of Hawaiʻian Affairs
- Darrel Galera, State Board of Education, ESSA Team Chairperson
- Keith Hayashi, Principal, Waipahu High School
- Michelle Kidani, State Senator, Chairperson of the Senate Education Committee
- Brennan Lee, Student Member of the Board of Education, Mililani High School
- Andrea Lyn Mateo, Student Member of the Board of Education, Waipahu High School
- Ann Mahi, Complex Area Superintendent, Nānākuli-Waiʻanae Complex Area
- Hubert Minn, State Board of Education
- Lauren Moriguchi, State Director of Early Learning
- Steve Nakasato, Principal, Pearl Ridge Elementary School
- Takashi Ohno, State Representative, Vice Chairperson of House Education Committee
- Alan Oshima, CEO of Hawaiʻian Electric Company
- Catherine Payne, Chairperson of Charter School Commission
- Amy Perruso, Teacher, Mililani High School
- Stacey Roberts, Professor, University of Hawaiʻi College of Education
- Carol Shikada, Educational Specialist, Office of School Transformation, Hawaiʻi DOE
- Linda Chu Takayama, State Director for Labor and Industrial Relations and Workforce Development
- Stephen Terstegge, Parent, School Community Council Chairperson, Castle High School

2019 Stakeholder Group Meetings

To continue the momentum of developing alternate approaches to assess student learning, additional stakeholder meetings were held in 2019 in preparation for the 2020 IADA application. The HIDOE convened meetings with key stakeholders from the field to enhance assessment literacy, obtain feedback on guiding principles for assessment and learning, and gather input on potential innovative assessment model(s) that would be appropriate for a balanced assessment system for the HIDOE.

Summer 2019 stakeholder participants

In Summer 2019, the HIDOE engaged WestEd to provide facilitation services for the IADA project, which included conducting three stakeholder meetings on Oahu to inform decisions about the design of assessment model(s) for Hawaiʻi's IADA application, including contextual knowledge about Hawaiʻi's current assessment system and opportunities for innovations within the statewide system. The HIDOE Innovative Assessment Planning Project Summary Report by WestEd is attached as Appendix F.

The purposes of the summer 2019 stakeholder group were to:

- 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; and
- Offer recommendations for Hawai‘i’s IADA application.

Sharing information and gathering broad stakeholder support

During fall 2019, the HIDOE shared information with and gathered support from key personnel or other groups through in-person meetings or other forms of communication. The full list of key personnel and other supporters include Complex Area Superintendents, HSTA, Educator Effectiveness System (Joint EES), curriculum leads in ELA and mathematics, Special Education and English Learner (EL) educational specialists, and other school-level staff. The HIDOE received positive support for and interest in the development of the HICAP. A list of the key personnel and other supporters with whom information was shared is provided below:

- September 2019 Hawaii State Assessment Program Roadshow with School Level Staff (Curriculum, ELL, Special Education, Test, Student Services, and Technology Coordinators)
- Complex Area Superintendents
- Joint EES Committee and HSTA
- Project Based Learning (PBL) Evidence Framework Group
- Hawai‘i Board of Education
- Hawai‘i DOE Technical Advisory Committee Meeting (March 2019)
- Hawai‘i State Public Charter Schools
- Educational Specialists in the Learning Supports Section regarding ELA and Mathematics content areas
- Director and Staff of Exceptional Student Support Branch
- Assistant Superintendent of the Office of Curriculum & Instructional Design and the Administrator of Standards Support Section
- EL Educational Specialists in the Student Support Section
- Special Education Advisory Council (January 2020)

e. Innovative Assessment System

The HIDOE will continue to meet the requirements of section 1111(b)(2)(B) of the ESSA. Students participating in the HICAP will take the shortened summative assessments to produce annual differentiated determinations at the individual student, student group, school, and district/state levels. This will be true throughout the IADA project as it expands and scales up. For example, in the first year of the HICAP students will take the shortened summative assessment in ELA (grade 4 students only) or the shortened summative assessment in mathematics (grade 8 students only). The second year of IADA will involve students in grades 4, 5, 8, and 11. By the third year, the HICAP system will include students in grades 3-8 and 11 in both ELA and mathematics. The shortened summative CAT will be used to meet federal accountability requirements. In contrast, the classroom-based assessment results will be used for classroom purposes. The shortened summative CAT will not be merged with the classroom-

based assessments. *Subject to approval by the United States Department of Education (USDOE), student participants in the HICAP will be exempt from the statewide summative assessment in the same content area(s).*

Students in grades 5 and 8 will continue to be administered the Hawaii State Assessments in Science and the End-of-Course (EOC) Exam for Biology 1 (if applicable) which are aligned to the Next Generation Science Standards (NGSS). The content area of Science will not be included in the HICAP at this time.

Meets requirements of section 1111(b)(2)(B) of the ESSA

In response to the requirements of section 1111(b)(2)(B) of the ESSA, HIDOE will provide the following assurances regarding the HICAP that contains a shortened summative CAT and classroom-based assessments:

- The shortened summative CAT will meet the technical quality sufficient for each purpose required under and consistent with the provisions of the *Every Student Succeeds Act*, the evidence of which will be made public, including posting appropriate information about the HICAP on the HIDOE website at: http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/InnovativeAssessmentProject/Pages/default.aspx.
- The shortened summative CATs, administered for accountability purposes, will result in an overall scale score and proficiency level for each student. The aggregated results from these assessments will be used for school accountability purposes.
- The shortened summative CAT will be aligned to the state-adopted content standards, provide coherent and timely information about student attainment of such standards and whether the student is performing at the student's grade level, measure the breadth and depth of Hawaiʻi state-adopted content standards.
- The shortened summative CAT will be valid and reliable, consistent with relevant, nationally-recognized professional and technical testing standards, objectively measure academic achievement, knowledge, and skills, and will not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information (PII).
- The shortened summative CAT will appropriately provide universal tools, designated supports, and accommodations (as verified) for students with disabilities under the Individuals with Disability Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, including ELs with disabilities, to measure their academic achievement.
- HICAP will provide family reports (paper) to parents and provide access to online reports to teachers, principals, and other school leaders as soon as practicable after the CAT is administered, scored and quality checked.
- The shortened summative CAT will support reporting overall scores by school and statewide for subgroups, as appropriate, required by the ESSA.

- The classroom-based assessments will be used to provide instructionally relevant information and HIDOE will support efforts during this IADA to improve teachers' standards-based grading and reporting practices.
- The classroom-based assessments will be administered at different time(s) during the school year to generate standards-based grades for each grade-level content standard.
- The classroom-based assessments will provide teachers the opportunity to design, develop, and score classroom-based assessments that are aligned to the State's adopted content standards and incorporate principles of Universal Design for Learning (UDL) and associated supports and tools for students with disabilities under the IDEA, Section 504 students, and for EL students with disabilities, which are instructional and assessment options that are not currently available to teachers.
- The HIDOE, with support from the Center for Assessment, will structure high-quality professional development opportunities to enhance teachers' assessment literacy and capacity for professional practice on building, administering, and scoring high-quality classroom-based assessments.
- Participating teachers will receive training so they can develop, grade, and evaluate their teacher-created assessments using a standards-based electronic grading system that can link content, lessons, and standards to show and monitor the progress of individual students or subgroups over time.
- HICAP will provide teachers the same professional learning opportunities provided to teachers who administer the current statewide summative assessments in order to promote an understanding of the relationship between construct of measure and the appropriate application of accessibility features during the shortened summative CAT.
- HICAP will report data in compliance with the Family Educational Rights and Privacy Act (FERPA).

Students who participate in the HICAP shortened summative CAT will be included in the State's accountability model (Strive HI) for both proficiency and participation. In addition to the shortened summative CAT, the HICAP also requires participating teachers to administer classroom-based assessments during the school year that are aligned to the content standards. The frequency of administering the classroom-based assessments will depend on the type of assessment and teacher choice. Participating teachers are also expected to provide grades/proficiencies at the standards-level for each student throughout the school year.

With an approved exemption from USDOE, students in the first year (SY 2020-21) of the HICAP will not be double-tested in the same content area for the end-of-year summative assessment. Students who participate in the IADA for one content area will be required to take the summative assessment in the other content areas as required by the ESSA. Rather, as explained later in this application, we propose evaluating and ensuring comparability using various psychometric and techniques and quasi-experimental methods. For example, all students will continue to participate in the statewide assessments for Science.

Aligns with depth and breadth of state-adopted academic standards

One of the key motivations for developing the HICAP is to build and evaluate an alternative assessment approach to meeting the high-quality, standards-based and content-rich ELA and mathematics curricula that HIDOE would like to implement in Hawai‘i classrooms. The IADA opportunity will provide teachers with the flexibility to design and use their high-quality assessments to capture useful instructional information to support student learning. Further, a shortened summative CAT will decrease the time required for standardized testing and more time for instruction. There will be four proficiency levels for the shortened summative CAT in ELA and mathematics which are: *Well Below Proficiency, Approaches Proficiency, Meets Proficiency,* and *Exceeds Proficiency.* These proficiency levels are described under the section, "Summative determinations to describe student's mastery."

The initial item pool for the shortened summative CAT in ELA and mathematics will be populated with Smarter Balanced test items. The Hawai‘i ELA shortened summative CAT Grade 4 Blueprint (see Appendix G) and the Hawai‘i mathematics shortened summative CAT Grade 8 Blueprint (see Appendix H) will mirror the content categories and DOK (Depth of Knowledge) reflected in the 2019-20 Hawai‘i Smarter Balanced summative blueprints for grade 4 ELA and grade 8 mathematics[2] respectively. The ELA and mathematics simulations results provide a crosswalk between the long and short summative blueprints, which preliminarily demonstrates that the shortened test is a nearly proportional reduction of the longer one across all relevant categories and standards. The performance level descriptors (PLDs) for the shortened summative CATs will remain the same as those for the full summative assessment.

The Test Delivery System (TDS), developed by Hawaii's test development contractor, Cambium Assessment, will be employed to administer the shortened CAT assessments. Students participating in the HICAP will have up to three opportunities during an extended testing window to complete the shortened summative ELA or mathematics CAT. The assessments will be machine scored; the results are expected to be made available online immediately upon completion of the assessment. The shortened summative CAT results will be used to generate the overall scale score and proficiency level used for accountability and continued evaluation and improvement purposes.

Comparability of Innovative Assessment with Regular Assessment

The IADA requires that the state establish the comparability of scores from the innovative assessment with scores from the regular assessment, to meet federal requirements for assessment reporting and accountability.

[2] The Hawai‘i blueprint for grade 8 mathematics is the same as that for Smarter Balanced except there is no performance task for Hawai‘i.

In HICAP, the innovative assessment is the shortened CAT. The shortened CAT will be comparable with the full CAT in these critical ways:

1. The shortened summative CAT will be reported on the same scale as the regular Smarter Balanced CAT.
2. Proficiency level determinations (PLDs) for the shortened summative CAT will be the same as those for the Smarter Balanced Assessments, and the cut scores will be mapped to the same underlying item response theory (IRT) proficiency (or theta) values.
3. The test blueprint for the shortened CAT will be reduced but proportionally representative of the test blueprint of the regular Smarter Balanced CAT.
4. Monitoring will be done to ensure the shortened CAT meets its blueprint for Hawai‘i's students at the same rate of blueprint match for the regular Smarter Balanced CAT.
5. The shortened CAT will have a lower test reliability than the regular Smarter Balanced CAT by virtue of it being shorter. Analyses will be performed to confirm that the lower test reliabilities and higher conditional standard errors of measurement do not adversely affect student assessment reporting (e.g., classification accuracy and classification consistency) or school accountability (e.g., either proficiency or growth) to degrees that are unacceptable technically or to policy.
6. Other standard analyses reported in the technical manual for the Smarter Balanced assessment will be performed to ensure that the shortened CAT is comparable to the regular Smarter Balanced CAT, including differential item functioning (DIF) analyses, comparability of reliability for student groups, and scale maintenance.

One principal means for determining score comparability will be computer simulation. This is appropriate because the shortened CAT is almost entirely a subset of the regular CAT and is intended to be reported on the same scale.

HIDOE will investigate additional means for assessing score comparability with its TAC and the Center for Assessment. For example, comparability of scores between the students in the IADA who take the shortened CAT and scores of students not in the IADA who take the regular CAT could be evaluated through a propensity score matching study where students in the two samples are matched on key variables to create randomly equivalent groups. Another possibility is to have a representative sample of students take tests composited from the shortened CAT algorithm and blueprint and then, in a continuation of their testing session, finish the test under the algorithm and blueprint (or variations) of the regular CAT.

ELA Grade 4 Shortened Summative CAT Blueprint

The ELA grade 4 shortened summative CAT blueprint does not include a performance task and constraints were placed for each claim to reduce the number of items in each so that each claim has approximately half the number of items as the full summative test. Constraints for the grade 4 ELA claims are presented below.

Changes in ELA Grade 4 Test Blueprint Constraints in Claims

Claim	Shortened Summative Test			Full Test		
	CAT		PT	CAT		PT
	Items	Passages[a]	Items	Items	Passages[b]	Items
1. Literary Text	5	1		7-8	2	
1. Informational Text	5	1		7-8	2	
2. Writing	5		0		6	1
3. Listening	4				8-9	
4. Research	5		0		8	1

[a] Requires either one short or long passage

[b] Requires one short and long passage

The elimination of the full-writing performance task is a concern and HIDOE will work with its TAC and measurement professionals at Cambium Assessment and the Center for Assessment to determine how best to address the issue. The focus for the first year of ELA assessment literacy will be on performance-based writing to ensure teachers meaningfully assess writing in their classroom and use the writing process and results to enhance writing performance in participating schools. HIDOE is confident that the heavy focus on writing in the classroom assessment system will prevent undue narrowing of the curriculum, even though direct assessment of writing is reduced on the shortened summative CAT.

ELA Grade 4 Simulations

The primary means for determining score comparability will be computer simulation. This is appropriate because the shortened CAT is a direct subset of the regular CAT, and is intended to be reported on the same scale. The results of some comparability analyses between the shortened CAT and the regular CAT are given below.

Simulation results comparing the shortened summative CAT and the full Smarter Balanced assessments using the 2019-20 configurations for Hawai‘i were run with 5,000 simulated students (representing the full ability range found in Hawai‘i on past Smarter Balanced tests) for both the shortened and full summative assessments. Simulations were run with one opportunity and results for the grade 4 ELA assessments are presented in the tables below.

ELA Grade 4: Percentage of Simulated Tests Meeting Blueprint Requirements

Claim	Content / Target	Shortened Summative Test		Full Test (CAT only)	
		Required Items	% BP Match	Required Items	% BP Match
1	**Literary Text**	5	100	7–8	100
	Target 2: Central Ideas	0-1	100	1–2	99.8
	Target 4: Reasoning and Evaluation	0-1	100	1–2	100
	Targets 1, 3, 5, 6, & 7	3-4	99.8	3–6	100
	Number of passages*	1	100	2	100
	Informational Text	5	100	7–8	100
	Target 9: Central Ideas	0-1	100	1–2	98.4

Claim	Content / Target	Shortened Summative Test		Full Test (CAT only)	
		Required Items	% BP Match	Required Items	% BP Match
	Target 11: Reasoning and Evaluation	0-1	100	1–2	100
	Targets 8, 10, 12, 13, & 14	3-4	100	3–6	100
	DOK 2	≥ 4	100	≥ 7	100
	DOK 3 or higher	≥ 1	100	≥ 2	100
	Number of passages*	1	100	2	100
2	**Writing**	5	100	6	100
	Target 1, 3, & 6 (Organization/Purpose)	1	100	1	100
	Target 1, 3, & 6 (Evidence/Elaboration)	1	100	1	100
	Target 8: Language and Vocabulary Use	1	100	1	100
	Target 9: Edit/Clarify	2	100	3	100
	DOK 2	≥ 2	100	≥ 2	100
3	**Listening**	4	100	8–9	100
	Target 4: Listen/Interpret	4	100	8–9	100
	DOK 2 or higher	≥ 2	99.2	≥ 3	100
4	**Research**	5	100	8	100
	Target 2: Interpret and Integrate Information	1–2	100	2–3	100
	Target 3: Analyze Information/Sources	1–2	100	2–3	100
	Target 4: Use Evidence	1–2	100	2–3	100

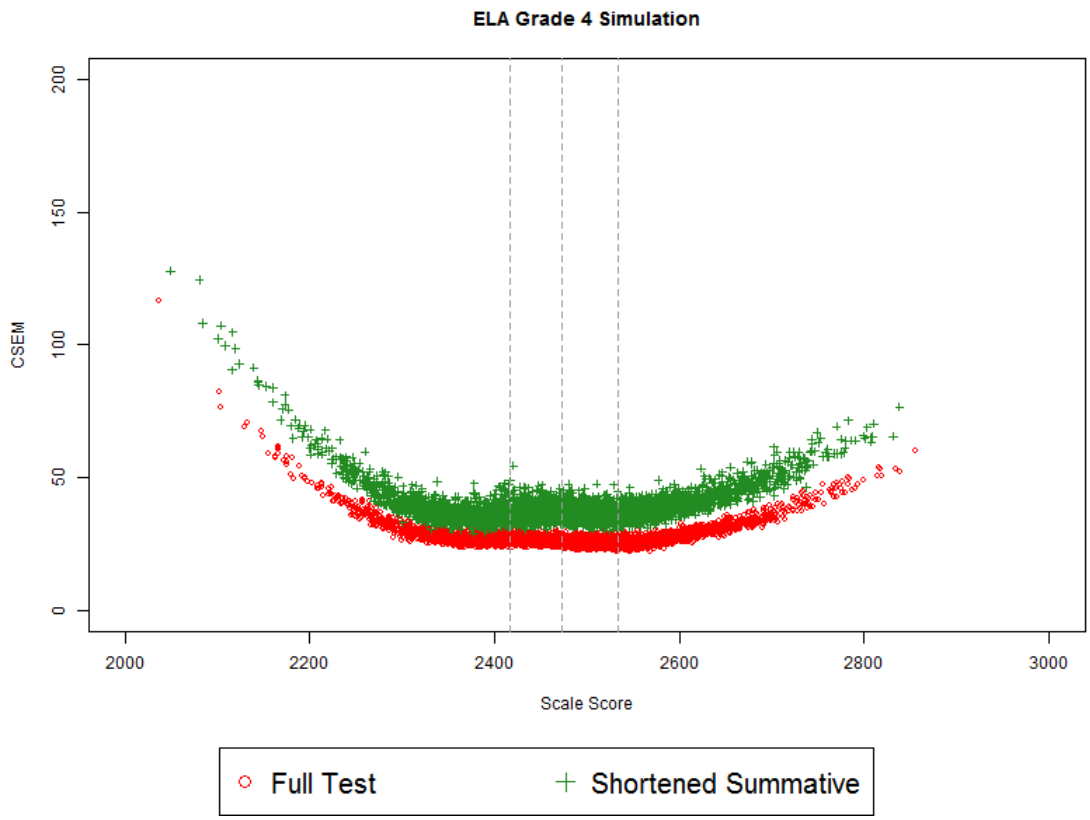
The blueprint match for the ELA grade 4 shortened summative test is 100% or nearly 100% for each target, claim, and DOK constraint. Hawai‘i is a Smarter Balanced governing state and will work with the other states in the consortium to develop items that potentially may be included in Hawai‘i’s shortened summative item pool in order to reach 100% blueprint match for all targets and DOKs. The current shortened summative item pool is sufficient to meet the blueprint for the proposed shortened summative test.

ELA Grade 4: Marginal Reliability for Overall Test and by Reporting Category

	Test	Claim	Number of Items Specified in Test Blueprint		Marginal Reliability	Scale Score Mean	Scale Score SD	Average CSEM
			Min	Max				
Grade	Shortened Summative Test	Total Test	24	24	0.86	2474.75	106.91	39.35
		Claim 1: Reading	10	10	0.69	2471.21	125.41	69.96
		Claim 2: Writing	5	5	0.45	2478.96	145.53	108.24
		Claim 3: Listening	4	4	0.34	2472.94	147.65	119.98
		Claim 4: Research	5	5	0.47	2472.30	141.42	103.14
	Full Test	Total Test	38	41	0.93	2478.37	103.74	28.06
		Claim 1: Reading	14	16	0.79	2477.46	118.22	54.69
		Claim 2: Writing	7	7	0.74	2478.83	122.58	62.63
		Claim 3: Listening	8	9	0.64	2476.51	133.98	80.64
		Claim 4: Research	9	9	0.72	2473.30	122.15	65.09

The overall marginal reliability for the ELA grade 4 Smarter Balanced Assessment is 0.93. The range for the reporting category marginal reliabilities is 0.64 – 0.79. The marginal reliability for the shortened summative total test is 0.86, and the range for reporting categories is 0.34 – 0.69. The lower reliabilities at the claim level are to be expected given the number of items in the blueprint. The overall test student-level reliabilities are quite sufficient for supporting school accountability determinations (Hill & DePascale, 2003, https://doi.org/10.1111/j.1745-3992.2003.tb00133.x)

ELA Grade 4: Standard Error of Measurement across Estimated Scale Score Range



Conditional standard errors of measurements across the estimated theta range for the ELA grade 4 shortened summative test are higher, as expected, but they closely track those for the full Smarter Balanced grade 4 test. Item development may focus on the lower end of the performance spectrum to improve the reliability of scores for students in that score range.

Mathematics Grade 8 Shortened Summative CAT Blueprint

The mathematics grade 8 shortened summative CAT blueprint does not include a performance task and constraints were placed for each claim to reduce the number of items in each so that each claim has approximately half the number of items as the full summative test. The blueprint for the Hawai‘i mathematics grade 8 full summative assessment is the same as that for Smarter Balanced except there is no performance task for Hawai‘i.

Mathematics Grade 8 Simulations

Mathematics grade 8 simulations were run with 5,000 tests for both the shortened summative test and for the Hawai‘i version of the Smarter Balanced summative test. Blueprint constraints for the shortened summative test were designed to reduce the number of items in each claim to proportionally match the full summative test. There were no changes to the mathematics item pool. Simulations were run with one opportunity and results are presented in the tables below.

Mathematics Grade 8: Percentage of Simulated Tests Meeting Blueprint Requirements

Grade	Claim	Content / Target	Hybrid (shortened summative) Test		Full Test	
			Required Items	%BP Match	Required Items	%BP Match
8	1	Overall	12	100	20	100
		DOK 2 or higher	≥ 3	100	≥ 7	100
		Priority Cluster	9	100	15	100
		Targets C, D	3	100	6	100
		Targets B, E, G	3	100	6	100
		Targets F, H	3	100	3	100
		Supporting Cluster	3	100	5	100
		Targets A, I, J	3	100	5	100
	2 & 4	Overall	5	100	8	100
		DOK 3 or higher	≥ 2	100	≥ 4	100
		2. Target A	1	100	2–3	100
		2. Targets B, C, D	1	100	1–2	100
		4. Targets A, D	1	100	1–2	100
		4. Targets B, E	1	100	1–2	100
		4. Targets C, F	1	100	1–2	100
	3-Calc	Overall	5	100	8	100
		DOK 3 or higher	≥ 2	100	≥ 3	100
		Targets A, D	2	100	3	100
		Targets B, E	2	100	3	100
		Targets C, F, G	1	100	2	100

The blueprint match for the mathematics grade 8 shortened summative test is 100% for each target, claim, and DOK constraint. The Smarter Balanced item pool is more than sufficient to meet the blueprint for the proposed shortened summative test. Item development will continue with Smarter Balanced and approved items will be added to the hybrid item pool.

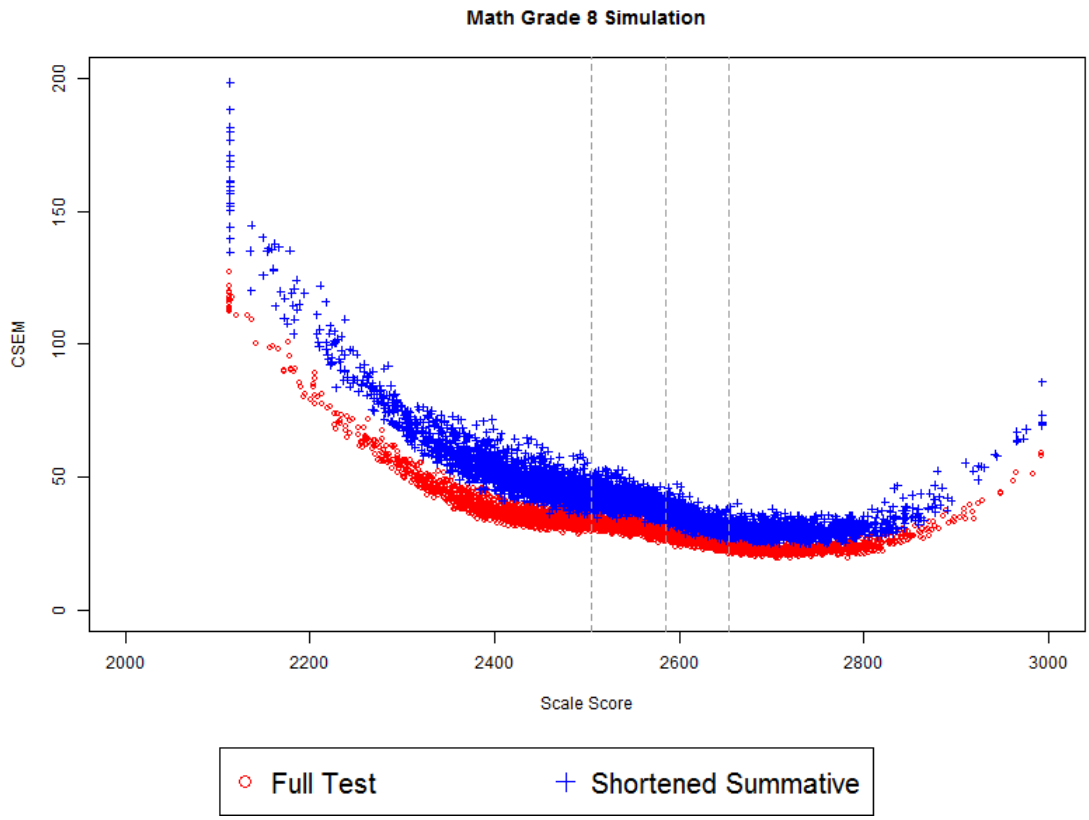
Mathematics Grade 8: Marginal Reliability for Overall Test and by Reporting Category

Grade	Test	Claim	Number of Items Specified in Test Blueprint		Marginal Reliability	Scale Score Mean	Scale Score SD	Average CSEM
			Min	Max				
8		Total Test	22	22	0.88	2551.29	133.15	45.46
		Claim 1	12	12	0.81	2549.27	139.05	61.05

Grade	Test	Claim	Number of Items Specified in Test Blueprint		Marginal Reliability	Scale Score Mean	Scale Score SD	Average CSEM
			Min	Max				
	Shortened Summative Test	Claims 2 & 4	5	5	0.50	2543.79	167.48	118.91
		Claim 3	5	5	0.38	2557.85	136.54	107.10
	Full Test	Total Test	36	36	0.93	2555.92	127.72	33.11
		Claim 1	20	20	0.89	2555.65	131.16	43.60
		Claims 2 & 4	8	8	0.68	2546.74	156.84	88.63
		Claim 3	8	8	0.63	2549.38	139.70	85.38

The overall marginal reliability for the mathematics grade 8 Smarter Balanced Assessment is 0.93. The range for the reporting category marginal reliabilities is 0.63 – 0.89. The marginal reliability for the shortened summative total test is 0.88, and the range for reporting categories is 0.38 – 0.81. As with ELA, the lower reliabilities at the claim level are to be expected given the number of items in the blueprint. The HIDOE maintains that the overall test student-level reliabilities are sufficient for supporting school accountability determinations.

Mathematics Grade 8: Standard Error of Measurement across Estimated Scale Score Range



As with grade 4 English language arts, the conditional standard errors of measurement across the estimated theta range for the mathematics shortened summative test closely track those for the full Smarter Balanced mathematics grade 8 assessment. Item development may focus on the

lower end of the performance spectrum to improve the reliability of scores for students in that score range.

Classroom-based Assessments

The classroom-based assessment component of the HICAP will allow teachers to select among the state-adopted standards to be assessed, and to create their own assessments using a web-based platform. The classroom-based assessments, which will be teacher-created, will be administered at different times of the school year to generate standards-based grades. Professional development will be provided for participating teachers and support staff on how to build, administer, and score high-quality classroom-based assessments. The Center for Assessment will support the HIDOE's efforts in creating high-quality professional development opportunities to enhance teachers' assessment literacy and capacity for professional practice. The HIDOE, in collaboration with the Center for Assessment, envisions multiple training sessions where teachers need to develop a classroom-based assessment (task), administer it, analyze student work, and subject the assessment to peer and expert evaluation. The learning outcomes of the professional training will be both concepts as well as application of those concepts learned. Participating teachers' practice of the assessment literacy concepts and processes are the key to building high-quality classroom-based assessments that can provide useful instructional information to support student learning.

The technological tools through the web-based platform (WBP) will include an item development system so that teachers may create their own test questions and administer them online at designated time(s) during the school year to inform instruction. The system will also allow teachers to select test questions from an item bank of test questions reviewed and vetted by their colleagues. Teachers will be given the opportunity to create their own test blueprints by selecting the state-adopted content standards options available in the WBP. Grades will be entered into a grading and reporting system via a WBP that has the capability of specifying student proficiencies at the standards-level and in real time. Teachers may enter classroom-based assessments grade/proficiency into the standards-based grade book in the WBP. To ensure efficiency, the Assessment Section and the Office of Information Technology Services (OITS) are collaborating on technological enhancement(s) to enable the connection between the WBP and the Department's student information system to avoid double entry of student information by participating teachers. HIDOE's test delivery system will allow for both online and paper delivery. When administered online, the classroom assessment results will automatically populate the standards-based grade book and reporting system. The WBP system supports participating teachers' management, design, scoring, and reporting of the classroom-based assessments.

Valid, reliable, and comparable annual proficiency determinations

HIDOE plans to demonstrate the comparability of student scores on the innovative assessment program's shortened summative CAT and the current statewide summative assessments in ELA

and mathematics, the Smarter Balanced Assessments. The plan is a two-prong approach that includes 1) demonstrating comparable technical quality of the reported scores from the shortened and full-scale summative CATs based on simulation studies, and 2) validating the comparability of the proficiency level determinations on the shortened and full-scale summative CATs based on a principled evidence-based approach. Preliminary findings from the simulation studies between the shortened and full-scale summative CATs for the 4th grade ELA and the 8th grade mathematics blueprints are provided in the previous section (titled, "*Aligns with depth and breadth of state-adopted academic standards.*")

HIDOE's approach to the IADA opportunity for the shortened summative CAT is to continue with the processes and procedures that have provided valid and reliable summative assessment results in ELA and mathematics. This includes efforts in item development that are aligned to the Hawai'i-adopted content standards and fidelity to acceptable industry test development standards. Meeting these standards are necessary to comply with accountability requirements, to ensure continued evaluation and improvement of the HICAP and to provide a smooth expansion of the HICAP statewide. The Center for Assessment will also assist HIDOE in developing high-quality items.

Beginning in Year 1 of the HICAP, the results of the shortened summative CAT will be included in the statewide accountability model. The HIDOE will ensure that HICSP results, including statewide summative assessment results as defined in paragraph (b)(7) of this section, are valid, reliable, and comparable for all students and for each subgroup of students, as described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)B)(xi) and 1111(h)(1)C(ii) of the Act, to the results generated by the State academic assessments as described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act.

HIDOE will verify comparability at the scale score level between the two assessments: Hawai'i's current summative assessment and shortened summative CAT by grade level and subject. The shortened ELA CAT for grade 4 for the HICAP (Year 1) will be reviewed for alignment to Hawai'i's Common Core State Standards (CCSS) for the same grade. Similarly, the shortened mathematics CAT for grade 8 for the HICAP (Year 1) will be reviewed for alignment to Hawai'i's CCSS for the same grade. The shortened ELA and mathematics CAT for the HICAP will cover the breadth and depth of Hawai'i's state-adopted content standards with an overall summary score. Additionally, HIDOE will work with the Center for Assessment to investigate implications of differences, if any, in reliability through, for example, decision consistency analyses at the individual, student group, and school levels.

Universal design for accessibility and support for all students

Hawai'i has clearly established policies that require the participation of all students, including children with disabilities, English Learners (EL), and Hawaiian immersion students. These policies are described in the HIDOE memo, Hawai'i State Assessment Program, School Year 2019-20, released on May 24, 2019 (see Appendix I). This annual Assessment Section memo

outlines the continuing requirement that all students in grades 3-8 and high school participate in testing, with the following exceptions: students who have a significant medical emergency, are in an out-of-state residential program, meet Regulation 4140 requirements, or are in first-year EL status (first-year EL students are only exempt from the ELA assessment). Summative test participation requirements for HICAP will be no different than the summative test participation requirements for tests found within HIDOE's suite of assessments--Smarter Balanced, Hawaii State Assessment- Science (NGSS), Biology End-Of-Course (EOC), Hawaiʻi State Assessment-Alternate (HSA-Alt), WIDA ACCESS for ELLs 2.0, Kaiapuni Assessment of Educational Outcomes (KĀʻEO), and the ACT. Subject to the approval of the USDOE, students participating in the HICAP will be exempt from the statewide summative testing in the same subject(s).

Support for the use of accommodations and accessibility supports during testing is found in the Hawaiʻi Board of Education Policy 105-12 (see Appendix J). Policy 105-12 states that the Hawaiʻi Department of Education should: "*Ensure that all schools provide an inclusive and accommodating environment to meet the individual needs of students.*" The BOE policy is supported by the May 24, 2019 Hawaiʻi Department of Education memo (see Appendix I). This Assessment Section memo lays out the guidelines and framework that are used for accommodation decisions during summative testing. The same guidelines will be used for both the HICAP and statewide summative test forms. The basis for accommodation decisions will continue to be guidelines found in the Usability, Accessibility, and Accommodations Guidelines (Appendix K).

Accommodations available for general summative testing range from technology-based supports such as Text-To-Speech and Speech-To-Text, to physical tools such as an abacus or talking calculator, to human supports such as Read Aloud and Scribe. The statewide summative form has many of these supports built in, and HICAP's innovative form will mirror these features. Negotiations with the participating teachers and their schools may expand the number of features available to the participating teachers, including but not limited to, matching concrete materials and visuals. Participating teachers in the HICAP cohort will receive specific training on the use of supports to provide student access during testing. The teacher training will help to support the development of HICAP assessments that maximize access, minimize the need for supports and accommodations, yet recognize the importance of acknowledging test barriers when they do exist and provide accommodations, as needed. The same supports that are available for EL students during statewide summative testing will also be made available for the HICAP. EL student supports will be at the designated support level and include a variety of language supports for construct-irrelevant vocabulary as well as test translation for all components of the mathematics and appropriate sections of the ELA assessments. The same supports and accommodations will be provided, when possible, for both the HICAP and statewide summative testing program.

The provision of accommodations will continue to be under state control with the verification of accommodation need undertaken for each request by referencing the student's IEP/504 record. All accommodations for the statewide testing program and HICAP will require verification and

prior approval before accommodation provision for testing. Given the same constructs of measure, students taking the HICAP assessments will be able to use the same approved supports as are provided during statewide summative testing. However, HIDOE will monitor for possible different constructs of measure, and provide different accommodation policies accordingly. Participating teachers will be expected to apply knowledge of content standards and assessment evidence and accommodation provisions determinations gained during professional development activities. The Assessment Section, together with HIDOE's curriculum, standards, and special education specialists, will serve in an advisory role when and if questions on appropriate accommodation provision arise during the innovative assessment program.

Results can be used within the accountability system

The Hawai‘i State Board of Education policies E-102, 102-1, 102-3, 102-5, 102-6, 102-8, and 102-12 (see Appendix L) established a comprehensive statewide assessment and accountability program that provides annual data on academic mastery, content and performance standards, student promotion, and school and system performance reporting by benchmark grade levels and nationally representative norms. The results of the statewide assessment and accountability program are reported publicly, at least annually, while maintaining student privacy. HIDOE's 2018-19 Strive HI school accountability and performance reports for the HICAP schools are provided in Appendix M.

For accountability calculations, HIDOE follows the rules stipulated in section 1111(c)(4)(E) of the Act. States must assess students in grades 3-8 and once in high school in ELA and mathematics; once in grades 3-5, 6-8, and 10-12 in science; and in English language in grades K-12. ESSA requires that all schools and the state be held accountable for testing at least 95 percent of their students. The denominator for participation is the total number of students who participate in the statewide summative assessment and the HICAP. *Subject to approval by USDOE, those students participating in the HICAP may be exempt from double testing in the same content area(s).*

Further, subject to the approval by USDOE, HICAP results will be reported and those students participating in the HICAP will be factored in the 95 percent participation requirement under ESSA; however, the HICAP results will not be included in the computation of student proficiency as reported in Hawai‘i's school accountability and performance reports (for sample copies of "Strive HI" reports, see Appendix M). Instead, HIDOE proposes to use the HICAP data, both the shortened summative CAT and classroom-based assessment data, for continued evaluation and improvement of HICAP. For details on HIDOE's plans for continuous improvement of its innovative assessment program, see the section under "*Evaluation and Continuous Improvement*." Review of the data from the shortened summative CAT will begin at the start of the HICAP. The focus of the shortened summative CAT will be producing comparable annual determinations. The intent of the classroom-based assessments is to provide high-quality classroom-based assessment results for use by the HIDOE teachers by enhancing

the assessment literacy of teachers through professional development training and by collecting instructionally-relevant information.

Summative determinations to describe student's mastery

One of the key motivations for developing HICAP is to build and evaluate an alternative assessment approach to meeting the high-quality, standards-based instructionally and content-rich ELA and mathematics curricula that HIDOE would like to implement in all its classrooms. Students participating in the IADA will take the shortened, summative CAT that is aligned to the state-adopted content standards and will receive a summative overall score. The shortened summative CAT will have four proficiency levels as follows:

> *Well Below Proficiency (Level 1)* - The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.
>
> *Approaches Proficiency (Level 2)* - The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.
>
> *Meets Proficiency (Level 3)* - The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.
>
> *Exceeds Proficiency (Level 4)* - The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Results can be disaggregated for and provided timely to stakeholders

As with the statewide summative assessments, the shortened summative CAT will be disaggregated by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act. The disaggregated results by school-level and statewide for subgroups required by the ESSA (or Act) such as economically disadvantaged students, students with disabilities, English Learners, and major race and ethnic groups, etc. will be provided at the end of the school year. Similar to the score reports for the statewide summative assessments, the HICAP Family Reports (paper) will be provided to parents. Electronic access to the online HICAP reports will be offered to teachers, principals, and

other school leaders as soon as the shortened summative CAT results are scored and quality checked.

The classroom-based assessment component of HICAP will complement the shortened summative CAT by providing information about learning that is either not readily available in time to inform instruction and/or is not covered in a form that is available in the shortened summative CAT to provide deeper learning. Additionally, participating teachers will be able to share the grades and reports from the classroom-based assessments with parents throughout the school year as the teacher-created assessments are administered and scored. Both the shortened summative CAT and classroom-based assessments of the HICAP will be aligned to Hawai‘i’s state-adopted content standards.

Provides high-quality, unbiased determination of progress

One of the primary purposes for developing HICAP is to offer Hawai‘i’s school teachers an alternative assessment approach to meeting the high-quality, standards-based instructionally and content-rich ELA and mathematics curricula. The shortened summative assessment will have four proficiency levels: *Well Below Proficiency, Approaches Proficiency, Meets Proficiency, and Exceeds Proficiency*. The descriptions of these proficiency levels are provided under section (b)(7) of *“Innovative assessment system.”*

HIDOE intends to demonstrate the comparability of student scores between the innovative assessment program’s shortened summative CAT and the current statewide summative assessment. The plan is a two-pronged approach to develop both the comparability analyses based on simulations and to develop technically defensible and comparable annual determinations in consultation with the Center for Assessment. For the simulations between the shortened summative CAT and the full-scale summative CAT for the grade 4 ELA and the grade 8 mathematics blueprints, see the section under “*Aligns with depth and breadth of state-adopted academic standards.*”

HIDOE’s approach to the IADA opportunity for the shortened summative CAT is to continue with the processes and procedures that have provided valid and reliable summative assessment results in ELA and mathematics. This includes efforts in item development that are aligned to the Hawai‘i-adopted content standards and fidelity to acceptable industry test development standards. Meeting these standards are necessary to comply with accountability requirements, to ensure continued evaluation and improvement of the HICAP and to provide a smooth expansion of the HICAP statewide. The Center for Assessment will assist HIDOE in adapting Smarter Balanced test specifications to ensure a quality item development process for HICAP.

HIDOE will verify comparability at the scale score level between the two assessments: Hawai‘i’s current summative assessment and shortened summative CAT by grade level and subject. The shortened ELA CAT for grade 4 for the HICAP (Year 1) will be reviewed for alignment to Hawai‘i’s Common Core State Standards (CCSS) for the same grade. Similarly, the shortened

Mathematics CAT for grade 8 for the HICAP (Year 1) will be reviewed for alignment to Hawai‘i’s CCSS for the same grade. The shortened ELA and mathematics CAT for the HICAP will cover the breadth and depth of Hawai‘i’s state-adopted content standards with an overall summary score. Additionally, HIDOE will work with the Center for Assessment to investigate implications of differences, if any, in reliability through, for example, decision consistency analyses at the individual, student group, and school levels.

HIDOE proposes to use the HICAP data, both the shortened summative CAT and classroom-based assessment data, for continued evaluation and improvement of HICAP. Review of the data from the shortened summative CAT will begin at the start of the HICAP. The focus of the shortened summative CAT will be producing comparable annual determinations, meeting all the technical requirements of section 1111(c)(4)(D) of the Act.

f. Assurances

The required assurances are signed by the State Superintendent of Hawai‘i, Dr. Christina M. Kishimoto, (see Part 1). Also, Appendix C includes signed letters of support for the HICAP from the Chairperson of the Hawai‘i Board of Education, HIDOE Complex Area Superintendents, Executive Director of the Hawai‘i State Public Charter School Commission, HIDOE school principals, President of the Hawai‘i State Teachers Association, and President of the Hawai‘i State Parent Teacher Student Association.

g. Initial Implementation in a Subset of Complex Areas or Schools

The HICAP will be implemented to a subset of tested grades in Hawai‘i’s public schools in the initial five years of the IADA. The initial subset of the HICAP participants will represent the geographic differences of Hawai‘i’s public schools and the ethnic diversity of Hawai‘i’s public school students. Profiles of the schools and students can be found under section “Profiles of Schools Participating in the IADA.”

Section II: Selection Criteria

a. Project Narrative

Project vision and goals

The overarching goal of the HICAP is to empower HIDOE teachers with the opportunity to develop innovative assessment tools to evaluate and support student learning. The HIDOE supports teachers' choice in creating their own classroom-based assessments that can assess deeper learning beyond those possible with multiple-choice items. The HIDOE intends to build a balanced assessment and accountability system that meets federal requirements as well as inspires teachers and students to be respectively engaged in their own teaching and learning.

HIDOE envisions the HICAP as a hybrid model that combines the technical quality of a shortened summative CAT with the learning outcomes of classroom-based assessments. A shortened summative CAT will be administered at the end of the school year, while the classroom-based assessment(s) will be administered at various times during the school year to inform instruction. The shortened summative assessments in ELA and mathematics will consist of Smarter Balanced test questions that are aligned to Hawai'i's state-adopted content standards and constitute a blueprint-conforming set. Likewise, the classroom-based assessments will be aligned to the state-adopted content standards.

While a rigorous summative assessment is essential, the HIDOE believes that it is insufficient to drive positive change in teaching and learning. HIDOE believes that the use of classroom-based assessments are necessary ingredients to drive teaching and learning (Darling-Hammond & Pecheone, 2010). Classroom-based assessments, which are aligned to the Hawai'i Common Core standards, include, but are not limited to, performance assessments, portfolios, project-based learning assessments, semi-secured interim assessments, presentations, learning logs, etc. Grounded in cognitive development theory about how learning progresses across grades and competence develops over time (NRC, 2001; Pellegrino, 2006; Stiggins, 2002), additional options for classroom-based assessments will: (a) work in concert with the shortened summative CAT assessment, (b) allow for more innovative and fine-grained measurement of student progress toward the State standards (Shepard, Hammerness, Darling-Hammond, & Rust, 2005), and (c) provide information that can help tailor instruction and guide students in their own learning efforts.

Further, the HICAP may also provide increased student access when opportunities for student topic selection and/or product are provided. Teachers may choose to develop classroom-based assessments that are designed to measure information-acquisition and/or idea communication. These broader interpretations of reading and writing will allow for the use of a host of technological supports that are currently limited on the state summative assessment for students with significant levels of need for support and accommodation.

HIDOE envisions participating teachers to be the developers of classroom-based assessments in

the HICAP. This means that teachers will be the designers of their classroom-based assessments and will be able to determine the form, delivery, and grading of their own assessments. To that end, teachers will be integral partners of the innovative assessment system and be meaningfully engaged in its development. Furthermore, the HICAP incorporates the following features: (a) professional development will be provided for participating teachers and support staff on how to build, administer, and score high-quality classroom-based assessments. The Center for Assessment will support the HIDOE's efforts in creating high-quality professional development opportunities to enhance teachers' assessment literacy and capacity for professional practice, (b) work with teachers and policy stakeholders to develop test maps that assess the full range of the State standards for the initial two grade levels (grade 4 for ELA and grade 8 for mathematics), (c) involve teachers in developing assessment tools using online electronic features for standards-based grading, reporting, etc., and (d) provide professional development training to participating teachers to enhance their understanding of alignment of items and assessments to content standards, standards-based grading and reporting, capacity to make sense of assessment evidence, competency in aligning grading practices to the principles of standards-based grading and reporting, and professional judgement to appropriately evaluate student results from the classroom-based assessments against the state-adopted content standards.

Anticipated benefits to teachers and the field

With the flexibility to administer teacher-created assessments through the HICAP, teachers are able to design and develop classroom-based assessments to inform instruction. HIDOE will continue to build capacity in assessment literacy as well as be co-partners with teachers in designing learning supports and outcomes. "*Assessment literacy is the set of beliefs, knowledge and practices about assessment that lead a teacher, administrator, policymakers, or students and their families, to use assessment to improve student learning and achievement*" (Darling-Hammond & Pecheone, 2010).

Through the HICAP, the administration of classroom-based assessments will satisfy teachers' choice in designing, developing, and scoring teacher-created authentic assessments. The shortened summative CAT will meet federal accountability requirements. Classroom-based assessments created by teachers can provide assessment learning outcomes that are instructionally useful for schools and teachers as well as meaningful and actionable for students (Popham, 2006). Further, the combined use of the classroom-based assessments with enhanced technological tools will improve the HIDOE's capacity to meet the challenges associated with preparing students to be college- and career-ready in the 21st century and beyond.

General approach of the Hawai'i Comprehensive Assessment Program (HICAP)

HICAP combines the technical quality of a shortened summative CAT to be administered at the end of the school year with the learning outcomes of classroom-based assessments to be administered during the school year to inform instruction. The intent of the 'hybrid' approach of the HICAP is to satisfy teachers' choice in designing, developing, and scoring their own assessments and to comply with federal accountability requirements with the shortened

summative CAT.

HICAP will include approximately 2,000 grade 4 students and 2,000 grade 8 students in the first year of the HICAP program, school year 2020-21. *Subject to approval by the USDOE, student participants in the HICAP will be exempt from double testing in the same content area(s). The results of the shortened summative CATs will be used for accountability purposes beginning Year 1.*

Teachers who participate in the HICAP will assist in the development of both the classroom-based assessment system and the shortened summative CATs. In Year 1, four additional assessments will be developed for operational administration in Year 2. A grade 4 mathematics and a grade 8 ELA assessment will be developed so that Year 1 participating teachers/schools may administer assessments in both content areas in Year 2. Grade 5 ELA and grade 11 mathematics assessments will also be developed in Year 1 so that Year 2 participating teachers/schools may administer in those grades levels as well. Grade 3 ELA and mathematics, grade 5 mathematics and grade 11 ELA assessments will be developed in Year 2 for operational administration in Year 3. The final year of shortened summative CAT development will occur in Year 3 with grades 5 and 6 ELA and mathematics test development so that, by Year 4, shortened summative CATs may be administered operationally in both content areas in the required testing grade levels, 3-8 and 11.

Estimated Number of Public School Students Participating in the IADA

GRADE	STUDENTS ASSESSED				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
3			2000 (ELA & math)	2000 (ELA & math)	2000 (ELA & math)
4	2000 (ELA)	2000 (ELA & math)	2000 (ELA & math)	2000 (ELA & math)	2000 (ELA & math)
5		2000 (ELA)	2000 (ELA & math)	2000 (ELA & math)	2000 (ELA & math)
6				4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)
7				4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)
8	2000 (math)	4000 (2000 ELA; 2000 math)	4000 (ELA & math)	4000 (ELA & math)	4000 (ELA & math)
11		2000 (math)	4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)
TOTAL	**4,000**	**10,000**	**14,000**	**22,000**	**22,000**

Professional development will be provided for participating teachers and support staff on how to build, administer, and score high-quality classroom-based assessments. The Center for Assessment will support the HIDOE's efforts in creating high-quality professional development opportunities to enhance teachers' assessment literacy and capacity for professional practice. The HIDOE, in collaboration with the Center for Assessment, envisions multiple training sessions where teachers need to develop a classroom-based assessment (task), administer it, analyze student work, and subject the assessment to peer and expert evaluation. The learning outcomes of the professional training will be both concepts as well as application of those concepts learned. Participating teachers' practice of the assessment concepts and processes are the key to building high-quality classroom-based assessments that can provide useful instructional information to support student learning. In addition, teachers will be trained to use an online system or web-based platform (WBP) to support their application of the standards-based grading and reporting features. The WBP comes with item authoring capabilities, test administration tools, and Common Core State Standards to be used as criteria for grading.

At the end of the school year, a shortened summative CAT will be administered to the students of the participating teachers. The shortened summative CAT will be standardized and designed to be completed in one class period. The shortened summative CAT will utilize the same TDS currently used to administer the statewide Smarter Balanced Assessments and other statewide assessments to public school students. Since the HICAP will rely on the use of technology by both teachers and students, the Assessment Section will work with school level staff to ensure that participating teachers and their students have access to computers that have a reliable internet connection and that can be used during instruction in the school year.

Participation in the innovative assessment program will support the transition to a statewide HICAP whereby both the shortened summative CAT and the classroom-based assessment will be implemented for the ELA and mathematics content for tested grades 3-8 and 11. The HIDOE plans to expand the HICAP to other tested grades statewide beyond the initial five-year IADA period. An extension to the pilot phase will be likely to provide HIDOE, including administrators, curriculum/educational specialists, and school leaders and staff the much needed time to learn, retool, adjust, and transition to a statewide HICAP that uses a shortened summative CAT and classroom-based assessments. A table below shows the planned expansion of the pilot to a sample of the students in the tested grades over five years starting in 2020-21. Details of the test development activities and project implementation schedule for the HICAP are outlined under "*Timeline and Budget*."

The key goals of the HICAP are: 1) for participating teachers to have an opportunity to design and administer classroom-based assessments of their choosing that inform instruction throughout the school year; 2) for participating students to have an opportunity to take a shortened summative CAT that is aligned to Hawai'i's adopted state content standards that complies with ESSA accountability regulations; and 3) for gathering sufficient data to guide HIDOE decision-making regarding continuous evaluation and improvement of the HICAP to ensure its smooth

transition to a statewide assessment system.

Implementation of the Hawai‘i Comprehensive Assessment Program (HICAP)

HIDOE envisions an innovative approach to statewide testing that combines the technical quality of a shortened summative CAT with the high-quality classroom-based assessments that provide instructionally-relevant information to support student learning. Because Hawai‘i will be using Smarter Balanced items for the shortened summative CAT, the same rigorous test development processes will be followed and high technical quality requirements will be met. Comparable annual determinations for the shortened summative assessments to those of the regular summative assessments will be possible because the tests will be on the same scale.

Beginning in spring 2020, HIDOE will work with the Center for Assessment to develop technically sound comparable annual determinations. Due to the reduction in the number of test questions of the shortened summative CAT, the blueprints will include approximately half of the number of questions as that of the full statewide summative assessment. As a result, the shortened summative CAT will be pre-equated with the same parameters as those of the Smarter Balanced Assessments for administration of the HICAP in Year 1. There will be no change in the parameters used to equate the shortened summative CAT so Hawai‘i will report HICAP scores on the same scale as the general assessment. In other words, all things equal, a student taking the HICAP or Smarter Balanced would get the same scale within measurement error. The HIDOE will collaborate with the Center for Assessment and the TAC that the shortened summative CAT scale scores are psychometrically sound. Further, the Center for Assessment will support the HIDOE’s efforts to structure high-quality professional development opportunities for participating teachers to develop high-quality classroom-based assessments to provide useful instructional information to support student learning. Other considerations in developing comparable annual determinations include percent of blueprint match, exposure, and use. Should there be a lack of evidence of comparability between the innovative and the full summative assessments, then the HIDOE will pursue the standard setting option.

To ensure quality control and accuracy in the scoring of the assessments, the Test Delivery System (TDS) will be pre-checked prior to actual testing to verify items and that the associated keys are correctly loaded. Although the testing platform is the proprietary property of Cambium Assessment, HIDOE’s Assessment Section reviews each assessment and approves the release of each one to the TDS.

Also, HIDOE plans to prepare a comprehensive comparability plan as part of the implementation of HICAP. This plan will include tasks to ensure that the comparability of the assessed content (i.e., blueprint, coverage of standards, evidence statements, achievement level descriptors/ reporting categories, etc.) in the design of the shortened summative CAT. HIDOE will evaluate comparability between the test scores at the scale score level as well as between their proficiency levels using the approach describe on pages 30-31.

Technical advisory assistance and support for the comprehensive comparability plan will be provided by the HIDOE's consultants, the Center for Assessment and Cambium Assessment, and the Hawai'i State Department of Education's TAC. HIDOE's TAC, comprised of national experts in educational measurement and testing, convenes bi-annual meetings in-person in Honolulu to offer technical assistance regarding HIDOE's statewide assessment program. Guidance from the TAC regarding Hawai'i's testing program is provided in the form of meeting notes and recommendations (see meeting agenda in Appendix N).

For the classroom-based assessment component, professional development will be provided for participating teachers and support staff on how to build, administer, and score high-quality classroom-based assessments. The Center for Assessment will support the HIDOE's efforts in creating high-quality professional development opportunities to enhance teachers' assessment literacy and capacity for professional practice. The HIDOE envisions multiple training sessions where teachers will develop a classroom-based assessment (task), administer it, analyze student work, and subject the assessment to peer and expert evaluation. The learning outcomes of the professional training will be both concepts as well as application of those concepts learned. Participating teachers' practice of the assessment concepts and processes are the key to building high-quality classroom-based assessments that can provide useful instructional information to support student learning. In addition, teachers will be trained to use an online system or web-based platform (WBP) to support their application of the standards-based grading and reporting features. The WBP comes with item authoring capabilities, test administration tools, and Common Core State Standards to be used as criteria for grading. Teachers will be provided professional development opportunities to enhance their understanding of content standards and standards-based grading and reporting, including other skills described under "Enhancing knowledge and 21st century skills of participants."

At the end of the school year, a shortened summative CAT will be administered to the students of the participating teachers. The shortened summative CAT will be standardized and designed to be completed in one class period. The shortened summative CAT will utilize the same TDS currently used to administer the statewide Smarter Balanced Assessments and other statewide assessments to public school students. Since the HICAP will rely on the use of technology by both teachers and students, the Assessment Section will work with school level staff to ensure that participating teachers and their students have access to computers that have a reliable internet connection and that can be used during instruction in the school year.

Description of initial subset of participants

HIDOE's initial recruitment efforts include targets to which it is working toward, starting with 100 ELA teachers and 25 mathematics. The initial subset of the HICAP participants will represent the geographic differences of Hawai'i's public schools and the ethnic diversity of Hawai'i's public school students. The initial rollout (Year 1) is targeted at about 2000 grade 4 students in ELA and 2000 grade 8 students in mathematics. HIDOE is starting with the recruitment of teachers first as early adopters of the innovative assessment program. This is part

of HIDOE's scaling strategy to recruit more schools later in the HICAP. Details of the test development activities and project implementation schedule for the HICAP are outlined under "*Timeline and Budget*." The schools of the participating teachers will serve as HICAP sites. HIDOE's 2018-19 Strive HI school accountability and performance reports for the HICAP schools are provided in Appendix M.

Teachers who commit to participating in the HICAP do so by submitting their applications (see Appendix O) to become partners, collaborators, and co-developers of the HICAP. Teacher participants are selected based on the following criteria: 1) their interest in learning and applying innovative approaches to assessment and learning; 2) their commitment to learning and enhancing their skill sets in assessment strategies and practices; 3) the geographic location of their school; and 4) the ethnic diversity of their students. Recruitment of teacher and school participants will occur on a regular basis to ensure a stable and growing pool of participants in the five-year HICAP.

The profiles of the schools and the demographic information of students estimated to participate in the HICAP in Year 1 (2020-21) are presented in the tables below:

Profiles of Schools Participating in the HICAP

Name of School	Island	Complex Area	Type	School Grade Levels	Total School Enrollment	Grade Level(s) in Pilot	Subject(s) in Pilot
Ewa Makai Middle	Oahu	Campbell-Kapolei	regular	6-8	1422	8	math
Highlands Intermediate	Oahu	Pearl City-Waipahu	regular	7-8	920	8	math
Hilo Union	Hawaii	Hilo-Waiakea	regular	K-6	452	4	ELA
Holomua Elementary	Oahu	Campbell-Kapolei	regular	K-6	1140	4	ELA
Jarrett Middle	Oahu	Kaimuki-McKinley-Roosevelt	regular	6-8	273	8	math
Kahalu'u Elemetnary	Oahu	Castle-Kahuku Complex Area	regular	K-6	289	4	ELA
Kula Kaiapuni o Pāʻia (Hawaiian Immersion - Pāʻia Elementary School)	Maui	Baldwin-Kekaulike-Maui	regular	K-5	399	4	ELA
Kanu o ka ʻĀina NCPCS	Hawaii	Honokaa-Kealakehe-Kohala-Konawaena	charter	K-12	559	4 & 8	ELA, math
Kula Elementary	Maui	Baldwin-Kekaulike-Maui	regular	K-5	391	4	ELA

Name of School	Island	Complex Area	Type	School Grade Levels	Total School Enrollment	Grade Level(s) in Pilot	Subject(s) in Pilot
Lokelani Intermediate	Maui	Baldwin-Kekaulike-Maui Complex	regular	6-8	534	8	math
Malama Honua PCS	Oahu	Kailua-Kalaheo	charter	K-6	103	4	ELA
Voyager Public Charter	Oahu	Kaimuki-McKinley-Roosevelt	charter	K-8	294	8	math
Waiahole Elementary	Oahu	Castle-Kahuku	regular	K-6	77	4	ELA
Waialae PCS	Oahu	Farrington-Kaiser-Kalani	charter	PK-5	515	4	ELA
Waimea Canyon Middle	Kauai	Kapaa-Kauai-Waimea	regular	K-6	490	8	math

Demographic Background of Students Estimated from Schools Participating in the HICAP Strategies for statewide expansion

School	Grade Levels in Pilot (Year 1)	Total Possible # Students in Piloted Grade(s)	# Am Indian/ Alaskan Native	# Asian/ Pacific Islander	# Hispanic	# Black	# White	# Two or More Races	# Students with Disabilities	# English Learners	# Economically Disadvantaged
Ewa Makai Middle School	8	457	1	215	90	14	45	91	49	13	151
Highlands Intermediate School	8	435	1	246	74	6	13	95	55	18	156
Hilo Union School	4	63	0	35	20	2	1	5	21	12	47
Holomua	4	172	0	86	39	2	9	35	16	7	66
Jarrett Middle School	8	81	0	57	10	0	0	14	15	8	46
Kahaluu Elementary School	4	41	0	21	12	0	2	6	10	3	21
Kula Kaiapuni o Pāʻia (Hawaiian Immersion - Pāʻia School)	4	66	0	27	19	0	3	17	9	0	39
Kanu o ka ʻĀina NCPCS	4 & 8	77	0	49	0	2	26	0	0	0	40
Kula elementary school	4	74	0	16	16	0	24	18	15	4	29
Lokelani Intermediate School	8	180	0	81	34	1	44	20	33	12	95
Malama Honua PCS	4	18	0	13	2	0	3	0	3	0	9
Voyager Public Charter School	8	28	0	13	1	1	1	12	10	0	5

School	Grade Levels in Pilot (Year 1)	Total Possible # Students in Piloted Grade(s)	# Am Indian/ Alaskan Native	# Asian/ Pacific Islander	# Hispanic	# Black	# White	# Two or More Races	# Students with Disabilities	# English Learners	# Economically Disadvantaged
Waiahole Elementary School	4	11	0	5	3	0	2	1	1	0	7
Waialae PCS	4	91	0	49	19	0	12	11	9	13	24
Waimea Canyon Middle School	8	154	0	99	26	1	12	16	23	6	94
Total Possible # Students in Piloted Grade(s)		1948	2	1012	365	29	197	341	269	96	829
Total # Students Statewide		179238	319	97193	29046	2605	20371	29704	20213	17904	80019
Percent of Pilot to Total School Population		**1.1%**	**0.6%**	**1.0%**	**1.3%**	**1.1%**	**1.0%**	**1.1%**	**1.3%**	**0.5%**	**1.0%**

HIDOE's recruitment efforts include targets to which it is working toward. HIDOE is starting with the recruitment of teachers first as early adopters of the innovative assessment program. This is part of HIDOE's scaling strategy to recruit more schools in the HICAP. The expansion of the HICAP will initially rely on the commitment of teachers, then that of schools. HIDOE has plans in place to ensure the engagement and retention of new and current teacher participants throughout the HICAP by offering the following benefits:

- *Empowerment of Teachers.* Teachers have a voice in designing and assigning grades to the assessments that support their work and inform their instruction.
- *Opportunity for School-Level Collaboration.* Teacher participants are expected to attend a full-day, in-person overview training in Honolulu, Hawai‘i. Principals and other school-level leaders of the teacher participants will also be invited to attend the training to encourage collaboration among school-level staff in designing classroom-based assessments.
- *Flexible Options for Professional Development Opportunities.* Professional development opportunities in the form of in-person training sessions, webinars, and online training modules will be available in assessment literacy, item/test development, performance assessments, understanding and alignment of grading practices to the principles of standards-based grading and reporting, score reports and data analysis/evaluation, universal design principles for accessibility and support, resources for personalized learning in ELA and mathematics, etc.
- *Financial Support for Professional Development.* Stipends, travel costs, and funds to hire substitute teachers, if needed, will be covered for teacher participants.
- *Computers for Classrooms.* HIDOE will ensure that each participating teacher and respective group of students have computers and internet connection. Teachers will be expected to enter standards-based grades for the classroom-based assessments into the

WBP during the school year and administer the shortened summative CAT at the end of the school year.

- *Support Assessments Used for Student Success Plans (SSPs).* Teachers may use the classroom-based assessments for their Student Success Plans (SSP) to fulfill the classroom-based assessment component of the HICAP. The SSPs approved for the innovative assessment program is not approval for the Educator Effectiveness System (EES). To meet professional obligations under the EES, teachers are required to obtain approval following the procedures described in the 2019-20 EES Manual.
- *Core Professionalism for EES.* Professional development (PD) training sessions for the HICAP could be used as evidence of core professionalism for EES evaluations that are required of all classroom teachers. The training will be entered into PDE3 as a record of attendance. Please note that this PD opportunity is a non-credit course and does not qualify for salary advancement.
- *Less Standardized Summative Testing.* Subject to approval by the USDOE, student participants in the HICAP will be exempt from the statewide summative Smarter Balanced Assessment in the same content area (i.e., no double testing in the same subject).

The two tables below present the preliminary plan, including major tasks (A, B, C, D), for piloting the HICAP to a subset of students in tested grades over the initial five-year period of the IADA. Detailed test development activities and project implementation schedules are outlined under "*Timeline and Budget*."

Preliminary Implementation Plans for the HICAP

	Grades to be assessed				
Content	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
English Language Arts	4	4, 5, 8	3-5, 8, 11	3-8, 11	3-8, 11
Mathematics	8	4, 8, 11	3-5, 8, 11	3-8, 11	3-8, 11
Estimated Number of Student Participants*	4,000	10,000	14,000	22,000	22,000

*Note: Subject to change.

Preliminary Tasks to Implement the Pilot

	Content and Year of HICAP				
Grade	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
3			A, B, C, D	A, B, C, D	A, B, C, D
4	A, B, D	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
5		A, B, D	A, B, C, D	A, B, C, D	A, B, C, D

Grade	Content and Year of HICAP				
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
6				A, B, C, D	A, B, C, D
7				A, B, C, D	A, B, C, D
8	A, C, D	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
11		A, C, D	A, B, C, D	A, B, C, D	A, B, C, D

A. HIDOE selects participants
B. Develop and administer shortened summative CAT for ELA using Smarter Balanced Assessment Consortium items
C. Develop and administer shortened summative CAT for mathematics using Smarter Balanced Assessment Consortium items
D. Provide professional development for teachers to enhance their standards-based assessment knowledge and practices and their use of the web-based platform (WBP)

b. Prior Experience, Capacity, and Stakeholder Support

With the adoption of the Common Core State Standards (CCSS), HIDOE has been developing its assessments in consultation with test development contractors for the past 10 years. See table below for a list of summative and interim assessments by grade level and mode of delivery.

HIDOE formally adopted the CCSS in ELA/L and mathematics on June 18, 2010 (Hawai‘i State Board meeting minutes, 2010). All students in Hawai‘i, including students with significant cognitive disabilities who are eligible to take the Hawai‘i State Alternate Assessment (an alternate assessment based on Alternate Academic Achievement Standards), are taught to the same academic content standards. Hawai‘i CCSS define the knowledge and skills that students need to succeed in college and career after graduating from high school. These standards include rigorous content and application of knowledge through higher-order skills and align with college and workforce expectations.

After adopting the CCSS in 2010, the Department began its implementation of the CCSS in school year (SY) 2012–2013 with grades K–2 and 11–12 and transitioned to full implementation in all grade levels in SY 2013–2014. These Hawai‘i statewide assessments in ELA/L and mathematics aligned with the CCSS were administered for the first time in spring 2015 to students in grades 3–8 and 11 in all public elementary and secondary schools. American Institutes for Research (AIR) Assessment, now Cambium Assessment, delivered and scored the Smarter Balanced assessments and produced score reports. Measurement Incorporated scored the hand-scored items.

The Smarter Balanced end-of-year summative assessments are intended to meet accountability requirements and optional interim assessments, to support teaching and learning throughout the school year. The summative assessments are used to determine student achievement based on the CCSS and track student progress toward college and career readiness. The summative assessments consist of two parts for ELA and one part for mathematics:

- *Computer-Adaptive Test (CAT).* The CAT is an online adaptive test that provides an individualized assessment for each student in ELA and mathematics.

- *Performance Task for ELA.* A performance task is a task that challenges students to apply their knowledge and skills to respond to real-world problems. Performance tasks can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. They are used to better measure capacities such as depth of understanding, research skills, and complex analysis, none of which can be adequately assessed with selected or constructed-response items. Some performance task items can be computer scored, but most are hand-scored.

Additionally, HIDOE offers optional semi-secured interim assessments to allow teachers to check student progress throughout the school year and to provide information that can be used to improve instruction and learning. These tools are employed at the discretion of schools and complex areas, and teachers can use them to check students' progress in mastering specific concepts at strategic points during the school year. The semi-secured interim assessments are available as fixed-form tests and consist of the following features:

- *Interim Comprehensive Assessments (ICAs)*. The ICAs test the same content and report scores on the same scale as the summative assessments.

- *Interim Assessment Blocks (IABs).* The IABs focus on smaller sets of related concepts and provide detailed information about student learning.

Hawai'i Summative and Interim Assessments by Grade and Mode of Delivery

Tests	Grade	Mode
Summative Assessments	3-8	Online Adaptive
	11	Online Adaptive
	3-8, 11	Paper Fixed-Form
	3-8, 11	Braille Paper Fixed-Form
Interim Comprehensive Assessments (ICAs)	3-8, 11	Online Fixed-Form
Focused Interim Assessment Blocks (FIABs)	3-8, 11	Online Fixed-Form

Authority different from the USDOE operates and approves other non-Smarter Balanced assessments. Thus, the shortened summative CAT in the innovative assessment program will not be administered to students with significant cognitive disabilities. For other students who require the mastery of WIDA English Language Development Standards (2020) or Kaiapuni Assessment of Educational Outcomes (KĀ'EO), they will continue to be tested in their respective assessment to meet the ESSA requirements.

Professional development (PD) for participants

Teachers who participate in the HICAP will serve as co-developers of the HICAP. Subject to approval by the USDOE, student participants in the HICAP will be exempt from the statewide summative testing in the same content area(s). Teacher participants are expected to administer classroom-based assessments aligned to the Hawai‘i Common Core standards at designated time(s) of the school year. Classroom-based assessments include, but are not limited to, performance assessments, portfolios, project-based learning assessments, semi-secured interim assessments, presentations, learning logs, etc. Professional development that provides foundational knowledge for developing classroom-based assessments that are aligned to the state's content standards will be provided. For a list of the suggestive topics for professional development, see the section under "Enhancing knowledge and 21st century skills of participants."

Participating teachers will be expected to use an online system for standards-based grading and reporting. The reporting feature will allow for the evaluation of classroom-based assessment results to inform instruction during the school year. The system will also allow for teachers to create test questions and to administer teacher-created assessments aligned to the Hawaii Common Core standards. Professional development will be provided for participating teachers and support staff on how to use the online system to manage, develop and administer classroom-based assessments as well as how to evaluate these results. Since the HICAP will rely on the use of technology by both teachers and students, the Assessment Section will work with school-level staff to ensure that participating teachers and their students have access to computers that have a reliable Internet connection and can be used for instruction during the school year.

Teacher participants are expected to attend a full-day, in-person training in Honolulu that will be scheduled during the spring, summer, and possibly fall, in the 2020-21 school year. To encourage school-level collaboration, complex area support staff, principals and other school level leaders of the teacher participants will also be invited to attend the PD opportunities. Additional PD events for the program participants have been tentatively planned for summer, fall, and spring breaks. Substitutes will be provided for teachers who need them during the school year or stipends will be offered when training occurs during school breaks. HIDOE will cover travel costs for neighbor-island participants. Webinars and virtual meetings may be scheduled on an as needed basis throughout the school year.

Development of standardized, calibrated and web-based platform tools

The HIDOE envisions an innovative system of statewide assessments that combines the technical quality of a shortened summative CAT with the learning outcomes of classroom-based assessments. A shortened summative CAT will be administered at the end of the school year, while the classroom-based assessments will be administered at various times during the school year to inform instruction. The shortened summative assessments in ELA and mathematics will consist of Smarter Balanced test questions that are aligned to Hawai‘i's state-adopted content

standards, the Common Core State Standards Likewise, the classroom-based assessments will be aligned to the same.

Because Hawai‘i will be using Smarter Balanced items for the shortened summative CAT, the same rigorous test development processes will be followed and the high technical quality requirements will be met. The *Standards for Educational and Psychological Testing* (2014) are used as the foundation for developing the validity and reliability evidence sufficient for the shortened summative CAT items for the HICAP. Ongoing technical advisory assistance and support for the HICAP will be provided by the HIDOE's consultants, the Center for Assessment and Cambium Assessment. Also, the Hawai‘i State Department of Education's TAC will offer technical assistance regarding Hawai‘i's assessment program at bi-annual meetings in Honolulu.

Capacity to implement innovative assessments

HIDOE's experience in developing online adaptive assessments will serve as the basis for the creation of an online platform for the delivery of the shortened summative CAT for the HICAP, specifically for grade 4 in ELA and grade 8 in mathematics in Year 1. HIDOE has plans to expand the innovative assessment system to include all tested grades as detailed under the "*Timeline and Budget*" section. HIDOE has worked with multiple test delivery vendors to implement multiple online, statewide assessments. As a single SEA/LEA, HIDOE has an integrated technology infrastructure in place and is experienced in dealing with data transfer from the two Student Information Systems and three statewide test delivery systems. HIDOE's technological infrastructure has consistently met the U.S. Department of Education's peer review standards.

HIDOE has also maintained compliance with federal, state and local laws regarding the delivery of services, provision of accommodations and/or modification plans, and compliance with FERPA. HIDOE's assessment and curriculum specialists have strong content knowledge in ELA and mathematics, and school teachers and staff have deep cultural and local knowledge about the learning habits and challenges of Hawai‘i's students. Department staff collaborate with peers in other states, as well as content area experts and psychometricians from established research institutes or the field of large scale assessments.

Technological infrastructure and enhancements

HIDOE's Assessment Section, together with test development consultants, the Hawai‘i Department's TAC, and other Department curriculum specialists, will collaborate on the development of the HICAP with the test vendor, teachers in the fields of ELA and Mathematics, as well as teachers of students with disabilities or English Learners. The Assessment Section will also collaborate and consult with experts in the fields of ELA and Mathematics and from other branches within HIDOE to ensure alignment of the shortened summative CAT in the HICAP to state-adopted content standards. The shortened summative CAT will be administered via the test delivery system (TDS) currently used to deliver the statewide summative assessments.

The classroom-based assessments will be created, graded, scored and reported using a WBP. To ensure efficiency, the Assessment Section and the Office of Information Technology Services (OITS) are collaborating on technological enhancement(s) to enable the connection between the WBP and HIDOE's student information system to avoid double entry of student information by participating teachers. Both the TDS and WBP systems will be designed to interface with the current student information system for ease of data transfer and other electronic functions.

Strategies to mitigate risks and support successful implementation

HIDOE's Assessment Section's staff provides documentation (written and online training sessions/webinars) and annual face-to-face training sessions to test coordinators and members of school assessment teams. The various test vendors also provide customer support (phone and email) to respond to questions from the field regarding access and technical support. The Assessment Section also produces a weekly newsletter covering all aspects of statewide testing including test windows, instructions with links, and technological updates that is sent to test coordinators, technology coordinators, and school administrators, as well as other state and district personnel involved with testing. In addition, the Assessment Section performs quality assurance and assessment monitoring site visits (see Appendix P) to ensure school compliance with procedures and practices outlined in the state test administration manual.

Each test vendor is responsible for maintaining a test delivery system for delivering assessments to students in a secure manner (e.g., through a secure browser) and for online test setup and monitoring by test administrators. Test vendors are also responsible for maintaining systems that, in the event of power or internet failure, capture student answers and store them for upload when connectivity is restored. Test vendors also ensure that their test delivery systems allow for the provision of accommodations such as text-to-speech, large print and other accessibility features as appropriate for students. For students who are unable to access the online platform, a system of test delivery in a paper format is made available. These systems must be compliant with FERPA and applicable HIDOE student privacy laws and guidelines.

Support for the HICAP

Hawai‘i received extensive support from the local community for HICAP. Letters of support with signatures from the Chairperson of the Hawai‘i Board of Education, HIDOE Complex Area Superintendents, Executive Director of the Hawai‘i State Public Charter School Commission, HIDOE school principals, President of the Hawai‘i State Teachers Association, and President of the Hawai‘i State Parent Teacher Student Association are provided in Appendix C.

c. Timeline and Budget

Hawai‘i will use the five-year demonstration period to develop, pilot, and scale the HICAP. The hybrid model of administering classroom-based assessments throughout the school year along with a shortened summative computer adaptive test will be rolled out the first year to two grades

with two assessments, then expanding them to subsets of students in tested grades in Year 2 through Year 5. For details on the rollout over the five-year period, please see the section under "*Timeline and Budget*." Year 1 of the HICAP will include a sample of public school students who are representative of the large local population of Asian Pacific Islanders and the different geographic locations of Hawai‘i.

Development of shortened summative CAT

For the initial years of the HICAP, the shortened summative CAT will be developed and validated by the HIDOE's current test development contractor, Cambium Assessment. The contractor will be responsible for the design and production of technical reports associated with field and operational test administration—including comparability, validity, and reliability; presenting to the TAC; and developing high-quality score reports with editorial review and proofing—for state, complex area, school, and parents.

Development of classroom-based/teacher-created assessments

<u>Enhance literacy concepts and practice for teachers to develop high-quality classroom-based assessments to provide useful instructional information to support student learning</u>

Professional development will be provided for participating teachers and support staff on how to build, administer, and score high-quality classroom-based assessments. The Center for Assessment will support the HIDOE's efforts in creating high-quality professional development opportunities to enhance teachers' assessment literacy and capacity for professional practice. The HIDOE, in collaboration with the Center for Assessment, envisions multiple training sessions where teachers will develop a classroom-based assessment (task), administer it, analyze student work, and subject the assessment to peer and expert evaluation. The learning outcomes of the professional training will be both concepts as well as application of those concepts learned. Participating teachers' practice of the assessment concepts and processes are the key to building high-quality classroom-based assessments that can provide useful instructional information to support student learning.

HIDOE plans to offer participating teachers the opportunity to build knowledge and exercise choice in creating their own unique/local classroom-based assessments. With feedback from participating teachers, stakeholders, and other instructional and curriculum specialists, HIDOE aspires to develop and scale, with the technical expertise of the vendor and the TAC, approximately three to five types (e.g., formats) of classroom-based assessments that could be standardized and eventually be used as common, statewide classroom-based assessment choices for each grade level by subject (ELA and mathematics).

<u>Apply and administer classroom-based assessments using web-based platform tools</u>

HIDOE will also work with a vendor to provide WBP capabilities to successfully administer and score the classroom-based assessments to ensure accurate and consistent scoring. The WBP tools

will cover scoring of different item types (such as constructed response, interactive, and extended-response items). Participating teachers and school support staff will learn how to utilize the various features of the web-based platform that will include a standards-based grading system. Thus, school educators, administrators, and technology coordinators will be trained on each component of the assessment system including technology readiness, evaluating and using data, administration of the assessment, accessibility and supports for diverse learners (including struggling readers), English learners, and students with disabilities, and any additional resources available for English language arts and mathematics.

The vendor will provide a workable timeline for the administration of the classroom-based assessments, including a WBP system that:

- Can create assessments that links assessments to state standards
- Provides for analysis by items, by subgroups, etc.
- Allows a single log-in to the multiple features of the system
- Is compatible with simple, advanced, rubric and bubble sheet assessments
- Allows rubrics to be created and sit side-by-side a Google Doc, video, audio file or other types of attachments
- Allows teachers to provide written, video recorded, or audio recorded feedback for students
- Houses digital portfolio that highlights students' best work
- Provides technical support and live chat capabilities to support teacher participants and other school staff
- Is FERPA compliant

HIDOE will coordinate the assessment development and implementation work across (potentially) multiple vendors to assist with coherence and consistency across the various components of the new innovative assessment system. HIDOE's assessment and administration vendors will provide ongoing psychometric support, together with department administrators or other affiliated psychometricians/educational measurement specialists, for the duration of the demonstration period to handle issue(s) that arise during each phase of test and classroom-based assessment development. In addition to the HIDOE state-level staff, additional capacity and expertise will be brought to the project through its TAC, the Center for Assessment, and other partners.

The Department's five-year plan to implement the HICAP in ELA and mathematics, both the shortened summative CATs and classroom-based assessments, by grade level is as follows:

Estimated Number of Public School Students Participating in the HICAP

	Students Assessed				
Grade	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
3			2000 (ELA & math)	2000 (ELA & math)	2000 (ELA & math)

Grade	Students Assessed				
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
4	2000 (ELA)	2000 (ELA & math)	2000 (ELA & math)	2000 (ELA & math)	2000 (ELA & math)
5		2000 (ELA)	2000 (ELA & math)	2000 (ELA & math)	2000 (ELA & math)
6				4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)
7				4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)
8	2000 (math)	4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)
11		2000 (math)	4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)	4000 (2000 ELA; 2000 math)
Total	**4,000**	**10,000**	**14,000**	**22,000**	**22,000**

Preliminary plans for statewide expansion

Key Activities for Year 1: 2020-2021 - Grade 4 ELA and Grade 8 Mathematics

- Develop frameworks for the HICAP for grade 4 ELA and grade 8 mathematics that includes both classroom-based assessments and shortened summative CAT assessments
- Determine milestone dates for test coordination and administration in grade 4 ELA and grade 8 mathematics
- Develop blueprints for Hawai‘i State Assessment (HSA) shortened summative CATs in grade 4 ELA and grade 8 mathematics
- Develop HSA test coordinator and test administrator instructions and guidelines
- Secure web-based platform for classroom-based assessment system (CBAS); customize as needed; prepare platform for HIDOE review and piloting
- Develop/Acquire CBAS items for grade 4 ELA and grade 8 mathematics
- Develop CBAS test coordinator and administrator instructions and guidelines
- Develop and disseminate HICAP system, educator, and family communications materials
- Develop and implement training for state network teams who will be working with complex area and school personnel
- Develop and implement professional development program and training sessions for participating teachers, school leaders and complex area staff
- Conduct User Acceptance Testing (UAT) to ensure test delivery, scoring and reporting platforms are fully operational
- Administer and automatically score shortened summative CATs in grade 4 ELA and grade 8 mathematics
- Deliver shortened summative CAT score reports to parents
- Gather data and evidence for Year 1 evaluation and reporting
- Gather feedback from participating complex areas, principals, teachers, students and parents

- Select participants for Year 2 that will include grades 4, 5, 8 and 11 in ELA and mathematics subjects (*Note*: Unless exempt by the USDOE, Hawai‘i students will be administered the Smarter Balanced Assessments in ELA and Mathematics in SY 2020-2021)

Key Activities for Year 2: 2021-2022 - Grades 4 and 8 ELA and Mathematics, Grade 5 ELA; Grade 11 Mathematics

- Review findings and implement recommendations from Year 1 evaluation and gather data and evidence for ongoing evaluation study and annual reporting
- Revise frameworks for HICAP grades 4 ELA and grade 8 mathematics as needed; develop frameworks for grades 5 and 8 ELA and grades 4 and 11 mathematics
- Determine milestone dates for test coordination and administration in grades 5 and 8 ELA and grades 4 and 11 mathematics
- Develop blueprints for HSA shortened summative CATs in grades 5 and 8 ELA and grades 4 and 11 mathematics
- Revise HSA test coordinator and test administrator instructions and guidelines to include all tested grade levels and content areas
- Develop/Acquire CBAS items for grades 4, 5, and 8 ELA and grades 4, 8, and 11 mathematics
- Revise CBAS test coordinator and administrator instructions and guidelines to include all tested grade levels and content areas
- Revise, as needed, and disseminate HICAP system, educator, and family communications materials
- Revise, as needed, and implement training for state network teams who will be working with complex area and school personnel
- Revise, as needed, and implement professional development program and training sessions for participating teachers, school leaders and complex area staff
- Conduct UAT to ensure test delivery, scoring and reporting platforms are fully operational
- Administer and automatically score shortened summative CATs in grades 4, 5, and 8 ELA and grades 4, 8, and 11 mathematics
- Deliver shortened summative CAT score reports to parents
- Gather feedback from participating complex areas, principals, teachers, students and parents
- Select participants for Year 3 that will include grade 3 ELA and mathematics, grade 5 mathematics and grade 11 ELA (*Note*: Unless exempt by the USDOE, Hawai‘i students will be administered the Smarter Balanced Assessments in ELA and Mathematics in SY 2021-2022)

Key Activities for Year 3: 2022-2023 - Grades 3, 4, 5, 8, and 11 ELA and Mathematics

- Review findings and implement recommendations from Year 2 evaluation and gather data and evidence for ongoing evaluation study and annual reporting
- Revise frameworks for HICAP grades 5 and 8 ELA and grades 4 and 11 mathematics as needed; develop frameworks for grades 3 and 11 ELA and grades 3 and 5 mathematics
- Determine milestone dates for test coordination and administration in grades 3 and 11 ELA and grades 3 and 5 mathematics

- Develop blueprints for HSA shortened summative CATs in grades 3 and 11 ELA and grades 3 and 5 mathematics
- Revise HSA test coordinator and test administrator instructions and guidelines to include all tested grade levels and content areas
- Develop/Acquire CBAS items for grades 3, 4, 5, 8 and 11 ELA and mathematics
- Revise CBAS test coordinator and administrator instructions and guidelines to include all tested grade levels and content areas
- Revise, as needed, and disseminate HICAP system, educator, and family communications materials
- Revise, as needed, and implement training for state network teams who will be working with complex area and school personnel
- Revise, as needed, and implement professional development program and training sessions for participating teachers, school leaders and complex area staff
- Conduct UAT to ensure test delivery, scoring and reporting platforms are fully operational
- Administer and automatically score shortened summative CATs in grades 3, 4, 5, 8 and 11 ELA and mathematics
- Deliver shortened summative CAT score reports to parents
- Gather feedback from participating complex areas, principals, teachers, students and parents
- Select participants for Year 4 that will include grades 6 and 7 ELA and mathematics, (Note: Unless exempt by the USDOE, Hawai‘i students will be administered the Smarter Balanced Assessments in ELA and Mathematics in SY 2022-2023)

<u>Key Activities for Year 4: 2023-2024 - Grades 3-8 and 11 ELA and Mathematics</u>

- Review findings and implement recommendations from Year 3 evaluation and gather data and evidence for ongoing evaluation study and annual reporting
- Revise frameworks for HICAP grades 3 and 11 ELA and grades 3 and 5 mathematics as needed; develop frameworks for grades 6 and 7 ELA and mathematics
- Determine milestone dates for test coordination and administration in grades 6 and 7 ELA and mathematics
- Develop blueprints for HSA shortened summative CATs in grades 6 and 7 ELA and mathematics
- Revise HSA test coordinator and test administrator instructions and guidelines to include all tested grade levels and content areas
- Develop/Acquire CBAS items for grades 3-8 and 11 ELA and mathematics
- Revise CBAS test coordinator and administrator instructions and guidelines to include all tested grade levels and content areas
- Revise, as needed, and disseminate HICAP system, educator, and family communications materials
- Revise, as needed, and implement training for state network teams who will be working with complex area and school personnel
- Revise, as needed, and implement professional development program and training sessions for participating teachers, school leaders and complex area staff
- Conduct UAT to ensure test delivery, scoring and reporting platforms are fully operational
- Administer and automatically score shortened summative CATs in grades 3-8 and 11 ELA and mathematics

- Deliver shortened summative CAT score reports to parents
- Gather feedback from participating complex areas, principals, teachers, students and parents
- Select participants for Year 5 that will include grades 3-8 and 11 ELA and mathematics, (Note: Unless exempt by the USDOE, Hawai‘i students will be administered the Smarter Balanced Assessments in ELA and Mathematics in SY 2023-2024)

Key Activities for Year 5: 2024-2025 - Grades 3-8 and 11 ELA and Mathematics

- Review findings and implement recommendations from Year 4 evaluation and gather data and evidence for ongoing evaluation study and annual reporting
- Revise frameworks for HICAP grades 6 and 7 ELA and mathematics as needed
- Determine milestone dates for test coordination and administration in grades 3-8 and 11 ELA and mathematics
- Revise, as needed, HSA test coordinator and test administrator instructions and guidelines
- Develop/Acquire CBAS items for grades 3-8 and 11 ELA and mathematics
- Revise, as needed, CBAS test coordinator and administrator instructions and guidelines
- Revise, as needed, and disseminate HICAP system, educator, and family communications materials
- Revise, as needed, and implement training for state network teams who will be working with complex area and school personnel
- Revise, as needed, and implement professional development program and training sessions for participating teachers, school leaders and complex area staff
- Conduct UAT to ensure test delivery, scoring and reporting platforms are fully operational
- Administer and automatically score HICAP shortened summative assessments in grades 3-8 and 11 ELA and mathematics
- Deliver HICAP score reports to parents
- Gather feedback from participating complex areas, principals, teachers, students and parents

Budget and other resources to support statewide expansion

HIDOE will fully leverage existing state and federal funding sources for student assessment and related support structures to facilitate high-quality implementation with teachers, school leaders, and state-level support staff to develop, pilot, and scale the new HICAP innovative assessment model. Currently, HIDOE receives nearly $4 million from federal sources and approximately $9 million from state sources to support its statewide assessment program, including required assessments such as the Smarter Balanced Assessments.

HIDOE, in collaboration with its partners at the Center for Assessment, Cambium Assessment, and the vendor for the classroom-based assessment system, will pursue additional funding to pilot and scale the HICAP, given that the HIDOE will also need to continue administration of current Smarter Balanced assessments in all schools in the subject areas not included in this request and in non-participating schools in ELA and mathematics, as well as other statewide assessments (e.g., The ACT, English language assessments, assessments for students with the

most significant cognitive disabilities aligned to alternate achievement standards). Given HIDOE's plan to begin with the teacher-created classroom-based assessments and the development and piloting of the shortened summative CATs in grade 4 ELA and grade 8 mathematics in Year 1 (2020-21), before expanding the HICAP assessments to a subset of students in all tested grades over five years, HIDOE believes the budget estimated for the initial years of the demonstration authority period is feasible and will allow time to seek and identify more significant funding sources as use of the innovative assessment expands to additional grade levels and schools.

Summary of estimated program costs

Deliverable/Service	Year 1	Years 2-4	Year 5
Test Development	$150,000	$150,000	$100,000
Test Delivery Platform	$50,000	$100,000	$100,000
Item Development / Purchase	$50,000	$50,000	$50,000
Classroom-based Assessment System	$80,000	$50,000	$70,000
Professional Development/Training	$200,000	$300,000	$400,000
Psychometrics	$200,000	$250,000	$200,000
Technical Assistance / Evaluation	$150,000	$150,000	$100,000
TOTAL	**$880,000**	**$1,050,000**	**$1,020,000**

Building system capacity

HIDOE's unique organizational structure as a single, comprehensive system authorizes the Hawai'i State Board of Education (BOE), "to formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and to appoint the superintendent of education as the chief executive officer of the public school system." (HRS §302A-1101) (Page A-191). Thus, there is only one Local Education Agency (LEA) that has "public authority legally constituted within" the State of Hawaii "for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools" (Elementary and Secondary Education Act of 1965, § 14101). HIDOE's single SEA/LEA structure allows for the timely rollout and consistency of professional development for teachers, principals and other school leaders.

Enhancing knowledge and 21st century skills of participants

HIDOE has developed a comprehensive professional learning system for complex area and school staff that will be utilized to provide training and support for participants in the HICAP IADA program. HIDOE state-level staff in the Offices of Curriculum and Instructional Design

and Student Support Services, along with the Assessment and Accountability Branch staff, have begun planning professional development opportunities for educators who participate in the HICAP.

To support implementation of this hybrid model, both in-person and online module trainings and support will be provided for teachers, principals, school leaders, and other support staff who participate in the HICAP. HIDOE will provide a one-day in-person training for the HICAP participants on the value, plan, goals, and purpose of the HICAP innovative assessment system. More importantly, opportunities will be provided to support building assessment literacy and capacity with standards-based instruction, assessment, grading and reporting so that educators can make informed professional judgements about redesigning instruction to support student learning. A list of the proposed training sessions for the professional development of participants is provided below:

Proposed Training Session	Modality	Audience and Topic
Classroom-based Assessment Concepts and Practice	In-Person	*Teachers* • *Multiple training sessions to develop a classroom-based assessment (task)* • *Administer task* • *Analyze student work* • *Subject assessment to peer and expert evaluation* • *Practice*
Overview of System (incl. technology requirements)	In-person Facilitated Virtual Support	*State/School Leaders/Teachers* ● HICAP purpose ● Hybrid model - classroom-based and shortened summative CAT ● Introduction to web-based platform (WBP) ● Scoring ● Reporting ● Communications with stakeholders
Item/Test Development	In-person Facilitated Virtual Support	*Teachers* ● Criteria for quality items ● Bias/Sensitivity issues ● Alignment to Hawai‘i Common Core Standards ● Item types ● Item features overview ● Test design
Standards-based Grading and Reporting	In-person Online Self-Paced	*Teachers/School Leaders* ● Collect valid and reliable evidence of

Proposed Training Session	Modality	Audience and Topic
	Facilitated Virtual Support	achievement of standards ● Making sense of assessment evidence ● Align grading practices to principles of standards-based grading and reporting ● Apply web-based platform tools for standards-based grading, reporting, etc.
Formative Assessment Practices	In-person Online Self-Paced Facilitated Virtual Support	*School Leaders/Teachers* ● Assessment for learning ● How to elicit evidence ● Analyze evidence ● Providing feedback
Classroom-based Assessments	In-person	*Teachers* ● Types of classroom-based assessments ● Process/steps for development ● Rubrics development ● Objective rating of student work ● Pilot/finalize rubrics ● Evaluating assessment results
Secure Test Administration	Online Self-Paced Facilitated Virtual Support	*Test Administrators/Proctors/ Technology Coordinators* ● Coordinating student testing ● Test administrator certification ● Test security ● Monitoring accessibility features/accommodations
Understanding Score Reports	In-person Online Self-Paced Facilitated Virtual Support	*School Leaders/Teachers* ● Identifying areas of strength and opportunity ● Identifying intervention needs ● Understanding assessment results
Accessibility/ Differentiation	In-person Facilitated Virtual Support	*School Leaders/Teachers* ● Instruction: content, process, product ● Maximizing learning of all students ● Flexible groupings
Resources for ELA and Mathematics/ Personalized Learning	In-person Facilitated Virtual Support	*Teachers* ● Creating a student profile: academic, cognitive, and social-emotional status ● Use of technology

d. Supports for Educators, Students, Parents, and Others

HIDOE has shared information and gathered support and input about the HICAP through various media sources with the Department's Assessment News electronic newsletter, Huddle magazine, Hawai'i State Assessment email blasts, as well as contacts with the Hawai'i State Public Charter School Commission, HSTA, and various educational networks (e.g., Hawai'i Innovative Leaders Network).

Additionally, the Assessment Section conducted a presentation in January 2020 about the HICAP to the *Special Education Advisory Council (SEAC),* an advisory panel to the HIDOE regarding education matters impacting all eligible children with disabilities. The SEAC consists of parents of children with disabilities, university professors, juvenile and adult corrections program administrators, private and charter school representatives, representatives for children who are in foster care, and representatives from the Department of Education, Department of Health, and Department of Human Services.

Strategies for ongoing engagement of educators, students, and parents

HIDOE efforts to bolster LEAs and educators' understanding and successful implementation of the HICAP, as outlined above, will directly impact effective engagement with parents and students. In addition to outreach conducted at the LEA and educator levels, HIDOE will pursue three types of parent and student outreach:

<u>Stakeholder meetings</u>

HIDOE's innovative assessment model aligns with statewide efforts to support assessment literacy from the educator level to the student level. HIDOE held a series of meetings in summer 2019 with stakeholders to assist in the design of the HICAP. HIDOE will continue to hold in-person meetings or online webinars to hear feedback from parents and students about the innovative assessment model and how it can best meet their needs. The Hawai'i State Department of Education Implementation Plan 2017-2020 encourages student voice, including the goal to, "increase student choice in the classroom and school - courses, assignments, projects, and space utilization." The HICAP may provide a unique opportunity to extend student choice to the ways in which they are assessed, and encourage critical thinking about instructional content.

<u>Informational materials</u>

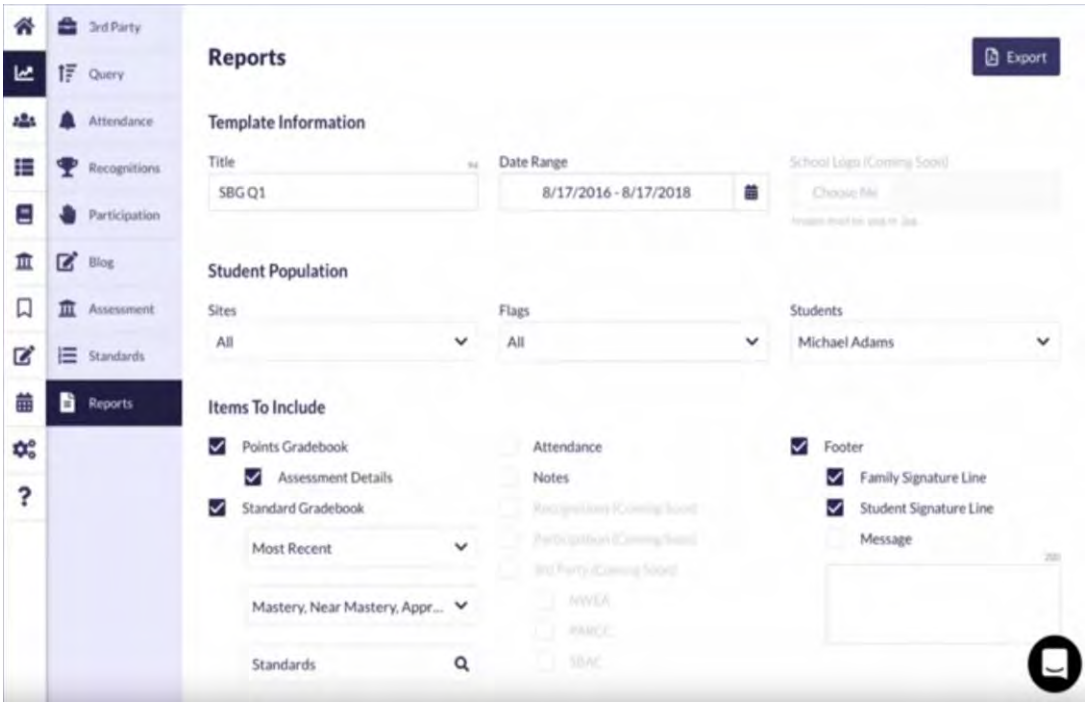
- The Hawai'i State Assessment Program Portal (*alohahsap.org*) was established to provide all interested stakeholders comprehensive access to information about the Hawai'i State Assessment Program. Currently, parents and students may subscribe to weekly assessment updates, learn about assessment administration and design, and see sample reporting and guides to interpreting student data. In addition to what is already provided, HIDOE will provide a portal page for the HICAP to show the same level of

detail as other assessment-specific pages, and keep stakeholders abreast of the latest developments. A website has been created by HIDOE to inform educators and interested community groups about this Innovative Assessment Project.

- Materials developed for the HICAP portal will include:
  - Informational brochures
  - innovative assessment project resources, such as classroom-based assessment guides, and shortened summative assessment blueprints
  - training modules to explain assessment systems and provide information about the innovative assessment model

Live access to student reporting

- HIDOE will provide access to a WBP to participating teachers in the HICAP. Teachers will be able to use the WBP to manage, design, and score the classroom-based assessment they created, including conducting standards-based grading and reporting.
- This WBP will give parents and students access to "user-friendly" standards-based grading and reporting in real time. The information provided will be specific and actionable and indicate academic strengths or areas of need. Teachers may then engage: 1) students in conversation about standards and expectations, and 2) parents in conversations about how they may provide targeted support at home.
- Sample images of the WBP are provided below:



BANKS ELEMENTARY SCHOOL

Michael Adams

SBG Q1	8/17/2016-8/16/2018
Mastery,Near Mastery,Approaching Mastery,Not at Mastery	Most Recent

ELA — Bueller — **77%**

Assessment Name	Type	Submitted	Points	Percent
**Google Doc Narrative Essay: Unit 1	Paper	3/8/2018	9.5 / 12	79.17%
**Literacy 4.1 Items Test	Test	3/14/2018	3 / 5	60.00%
Unit 4 Test	Assignment	4/25/2018	80 / 100	80.00%
Test Plus	Assignment	8/8/2018	6 / 10	60.00%
Understanding Majority vs Pluarality	Quiz	-	3 / 4	75.00%
Total	-	-	**101.5 / 131**	**77.48%**

Standards

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(CCSS.ELA-Literacy.RL.4.1)**	MASTERY
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **(CCSS.ELA-Literacy.SL.4.5)**	APPROACHING MASTERY
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **(CCSS.ELA-Literacy.W.4.10)**	MASTERY
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(CCSS.ELA-Literacy.W.4.4)**	NOT AT MASTERY

Mathematics — Bueller — **50%**

Assessment Name	Type	Submitted	Points	Percent
**Literacy 4.1 Items Test	Test	3/15/2018	5 / 5	100.00%
**Literacy 4.1 Items Test	Test	-	0 / 5	0.00%
Total	-	-	**5 / 10**	**50.00%**

Standards

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(CCSS.ELA-Literacy.RL.4.1)**	MASTERY

Social Studies — Bueller — **40%**

Assessment Name	Type	Submitted	Points	Percent
**Literacy 4.1 Items Test	Test	3/14/2018	2 / 5	40.00%
Total	-	-	**2 / 5**	**40.00%**

Standards

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(CCSS.ELA-Literacy.RL.4.1)**	MASTERY

<u>HICAP summative assessment reporting</u>

The HIDOE provides parents/guardians with a hardcopy report ("Family Report") of student performance on the statewide summative assessments. The HICAP family report will maintain the format and detail that has been provided on HIDOE's reports since the first administration of statewide computer adaptive tests in SY 2010-11. To view the sample HSA family report, see Appendix Q.

HIDOE will work with the Center for Assessment to develop meaningful reporting of the innovative assessment program results. Preliminarily, the HICAP end-of-year summative assessment family report will include an overall scale score, measures of score precision (CSEM), possibly proficiency level that is generated from the shortened summative CAT, or other metrics that will be useful for HIDOE leadership, administrators, teachers, parents, and

students. Results will be provided at the standards level, with possible reporting at lower levels if there is *enough evidence* to make the determination and performance is within the range generated from the shortened summative CAT. For the classroom-based assessments, teachers will enter proficiencies/grades for each content standard into the web-based platform. Sub-category/claim proficiency indicators that are generated using the results from classroom-based assessments will be provided subject to sufficient evidence required for responsible and appropriate reporting of these results.

Supports for students with disabilities

The Hawaiʻi Department of Education requires students with an Individualized Education Program (IEP) and/or an EL Plan to receive appropriate accommodations as specified in the IEP or the EL Plan and as used routinely in the classroom. These same requirements and processes will be implemented for the HICAP's shortened summative CATs and the web-based platform that teachers use to build their classroom-based assessments. This is communicated extensively in all assessment administration guides and in particular, the Hawaiʻi version of the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (See Appendix K).

HIDOE will also ensure that all accessibility features and accommodations currently available on the statewide summative assessment for students with disabilities and English learners will be available for the HICAP. This also includes ensuring that the design specifications for the HICAP can allow for accommodations that make use of assistive technology devices on which students with disabilities may rely. In this way, whether a student with a disability or English Learner is enrolled in a classroom taking part in the HICAP or not, they will be able to participate in the assessment equally and fairly.

For each test administration, training on the delivery of accommodations is provided and required prior to the administration. HIDOE will conduct monitoring visits at the participating schools, following the same procedures and protocols used for the statewide summative assessments to monitor the shortened summative assessment.

For accommodations monitoring, state level, complex area level, and/or school level administration will conduct on-site visits to affirm consistency between the accommodations cited in the Individualized Education Programs, Section 504 Plans, and English Learner Plans, and the accommodations provided and used by the student during the administration of the shortened summative CAT. Accommodations and designated supports provided to students through the WBP that teachers use to build the classroom-based assessments will be agreed upon and set by the teacher based on what is cited in the Individualized Education Programs, Section 504 Plans, and English Learner Plans.

For those students who require the mastery of WIDA English Language Development Standards (2020), KĀʻEO, or Hawaiʻi's alternate content standards, appropriate accommodations will continue to be provided through these other assessments as required by the ESSA.

Locally developed standards- and classroom-based assessments

The HICAP consists of classroom-based assessment administered during the school year to inform instruction and a shortened summative assessment in ELA/L and mathematics to meet accountability requirements. The item pool for the shortened summative CATs will be comprised of Smarter Balanced items that have been field tested and reviewed for bias, sensitivity and alignment to the content standards. The Center for Assessment, Cambium Assessment, Hawai‘i’s TAC, content experts, and Hawai‘i educators will provide support and guidance in the development of the shortened summative CATs.

To support the development and implementation of locally developed and common/statewide classroom-based assessments in Hawai‘i’s public schools, the Assessment Section will also partner with HIDOE curriculum and educational specialists, experts in developing classroom-based assessment types, and the WBP vendor, to provide targeted foundational training for designing classroom-based assessments that can inform instruction. Details of the professional development events, suggestive topics for training, and schedule are described under the section titled "*Professional Development for Participating Teachers,"* (b) Prior experience, capacity, and stakeholder support.

e. Evaluation and Continuous Improvement

Due to the different purposes and deliverables of the two components of the HICAP, the shortened summative CAT and the classroom-based assessment are proposed to be evaluated separately from Year 1 through Year 5. The shortened summative CAT will employ items that were field tested by Smarter Balanced. New items will continue to be field tested to replenish the statewide (and innovative/HICAP) assessment system item pool for future test administrations. Thus, the shortened summative CAT items will have met the industry standards (The *Standards for Educational and Psychological Testing* (2014) as well as the principles for universal design for learning for use in the innovative (shortened summative CAT) assessment system. At the start of the innovative assessment program, HIDOE, the Center for Assessment, and Cambium Assessment will determine the appropriate evaluation methodology for and reporting of the two components, including the use of the HICAP metrics for accountability purposes.

Evaluation of shortened summative CAT

The shortened summative CAT will be evaluated by support staff from Cambium Assessment, the Hawai‘i TAC, and HIDOE curriculum and educational measurement specialists, with respect to technical quality as follows:

- How does meeting proficiency in the shortened summative CAT for HICAP participants compare to meeting proficiency for non-participants for the statewide summative assessment?

- To what extent has the shortened summative CAT met industry standards for test development (e.g., alignment to content standards, item content and fairness reviews, judgmental process involving experts, generating student scale scores based on Smarter Balanced cut scores, scoring methodology and processes, etc.)?
- To what extent has the design and delivery of the shortened summative CAT met the principles of universal design for accessibility and supports for students participating in the shortened summative CAT, including English Learners and students with disabilities?
- Are there any recommendations to ensure the continuous improvement of the shortened summative CAT with respect to test development, delivery, expansion, reporting, and other technical issues?

Evaluation of classroom-based assessments

An independent evaluator will be hired by the HIDOE to conduct annual evaluations of the effectiveness of the classroom-based assessments to inform instruction with respect to the following:

- To what extent has the professional development training been effective in enhancing participants' knowledge of the principles and practices of developing classroom-based assessments?
- To what extent have teachers developed high-quality standards-aligned classroom-based assessments?
- To what extent have participating teachers found the tools in the WBP to be user-friendly and helpful in supporting the development of materials for the classroom-based assessments (blueprints, items, standards-based grading, reporting, etc.) and the administration, scoring, and reporting of these assessments?
- To what extent has the WBP tools been successful in providing the accessibility and supports for diverse learners (English Learners and students with disabilities)?
- Were there classroom-based assessments that were well-developed (with established/calibrated rubrics and strong inter-rater reliability) and gained broad use and/or support from multiple schools that could serve as common forms of classroom-based assessments statewide? If yes, which classroom-based assessment(s) and where (school name) was/were they used?
- Are there any recommendations to enhance the continuous improvement of classroom-based assessments with respect to professional development training, communication, WBP interface improvements, developing common classroom-based assessments, and scaling the HICAP?

Strategies for ongoing evaluation and compliance with the ESSA

Ongoing and internal evaluation of the HICAP will be performed by the Center for Assessment (HIDOE's consultant for the innovative assessment program), Cambium Assessment, (HIDOE's test development and test administration contractor), and HIDOE's TAC. Also, the professional

advice of HIDOE's content/curriculum, educational measurement and accountability specialists, and the findings from the evaluator report(s) will be used to ensure the continuous improvement of the HICAP.

The annual summative determinations from the statewide assessment system will be generated for accountability reporting purposes as required by the ESSA. Subject to the approval by USDOE, the HICAP results will be reported and those students participating in HICAP will be factored in the 95 percent participation requirement under ESSA; however, the HICAP results will not be included in the computation of student success (achievement) as reported in Hawai'i's school accountability and performance reports (for sample copies of "Strive HI" reports, see Appendix M) to meet ESSA requirements.

Instead, HIDOE proposes to use the HICAP data, both the shortened summative CAT and classroom-based assessment data, for continued evaluation and improvement of the HICAP. Data from the shortened summative CAT and, if applicable, data from the classroom-based assessments, will be reviewed to develop a new statewide assessment system that will be appropriate for accountability purposes and meet all ESSA requirements, including identification of comprehensive schools of support and improvement or targeted schools of support and improvement pursuant to section 1111(c)(4)(D) of the Act.

The reporting of the HICAP data for non-participating teachers and students will continue to have overall summative scores as required by the ESSA. The HICAP data will be reported in the appropriate score report (paper) and electronic reports for the statewide summative assessment system. This is to ensure the reporting of unbiased and consistent determinations of progress toward the state's long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for non-participating students and non-participating subgroups described in section 1111(c)(2) of the Act, including a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act. Eligibility for identification as a comprehensive school of support and improvement or a targeted school of support and improvement will continue to apply for those non-participating students in their respective schools as required by section 1111(c)(4)(D) of the ESSA.

Long-term goals for academic achievement

The overall vision for Hawai'i's public school students are identified (below) in the *2030 Promise Plan*, which is the Department's Strategic Plan for the next 10 years (2020-2030):

- *Hawai'i*: Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution.
- *Equity*: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.

- *School Design*: Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.
- *Empowerment*: Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.
- *Innovation*: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.

Based on the *2030 Promise Plan*, the long-term goals for the academic achievement of all Hawai'i's public school students are multidimensional, representing different facets of knowledge base and skill sets for college, career, and lifelong success. The proposed measures of student success, which were collected from almost 2,800 stakeholders, community members, educators, or parents, are presented below:

- Increase Language Arts, Mathematics and Science Achievement
- Reduce Achievement Gaps in Language Arts, Mathematics and Science
- Increase Growth (Language Arts, Mathematics)
- Increase attainment of honors diplomas
- Increase attainment of Seal of Biliteracy
- Increase equitable access to education or decrease number of disengaged students ages 16-19 (as measured by tracking the proportion of youth ages 16-24 who are not attending school and not working)
- Increase access to postsecondary credits via (1) enrollment in credit-bearing coursework and (2) taking of credit-bearing assessments
- Increase performance in the acquisition of post-secondary credits via (1) students earning six or more credits and (2) students earning qualifying marks on credit-bearing and college entrance assessments
- Multidisciplinary assessment of long-form portfolio or project-based work

Subject to the approval and adoption of the *2030 Promise Plan* by the Hawai'i Board of Education in winter 2020, a tentative list of ESSA metrics of academic achievement (see below) to be reported pursuant to section 1111(c)(4)(B) of the Act is provided below:

- *English language proficiency for ELs*: using the WIDA ACCESS 2.0 assessment
- *Proficiency in ELA, Mathematics, and Science:*
    - Smarter Balanced Assessment for ELA and mathematics for grades 3-8, 11
    - KĀ'EO for Hawaiian Immersion students in ELA and mathematics for grades 3-8, in science for grades 5 and 8
    - HSA-NGSS for grades 5 and 8, and Biology I End-of-Course Exam in high school

- ➢ HSA-Alt for ELA, mathematics and science for students with significant cognitive disabilities, and WIDA Alternate ACCESS 2.0 for English Learners with significant cognitive disabilities

- ❖ *Chronic Absenteeism* - reporting the percentage of students who are absent for 15 or more days in a school year
- ❖ *On-time graduation rate (for high school only)* - reporting the percentage of students who earn a diploma within four years
- ❖ *Gains in ELA/Language and mathematics* - reporting annual gains to show students' enhancement in knowledge base and/or skill sets on the statewide (or HICAP) summative assessments in ELA and Mathematics, with comparable indicator(s) such as the percentage of students with an increase in their overall score, scaled score, achievement level, or other metric

The shortened summative CAT for the HICAP, together with the statewide summative assessments, will be reported and compared annually, subject to FERPA and sample size limitations, for participating and non-participating students by matching on key demographic variables, grade level, and subject (ELA and mathematics). Authority different from the USDOE operates and approves other non-Smarter Balanced assessments. Thus, the shortened summative CAT in the innovative assessment program is not expected to be administered to students with significant cognitive disabilities. For other students who require the mastery of WIDA English Language Development Standards (2020) or Kaiapuni Assessment of Educational Outcomes (KĀ'EO), they will continue to be tested in their respective assessment to meet the ESSA requirements.

Plans for continuous improvement and monitoring

Throughout the HICAP, HIDOE will review data, stakeholder feedback, evaluation results, and new research to continue the improvement of the HICAP. At the school-level, this will be done through on-site observations and monitoring by HIDOE staff (see Appendix P) and possibly the Center for Assessment (HICAP consultant). After each year of the demonstration period, the HIDOE will meet with Cambium Assessment, the Center for Assessment, and other HIDOE staff as appropriate to review and evaluate the development and implementation of the HICAP. The annual debrief will support continued improvements and address challenges to the test design, administration, score reports, and communication to stakeholders (educators, community support groups, school teachers, students, and parents).

The results of the HICAP will be shared with the HIDOE TAC for their recommendations regarding the psychometric plan, the administration requirements, compliance with industry testing standards, the inclusion of students and subgroups (including students with disabilities and English Learners in the design and test administration), and development of the HICAP summative score report (for a sample, see Appendix Q) for effective communication of assessment results for parents, teachers, and other educators.

Periodic input to the Hawai‘i State Board of Education and the TAC will be provided to ensure continuous improvement, and that the HIDOE is on track to complete the statewide expansion of the HICAP. Additional communications regarding updates of the HICAP will be provided to HIDOE offices and community leaders and educators via the HIDOE website, media sources, and various public education advocacy organizations.

Section III: Appendices

Appendix A: Assessment Theory of Action

Appendix B: Individual Resumes for Key Personnel and Project Partners

Appendix C: Letters of Support and Assurances from Participating Schools

Appendix D: Ward Research, Inc. (2016). Resident Opinions on Public Education

Appendix E: Hawai‘i’s Blueprint for Public Education

Appendix F: Hawai‘i Innovative Assessment Planning Project Summary Report by WestEd (summer 2019)

Appendix G: Hawai‘i ELA Shortened Summative CAT Grade 4 Blueprint (DRAFT)

Appendix H: Hawai‘i Mathematics Shortened Summative CAT Grade 8 Blueprint (DRAFT)

Appendix I: Hawai‘i Statewide Assessment Program, School Year 2019-2020

Appendix J: State Board of Education Policy 105-12: Special Education and Related Services

Appendix K: 2019-20 Usability, Accessibility, and Accommodations Guidelines

Appendix L: State Board of Education Policies E-102 (Academic Mastery and Assessment), 102-1 (Effective School Reporting), 102-3 (Statewide Content and Performance Standards), 102-5 (Comprehensive Assessment and Accountability System), 102-6 (Statewide Assessment Program), 102-8 (Student Promotion), and 102-12 (Reporting Student Progress & Achievement)

Appendix M: 2018-19 Strive HI: ESSA School Accountability and Performance System Reports for School Participants

Appendix N: November 2019 Technical Advisory Committee (TAC) Meeting Agenda

Appendix O: Accepting Applications for the innovative Assessment Program Memo

Appendix P: 2019 Quality Assurance and Assessment Monitoring Site Visits Memo

Appendix Q: 2020-21 Hawai‘i Statewide Assessment (HSA) Summative Sample Score Report

References

Assessment - Theory of Action

State of Hawaii – Department of Education

Assessment Section
Standardized Testing

Internal document

HSAP Theory of Action

The Hawaii Department of Education (Department) supports the development and implementation of an assessment system to improve education in Hawaii public and public charter schools in order to increase student academic achievement. Through the use of technology and targeted professional development, the Department's Theory of Action calls for an assessment system that leads to more informed decision-making and higher-quality instruction, and ultimately to increased numbers of students who are well-prepared for college and careers.

The Department's approach is rooted in the belief that stronger learning will result from high-quality assessments that support ongoing improvements in instruction and learning, and that are educative for students, parents, teachers, school administrators, members of the public, and policymakers. Meeting this goal will require the reform and coordination of many elements across the education system, including, but not limited to, a quality assessment system that provides valid measurement across the full range of common rigorous academic standards, including assessment of deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy; and by the establishment of clear, internationally benchmarked performance expectations.

Seven Underlying Principles of the Theory of Action

The Department's proposal is shaped by a set of seven principles shared by both assessment systems in high-achieving nations and a number of high-achieving States in the U.S.

1. Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of an integrated system of standards, curriculum, assessment, instruction, and teacher development. Curriculum and assessments are organized around a well-defined set of learning progressions along multiple dimensions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment. Teachers and other curriculum experts are involved in an extensively vetted curriculum development process and in the process of developing assessments grounded in the curriculum standards. These guide professional learning about curriculum, teaching, and assessment. Formative and interim/benchmark assessments and instructional supports are conceptualized in tandem with summative assessments.
2. Assessments produce evidence of student performance on challenging tasks that evaluate the state standards. Instruction and assessments seek to teach and evaluate knowledge and skills that generalize and can transfer to higher education and multiple work domains. They emphasize deep knowledge of core concepts and ideas within and across the disciplines—along with analysis, synthesis, problem solving, communication, and critical thinking—thereby requiring a focus on complex performances as well as on specific concepts, facts, and skills.
3. Teachers are integrally involved in the development of items for the summative assessments so that they understand and can teach in a manner that is consistent with the full intent of the standards, while becoming more skilled in their own assessment practices.
4. The development and implementation of the assessment system is a collaborative effort with a transparent and inclusive approach. The Department engages with other State content and assessment specialists as well as experts in test development and psychometrics via conference calls and face-to-face meetings to discuss development and implementation of assessments aligned to common academic standards. These activities result in assessments of the highest technical quality that are used for valid and reliable purposes.

5. Assessments are structured to continuously improve teaching and learning. Assessment as, of, and for learning is designed to develop understanding of what learning standards are, what high-quality work looks like, what growth is occurring, and what is needed for student learning.
6. Assessment, reporting, and accountability systems provide useful information on multiple measures that is educative for all stakeholders. Reporting of assessment results is timely and meaningful—offering specific information about areas of performance so that teachers can follow up with targeted instruction, students can better target their own efforts, and administrators and policymakers can more fully understand what students know and can do, in order to guide curriculum and professional development decisions.
7. Design and implementation strategies adhere to established professional standards. The development of an integrated, balanced assessment system is an enormous undertaking, requiring commitment to established quality standards in order for the system to be credible, fair, and technically sound. The Department is committed to developing an assessment system that meets all Critical Elements required by USED Peer Review, relying heavily on the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014) as its core resource for quality design. Other key sources of professional standards that will guide Department work include a reasoning-from- evidence approach (e.g., see NRC, 2001; Mislevy, Almond, & Lukas, 2004); Operational Best Practices in Large Scale Assessment (ATP, State standardsO, in press); and the ANSI-endorsed Student Evaluation Standards, Program Evaluation Standards, and Personnel Evaluation Standards (JCSEE, 2002, 1994, 2008, respectively).

Components of the Theory of Action

Presented below are the components of the Department's Theory of Action, including connections to other parts of the system, the results to be produced, and some of the key related Department activities. A pictorial schematic of the Department's Theory of Action is found in Appendix 1.

State policies and practices support high expectations and increased learning opportunities for students.

A major working assumption of the Department is that statewide assessments must operate within the context of State policies and practices that can either support or hinder realization of the overall goal to have students graduate from high school as college- and career-ready. Thus, the Department has committed to creating a policy environment that can support the statewide assessment system. Supportive policies would include the development of accountability systems that incentivize the right behaviors for administrators and teachers, and avoid inadvertently rewarding behaviors that would run counter to the learning goals. Another example is policy for provision of ongoing professional development structures and support for teachers.

The assessment system is aligned to a common set of State standards that clearly specify college, career, and grade-level expectations.

A State policy that is fundamental to the Department's Theory of Action is adoption of State standards which clearly specify college and career expectations as well as the knowledge and skills required at each grade level to meaningfully articulate progress toward these end-of-high-school expectations. These standards serve as the basis for the comprehensive assessment system. It is critical that the assessment system validly reflects these standards, therefore, the Department must interpret these

standards before they can be used effectively for assessment or instruction. Specifically, the Department needs to translate the standards into content/curricular frameworks, test maps, and item/performance event specifications to provide assessment specificity and to clarify the connections between instructional processes and assessment outcomes.

The Department's policies and standards are effectively communicated to complex areas and schools.

Enacting policies and having standards is not enough. Clear and timely communication of policies and practices is essential for successful implementation of a comprehensive assessment system. Effective communication is critical in the short term to signal change, and over the longer term to implement change. Specific steps include the following:

1. Develop a communications plan, in conjunction with the Office of Curriculum and Instructional Design (OCID), that is implemented to educate stakeholders about key aspects of college and career expectations.
2. Develop score reports that clearly communicate about the assessment system and the results to key stakeholder groups.

Teachers are provided with curriculum, instructional materials, rich professional development, and other supports and resources to effectively instruct students on the standards.

The Department model calls for teacher engagement in an integrated learning and assessment system, which requires that teachers receive adequate supports and resources. This system component, central to the design of the Department system, encompasses many different teacher support features. Specific aspects include:

1. Model curriculum and instructional modules that are aligned with the State standards.
2. Training modules that help teachers focus their instruction on the State standards and develop teaching practices that support more in-depth learning.
3. Training of teachers to use formative assessment tools and interim/benchmark assessments as well as to interpret results and use those results to determine next steps in instruction.
4. Teacher-moderated scoring of performance events as a professional development vehicle to enhance teacher capacity to evaluate student work aligned to the standards.
5. Online interpretable score reports at the student and classroom level that clearly show strengths and weaknesses and can be tailored to fit individual needs and circumstances.

Technology provides increased access and opportunities for students to fully engage in the learning and assessment systems and supports the design, delivery, scoring, and reporting of the assessment system.

Technology solutions for test delivery will provide students with increased access to the assessments and will yield more accurate measurement of their acquisition of knowledge and skills. For example, use of computer adaptive testing (CAT) methodologies will ensure that students across the full range of performance have an assessment experience that presents them with items that are best suited to their skill level. Average-, very low-, and very high-performing students will be more likely to stay engaged in the assessment because they will be responding to questions targeted to their skill level.

The computer delivery system broadens the availability of the accommodations while establishing a less restrictive testing environment for students with special needs. The system will also support several formalized accommodations. For example, text-to-speech can be supported if students are tested in isolation, or if they have access to headphones. Refreshable Braille can also be supported with online tests.

Just as technology will support student access and engagement, it will also lead to more valid and timely reporting of assessment results, and lead to efficiencies and enhancements for professional development and resource tools. Specifically, the Department will:

1. Ensure that all students are provided with the technology needed for all aspects of the statewide assessment system (summative, interim/benchmark, and formative).
2. Investigate how best to increase access for all students through the use of technology.
3. Use technology to efficiently deliver training programs, resources, score reports, data, etc., including interactive Web-based social networks designed for teacher use in the development and dissemination of effective curriculum and instructional practices.
4. Create/utilize innovative and real-world item types that rely on technology platforms.
5. Use adaptive item selection engines, drawing on a broad item pool, to ensure that accurate measures of student achievement are possible across a wide performance continuum without undue burden.
6. Establish accommodation protocols that capitalize on technological capabilities to support broader access to assessments for all students, including those most at risk.

A high-quality summative assessment system establishes high expectations and provides relevant information on achievement and growth to teachers, students, and others.

Assessments must be carefully structured to improve teaching and learning. This means establishing summative assessments that reflect the challenging State standards content, emphasizing not just students' "knowing," but also "doing." The Department envisions a summative assessment system composed of interactive selected-response and constructed- response items and simulations as well as teacher-developed performance events that measure the full range of student abilities on the State standards. The incorporation of CAT is based on the Department's positive experiences with this methodology and the many benefits it affords, such as precision of measurement and timely results (Kosty, McBride, Poggio, Wise, & Way, 2006; Lilley, Barker, & Britton, 2004; Rabinowitz, 2005). The summative assessment will accomplish the following:

1. Signal high expectations to students, parents, teachers, administrators, and policymakers.
2. Provide efficient, reliable, and valid information across the full range of achievement.
3. Engage Hawaii educators at institutions of higher education at the high school level to ensure that assessments truly reflect a measure of readiness for college and careers.
4. Provide explicit measures of student progress toward college- and career-readiness through growth models and criterion-validity studies.

5. Promote policy alignment by establishing internationally benchmarked achievement standards that are comparable across States and consortia.

Interim/benchmark (I/B) assessments and formative tools and strategies are integrated with the summative assessments to provide instructionally useful information to teachers, students, and administrators.

While a rigorous summative assessment is essential, the Department believes that it is insufficient to drive positive change in teaching and learning. The Department posits that I/B and formative assessments are the other necessary assessment ingredients to drive teaching and learning (Darling-Hammond & Pechone, 2010). As such, I/B and formative assessments will be developed and implemented directly under the purview of the Department—not simply adopted from external sources. Grounded in cognitive development theory about how learning progresses across grades and competence develops over time (NRC, 2001; Pellegrino, 2006; Stiggins, 2002), the assessments will (a) work in concert with the summative assessment, (b) allow for more innovative and fine-grained measurement of student progress toward the State standards (Shepard, Hammerness, Darling-Hammond, & Rust, 2005), and (c) provide diagnostic information that can help tailor instruction and guide students in their own learning efforts. Besides its close connection to the summative component, this component will also operate in tandem with the teacher resources and supports component as well as the teacher engagement component (see below). The main features that the Department will incorporate into its comprehensive system include:

1. I/B assessments on the same scale as the summative assessments to measure off grade level and within- year student achievement and provide teachers and students with information on the degree to which students are on track to succeeding on the summative assessments.
2. Interpretative guides, using the publicly released I/B assessment items and performance events to illustrate how the Department assessments are manifestations of the State standards.
3. Formative tools that teachers can use throughout the year to better understand where students are in their learning and determine any misconceptions, allowing for quick adjustment to instruction as well as differentiated instruction.

Teachers are engaged in the design, development, and scoring of assessment items and in the reporting of results.

The Department model envisages an integral role for teachers in an integrated learning and assessment system. This means teachers must be meaningfully engaged in all aspects of assessment. To that end, the Department model incorporates the following features:

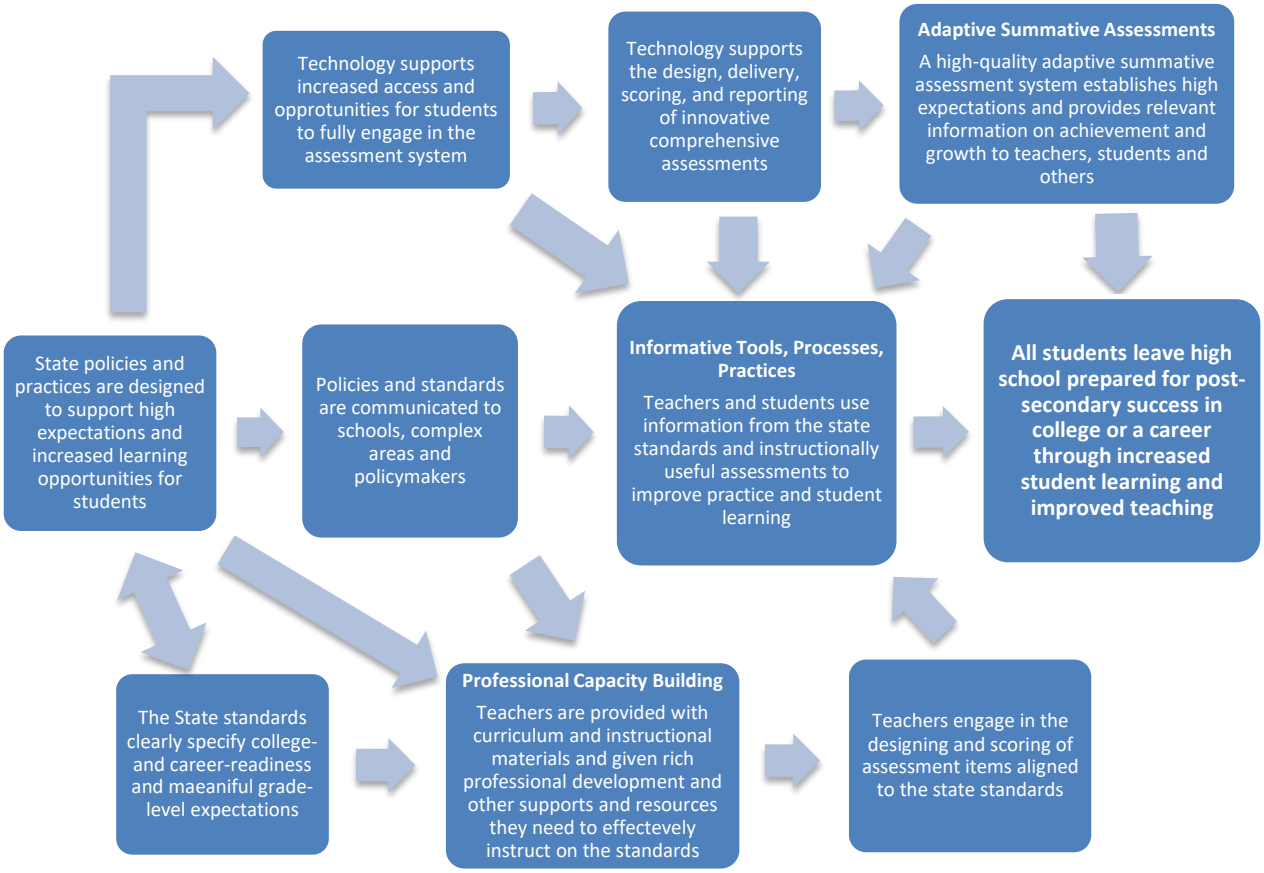
1. Work with teachers and policy stakeholders to develop test maps that assess the full range of the State standards and that articulate within and across grade levels.
2. Involve teachers in specifying, writing, reviewing, and range finding test items/performance events.
3. Use teacher-moderated scoring of performance events as a professional development vehicle to enhance teacher capacity to evaluate student work aligned to the standards.

Teachers, students, and administrators use information from instructionally useful assessments to improve teaching and learning. Information from assessment results must be delivered in ways that are instructionally useful for schools and teachers as well as meaningful and actionable for students (Popham, 2006). Making optimal use of technology, the Department will:

1. Fully involve teachers (and other end-users) in designing different score reports and web-enabled tools and services to maximize their communication value and usefulness.
2. Provide interactive reports and resources so that teachers fully understand performance for each student and the class as a whole.
3. Allow students to more fully engage in the learning process through ongoing interim/benchmark assessments that can be self-administered and reports that allow students to compare where they are to where they need to be.

In summary, the proposed Department learning and assessment system is grounded in a sound Theory of Action—taking advantage of current research and lessons from current practice—and incorporates a new generation of technology tools, innovative assessments, and state-of-the-art classroom support mechanisms to improve teacher and student capacity to meet the challenges in ensuring that all students are college- and career-ready.

Appendix 1: Overview of the Theory of Action



The Department collaborates with experts in test development and other state assessment specialists to create an innovative assessment system that is aligned with common academic standards and helps prepare students for college and careers. The Department involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process to help all students thrive in a knowledge-driven global economy.

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Education

M.S. **Educational Administration.** University of Hawaii, Manoa, Honolulu, HI. 1991-1992

M.S. **Special Education.** University of Oregon, Eugene, OR. 1981-1982.

B.Ed. **Early Childhood and Elementary Education.** University of Hawaii, Honolulu, HI 1975-1980.

Experience

- Deputy State Superintendent, Office of the Superintendent, Stae of Hawaii Department of Education. *Areas of Service: Supervision of Complex Area Superintendents, Chief Academic Officer, Oversight of Low Performing Schools (CSI), Leadership Development for Superintendents and Aspirants, Legislative Strategy, Liaison for Board of Education Student Achievement Committee, Compliance, School Culture and Safety.* — 2017 -Present
- Acting Assistant Superintendent, Office of Strategy Innovation and Planning, State of Hawaii Department of Education. *Areas of service: ESSA, HIDOE Strategic Plan, and Governor's Blueprint; data governance; assessment and accountability functions; federal and state reporting; and policy and legislative actions pertaining to HIDOE* — 2017
- Educational Consultant, independent. *Areas of service: strategic and tactical planning, facilitation, leadership development and coaching, professional development, performance growth and support for educators.* — 2013-2017
- Managing Director, Ho`olaukoa Educational Systems and Strategies, Kamehameha Schools. *Responsible for leading educational data system and assessment design, curriculum and instruction supports, educational research and college/career success, digital innovations, design of professional development and training services for leaders and educators, and performance evaluation and career pathways for educators and leaders.*
- Division Director, Literacy Instruction and Support, Kamehameha Schools *Responsible for leading statewide literacy efforts to partner with 22 DOE, charter and Hawaiian Immersion schools and ohana engagement in the areas of data literacy, curriculum and instruction, and* — 2007-2013

professional learning.

- Administrator, Professional Development and Educational Research Institute, State of Hawaii Department of Education. *Responsible for the training, assessment and certification program for school leaders, induction and onboarding of senior leadership, and statewide professional development design for leaders and teachers.* 2001-2007
- Deputy District Superintendent, Windward District Office, State of Hawaii Department of Education. *Responsible for disciplinary and civil rights hearings, mental health services, and collaborating with parent, community and business groups.* 1999-2001
- Personnel Regional Officer, Windward District Office, State of Hawaii Department of Education. *Responsible for hiring and placement of professional staff, grievance hearings, investigations, onboarding and fundraising/grant-writing for special projects.* 1997-1999
- Principal, Enchanted Lake Elementary School, Kailua, HI. *Responsible for the daily operations of the instructional program for school and funding partnerships for new music and art programs, and technology lab.* 1994-1997
- Vice-Principal, Kailua High School, Kailua, HI. *Responsible for student issues including mental health, adjudication, apprenticeship programs; supervision of instructional and operational staff; and, designing crisis plan for school/community emergencies and student supports.* 1992-1994
- Vice-Principal, Hilo High School, Hilo, HI. *Responsible for facilitating the establishment of the school-community council.* 1991-1992
- Principal, Harrison Elementary School, South Lane School District, Cottage Grove, OR. *Responsible for the daily operations of the school; chairperson for the K-12 Language Arts Taskforce, science and math pilot; establishing the school psychologist intern program in cooperation with the University of Oregon; and, design of new curricular materials for language arts and math.* 1990-1990
- Vice-Principal, Harrison Elementary School, South Lane School District, Cottage Grove, OR. *Responsible for establishing family engagement events, a peer conflict* 1987-1990

management program, peer-to-peer supports, and a student-run store.

- Teacher, Harrison Elementary School, South Lane School District. *Responsible for training of educational support staff, developing programs, partnering with families, and training teachers on intervention strategies for students with severe behavioral challenges.* 1982-1987

Related Professional Experiences

- Consultant, Danielson Group, LCC. Professional development and performance evaluation design. 2013-present
- Charter President, Learning Forward Hawaii – professional development network affiliate for national Learning Forward 2014-2016
- National and local conference presentations on leadership, team building, collaboration, performance evaluation, and systems improvement, and social justice 2005-present

Community/Global Experiences – for 2016

- Hawaiian Island Ministries – Board member. Provides training, resources and conferences for church leaders.
- Global Symposium – planning team member for 2016 Symposium for independent schools at Milton Hershey School. Providing professional development conferences on world-class education.
- First Presbyterian Church of Honolulu service and medical missions to Cambodia to aid an organization in efforts of preventing, rescuing, restoring and re-integrating sex trafficked victims ages 4-16. Provided leadership development to community leaders. (January and October 2016)
- Site Leader for “Do Justice Day” to aid in the restoration of indigenous rare plants to their natural environment – Lyons Arboretum, Manoa. (September 2016)

Rodney Luke

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Professional Objective: *To secure a position in a student-oriented environment where personal and professional skills are developed to ensure college and career ready pathways.*

Education:

Masters of Education
Education Administration
University of Hawaii, Manoa, May 2006

Masters of Education
Teacher Education Curriculum Studies
University of Hawaii, Manoa, May 2002

Professional Diploma in Elementary Education
Minor in Social Studies
University of Hawaii, Manoa, June 1991

Bachelor of Education
Minor in Social Studies & English
University of Hawaii, Manoa, June 1990

Work Experience:

October 2017 – present — *Assistant Superintendent*
Office of Strategy, Innovation and Performance

Responsible with policy development and analysis, promoting a culture of data-driven decision making and performance management, administering state-wide assessments and federal and state accountability for schools.

April 2012 - October 2017 — *Complex Area Superintendent*
Pearl City-Waipahu Complex Area

Responsible to oversee total operations of Complex Area schools to meet Federal and State compliance. To design, develop, and implement systems to ensure student success.

2008 — *Roosevelt Complex Chairperson*

Responsible to collaboratively plan and execute State, District and Complex initiatives with Complex schools.

Principal
Robert Louis Stevenson Middle School

Responsible for the total daily and long range school operations. Supervision of certified and classified personnel. Development and implementation of mandated initiatives to ensure student achievement, safety and well being, and civic responsibility.

2005

Vice Principal
Holomua Elementary School

Responsible for daily and long range school operations. Supervision of certified and classified personnel. Development and implementation of mandated initiatives to ensure student achievement, safety and well being, and civic responsibility.

2003 – 2005

Curriculum Coordinator
Kapolei Elementary School

Responsible for school-wide curriculum planning instruction, and assessment to meet NCLB benchmarks and the school SID process and Action Plan/Act 51. Coordinate school-wide initiatives and activities. Provide inservices and workshops for school personnel.

1999 – 2003

District Resource Teacher
Leeward District

Responsible to implement state and district initiatives. Provide inservices and workshops for schools within the Leeward District.

1996 – 1999

Teacher, Grade 4 and Grade 6
Holomua Elementary School

Responsible for preparation, instruction, and evaluation in all subject areas for a class of 29 – 32 students.
Holomua Planning Committee to open school
Physical Education Chairperson
Grade Level Chairperson

1993 – 1996	*Teacher, Grade 6* Kalei'opu'u Elementary School Responsible for preparation, instruction, and evaluation in all subject areas for a class of 29 – 32 students. May Day Chairperson Grade Level Chairperson
Certificates:	Teacher of the Year 2000 Leeward District State of Hawaii Employee of the Year 2005 Leeward District Facilitative Leadership Department of Education
Professional Affiliations:	Member Hawaii Government Employee Association Member Hawaii Teachers Association Member University of Hawaii College of Education Association Member Association of Teacher Educators of Hawaii Member ASCD Sustaining Member YMCA of Honolulu
References:	Available upon requests

Teri M. Ushijima, Ed.D.

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EDUCATION

- Doctor of Education (Ed.D), University of Southern California, Dec 1996. Dissertation: Five States of Mind Scale for Cognitive Coaching: A Measurement Study.
- Master of Library and Information Science (M.L.I.S), University of Hawaii, Aug 1990. Specialization in School Librarianship.
- Master of Education (M.Ed) in Curriculum and Instruction, University of Hawaii, Aug 1987. Specialization in Reading. Masters Paper: A Systematic Approach to Motivating Children to Read through the use of Children's Literature.
- Bachelor of Education (B.Ed) in Elementary Education, University of Hawaii, Dec 1985. Minor in Psychology.

PROFESSIONAL EXPERIENCE

Assessment and Accountability Branch Director, Hawaii Department of Education Jan 2019 – Present

MAJOR AREAS OF RESPONSIBILITIES

Responsible for the development and implementation of the Hawaiʻi Department of Education statewide summative assessments and the associated accountability systems. Assessments include Smarter Balanced Summative Assessments for English Language Arts/Literacy; Mathematics; Hawaiʻi State Science Assessments; Kaiapuni Assessment of Educational Outcomes (KĀʻEO); Hawaiʻi State Alternate Assessments; End-of-Course Exams; The ACT; ACCESS for ELLs; and the National Assessment for Educational Progress. Accountability system responsibilities for Hawaiʻi's public schools include the statewide and school StriveHI measures, student perception survey, school quality survey, enrollment projections, and federal accountability policy requirements.

Complex Area Superintendent on Special Assignment/Executive Director of Leadership Institute, Hawaii Department of Education Aug 2013 – Dec 2018

MAJOR AREAS OF RESPONSIBILITIES

Design, development, and implementation work of the Leadership Institute (LI) for the purpose of preparing leaders across the Hawaii Department of Education (HIDOE), to implement systemic change that transform schools to prepare students to be College, Career, and Citizenship Ready. Responsible to oversee operational, personnel, program needs and continuous improvement for Induction and Mentoring, Teacher Leadership Academy, Hawaii Certification Institute for School Leaders (HICISL) vice-principal training, New Principal Academy (NPA), Principal Networks, Coaching, Aspirant Complex Area Superintendent (CAS) Program, State Academic Review Team, State Office Leadership Academy (SOLA), Hawaii Innovative Leaders Network (HILN), and Educational Leadership Institute Annual Conference for all HIDOE educational officers. Supervision of the Teacher Induction Center and Professional Development and Educational Research Institute (PDERI). Led the development of the HIDOE Leadership Framework and Competencies for School and State Office Leaders; Critical Friends (external experts) visit for internal progress monitoring; and collaborative development of the Leadership Institute Design Plan.

Complex Area Superintendent, Aiea-Moanalua-Radford (AMR) Complex Sept 2007 – Aug 2013

MAJOR AREAS OF RESPONSIBILITIES

Instructional Leadership & Support to 22 Schools and one Community School for Adults, Personnel & Budget Matters, School Academic & Financial Plans, Addressing Parent/Community Concerns and Active Participation on the State Leadership Team. Goal setting and evaluation of principals and complex area educational officers. Focused on creating a seamless, high performing, K-12 alignment for Aiea, Moanalua, and Radford schools with an emphasis on foundation learning, stretch learning, learner engagement and personal skills development.

Instructional Leadership

- In 2013, with the StriveHI state accountability results, 3 schools were "Recognition" schools (one school from each complex Aiea, Moanalua, and Radford), and the other 19 schools were all considered "Continuous Improvement" schools. No schools were classified as "Focus" or "Priority." In 2014, shortly after I went on my special assignment, one of the Recognition schools also received the prestigious 2014 National Blue Ribbon Award.
- Conducted Walk Throughs in approximately 250 classrooms a year for six years. Visited faculties of 22 schools, created and provided every teacher with a laminated Walk Through deskmap guide, created and provided every school with a Walk Through podcast. Provided immediate feedback based on observation data for principals and teachers after every school visit and engaged in reflective coaching conversations with the principal about next steps.
- Coached and mentored new principals for smoother transition into their role.
- Designed and wrote the complex area Educator Effectiveness System (EES) training for 22 schools, for approximately 1200 teachers. Conducted a Train the Trainers with EES materials to give principals a choice of conducting their own training, or attending large group combined training sessions conducted by the Complex Area Superintendent (CAS) and complex area team. Shared the complex area training plan and all materials with six other complex areas.
- Defined "College, Career, Citizenship Ready (CCCR)" for the Complex Area. Created a Complex Area CCCR Plan to systematically assess and measure student progress through a Personalized Learning Plan for every child from grade 3 to grade 12.
- Created Complex Area Performance tasks administered to grade 6, grade 8, and grade 10 students in all twenty-two schools in preparation for the Smarter Balance Assessments.
- Created systematic training for all schools in Data Teams, with the addition of the Common Formative Assessment training and Powerful Instructional Strategies training in subsequent years. This created a common language and process for the AMR schools to understand and implement Data Teams.
- Conducted the International Center for Leadership in Education *We Teach, We Learn* survey complex area wide (22 schools). Results of the survey that measures student, teacher, and administrator perceptions for data on Rigor, Relevance, Relationships and Leadership, was analyzed in complex school groups to strategize making improvements for all area.
- Implemented Habits of Mind (HOM) in all twenty-two schools with a four-year implementation plan. Schools were provided with complex area posters, information sheets, student made public service announcements, and optional parent newsletter blurbs. Provided systematic HOM training, beginning with Day 1 for administrators and complex area staff, and expanding the opportunity for school teams and teachers, School Community Councils, and parents to participate. Deeper HOM training in Day 2 and Day 3 were scheduled for subsequent years.
- Provided learning opportunities for teachers in areas of: Thinking Maps, Step Up to Writing, Descriptive Feedback and Formative Instruction, Effective Instructional Strategies, and Data for School Improvement.
- Conducted High School Tribes four-day trainings and provided middle and elementary teachers opportunities to attend trainings annually.
- Provided school teams opportunities to attend district training for Co-Teaching to implement or improve instruction in Inclusion classes to reduce the achievement gap. Training conducted by national experts included school site observations and consultations that extended over time.

- Nominated school leaders who received numerous awards: NASSP State Middle School Principal of the Year (2009), NASSP State High School Principal of the Year (2011), Masayuki Tokioka Excellence in School Leadership Award (2011) and two semi-finalist (2008 & 2009) and Elementary State National Distinguished Principal Award (2012). The Radford Complex Resource Teachers received the DOE Team of the Year award (2008) and District Physical Education Resource Teacher received DOE's Employee of the Year award (2012).

Principal, Mokulele Elementary School July 2005 – Sept 2007

Mokulele Elementary School is located on Joint Base Pearl Harbor Hickam. Student enrollment fluctuates between 400 and 500 students annually, and a typical stay for a military family is two years. This highly transient community changes about a third of the student body each year as families move to other states and new families move into the base. Nearly 100% of students are military impacted.

MAJOR AREAS OF RESPONSIBILITIES

Instructional Leadership & Professional Development, Personnel & Supervision, Budget, School Community Council, Special Education, School Academic and Financial Plan. Focused on classroom instruction, curriculum, and assessments in the classroom and addressing overall student needs of a military impacted highly transient student population.

Instructional Leadership

- Conducted professional development course for teachers to study research based instructional practices from Dr. Robert Marzano's book, *Instruction That Works!*
- Designed coursework and opportunity for teachers to receive Professional Development credit for Research Based Instructional Strategies, Interdisciplinary Unit Plans and Thinking Maps.
- Established a teacher peer-classroom walk-through process for school wide data collection on school focus areas and opportunities for teachers to share and learn new ideas.
- Facilitated and guided grade level teams quarterly to create interdisciplinary unit plans using the *Understanding by Design* process (McTighe and Wiggins).
- Facilitated and guided grade level teams to create teacher made quarterly assessments for math and reading.
- Coordinated Professional Development activities with consultants: Anne Davies (twice) to work on assessment and Arthur Costa to work on Habits of Mind.
- Coordinated and supported the development of teacher leaders to become trainers for Tribes, Six Traits, Step Up to Writing, and Thinking Maps.
- Oversaw teacher development and articulation of classroom and grade level Curriculum Maps (Heidi Hayes Jacobs).
- Facilitated Professional Inquiries by all staff members as part of the Mokulele Professional Learning Community.
- Established "A Celebration of Learning," school-wide Student Led Conferencing for grades K to 6 in addition to the traditional parent-teacher conference.
- Implemented Standards based grading practices and report cards and conducted sessions to inform parents of the shifts and rationale.
- Utilized Instructional Resource Augmentation (IRA) teacher positions for Physical Education, Music, Library, and Technology to focus on the whole child and a well-balanced curriculum.

Acting Principal, Mokulele Elementary School April 2005 – June 2005

MAJOR AREAS OF RESPONSIBILITIES: Conducted Faculty Meetings, Grade Level Chair Meetings, IEPs, Discipline, Personnel, IRA Program Schedule, Room Changes, School Community Council meetings, Positive Behavior Support Work Day and Kindergarten Readiness workshop for parents.

Vice Principal, Moanalua High School July 2000 - April 2005

Moanalua High School is a comprehensive high school with over 2,000 students. The school community is diverse, which includes nearly a quarter of students who are military impacted.

MAJOR AREAS OF RESPONSIBILITIES

Professional Development, Student Discipline, Facilities Repair and Maintenance, CIP Requests, Budget, ESLL, Music Department, Special Education, World Languages Learning Center, Geographic Exceptions, Personnel (Pep-T, JPR), Master Schedule, Gifted and Talented, Technology Plan, Campus Supervision, and Instructional Leadership.

Instructional Leadership

- Facilitated Professional Development Team meetings with teacher leaders.
- Coordinated and conducted a significant portion of a three-day intensive new teacher orientation program.
- Coordinated Professional Development activities with national consultants around: classroom management (Rick Smith); technology in the classroom (Patti Weeg, Chris Moersch); formative assessment (Judy Arter, Jan Chappuis, Anne Davies); standards-based grading (Ken O'Connor), learning styles (Bernice McCarthy); and differentiation (Carol Ann Tomlinson).
- Provided leadership to guide the World Language Learning Center to sponsor the first Annual World Languages Speech Festival for over 200 participants from various schools.
- Coordinated the school Special Education Internal Review activities.
- Provided leadership to revise the school Technology Plan with a Technology Task Force.
- Provided leadership to revise the school Gifted and Talented School Plan with a Gifted and Talented Task Force.
- Provided leadership to develop the Aiea/Moanalua Adult Education, YMCA, and Moanalua High School Partnership Zero Tolerance Program for students who were suspended for serious discipline.
- Wrote and received an Artist In the Schools grant award.
- Mentored teacher candidates who were awarded National Board Certification.
- Conducted voluntary Cognitive Coaching introductory training and coordinated peer cognitive-coaching cycles (planning conversation, observation, reflective conversation) for teachers.
- Served on the Complex Vertical Reading Team, Complex Gifted and Talented Cadre, Complex Technology Cadre and the Moanalua Complex Special Education Internal Review Team.
- Partnered with Moanalua Middle School and conducted voluntary four-day Tribes training.

Summer School Director, Moanalua High School June - July 2001

MAJOR AREAS OF RESPONSIBILITIES

Responsible for the overall operations of the summer school program for approximately 1,000 students. Duties included budget and financial management, hiring of instructors and staff, facilities, programing for credit recovery and general required courses, registration, discipline, campus supervision and general operations.

Teacher Experience Sept 1987 – July 2000

- Mililani Mauka Elementary School, July 1996-July 2000. Collaborative Interdisciplinary Planning Grade Level Team Member and Grade Level Chairperson, Classroom Teacher, Grade 5 & 6 (looping one year), Tribes Trainer, Instructor for Teacher B-Credit Course, Cognitive Coaching Teacher Leader. Nominated for Teacher of the Year (1999).
- Mokulele Elementary School, Sept 1990 – June 1996. Classroom Teacher Grades 2 & 3, Counselor, Tribes Trainer, Project WRITE Trainer, Cognitive Coaching and Action Research Teacher Leader and Afterschool Japanese Language Class Instructor. Wrote and received a grant for approximately

$100,000 to do teacher coaching and action research for the school. Conducted numerous presentations for workshops and conferences. Nominated for the Christa McAuliffe Fellowship Award (1991).

- Leihoku Elementary School, Sept 1988-June 1990. Classroom Teacher, Grade 3
- Honowai Elementary School, Sept 1987-June 1988. Classroom Teacher, Grade 2

Training/Adult Learning

- Cognitive Coaching - Conducted introductory and skills building sessions on Cognitive Coaching for classroom teachers, new teacher mentors, administrators, complex area resource teachers and educational specialists, and leadership coaches. (1993 to 2018)
- Tribes - Conducted Tribes training for various school groups at the elementary, middle, and high school levels. Conducted Trainer of Trainer sessions for the High School Tribes training and Basic Tribes training for all levels. (1994 to present)
- Thinking Maps – Completed training to become a Thinking Maps trainer. Conducted training for school and complex area training. (2007 to 2012)
- Aiea Moanalua Adult Education Substitute Teachers' Class – Instructor for curriculum, instruction, and assessment. (July 2013, Oct 2013, July 2004)
- Professional Development and Educational Research Institute (PDERI) – Rated portfolios and summer institute written assignments for the Administrator Certification for Excellence (ACE) program (2002 – 2004). Presentations for the ACE program and New Principal Academy (2006, 2007, 2010, 2011).

National Presentations

- Association for Supervision and Curriculum Development (ASCD) Annual Conference in Boston, Massachusetts. Led and co-presented with Leadership Institute Team: *Building a Strong Support System for Principals in Hawaii*. (March 2018)
- Second Annual National Principal Summit in Ft. Lauderdale, Florida. Led and co-presented with CAS Team: The Hawaii DOE Leadership Institute: *A Systemic Approach to Leadership Development*. (May 2017)
- Tribes Trainers Institute in Santa Rosa, California. Led and co-presented with Hawaii Team: *Tribes and the Hawaii Connection.* (July 2012)
- Tribes Trainers Institute in Park City, Utah. Co-presented with Jeanne Gibbs: *Engaging All by Creating High School Learning Communities.* (July 2008)
- ASCD Annual Conference in Anaheim, California. Led and co-presented with teacher leader: *Engaging All: Creating High School Learning Communities.* (March 2007)
- National Staff Development Council Conference in Washington, D.C. Co-presented with Dr. Jennifer Edwards*: Teacher Research*. (Dec 1998)

Publications & Research

- Gibbs, J. & Ushijima, T. (2008). *Engaging All: Creating High School Learning Communities*. CenterSource. [book]
- Ushijima, T. (1996) *Five States of Mind Scale for Cognitive Coaching: A Measurement Study*. University of Southern California. [dissertation]
- Marsella, J., Hussey, E., Emoto, C., Kaupp, J., Lee, G., Soares, C., Takushi, F., & Ushijima, T. (1994). *Making Waves: Exploring the Consequences of Teacher Research.* Teacher Research: A Journal of Classroom Inquiry, 1(2), 33-56. [article]

- Mokulele Teacher Research: The Impact of Cognitive Coaching as a Staff Development Process on Student Question Asking and Math Problem Solving Skills. Mokulele Elementary School, 1994-1996. [report]

Professional Organization Affiliations

- National Milken Educators & Milken Educators of Hawaii
- Association for Supervision and Curriculum Development (ASCD) - National Leadership Committee Member (2005-2008) and National ASCD Nomination Committee (2006).
- Hawaii Association of Supervision and Curriculum Development (HASCD) – Past President, President, President Elect, Treasurer, Board Member (1998 – 2012)
- National Association of Secondary School Principals (NASSP)
- National Forum on Education Statistics
- National Council on Measurement in Education (NCME)

Awards

- National Milken Educator Award, Hawaii Recipient 2006
- Department of Education Team of the Year Award 2004

PERSONAL INFORMATION

- Attended Department of Defense schools and lived on military bases overseas from kindergarten to mid-ninth grade year in Okinawa and Japan
- Hawaii Public School Graduate
- Bilingual – English and Japanese

REFERENCES - Available upon request.

Brian D. Reiter

EDUCATION

Advanced Graduate Study in Information Systems, Hawaii Pacific University, Honolulu, HI, 2005-2007
Master of Education, University of Hawaii, Honolulu, HI, August 2002
Teaching Credentials, University of Hawaii, Honolulu, HI, May 1997
Bachelor of Science in Engineering Physics, Loras College, Dubuque, IA, August 1988

RELEVANT PROFESSIONAL EXPERIENCES

HAWAII STATE DEPARTMENT OF EDUCATION, STUDENT ASSESSMENT SECTION, Honolulu, HI

2012 - Present **Administrator**

Managed the Student Assessment Section.

Responsible for the development and administration of defensible large-scale student assessments.

- Coordinated development and administration of state-wide computer adaptive tests.
- Ensured technical quality of state-wide assessments.
- Developed and coordinated program budget; prepared expenditure plan for section.

2008 - 2012 **Test Development Specialist**

Developed statewide, web-based student assessment systems.

Responsible for the development and implementation of state-wide, summative, student assessments.

- Developed and managed the online Hawaii State Assessments (HSA) in Science.
- Developed the Hawaii Aligned Portfolio Assessment (HAPA) in Science.
- Managed the Hawaii State Alternate Assessment and End-of-Course Exam projects.
- Assisted in the coordination and development of online, adaptive, state assessment systems.

Apr-Oct 2008 **Data Management Specialist**

Created student assessment information systems.

Responsible for the collection, organization, and verification of student demographic and assessment information.

- Developed and managed the Hawaii State Assessment (HSA) data management system.
- Managed the Hawaii Aligned Portfolio Assessment data verification process.
- Coordinated various data management tasks to improve communication and understanding.
- Supported other program areas with data collection and management.

2007-2008 **School Assessment Liaison (SAL) Program Specialist, Honolulu, HI**

Assisted SAL administrator with the implementation of the statewide program.

Responsible for managing SAL program data. Coordinated state-wide conferences, workshops and trainings in formative and summative student assessment strategies.

- Created information collection systems and databases for various program areas.
- Conducted workshops and trainings in student assessment data management.
- Provided professional development and on-going support on the use of formative and summative assessments, rubrics, and the analysis of student work.

UNIVERSITY OF HAWAII AT MANOA, Honolulu, HI

2006-2008 **Adjunct Faculty, Masters in Middle Level Education Program**

Advised and instructed candidates for master's degree in middle level education.

Responsible for ensuring successful completion of program requirements by candidates. Assisted in the development of course curriculum, instruction, and assessment.

- Provided leadership in the development of student portfolios and their defense.
- Engaged students in formative assessment practices, project-based learning, student self-assessments, performance assessments, and portfolios
- Evaluated students' evidence of accomplishments and alignment to learning expectations

HONOLULU DISTRICT, Honolulu, HI

2002-2007 **Data Management Specialist**

Created and managed information systems for schools in the Honolulu District.

Responsible for developing information systems for the purpose of analyzing program effectiveness. Managed information systems of school-wide improvement data.

- Created and managed large-scale student relational databases
- Extracted data sets from data warehouses to fulfill internal and external data analysis needs

CONFERENCE PRESENTATIONS

Reiter, B., Weinstein, M. (2019, June). *Improving Assessment Literacy and Reducing Assessment Administration Errors through Quality Assurance Visits to Schools*. Symposium presented at CCSSO's National Conference on Student Assessment, Orlando, FL.

Reiter, B., Mann, M. (2017, July). *Use of Smarter Balanced for Instruction*. Symposium presented at the Hawaii Educational Leadership Institute, Honolulu, HI.

Reiter, B., Mann, M., Saka, T. (2016, July). *ESSA: Examining my school's Assessment Portfolio*. Symposium presented at the Hawaii Educational Leadership Institute, Honolulu, HI.

Fremer, J., **Reiter, B.**, Williams, L., Olson, J. (2016, June). *Enhancing the Test Security for State Assessments: Best Practices for Prevention, Detection, and Investigation of Testing Irregularities and Improprieties*. Symposium presented at CCSSO's National Conference on Student Assessment, Philadelphia, PA.

Williams, H., Phillips, G.W., Anton, C., Dumas, P., Touchette, B. & **Reiter, B.** (2016, June). *A Computer-Adaptive Alternate Assessment in Science*. Symposium presented at CCSSO's National Conference on Student Assessment, Philadelphia, PA.

Olson, J., Fremer, J., **Reiter, B.**, Moore, K., Perie, M. (November, 2015). *Lessons Learned in Improving Test Security for State Assessments: Best Practices and Recommendations for the Prevention and Detection of Cheating*. Symposium presented at the Conference on Test Security, Lawrence, KS.

Phillips, G.W., Hinkle, A., Anton, C., Swanson, P., **Reiter, B**. (2014, June). *Multistate Alternate Assessment Collaborative: Measuring Growth in Alternate Assessments*. Symposium presented at CCSSO's National Conference on Student Assessment, New Orleans, LA.

Foelsch, K., **Reiter, B.,** Millis, K, Portnow, J., McClarty, K.L. (2012, June). *From Slate and Chalk to Tablets and Apps: Progress, Issues, Challenges in Gaming and Assessment*. Symposium presented at CCSSO's National Conference on Student Assessment, Minneapolis, MN.

RELEVANT SERVICE

2010-2016 **St. John Vianney School Board**

Served as a *Board Member* for the pre-K through 8th grade Catholic school in Kailua, HI

- Assisted in the management of the school program and budget
- Monitored the school's improvement process
- Provided guidance to administration and staff in the school's accreditation process

2003-2013 **Western Association of Schools and Colleges (WASC)**

Served as a *Visiting Team Member* at various public and private schools in Hawaii, Guam and Saipan

2002-2008 **Hawaii Association of Middle Schools (HAMS)**

Served as a *Board Member* (2002-2008); Served as *President* (2005-2006)

TECHNICAL REPORTS AND STUDIES

Collaborated in the production of numerous technical reports, alignment/validity studies, and peer review submissions for the Hawai'i Department of Education's large-scale state assessments used for accountability purposes. Provided leadership, supervision, and final editing for technical documentation of the Hawaii Statewide Assessment Program.

Elaine Lee, Ph.D.

EDUCATION

Ph.D. Quantitative Methods in Education, University of Minnesota, Minneapolis
Dissertation Title: A Latent Growth Curve Analysis of the Impact of School Mobility on the Reading Scores of Poor and Non-Poor Children in the U.S.

Master of Arts in Policy Analysis, University of Minnesota, Minneapolis, Minnesota
Thesis Title: An Analysis of Minnesota's Graduated Repayment Income Protection Program for Health Care Professionals.

Bachelor of Arts (B.A.) in Economic, Grinnell College, Grinnell, Iowa.

RELEVANT PROFESSIONAL EXPERIENCE

Test Development Specialist
Hawaii Department of Education, Assessment and Accountability Branch, July 2018 – Present

- Conduct statistical analyses and psychometric reviews
- Review and edit technical reports
- Serve as Project Manager for Department Innovative Assessment Demonstration Authority project
- Oversee Department Technical Advisory meeting and agenda

Evaluation Specialist
Hawaii Department of Education, Assessment and Accountability Branch, February 2014 – July 2018

- Conduct statistical analyses
- Serve as Project Manager for statewide School Quality Survey
- Draft technical documents and information for statewide website

Director of Institutional Research
University of Hawaii, Assessment & Institutional Research Office, May 2008 – February 2014

- Conduct statistical analyses for institutional wide student academics
- Oversee faculty online course evaluations and analyses
- Serve as campus Academic Liaison Officer to ensure campus accreditation status

SELECTED RESEARCH PAPER, REPORTS AND PUBLICATIONS

Lee, E. (2018). *A Statistical Analysis of General, Special Education, and English Language Learner (ELL) Student Cohort Trends, from SY 2015-2016 through SY 2017-2018 (Response to Hawaii Technical Advisory Committee (TAC)*, November 8-9, 2018 TAC Meeting, Hawaii Department of Education.

Lee, E. (2016). *Nonparametric Analysis of Respondent Ratings on the School Quality Survey (SY 2014-15 and SY 2015-16).* Hawaii Department of Education.

Lee, E. (2013). *A Statistical Analysis of the Differences in the Academic Score Indicators between Freshmen Leavers versus Stayers (Fall 2008 – Fall 2011).* University of Hawaii.

Nye, E. & **Lee, E.** (2012). *An Analysis of the Demand for Testing Services*. University of Hawaii.

Lee, E. (May 2012). *A Statistical Comparison of the 2011 National Survey of Student Engagement (NSSE) Benchmarks of Effective Educational Practice by Institutional Type, Gender, and Race*. University of Hawaii.

Lee, E. (April 2012). *A Statistical Analysis of the Impact of Mode of Delivery on the G.P.A. of Online v. On-Ground Graduates by Program at the University of Hawaii.* Special Analysis for the Capacity Preparatory Review (CPR) Visit, Western Association of Schools and Colleges (WASC). University of Hawaii.

Lee, E. (2011). *An Examination of Native Hawaiian Educational Attainment.* University of Hawaii.

Lee, E. (February 2010). *An Analysis of the Results of the Survey of Graduating Seniors (Fall 2008 – Spring 2009), University of Hawaii.* University of Hawaii.

Lee, E. (2010). *An Examination of Student Self-Assessment of Institutional and Divisional Learning Outcomes at the University of Hawaii.* University of Hawaii.

Lee, E. (2009). *A Statistical Comparison of the Academic Performance (G.P.A. and One-Year Retention Rates) between Distance Education Students and Non-Distance/Hybrid.* University of Hawaii.

Lee, E. (August 2009). *An Analysis of the Results of the Alumni Survey (2004 – 2007 graduates) at the University of Hawaii.* University of Hawaii.

Lee, E. (April 2009). *Interim Grant Performance Report for Title III Program ("High-Touch, High Tech"), U.S. Department of Education.* University of Hawaii.

Lee, Elaine. (2008). *A two-group latent growth curve analysis: An examination of the impact of school mobility on the reading skills of poor and non-poor children in the U.S.* Germany: VDM Verlag Publishing.

Rodriguez, M., Hawley, V., & **Lee, E.** (2006). *Minnesota's Early Childhood Professional Development Project, Minnesota Early Literacy Training Project II--McKnight Foundation, for the Greater Minnesota Day Care Association, Minneapolis, Minnesota.* University of Minnesota, Minneapolis, Minnesota.

Rodriguez, M., McEvoy, M., van den Broek, P., Horst, K., Passe, A., & **Lee, E.** (2005). *Minnesota's Early Childhood Professional Development Project (CDFA: 84.349A), Minnesota Early Literacy Training Project Follow-Up Report,* July 2005. University of Minnesota, Minneapolis.

Rodriguez, M., McEvoy, M., van den Broek, P., Horst, K., Passe, A., **Lee, E.**, de Alba-Johnson, N., & White, M. J. (2005). *Minnesota's Early Childhood Professional Development Project (CDFA: 84.349A), Minnesota Early Literacy Training Project Final Report, January 2005*. University of Minnesota, Minneapolis.

SELECTED PRESENTATIONS

Presentation at the Faculty Senate meeting, University of Hawaii, March 1, 2013: *An Analysis of the Electronic Faculty-Owned Course Evaluation Data for Accreditation and Other Purposes.*

Presentation for executives and administration, University of Hawaii, September 24, 2012: *An Analysis of the Complete College America Metrics for Students and Comparisons of These Indices to UH Campuses.*

Presentation at the Pacific Association for Institutional Research, Hawaii Loa Campus, Hawaii Pacific University (Kaneohe), Hawaii, June 2012: *New WASC Accreditation Review Requirements Regarding Undergraduate Retention Rate Analyses and Cohorts*

Presentation at the Faculty Senate meeting, University of Hawaii, April 2011: *Does the Mode of Delivery Impact Instructor Ratings? A Psychometric and Statistical Analysis*

Presentation at the Fourth Annual Meeting of the Pacific Association for Institutional Research, Honolulu, Hawaii, Nov. 2010: *A Multinomial Logistic Regression Analysis of the Impact of First-Generation Status on the Time-to-Degree Completion of Nontraditional, Commuter College Students*

The National Center
for the Improvement of
Educational Assessment, Inc.

Vita

SCOTT F. MARION

President

Scott F. Marion is the President of the non-profit The National Center for the Improvement of Educational Assessment, Inc. Previously, he served as the Vice President of the Center since 2005 and as a senior associate from 2003-2005. The mission of the Center is to help states and districts foster higher student achievement through improved practices in educational assessment and accountability. The Center does this by:

- Providing customized support to states and districts in designing, implementing, and improving fair, effective, and legally defensible assessment and accountability programs. The Center's staff provides the full range of support, including technical analyses, policy support, documentation and communication, and training from designing an accountability system to meet a legislative mandate through designing effective programs in support of low-performing schools.
- Coordinating Technical Advisory Committees that help ensure a state's evolving assessment and accountability programs receive the best on-going technical advice possible, focused on the specific issues and decision-making needs of the individual state or district.
- Developing and disseminating practical standards for assessment and accountability programs that include specific information about what states and districts should do *today* to have technically sound programs.

As President, Dr. Marion consults with numerous states on such issues as optimal design of assessment and accountability systems, creating or documenting legally defensible approaches to accountability and educator evaluation, gathering validation evidence for accountability programs, and designing comprehensive assessment systems to serve both instructional and accountability purposes. In addition to his management role at the Center for Assessment, Dr. Marion assists in active leadership in the Center's efforts to develop practical professional standards through the Center's annual lecture series and as a regular contributor to professional publications and the annual conferences of AERA, NCME, and CCSSO.

As Wyoming's assessment director (1999-2003), Dr. Marion managed the K-12 testing program, the Wyoming Comprehensive Assessment System, overseeing the state's Uniform Reporting System, and generally overseeing all assessment-related activities at the Wyoming Department of Education. Wyoming's innovative high school competency assessment system—The Body of Evidence System—was the most ambitious project of his administration. Scott Marion worked through the entire cycle of development of the assessment system from initial design through incorporation into legislation, administrative rule, and into actual implementation. From 1997 Dr. Marion worked with department of education staff and educators in the field, the state board of education, advisory panels, and the governor's and legislative offices to design Wyoming's first statewide, standards-based assessment system.

Dr. Marion earned his Ph.D. at the University of Colorado at Boulder under mentorship of Professors Lorrie Shepard and Robert Linn. Dr. Marion started his career as a field biologist prior to earning his Master's of Science in Science and Environmental Education from the University of Maine.

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Education

Ph.D. May 2004. University of Colorado, Boulder, CO. Research and evaluation methodology. Specialization--Educational Assessment. Dissertation Advisor: Lorrie Shepard. Dissertation title: Psychometric Concerns When Measuring Advanced Knowledge.

Master of Science. May 1992. University of Maine, Orono, Maine. Science and Environmental Education G.P.A. 4.0 Thesis Advisor: Theodore Coladarci. Thesis title: *Gender differences in science course-taking patterns among college undergraduates: Indicators of a hidden curriculum in science education?*

Bachelor of Science. May 1979. State University of New York, College of Environmental Science and Forestry, Syracuse, NY. September 1975-May 1979. Majored in zoology and forest biology, graduated cum laude (G.P.A. 3.1).

Professional History

Wyoming Department of Education. Cheyenne, WY.

Director of Assessment and Accountability. November 1999-January 2003. Responsible for managing the state's K-12 testing program, Wyoming Comprehensive Assessment System, overseeing the state's Uniform Reporting System, and, generally, overseeing all assessment-related activities at the Wyoming Department of Education, including assessment issues related to district accreditation and student graduation requirements. Managed two budgets in excess of three million dollars per year, supervised three staff members, several external consultants, and a testing contractor.

Wyoming Department of Education. Cheyenne, WY.

Assessment Specialist. August 1997-October, 1999. Served as a consultant to the Department to help with the development and implementation of the Wyoming Comprehensive Assessment System. Duties included writing background research reports, planning design team meetings, drafting the assessment system technical reports, and writing and reviewing requests for proposals.

School of Education, University of Colorado at Boulder. Campus Box 249, Boulder, CO.

Research Assistant, August 1993-September 1994; August 1995-May, 1997. I worked as a research associate of a variety of assessment related research projects funded by the Center for Research on Student Standards and Testing (CRESST). Supervisor: Dr. Lorrie Shepard

Evaluation Internship, September 1994 - August 1995. As part of a two-person internship team, I served as a co-principal investigator for an evaluation of the National Science Foundation-funded Mathematicians and Education Reform (MER) Forum. This internship was supported by the American Educational Research Association's Grants Program and NSF. Supervisor: Dr. Ernest House.

College of Education, University of Maine, Orono, ME.

Part-time Faculty Member. 1991-1993. Responsibilities include teaching the following graduate and undergraduate courses: EDS 520--Educational Measurement; ESC 525--Planning the Environmental Curriculum; and EDB 221--Introduction to Educational Psychology.

Center for Research and Evaluation, College of Education. University of Maine, Orono, ME.

Research Associate, September 1988-July 1993. Responsibilities included conducting curriculum and program evaluations for school systems and other agencies, managing the Center's data bases and archives, writing grants and funding proposals, writing research and technical reports, and providing research design and statistical consulting services for University faculty and graduate students.

Selected Publications

Keng, L. & Marion, S. F. (in press). Comparability of Aggregated Group Scores on the "Same Test." In Haertel, Pellegrino, & Berman (eds.). *Comparability Issues in Large-Scale Assessment*. Washington, DC: National Academy of Education.

Marion, S.F. & Domaleski, C. (in press). An argument in search of evidence: A critique of "A validity argument related to the use of college admissions test scores in federal accountability." *Educational Measurement: Issues and Practice, 38, 4, 27–28.* https://DOI:10.1111/emip.12307

Marion, S.F. (2018). The opportunities and challenges of a systems approach to assessment. *Educational Measurement: Issues and Practice, 37, 1*, 45-48. https://doi.org/10.1111/emip.12193

Marion, S.F., Vander Els, J. & Leather, P. (2017). Reciprocal accountability for transformative change: New Hampshire's performance assessment of competency education (PACE). *VUE: Voices in Urban Education*, 46, 20-25. http://vue.annenberginstitute.org/issues/46/reciprocal-accountability-transformative-change-new-hampshire%E2%80%99s-performance-assessment

Marion, S.F., Lyons, S., & Pace, L. (2017). Evaluating and Continuously Improving an Innovative Assessment and Accountability System. www.innovativeassessments.org.

Gagnon, D.J., Hall, E. & Marion, S.F. (2017). Teacher evaluation and local control in the United States: An investigation into the degree of local control afforded to districts in defining evaluation procedures for teachers in non-tested subjects and grades. *Assessment in Education: Principles, Policy & Practice, 24, 4, 489-505.*

Marion, S.F., Pace, L., Williams, M., & Lyons, S. (2016). Project Narrative: Creating a State Vision to Support the Design and Implementation of An Innovative Assessment and Accountability System. www.innovativeassessments.org

Marion, S.F., Lyons, S., Pace, L., & Williams, M. (2016). A Theory of Action to Guide the Design and Evaluation of States Innovative Assessment and Accountability System Pilots. www.innovativeassessments.org.

Thompson, J., Lyons, S., Marion, S.F., Pace, L., & Williams, M. (2016). Ensuring and Evaluating Assessment Quality for Innovative Assessment and Accountability Systems. www.innovativeassessments.org.

Lyons, S., Marion, S.F., Pace, L., & Williams, M. (2016). Addressing Accountability Issues including Comparability in the Design and Implementation of an Innovative Assessment and Accountability System. www.innovativeassessments.org.

Jenkins, S., Pace, L., Lyons, S., Marion, S.F. (2016). Establishing a Timeline and Budget for Design and Implementation of an Innovative Assessment System. www.innovativeassessments.org.

Thompson, J, Lyons, S., Marion, S.F., Pace, L. (2016). Supporting Educators and Students Through Implementation of an Innovative Assessment and Accountability System. www.innovativeassessments.org.

Graue, E., Marion, S.F., & Nelson, M. (2016, Spring). Eye on her research: Assessment in a learning culture. *Education Views, pp 6-8*. School of Education, University of Colorado, Boulder.

Rothman, R. & Marion, S.F. (2016). The next generation of state assessment and accountability. *Kappan, 97, 8, 34-37.* https://journals.sagepub.com/doi/abs/10.1177/0031721716647016

Marion, S.F. & Buckley, K. (2016). Design and implementation considerations of performance-based and authentic assessments for use in accountability systems. In Braun, H. (ed). *Meeting the Challenges to Measurement in an Era of Accountability*. New York, NY: Routledge, Taylor & Francis Group.

Chattergoon, R. & Marion, S.F. (2016). Not as easy as it sounds: Designing a balanced assessment system. *The State Education Standard, 16, 1*, 6-9. http://www.nasbe.org/wp-content/uploads/Chattergoon-Marion.pdf

Marion, S.F. (2015). The search for the Holy Grail: Content-referenced score interpretations from large-scale tests. *Measurement: Interdisciplinary Research & Perspectives, 2,* 106-110. https://doi.org/10.1080/15366367.2015.1055127

Domaleski, C., Gong, B., Hess, K., Marion, S., Curl, C., Peltzman, A. (2015). Assessment to support competency-based pathways. Washington, DC: Achieve. www.Achieve.org and www.nciea.org

Marion, S. (2015, Feb). Two sides of the same coin: Competency based education and Student Learning Objectives. Published by Competency Works. http://www.competencyworks.org/resources/two-sides-of-the-same-coin-competency-based-education-and-student-learning-objectives/

Marion, S., & Leather, P. (2015). Assessment and accountability to support meaningful learning. *Education Policy Analysis Archives, 23(9)*. http://dx.doi.org/10.14507/epaa.v23.1984

Diaz-Bilello, E.B., Patelis, T., Marion, S.F., Hall, E., Betebenner, D. & Gong, B. (2014). Are the *Standards for Educational and Psychological Testing* Relevant to State and Local Assessment Programs? *Educational Measurement: Issues and Practice, 33, 4*, 16–18

Marion, S.F., DePascale, C., Domaleski, C., Gong, B., & Diaz-Bilello, E. (2012, May). Considerations for analyzing educators' contributions to student learning in non-tested subjects and grades with a focus on Student Learning Objectives. **www.nciea.org.**

Marion, S.F. & Buckley, K. (2011). Approaches and considerations for incorporating student performance results from "Non-Tested" grades and subjects into educator effectiveness determinations. www.nciea.org.

Buckley, K. & Marion, S.F. (2011). A Survey of Approaches Used to Evaluate Educators in Non-Tested Grades and Subjects. www.nciea.org.

Marion, S.F. (2010). Constructing a validity argument for alternate assessments based on modified achievement standards. In Perie, M. *Alternate Assessments Based on Modified Achievement Standards*. Baltimore, MD: Brooks Publishing.

Li, Y., Marion, S.F., Perie, M. & Gong, B. (2010) An approach for evaluating the technical quality of interim assessments. *Peabody Journal of Education, 85, 2*, 163-185

Perie, M., Marion, S.F., & Gong, B. (2009). Moving towards a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice, 28, 3*, 5-13. https://doi.org/10.1111/j.1745-3992.2009.00149.x

Marion, S.F. (2009). Some key considerations for test evaluators and developers. In Schafer, W. and Lissitz, R. (eds.) *Alternate assessments based on alternate achievement standards: Policy, practice, and potential* (pp. 357-360).

Marion, S. F. & Perie, M. (2009). Validity arguments for alternate assessments. In Schafer, W. and Lissitz, R. (eds.) *Alternate assessments based on alternate achievement standards: Policy, practice, and potential* (pp. 115-127). Baltimore, MD: Brooks Publishing.

Perie, M., Marion, S.F., Gong, B., & Wurtzel, J. (2007). The Role of Interim Assessments in a Comprehensive Assessment System: *A Policy Brief*. www.aspeninst.org and www.nciea.org.

Marion, S.F. & Gong, B. (2007). Assessing college readiness: A continuation of Kirst. *NCME Newsletter, 15, 2*, 5-7.

Hill, R.K., Gong, B., Marion, S., DePascale, C., Dunn, J., and Simpson, M. (2006). Using Value Tables to Explicitly Value Growth, Paper presented at the MARCES conference.

Dunn, J. & Marion, S. F. (2006). NCLB Growth: What are we learning as reauthorization approaches? *NCME Newsletter, 14, 4*, 3-4.

Marion, S. F. & Pellegrino, J. W. (2006). A validity framework for evaluating the technical quality of alternate assessments. *Educational Measurement: Issues and Practice, 25, 4,* 47-57.

Dunn, J., Gong, B. & Marion, S. F. (2006). NCLB science assessments: A unique opportunity. *Measurement: Interdisciplinary Research and Perspectives, 4, 4*, 242-246.

Gong, B. & Marion, S. F. (2006). Dealing with flexibility in assessments for students with significant cognitive disabilities. Minneapolis, MN: University of Minnesota, National Center for Educational Outcomes Synthesis Report No. 60. http://education.umn.edu/nceo/OnlinePubs/Synthesis60.html.

Glenn, W. J., Picus, L.O., Marion, S., & Calvo, N. (2006). School facility quality and student achievement in Wyoming. *School Business Affairs, 72, 5,* 12-16.

Picus, L. O., Marion, S.F. Calvo, N., Glenn, W. J. (2005). Understanding the relationship between student achievement and the quality of educational facilities: Evidence from Wyoming. *Peabody Journal of Education, 80, 3*, 2005

Marion, S. F., White, C, Carlson, D., Erpenbach, W. J., Rabinowitz, S., Sheinker, J. (2002) Making valid and reliable decisions in the determination of adequate yearly progress: A Paper in the Series: *Implementing The State Accountability System Requirements Under The No Child Left Behind Act Of 2001*. Washington, D.C.: Council of Chief State Schools Officers.

Marion, S. F. & Stevens, S. (2001, March). *The Wyoming Assessment Handbook*. Cheyenne, WY: Wyoming Department of Education. http://www.measuredprogress.org/wycas/WhatsNew/AssessmentHandbook.pdf

Marion, S. F., Sheinker, A., Hansche, L., & Carlson, D. (1998, January). Wyoming Comprehensive Assessment System Design Report. Report prepared for the Wyoming State Legislature. Cheyenne, WY: Wyoming Department of Education. http://www.measuredprogress.org /wycas/WDEPP/design.htm

Shepard, L. A., Smith, M. L., & Marion, S. F. (1998). On the success of failure: A rejoinder to Alexander. *Psychology in the Schools, 35,* 404-406.

Shepard, L. A., Smith, M. L., & Marion, S. F. (1996). Failed evidence on grade retention. *Psychology in the Schools, 33,* 251-261.

Borko, H. Mayfield, V. Marion, S. F., Flexer, R., & Cumbo, K. (1997) Teachers' developing ideas and practices about mathematics performance assessment: Successes, stumbling blocks, and implications for professional development. *Teacher and Teacher Education, 13,* 259-278.

Eisenhart, M., Finkel, E., & Marion, S. F. (1996). Creating the conditions for scientific literacy: A re-examination. *American Educational Research Journal, 33,* 261-296.

Shepard, L. A. Flexer, R. J., Hiebert, E. H., Marion, S. F., Mayfield, V., & Weston, T. J. (1996). Effects of introducing classroom performance assessments on student learning. *Educational Measurement: Issues and Practice, 15, 3,* 7-18..

Shepard, L. A., Smith, M. L., & Marion, S. F. (1996). Failed evidence on grade retention. *Psychology in the Schools, 33, 3.*

Maddaus, J. & Marion, S. F. (1995). Do standardized test scores influence parental choice of high school? *Journal of Research in Rural Education, 11, 2,* 75-83.

National Research Council/National Academy of Science Publications

(Participated as an active committee member and report contributor to the following NRC reports.)

National Research Council. (2014). *Developing Assessments for the Next Generation Science Standards.* Committee on Developing Assessments of Science Proficiency in K-12. Board on Testing and Assessment and Board on Science Education, James W. Pellegrino, Mark R. Wilson, Judith A. Koenig, and Alexandra S. Beatty, *Editors.* Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Braun, H., Chudowsky, N., & Koenig, J. A. (2010). *Getting value out of value-added: Report of a workshop.* Washington, DC: National Academies Press.

National Research Council. (2010). *State assessment systems: Exploring best practices and innovations: Summary of two workshops.* Alexandra Beatty, Rapporteur; Committee on Best Practices for State Assessment Systems. National Research Council. Board on Testing and Assessment. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Technical Reports, Studies, Conference Papers and Presentations

Numerous technical reports of evaluation studies produced for such organizations as the National Science Foundation and various state agencies. I have given hundreds of presentations at various national conferences including almost yearly presentations at the American Educational Research Association (AERA)/National Council of Measurement in Education (NCME) annual meetings since 1990 and CCSSO's Large Scale Assessment Conference since 1998.

Honors, Awards, Scholarships and Fellowships

The Spencer Foundation. Spencer Dissertation Fellowship for Research Related to Education. 1998-1999.

The Spencer Foundation & American Educational Research Association. Travel Fellowship Award. 1996-1997.

American Educational Research Association & National Science Foundation. Evaluation Internship Award. 1994-1995.

American Educational Research Association, National Science Foundation, & National Center for Educational Statistics. Selected to participate in the AERA Statistics Institute. April 8-10, 1994.

University of Colorado. University Fellowship awarded by the Graduate School to fund the first year of Ph.D. studies. 1993-1994.

New York State Regents Scholarship. 1975-1979.

National Honor Society. 1974-1975.

Service

Rye School Board, Rye, NH. 2013-present; Board Chair, 2015-2017.

AERA, Division D, Robert L. Linn Distinguished Lecture Award. Committee Member: 2009-2012; 2016-present

Committee Member: AERA Book Award. 2006-2009

United States Department of Education. National Technical Advisory Committee Member. 2008-2010

National Research Council Committee Member for the following:

- Developing Assessments of Science Proficiency in K-12. Board on Testing and Assessment and Board on Science Education (2013-2014)
- Best Practices for State Assessment Systems (2013-2014)
- Value-Added Model in Education (2009-2010)

Southeast New Hampshire Land Trust—Board member, 2012-present.

The Keystone Center Board of Trustees 2006-2009

The National Center for the Improvement of Educational Assessment

Vita

BRIAN GONG

Senior Associate

The Center for Assessment

Professional Summary

Brian Gong is a Senior Associate, past Executive Director, and co-founder of the National Center for the Improvement of Educational Assessment (Center for Assessment), a non-profit educational consulting firm that provides technical assistance primarily to state departments of education to improve K-12 assessment and accountability systems. In 2017 the Center for Assessment's contracted projects included over 30 states. Since co-founding the Center for Assessment in 1998, Gong has dealt with the full range of technical and policy issues associated with states' operational large-scale K-12 assessment programs. Gong also has frequently been invited to work with the U.S. Department of Education (USED), Council of Chief State School Officers (CCSSO), the National Center on Education Outcomes, and other institutions. His recent activities have included work focused on designing innovative assessments and accountability systems—including assessing and validating claims about "college- and career-readiness"; design of comprehensive assessment systems that integrate summative, interim, and formative assessment; using growth models; and designing state systems that reflect state values while also complying with federal ESSA requirements—and on using validation approaches to inform system design. Gong currently serves on 8 technical advisory committees. Gong has been active professionally, including presenting regularly at the annual meetings of the National Council on Measurement in Education, the American Educational Research Association, and the Council of Chief State School Officer's National Conference on Student Assessment. Gong was invited to give the 2015 William Angoff Memorial Lecture, sponsored by ETS, on "Evaluating the Quality of Educational Accountability Systems: Beyond validity and reliability." Gong's professional service includes serving on the committee that revised the APA/NCME/AERA *Standards for Educational and Psychological Testing*. He served as Co-Chair of the Validation Committee for the Core Content State Standards developed by the National Governors Association and CCSSO. Upon invitation by USED, Gong helped write the *No Child Left Behind* Peer Review Guidance for accountability systems, guidance for the Growth Model Pilot, and served on a panel that recommended Peer Review Guidelines for Title III (English language proficiency) assessments.

Employment Experience

The National Center for the Improvement of Educational Assessment, Inc., Dover, NH.

Senior Associate, 2015-present; Executive Director**,** 2005 – 2015; Associate Director, 1998 (founding of Center) – 2005. Through the Center, a 501(c)(3) non-profit organization that has had contracts with over 40 of the states in the nation and over 15 other institutions, provided technical assistance on large-scale assessment and accountability issues. Worked with state department of education staff, state boards of education, advisory boards, contractors, governors' offices and legislative representatives to design, implement, evaluate, and improve state assessment and accountability systems.

Kentucky Department of Education, Office of Curriculum, Assessment, and Accountability, Bureau of Learning Results Services, Frankfort, KY.

Research Consultant / Associate Commissioner 1994 – 1998. Responsible for the Department's activities including curriculum content standards, portfolio development and training, assessment development, and school and district accountability implementation. Directed validity research program. Directed development and evaluation of RFPs. Oversaw work with assessment contractors with annual contract over $8 million annually. Supervised over 80 employees with Office budget over $6 million annually. Interacted extensively with educators in the field, state board of education, legislative representatives, professional organizations, and external evaluators.

Educational Testing Service, **Division of Cognitive and Instructional Science,** Princeton, NJ.

Associate/Research Scientist. 1987 – 1994. Directed project to develop instructional assessments in elementary and middle school science including curriculum-embedded assessments, formative assessments, learning progress maps, and technology-enhanced assessments. Researched implementation and effects of such assessments in classrooms. Developed prototypes of software tools for assessment.

Education

Ph.D. 1988. Stanford University. School of Education, concentration in design and evaluation of educational programs.

M.A. 1982. San Jose (CA) State University, School of Education, concentration in learning and instructional technology.

B.S. 1978. Brigham Young University, concentration in psychology of learning.

Selected Presentations and Publications

Norris, M. & Gong, B. (2019). Thinking About Claims for Assessments of the Next Generation Science Standards. Presentation at the National Council on Measurement in Education (NCME) annual meeting, April 4-8, 2019, Toronto, Canada.

Fiore, S.M., Graesser, A., Greiff, S., Griffin, P., Gong, B., Kyllonen, P., Massey, C., O'Neil, H., Pellegrino, J., Rothman, R., Soulé, H., von Davier, A. (authors listed alphabetically). (2017). Collaborative Problem Solving: Considerations for the National Assessment of Educational Progress. White paper commissioned by the National Center on Educational Statistics. https://nces.ed.gov/nationsreportcard/pdf/researchcenter/Collaborative_Problem_Solving.pdf

Schneider, M.C., Egan, K., & Gong, B. (2017). Defining and Challenging Fairness in Tests Involving Students With Dyslexia: Key Opportunities in Test Design and Score Interpretations. In H. Jiao & R.W. Lissitz (Eds.), *Test Fairness in the New Generation of Large-scale Assessment*. Charlotte, NC: Information Age Publishing.

Kearns, J., Kleinert, H., Thurlow, M., Gong, B., Quenemoen, R. (2015). Alternate assessments as one measure of teacher effectiveness: Implications for our field. *Research and Practice for Persons with Severe Disabilities*, 40(1), 20 -35.

Gong, B. (April 2015). "Evaluating the Quality of Educational Accountability Systems: Beyond validity and reliability." 2015 William Angoff Memorial Lecture sponsored by Educational Testing Service. April 21 & 22, 2015. Washington, DC and Princeton, NJ. (to be published by ETS)

Gong, B. (2015). "Next-Generation Criteria for Evaluating Assessment Quality." Presentation as part of the invited session, "Quality Focus: Experiences from a Number of Assessment Programs." NCME Annual meeting, Chicago, IL, April 17, 2015.

Hess, K. & Gong, B. (2014). *Ready for College? Meeting the Common Core Standards and Beyond through Deeper, Student-Centered Learning*. A white paper sponsored by the Nellie Mae Foundation. Quincy, MA: Nellie Mae Foundation. http://www.nmefoundation.org/resources/scl-2/ready-for-college-and-career

Gong, B. & DePascale, C. (2013). *Different but the Same: Assessment "comparability" in the era of the Common Core State Standards*. A white paper developed for the Council of Chief State School Officers. Washington, DC: CCSSO.

Gong, B. (2010). *Using Balanced Assessment Systems to Improve Student Learning and School Capacity: An Introduction*. Paper commissioned by CCSSO and the R&D Consortium sponsored by Renaissance Learning. Washington, DC: CCSSO.

Li, Y., Marion, S., Perie, M., & Gong, B. (2010). An approach for evaluating the technical quality of interim assessments. *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*, 85(2), pp. 163-185.

Perie, M., Marion, S., & Gong, B. (2009). Moving towards a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice*, 28*(3)*, 2009, pp. 5-13.

Gong, B. (2008). Ten issues to improve the development and use of learning progressions. Presentation at the meeting on advancing research on adaptive instruction and formative assessment, sponsored by the Center on Continuous Instructional Improvement (CCII)/CPRE. Philadelphia, PA, Feb. 21, 2008.

Hill, R., Gong, B., Marion, S., DePascale, C, Dunn, J, & Simpson, M.A. (2006). Using value tables to explicitly value student growth. In R. W. Lissitz (Ed.), *Longitudinal and Value Added Models of Student Performance*. Maple Grove, MN: JAM Press, pp. 255-290.

Gong, B. (July 2006). Growth as a lens for improving NCLB: Validity, practicality, core values. Presentation to the staff of the U.S. Senate's Health, Education, Labor, and Pensions (HELP) Committee. Washington, DC.

Simpson, M. A., Gong, B., & Marion, S. (June 2006). *Effect of minimum cell sizes and confidence interval sizes for special education subgroups on school-level AYP determinations*. Synthesis Report 61. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Gong, B. & Marion, S. (June 2006). *Dealing with flexibility in assessments for students with severe cognitive disabilities* (Synthesis Report 60). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: http://education.umn.edu/NCEO/OnlinePubs/Synthesis60.html

Gong, B., Lamitina, D., Jarvis, R., & Schwartz, I. (June 2004). When you identify hundreds of schools under NCLB, how do you decide which ones to serve? Presentations at the CCSSO annual conference, Boston, MA, June 21, 2004.

Gong, B. and ASR SCASS. (2002). *Designing school accountability systems: Towards a framework and process.* Washington, DC: Council of Chief State School Officers.

Gong, B., Thacker, A.A., & Hoffman, R.G. (1999). Relationships between MCAS (Massachusetts Comprehensive Assessment System) and Commercial Standardized Tests for Two Collaborating Districts: A Summary of Five Important Issues. Technical report submitted to the Massachusetts Department of Education, Malden, MA, under subcontract to Advanced Systems in Measurement & Evaluation, Inc., produced in conjunction with HumRRO.

Mioduser, D., Venezky, R. L., & Gong, B. (1998). The Weather Lab: An Instruction-Based Assessment Tool Built From a Knowledge-Based System. *Journal of Computers in mathematics and Science Teaching, 17*(2/3), pp. 239-264.

Awbry, A. & Gong, B. (1997). "1996 Writing Portfolio Audit Final Report." Winning Entry of the Division H Annual Report Awards Competition, Alternative Assessment Reports Category. AERA annual meeting.

Gong, B. and Reidy, E. (1996). Assessment and accountability in Kentucky's school reform. In J. B. Baron & D. P. Wolf (Eds.), *Performance-based student assessment: Challenges and possibilities* (95th NSSE Yearbook). Chicago: National Society for the Study of Education.

Gong, B., Venezky, R., & Mioduser, D. (1992). Instructional Assessments: Lever for Systemic Change in Science Education Classrooms. *Journal of Science Education and Technology*, 1(3), 157-176.

Lesh, R., Lamon, S.J., Gong, B., & Post, T.R. (1992). Using Learning Progress Maps to Improve Instructional Decision Making. In R. Lesh & S.J. Lamon (Eds.) *Assessment Of Authentic Performance In School Mathematics*, pp. 343-375. Washington, DC: AAAS Press.

Selected Professional Activities and Affiliations

Currently serving as a member of and/or as the contractor supporting the department of education in managing the Technical Advisory Committee for: Alaska, Delaware, District of Columbia, Maine, North Carolina, Smarter Balanced Assessment Consortium, and Wisconsin.

Member/Chair, Committee on Informing Assessment Policy and Practice, National Council on Measurement in Education (NCME) (2017-present).

Invited member of the Joint Committee convened to recommend revisions to the *Standards for Psychological and Educational Testing*, published by APA, AERA, and NCME (2008-2014).

Invited member of the panel on the Future of NAEP. (2012). Recommendations to the Commissioner, National Center on Education Statistics published in the white paper, *NAEP: Looking Ahead. Leading assessment into the future.* (May 2012). Washington, DC: National Center for Education Statistics.

Invited member of the Feedback Group, Common Core College and Career-Readiness State Standards, English Language Arts and Mathematics, sponsored by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO), 2009; Co-Chair of the Validation Committee, 2009-10.

Trainer for Peer Review, Writer (team of two) for Peer Review Guidance, U.S. Department of Education Growth Model Pilot (2006); Title I School Accountability (AYP) Peer Reviewer, Pilot Peer Review Process of State Accountability Systems, U.S. Department of Education (2002); Writer (team of three) for Peer Review Guidance, U.S. Department of Education AYP School and LEA Accountability Peer Review process (2002).

The National Center
for the Improvement of
Educational Assessment, Inc.

Vita
JERI THOMPSON
Senior Associate

Jeri Thompson is a Senior Associate at the non-profit The National Center for the Improvement of Educational Assessment, Inc. She joined the Center in March 2011 and combines her knowledge of educational systems with assessments, curriculum, and instruction to offer states and districts guidance and support for both assessment and accountability purposes. She provides leadership in designing effective performance assessments and rubrics, facilitating deep understanding of cognitive rigor, scoring and analyzing student work, and deepening understanding of assessment and data literacy. This work has played an integral role in the development of performance assessments for the New Hampshire Performance Assessment for Competency Education (PACE) project. She also works with states and districts on their educator evaluation system. Jeri is actively studying and developing a variety of tools and instructional resources to support educators' understanding of Text-Dependent Analysis. Prior to joining the Center, Jeri spent 20 years in public education as a teacher, Reading Specialist, Principal, Director of Curriculum and Instruction, and Director of Academics at school districts in Maryland and Rhode Island. These experiences have enabled her to understand the practical implications of her work while maintaining fidelity for guiding research and best practices.

Education

Educational Measurement Certification. May 2016. University of Chicago, Illinois.

Ed.D. May 2003. NOVA southeastern University, FL. Educational Leadership. Dissertation: *Concept-Oriented Reading Instruction in Social Studies*

Master of Science. May 1999. McDaniel College (formerly Western Maryland College, Maryland. G.P.A. 4.0

Master of Science. May 1996. McDaniel College (formerly Western Maryland College, Maryland. G.P.A. 4.0

Elementary Education Certification. May 1992. McDaniel College (formerly Western Maryland College, Maryland. G.P.A. 4.0

Bachelor of Science. May 1981. Radford University, Communication Disorders, Radford, VA. September 1978-May 19819. G.P.A. 3.7

Professional History

Senior Associate. 2011-present. The National Center for the Improvement of Educational Assessment, Inc.

- Provide guidance, training, and research on the new item type (Text-Dependent Analysis) for Pennsylvania Department of Education's state test (PSSA)
- Provide guidance on the planning, developing, and implementing Student Learning Objectives, including SLO tools, processes, assessment materials, and professional development
- Provide guidance to state departments of education and districts on the evaluation and development of assessments and assessment systems
- Provide professional development and on-going support on analyzing assessments for content validity and appropriate rigor
- Provide professional development on understanding the CCSS and text complexity

Independent Consultant, 2005-2010

Project Manager, Extended Learning Time: Component of the School Improvement Grant; Pittsburgh Public Schools; Pittsburgh, PA

- Design and detail work plan for the implementation of extended learning time at identified low performing high schools. Provide school-by-school schedule of offerings and options, including timing of offerings, day s of the week, and relationship with activities and other out-of-school time activities. Identify staffing needs at each school and monitor the hiring of staff positions, including certification and position profiles. Establish student enrollment and accountability systems including attendance, grades, and credits. Revise and monitor budgets for each school including executing necessary purchases and payroll changes. Aligning the extended learning time program with state standards and district curriculum.

Curriculum and Assessment Consultant, Windsor Southeast Supervisory Union, VT, Mrs. Madelyn Burke

- Provide professional development and on-going support on the use of formative and summative assessments, rubrics, and the analysis of student work.
- Developed K-12 ELA curriculum, common assessments, and rubrics

WestEd's NAEP-SAT ELA Alignment Study, March 8-12, 2010. Served as an ELA content expert. Examined assessment questions on NAEP and SAT to identify alignment to standards and cross-standards.

Manchester Bidwell Corporation, Mr. Bill Strickland

- Created a concept paper for the Pittsburgh Oliver Program.
- Developed curriculum for the arts and vocational programs

The National Center for the Improvement of Educational Assessment, Dr. Karin Hess, Dr. Scott Marion

- Developed common science and social studies assessments for New York City Public Schools. Facilitated the teachers in developing assessments aligned to the Common Core State Standards and the New York Standards, along with ensuring cognitive rigor through the analysis of Webb's Depth of Knowledge.
- Assisted in organizing, analyzing, and summarizing **Learning Progressions in Science for NAAC**. Facilitated the expert science panel in prioritizing the bigger ideas within the science standards and research necessary for all students to learn and be able to demonstrate understanding of at the elementary, middle, and high school level, as well as at grade spans within these levels. Anticipate facilitating work with master teachers in August to identify aligned curriculum topics and grade-appropriate materials, design curricular units for selected topics, modify texts, materials and instructional activities to ensure access by students with severe cognitive disabilities.
- Assisting in providing technical and professional development to support **Park County Schools, Wyoming, for Assessment Development/Refinement and Implementation.** This work involves meeting with administration to identify and review relevant district and school background information, including curriculum documents, current and draft assessments, and district-related initiatives. Professional development activities will be developed based on their current programs and practices. Assisting in the design of workshop materials, facilitating a 5-day summer institute with school staff.
- Assisting in providing technical and professional development to support **New York City Public Schools, NY, for Assessment Development/Refinement and Implementation**. This work involves meeting with administration to identify and review relevant district and school background information, including curriculum documents, current and draft assessments, and district-related initiatives. Professional development activities will be developed based on their current programs and practices. Assisting in the design of workshop materials, facilitating a 2-day summer institute with school staff.
- Assisted in organizing, analyzing, and summarizing data collected and recorded by teachers on **Learning Progressions in ELA and Mathematics for Hawaii Department of Education**. Teacher identified grade level benchmarks were analyzed against research to ensure appropriateness. This

work also involved observing teachers in their classrooms to collect information on use of instructional strategies to support struggling learners, and consequently all learners.

- Analyzed **Maryland's Fine Arts Assessment Limits** (music, theatre, dance, and visual arts) for alignment to the English language Arts Voluntary State Curriculum Standards. This alignment included identifying the ELA standards, summarizing the responses from individuals regarding each assessment limit, and analyzing the findings.

Times Squared Academy, Providence, RI

2005- 2010 Director of Academics (K-12)

2003 – 2005 Principal and K-12 Director of Curriculum & Instruction

Newport Public Schools, Newport, Rhode Island 02840

2002-2003 Carey Elementary School, Principal

Frederick County Public Schools (All position changes for FCPS are determined through Central Office), Frederick, Maryland 21701

2000-2002 Monocacy Elementary School, Principal

1999-2000 Walkersville Elementary School, Assistant Principal

1997-1999 Hillcrest Elementary School, Assistant Principal

1989-1997 North Frederick Elementary School

1996-1997 Fifth Grade Teacher

1994-1996 Fourth Grade Teacher

1992-1994 Third Grade Teacher

1989-1992 Pre-K Teacher

Selected Publications

Thompson, J. (2018). *Text dependent analysis: The need for a shift in instruction and curriculum.* Available at: https://www.nciea.org/library/text-dependent-analysis-need-shift-instruction-and-curriculum-0

Thompson, J. (2018). *TDA Toolkit*, Center for Assessment. Available at: TDA Toolkit

Thompson, J., Lyons, S., Marion, S.F., Pace, L., & Williams, M., (2016). *Evaluating assessment quality for innovative assessment and accountability systems*. Available at: http://www.knowledgeworks.org/sites/default/files/u1/ensuring-evaluating-innovative-assessments.pdf

Thompson, J., (2016). *Supporting educators and students through implementation of an innovative assessment and accountability System.* Available at: http://www.knowledgeworks.org/sites/default/files/u1/essa-support-educators-students.pdf

Hall, E., Gagnon, D., Schneider, M.C., Thompson, J., Marion, S. (2014). *State practices related to the use of student achievement measures in the evaluation of teachers in non-tested subjects and grades.* Available at: Gates NTGS Hall 082614

Selected Presentations

Marion, S., **Thompson, J.**, Evans, C., Martineau, J., & Dadey, N. (2019, April). *A Tricky Balance: The challenges and opportunities of balanced systems of assessment.* Paper presented at the annual meeting of the National Council of Measurement in Education, Toronto, Ontario.

Marion, S., Lyons, S., & **Thompson, J.** (2016, June). *First in the nation: New Hampshire's leading edge assessment and school accountability pilot*. Symposium presented at CCSSO's National Conference on Student Assessment, Philadelphia, PA.

Thompson, J., Simaska, D., & Lyons, S. (2016, June). *Text Dependent Analysis: Building teacher capacity to instruct for a new item type*. Symposium presented at

NEERO: New Hampshire PACE (Performance Assessment of Competency Education): Review of Assessment Quality (2016)

Pennsylvania Literacy Council: Text Dependent Analysis – Implications for Instruction, Assessment, and Curriculum (2015)

Thompson, J., Hall, E. Simaska, D. (2014, June). *Establishing a Measure of Text-Based Analysis*

The National Center
for the Improvement of
Educational Assessment, Inc.

Curriculum Vita

LESLIE KENG

Senior Associate

Leslie Keng joined the Center as a senior associate in January 2017. He is dedicated to meeting the Center's mission to contribute to improved student achievement through enhanced policies and best practices in educational assessment and accountability. Leslie has over a decade of experience supporting states in the development, implementation, and evaluation of assessment and accountability systems. In his role at the Center, Leslie has directly supported Alabama, Indiana, Maine, Mississippi, New Mexico, Pennsylvania, Rhode Island, Tennessee, Utah, Vermont, as well as states in the PARCC consortium. He has also helped states with his involvement in initiatives and meetings offered by the CCSSO. In his work, Leslie places specific emphasis on quality – in the design, implementation, and communication of assessment and accountability systems – through empirical and evidence-based approaches to support the validity and defensibility of system outcomes. Leslie has helped several states with their assessment and accountability systems by offering guidance and technical consultation through significant changes, such as moving from a consortium-based assessment to a custom state-developed solution, transitioning to new assessment vendors, and implementing new school accountability models based on requirements in ESSA.

Prior to joining the Center, Leslie was a principal research scientist at Pearson. During his 12 years at Pearson, he has supported two of the largest testing programs in the United States – in Texas (STAAR EOC) and PARCC as lead psychometrician. He helped launch the next generation assessment systems for both programs by overseeing psychometric tasks and providing technical support during all phases of the testing development process. Leslie is also one of the architects of the evidence-based standard setting (EBSS) method, used to set performance standards in a number of assessment programs, including in Texas, New York, and PARCC.

A former high school mathematics teacher, Leslie earned a Bachelor's degree in computer science from the University of Waterloo and Bachelor of education from Queen's University in Canada. He also completed a Master's in Statistics and received his Ph.D. in educational psychology (quantitative methods) from the University of Texas in Austin. Leslie serves regularly in the measurement community as a peer reviewer, moderator and discussant at national conferences. He has served on several committees in AERA and NCME, including as the webmaster and editorial board member for AERA from 2010 to 2012, as NCME training co-chair in 2012-13, and on the NCME membership committee from 2016 to 2019, including as the chair in 2018-2019. He will be the NCME program co-chair in 2020-2021.

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website www.nciea.org

Center for Assessment

Education

Doctor of Philosophy—University of Texas at Austin

- Major: Educational Psychology
- Concentration: Quantitative Methods

Master of Science—University of Texas at Austin

- Majors: Mathematics, Statistics

Bachelor of Mathematics—University of Waterloo (Canada)

- Major: Computer Science and Teaching Option

Bachelor of Education—Queen's University (Canada)

- Major: Secondary Education

Professional Employment History

Senior Associate, *National Center for the Improvement of Educational Assessment, Inc.* 2017–Present

- Responsibilities include consultation, research, development, dissemination, and support work to meet the Center's mission to help state and national clients develop high quality and defensible assessment and accountability systems through data-driven and evidence-based approaches.
- Recent projects have focused on offering guidance and technical consultation through significant changes to the states' systems, such as transitioning from a consortium-based assessment to a custom state-developed solution, transitioning to new assessment vendors, and implementing new school accountability models based on requirements under ESSA.
- Lead architect of the assessment quality framework for the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, known as the *Quality Testing Standards and Criteria for Comparability Claims* (QTS).
- States supported included Alabama, Indiana, Maine, Mississippi, New Mexico, Pennsylvania, Rhode Island, Tennessee, Utah, and Vermont. National testing program supported include the PARCC and ERB's Independent School Entrance Exam (ISEE).

Principal Research Scientist/Manager of Psychometric Services, *Pearson* 2008–2016

Manager in the psychometric services group, and psychometric lead for the PARCC project and for the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) and Grades 3-8 projects.

- As psychometric lead for the PARCC project:
  - Planned, managed and coordinated with research scientists and assessment specialists across four organizations (Pearson, Parcc Inc., ETS, and Measured Progress) to implement all psychometric activities for the initial operational administration of the PARCC assessments. This included data validation, item analysis, scaling, equating, and comparability work.
  - Generated documents and made regular presentations to the PARCC state leads, assessment specialists, psychometricians, researchers, technical advisory committee (TAC), and Parcc Inc. to obtain key operational psychometric decisions for the PARCC program.
  - Provided leadership and consultation for the various PARCC research studies, including mode and device comparability, data forensics, accessibility and accommodations, scaling and equating, and automated scoring.
  - Facilitated committee meetings and provided psychometric support for the PARCC Performance Level Setting (standard setting) process.
  - Continuing to oversee and provide psychometric support for the annual PARCC test development activities, such as data review, test construction, field-test sampling, linking design and measurement of annual progress, as the program enters its Year 3 administration.
- As psychometric lead for the STAAR EOC and Grades 3-8 projects:
  - Managed two project teams that include research scientists and statistical analysts who are responsible for the successful delivery of the STAAR EOC and 3-8 assessments.
  - Oversaw the psychometric team for the Texas English language proficiency assessments

  - Provided technical oversight and psychometric support for the annual Texas K-12 statewide assessment development activities, such as sampling, scaling, equating, data review, test construction, content validation, survey administration
  - Generated documents and made presentations to a variety of audiences on a regular basis. The types of audiences include policymakers and educators in Texas, external and internal customers, graduate students, and technical experts such as members of the technical advisory committee (TAC)
- One of the architects of the evidence-based standard setting (EBSS) method, which has been implemented in Texas, New York and PARCC to set performance standards on their assessments
- Provided psychometric support, such as equating and standard-setting facilitation, to other statewide assessment projects including Mississippi, Tennessee, Florida, Virginia, and New York.
- Participated in research projects on score comparability between computer- and tablet-based assessments, college and career readiness, standard setting, score comparability for paper-and-pencil and computer-based assessments, automated essay scoring, composite reliability, and scale drift

Research Associate, Psychometric Services, *Pearson* 2007–2008

Conducted psychometrics activities for test development process of K–12 Texas assessment program, including, data review, test construction, standard setting, content validation, and Texas Technical Advisory Committee meetings

Intern, Psychometric Services, *Pearson* 2005–2006

- Participated in the Texas K–12 test development process including data review, standards setting, and content validation, and test construction
- Conducted psychometrics activities including customer-related projects, research projects and the Texas Technical Advisory Committee meetings
- Derived and compared methods of estimating composite reliability in response to federal accountability requirements
- Performed item analysis for a comparative study of online versus paper-and-pencil tests in K–12 large scale assessment

Item Writer, *Pearson* 2006

Wrote items for the end-of-course (EOC) Algebra I exam for the Texas Assessment of Knowledge and Skills (TAKS).

Teaching Assistant*, College of Education, University of Texas at Austin* 2004–2007

- Assisted students with questions during office hours
- Graded exercises and exams for introductory statistics (EDP 371), psychometrics theory and methods (EDP 380P), structural equation modeling (EDP 382K), and experimental design (EDP 482K).

Graduate Research Assistant, *College of Education, University of Texas at Austin* 2004–2006

- Participated in a year-long College Board-funded research project titled "An Investigation of College Performance of AP and Non-AP Student Groups"
- Helped with research on mediated moderation in HLM and violation of normality in multi-level models
- Wrote and modified code for NSF-funded project on "Improving Computerized Adaptive Testing (CAT) in the U.S."

Consultant/Technical Writer, *College of Natural Science, University of Texas at Austin* 2002-2004

- Assisted students with questions during office hours
- Graded exercises and exams
- Substitute taught for upper-level applied statistics (M 358K), mathematical statistics (M 378K), and mathematics problem solving courses (M 360M).

Consultant/Technical Trainer*, Trilogy* 1998–2002

- Delivered technical training
- Developed course curriculum on Trilogy's enterprise and eCommerce solutions that involved architectural design, business modeling and programming in Java, JSP, Servlets, XML, HTML, Visual Basic
- Provided internal and customer support through mentorship and knowledge transfer

Student Teacher/Network Administrator, *Trafalgar Castle School* 1997
- Taught math and computer studies classes for various high school grade levels
- Administered and maintained Novell local area network (LAN) for the school
- Integrated new e-mail system, provided technical support, managed Web server and constructed school website

Student Teacher, *Sir Sanford Fleming Academy* 1996
Taught a full semester of OAC (university prep) calculus and 11th grade mathematics

Student Teacher, *Brother André Catholic High School* 1996
- Taught grade 11 and 12 computer studies
- Substitute taught various classes

Development Junior Analyst, *Canadian Tire Acceptance* 1994-1995
- Participated in the migration of a new change control system
- Provided technical support for the entire organization as part of the help desk

Teaching Assistant, *University of Waterloo, Faculty of Mathematics* 1993-1998
- Worked in tutorial center and led discussion groups, assisting students in 1st and 2nd year calculus and algebra
- Graded student exercises and exams

Professional Certifications
- Sun Certified Programmer for the Java™ 2 Platform
- Ontario Teachers Certificate for Intermediate/Senior Mathematics and Computer Studies

Professional Affiliations
- Member, National Council on Measurement in Education 2008-present
- Member, American Educational Research Association 2005-2013
- Member, Graduate Committee of College of Education, Department of Educational Psychology University of Texas at Austin 2005-2006
- President, Teaching Students Association, University of Waterloo 1997

Academic Research
Publications
Way, W, D., Davis, L, L., Keng, L., & Strain-Seymour, E. (2016). From standardization to personalization: the comparability of scores based on different testing conditions, mode, and devices. In F. Drasgow (Ed.), *Technology and Testing: Improving Educational and Psychological Measurement*. New York: Routledge.

O'Malley, K., Keng, L., & Miles, J. (2012). Using validity evidence to set performance standards. In G. J. Cizek (Ed.), *Setting Performance Standards* (2nd ed.). New York: Routledge.

Keng, L., Davis, L. L., & Ragland, S. (2010). *A Comparison of Distributed and Regional Scoring*. Test Measurement, & Research Services Bulletin No. 17. Iowa City, IA: Pearson.

Cheng, Y. & Keng, L. (2009). Computer Adaptive Testing. In Smith & Stone (eds.) *Criterion-Reference Testing: Practice Analysis to Score Reporting Using Rasch Measurement*. Chicago, IL: JAM Press.

Cheng, Y. & Keng L. (2009) A Review of *Testlet Response Theory and Its Applications*. Psychometrika, 74(3), 555-557.

Wan, L., Keng, L., McClarty, K., & Davis, L. (2009). *Methods of Comparability Studies for Computerized and Paper-Based Tests* (Test Measurement, & Research Services Bulletin No. 10). Iowa City, IA: Pearson.

Keng L., McClarty, K. L. & Davis, L. L. (2008). Item-Level Comparative Analysis of Online and Paper Administrations of the Texas Assessment of Knowledge and Skills. *Applied Measurement in Education*, 21, 207–226.

Keng L. & Dodd, B. G. (2008). *A Comparison of College Performances of AP and Non-AP Student Groups in 10 Subject Areas*. College Board Research Report, No. 2008-7, 1–21.

Presentations

Keng, L., & DePascale, C. (2019). *Managing Changes That Affect Accountability Outcomes*. Paper presented at the Council of Chief School Officers (CCSSO) Refining State ESSA Accountability Systems Workshop in May 2019, Herndon, VA

Martineau, J., Keng L., Carter, C. & Gooley, T. (2019). *Innovations in Kindergarten Assessment: Making 'Short, Inexpensive, Diagnostic, and Reliable' a Reality*. Paper presented at the National Conference on Student Assessment in June 2019, San Diego, CA.

Keng L., Martineau, J., Carter, C. & Throndsen, J. (2019). *Assessing at the Very Beginning (a very good place to start)*. Paper presented at the Annual Meeting of the National Council of Measurement in Education, Toronto, ON.

Gardner, T., Keng, L., & Murphy, S. (2019). *Shorter, Faster, and More Flexible: A New Approach to Assessment Development*. Paper presented at the Association of Test Publishers (ATP)'s Innovations in Testing Conference in Orlando, FL.

Keng, L. (2018). *Assessment Validation in the Midst of Change*. Paper presented at the Center's Reidy Interactive Lecture Series (RILS) in September 2018, Portsmouth, NH.

Keng, L., & D'Brot, J. (2018). *Where the Rubber Meets the Road: Operations and Quality Control in School Accountability Systems*. Paper presented at the Council of Chief School Officers (CCSSO) State Plan Implementation Meeting in April 2018, Chicago, IL.

Dadey, N., Tao, S., Keng, L. (2018). *Developing Scale Scores and Cut Scores for On-Demand Assessments of Individual Standards*. Paper presented at the Annual Meeting of the National Council of Measurement in Education, New York City, NY.

Domaleski, C., Keng, L., D'Brot, J., Keglovits, R., & Neal, A. (2018). *Establishing Performance Standards for School Accountability Systems*. Paper presented at the National Conference on Student Assessment (NCSA) in June 2018, San Diego, CA.

Keng, L., Davis, L. L., McBride, M., & Glaze, R. (2015, June). *Study of Device Comparability with the PARCC Field Test*. Presentation at the National Conference on Student Assessment, San Diego, CA.

Davis, L. L., & Keng, L. (2015, June). *PARCC Standard Setting: General Approach and Context*. Presentation at the National Conference on Student Assessment, San Diego, CA.

Keng, L., Davis, L. L., McBride, M., & Glaze, R. (2015, April). *Study of Device Comparability with the PARCC Field Test*. Paper presented at the National Council of Measurement in Education, Chicago, IL.

Oh, H., Keng, L., Tong, Y., Kim, J. P., Kramer, L., & Liu, J. (2015, April). *An Overview of Operational Psychometric Work in the Real World*. Training session at the National Council of Measurement in Education, Chicago, IL.

Grochowalski, J., Keng, L., & Sedillo, R. (2015, April). *Incorporating Cognitive Diagnostic Information into the Standard Setting Process*. Paper presented at the National Council of Measurement in Education, Chicago, IL.

Keng L., Williams, N. J., & Powers, S. J. (2014, April). *Lessons Learned: Decision Points for Empirical-Based Standard Setting*. Paper presented at the National Council of Measurement in Education, Philadelphia, PA.

Powers, S. J., Williams, N. J., Keng L., Starr, L. & (2014, April). *An Example of Empirical-Based Standard Setting for an English Language Proficiency Assessment*. Paper presented at the National Council of Measurement in Education, Philadelphia, PA.

Keng L., Murphy, D., & Gaertner M. (2012, April). *Supported by data: A comprehensive approach for building empirical evidence for standard setting*. Paper presented at the National Council of Measurement in Education, Vancouver, Canada

McClarty, K. L., Murphy, D., & Keng L. (2012, April). *Putting our ducks in a row: methods for the empirical alignment of performance standards*. Paper presented at the National Council of Measurement in Education, Vancouver, Canada

Way, W. D., Murphy, D., & Keng L. (2012, April). *The case for performance-based tasks without equating*. Paper presented at the National Council of Measurement in Education, Vancouver, Canada

Keng, L., Kong, X. J., & Bleil, B. (2011, April). *Does size matter? A study on the use of netbooks in K-12 assessment*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana

Keng, L., Davis, L. L. & Ragland, S. (2011, April). *An evaluation of the distributed performance scoring model*. Paper presented at the annual meeting of the National Council of Measurement in Education, New Orleans, Louisiana

Way, W. D., McClarty, K. L., Murphy, D., Keng, L., & Fuhrken, C. (2011, April). *Through-Course Common Core Assessments in the United States: Can Summative Assessment Be Formative?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana

Keng, L., Bleil, B. & Kong, X. J. (2011, February). *Does size matter? A study on the use of netbooks in K-12 assessment*. Paper presented at the annual meeting of the Association of Test Publishers, Phoenix, Arizona

Davis, L. L., Keng, L. & Ragland, S. (2010, June). *An evaluation of the distributed performance scoring model*. Paper presented at the annual meeting of the Council of Chief State School Officers, Detroit, Michigan

Keng, L. & Dodd, B. G. (2009, April). *A Comparison of the Performance of Testlet-based Computer Adaptive Tests and Multistage Tests*. Paper to be presented at the annual meeting of the National Council of Measurement in Education, San Diego, California

Turhan, A., Courville, T. & Keng, L. (2009, April). *The Effects of Anchor Item Position on a Vertical Scale Design*. Paper to be presented at the annual meeting of the National Council of Measurement in Education, San Diego, California

Meyers, J. & Keng, L. (2009, March). *Operational Considerations for Implementing Automated Essay Scoring in K–12 Testing.* Paper to be presented at the annual meeting of the Association of Test Publishers, Palm Springs, California

Keng, L., Ho, T., Chen, T.A. & Dodd, B. G. (2008, April). *A Comparison of Item and Testlet Selection Procedures in Computerized Adaptive Testing.* Paper presented at the annual meeting of the National Council of Measurement in Education, New York City, New York

Keng, L., Miller, G.E., O'Malley, K. & Turhan, A. (2008, April). *A Generalization of Stratified a that Allows for Correlated Measurement Errors between Subtests*. Paper presented at the annual meeting of the American Educational Research Association, New York City, New York

Keng, L., Leite, W. L. & Beretvas, S. N. (2008, April). *Comparing Growth Mixture Models when Measuring Latent Constructs with Multiple Indicators*. Paper presented at the annual meeting of the American Educational Research Association, New York City, New York

Keng, L., Miller, G.E., O'Malley, K. & Turhan, A. (2008, March). *A Generalization of Stratified a that Allows for Correlated Measurement Errors between Subtests*. Paper presented at the annual meeting of the Association of Test Publishers, Dallas, Texas.

Sui, F., & Keng, L. (2007, July). *Asian Americans with Disabilities and Vocational Rehabilitation Services*. Paper presented at the annual meeting of the National Association of Multicultural Rehabilitation Concerns, Oklahoma City, Oklahoma.

Keng, L., Hargrove, L., Dodd, B.G. (2007, June). *An Investigation of College Performance of Advanced Placement (AP) and Non-AP Student Groups*. Paper presented at the Advanced Placement Summer Institute For District and School Administrators and AP, San Antonio, Texas.

Keng, L., & Dodd, B.G. (2007, April). *An Investigation of College Performance of Advanced Placement (AP) and Non-AP Student Groups*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Keng, L., & Turhan, A. (2007, April). *Imputation Methods for Handling Null Categories in Polytomous Items*. Paper presented at the National Council on Measurement in Education, Chicago, Illinois.

Keng, L., & Dodd, B.G. (2006, July). *An Investigation of College Performance of AP and Non-AP Student Groups (first phase).* Paper presented at the College Board Advanced Placement Annual Conference, Orlando, Florida.

Keng, L., Way, W. D., Davis, L. L., Fitzpatrick, S. J., & McClarty, K. L. (2006, April). *Item-Level Comparative Analysis of Online and Paper Administrations of the Texas Assessment of Knowledge and Skills*. Paper presented at the National Council on Measurement in Education, San Francisco, California.

Keng, L. & Beretvas, S. N. (2005, April). *The Impact of Publication Bias on Correlation Estimation*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada.

Keng, L., Griesemer, P. R. & Knight, C. (2005, January*). Classroom Management Panel: Helping you overcome common problems*. Member of the panel discussing classroom management techniques as part of "Conversations about Teaching and Learning: A Colloquium for Graduate Students" at the University of Texas at Austin

BOKHEE YOON, PH.D.

EDUCATION

Ph.D.	Social Research Methodology University of California, Los Angeles, CA
M.A.	Educational Psychology California State University, Northridge, CA
B.A.	Education Sookmyung Women's University, Seoul, Korea

RELEVANT PROFESSIONAL EXPERIENCES

Managing Director of Psychometrics

American Institutes for Research (2014–Present

Brings extensive experience in large-scale assessments at AIR for computerized-adaptive assessments. For computerized adaptive tests, manages all psychometric activities in delivering adaptive tests (e.g., item pool analyses, simulations to optimize the performance of the adaptive algorithm to maximize test information under the constraints of blueprint matching for each item pool and monitor the performance of the algorithm throughout test administrations) for the Smarter Balanced Assessments in ELA and mathematics (nine states plus Virgin Island and Bureau of Indians), Hawai‘i Statewide Assessment Programs, including the Hawai‘i State Science Assessments and the Hawai‘i End-of-Course (EOC) Exams, and Oregon Assessment of Knowledge and Skills (OAKS) for science and social science. Supervise psychometric activities for the alternate assessments for students with severe cognitive disabilities.

Psychometrics Director

American Institutes for Research

- ***Hawai‘i End-of-Course Exams (2013–present)***
  Manages all aspects of psychometric work on the development of the Hawai‘i EOC Exams in computer-adaptive testing. Responsible for online operational field-test design, simulation studies, modeling the auto-essay scoring, leading the standard setting workshops, and producing a series of technical reports.
- ***Adaptive Hawai‘i State Assessments in Reading and Mathematics (2010–2014) and Science (2010-2019)***
  Managed all aspects of psychometric work on the development of the Hawai‘i State Assessments for reading, mathematics, and science in computer-adaptive testing. Responsible for producing online field-test design and analyses, simulation studies, item calibration, testing-mode comparability study, rubric validation study for machine-scorable constructed-response items, vertical linking, and standard setting. Responsible for producing technical and special research reports (e.g., cheating analysis) related to the Hawai‘i state assessments to establish evidence of the reliability and validity of Hawai‘i's statewide assessment system.

Principal Research Scientist

American Institutes for Research

- ***Paper-and-Pencil Hawai‘i State Assessments in Reading and Mathematics (2006–2010)***

  Managed all aspects of psychometric work on the development of the Hawai‘i State Assessment (grades 3–8 and 10) in paper-pencil format, including sampling design, data collection design, item analysis, item calibrations, equating design, constructing forms, data review workshops, quality control of data, score reports, technical reports, special studies, standard setting, and technical reports for each assessment cycle.

- ***South Carolina High School Exit Examinations and End-of-Course Examinations (2002–2006)***

  Managed all aspects of psychometric work on the development of the South Carolina High School Exit Examinations (mathematics and English language arts) including sampling design, data collection design, item analysis, item calibrations, equating design, quality control of data, score reports, technical reports, special studies, standard setting, and TAC meetings.

- ***Task Leader, Blueprint for Student Success in a Standards-Based System in San Diego Unified School District (2001–2002)***

  Responsible for designing, analyzing, and supervising all student achievement data analyses; writing reports; and presenting the results.

- ***California Subject Matter Projects (2001–2002)***

  Responsible for advising on the design and analysis of student achievement data.

- ***California High School Exit Examination (2000–2002)***

  Directed, supervised, and provided all aspects of psychometric work on the development of the California High School Exit Examination (CAHSEE), including sampling design, data collection design, item analysis, item calibrations, equating design, differential item format, quality control of data, score reports, technical reports, standard setting, and TAC meetings.

Senior Research Scientist

University of California–Oakland (1995–2000)

Developed and implemented new standards, standards-referenced examinations in mathematics, English language arts, and science in grades 4, 8, and 10. Designed and provided all technical aspects of the assessments, planning and implementing the pilot study and field test. Designed the survey questionnaires and conducted data analyses, various special studies, equating, estimating misclassification errors for standards levels at the individual-level, reporting of scores, standard setting, and norming. In addition, evaluated the Mathematics Renaissance program by examining the consequential aspect of validity of New Standards Examinations.

Research Scientist

CTB/McGraw-Hill (1993–1995)

Responsible for various CTB projects and state assessment programs including Terra Nova tryout, New York City, New Mexico, and California projects. Applied both classical and item-response theory (IRT) test theories, including traditional item analyses, item calibration (partial-credit scaling), equating, and item bias. Had major involvement with 1993 and 1994 California Learning Assessment System (CLAS), addressing technical issues in performance assessment. Designed the criteria for rater qualification and quality control procedures and conducted reliability studies, developed plans and specifications for the 1994 student sampling plan, estimated standard error of Percent-Above-Cuts (PACs), examined scoring consistency and performance-level reliability, conducted the opportunity-to-learn study on the 1993

CLAS data, and provided related information and data analyses on the CLAS 1993 for the Superintendent's Select Committee (Chair: Lee Cronbach) in its review process of the CLAS program.

ADDITIONAL PROFESSIONAL EXPERIENCE

Technical Advisory Committee

Hawai'i State Department Education (2003–2006)

Served as a TAC member for the Hawai'i State Department Education for the grades 3–8 state assessment program.

Statistical Consultant

Mathematics Diagnostic Testing Program, California Community Colleges (1991–1992, 1996)

Provided psychometric and data analysis consultation to the Mathematics Diagnostic Testing Program (MDTP) item bias study analyzing the performance of community college students on mathematics tests given during their matriculation to determine whether students of equal ability performed differently on any of the test items because of their gender or ethnicity (detecting item bias on given test items). Undertook the analysis of testing data from community colleges to determine if the MDTP tests, originally designed for high school administration, exhibited any item bias when used with community college populations.

Teacher

Korean School of Southern California (1986–1993)

Taught Korean language and literature to Korean-American students in grades K–12.

Graduate Researcher/ Teaching Assistant

University of California, Los Angeles (1989–1993)

Managed the database, conducted statistical analyses, and wrote reports on Instructional Assessment in Mathematics Program in investigating content coverage patterns and their relationship to mathematics achievement, using a series of diagnostic tests to be used in middle and secondary schools in California. Assisted in lecturing, curriculum development, grading and running lab sessions for the graduate courses of research designs, analysis of variance, and hierarchical linear modeling. Provided statistical consultation to doctoral students on their research designs for dissertations.

Department Assistant

Department of Education, Sookmyung Women's University, Seoul, Korea (1984–1985)

Assisted all faculties the department of Education in curriculum development, grading, and administrative work. Consulted with undergraduate students in matters of scholarship, coursework, and academic work. Served as mediator between students and faculties.

EMPLOYMENT HISTORY

2014-present	Managing Director of Psychometrics American Institutes for Research, Washington, DC
2010-2013	Director of Psychometrics American Institutes for Research, Washington, DC
2000–2010	Principal Research Scientist American Institutes for Research, Washington, DC
1995–2000	Senior Research Scientist, University of California–Oakland
1993–1995	Research Scientist, CTB/McGraw-Hill, Monterey, CA
1989–1993	Graduate Researcher/Teaching Assistant, University of California, Los Angeles
1986–1993	Teacher, Korean School of Southern California, Los Angeles, CA
1991–1992, 1996	Statistical Consultant, California Community Colleges, Los Angeles, CA
1984-1985	Department Assistant Department of Education, Sookmyung Women's University, Seoul, Korea

HONORS AND AWARDS

CTB/McGraw-Hill Outstanding Employee Award (Level II)

Korean Senior Citizen Mutual Club Scholarship Awards

UCLA Graduate Division Fellowship Award

Sookmyung Women's University Scholarship Awards

SELECTED RESEARCH PAPERS AND PUBLICATIONS

Yoon, B., & Resnick, L. B. (1998). *Instructional validity, opportunity to learn and equity: New Standards examinations for the California Mathematics Renaissance* (Technical Report 484). Los Angeles: UCLA CSE/CRESST.

Young, M. J., & Yoon, B. (1997). *Estimating consistency and accuracy of classifications in standards-referenced assessment* (Technical Report 475). Los Angeles: UCLA CSE/CRESST.

Yoon, B. (1997). *1996 New Standards Reference Examination Technical Summary.* New Standards, CA.

Yoon, B. (1997). *1996 Middle Grades Mathematics Renaissance Study.* New Standards, CA.

Yoon, B. (1996). *1994 California Mathematics Renaissance Study.* Ventura, CA.

Wiley, D. E., & Yoon, B. (1995). Teacher reports on opportunity to learn: Analyses of the 1993 California Learning Assessment System (CLAS). *Educational Evaluation and Policy Analysis, 17*(3).

Yoon, B., Burstein, L., & Gold, K. (1991). *Assessing the content validity of teachers' reports of content coverage and its relationship to student achievement* (Technical Report 309). Los Angeles: UCLA Center for the Study of Evaluation.

SELECTED PROFESSIONAL CONFERENCE PAPERS AND PRESENTATIONS

Wang, J. & Yoon, B. (2011). *Comparability between computer adaptive and paper-and-pencil administration of a norm referenced test–establish links to norm scores in CAT mode.* Paper presented at the National Council on Measurement in Education, New Orleans, LA.

Yoon, B., & Young, M. J. (2000). *Estimating the reliability of test scores with mixed item formats: Internet consistency and generalizability.* Paper presented at the National Council on Measurement in Education, New Orleans, LA.

Yoon, B., & Young, M. J. (1999). *Good measurement: Psychometric issues in validating standards-referenced science assessments.* Paper presented at the American Educational Research Association, Montreal, Canada.

Young, M. J., & Yoon, B. (1997). *Estimating consistency and accuracy of classifications in standards-referenced assessment.* Paper presented at the National Council on Measurement in Education, Chicago, IL.

Yoon, B. (1996). *Teacher reports on opportunity to learn and its effect on student performance in a statewide performance assessment.* Paper presented at the Council of Chief State School Officers' National Conference on Large-Scale Assessment, Phoenix, AZ.

Yoon, B., & Young M. J. (1996). *Standard error calculations for the 1994 CLAS assessment.* Paper presented at the Council of Chief State School Officers' National Conference on Large-Scale Assessment, Phoenix, AZ.

Yoon, B., & Young, M. J. (1996). *Using distance measures to form school comparison groups in large-scale assessment.* Paper presented at the National Council on Measurement in Education, New York, NY.

Yoon, B., & Young, M. J. (1995). *School comparisons in large-scale assessments.* Paper presented at the National Council on Measurement in Education, San Francisco, CA.

Kreft, I. G., & Yoon, B. (1994). *Are multilevel analyses always necessary? An attempt at demystification.* Paper presented at the American Educational Research Association, New Orleans, LA.

Yoon, B., & Manaster, A. (1993). *Differential Item Functioning (DIF) on mathematics diagnostic testing project tests in California community colleges.* Paper presented at the American Educational Research Association, Atlanta, GA.

Yoon, B. (1993). *A comparative examination of educational determinants on science achievement in Korea and the United States: Multilevel perspectives.* Paper presented at the American Educational Research Association, Atlanta, GA.

Yoon, B., Burstein, L., Gold, K., & Kim, K. S. (1990). *Validating teachers' reports of content coverage: An example from secondary school mathematics.* Paper presented at the National Council on Measurement in Education, Boston, MA.

Yoon, B., Burstein, L., Chen, Z., & Kim, K. S. (1989). *Assessing content coverage and its effect on math achievement.* Paper presented at the California Educational Research Association, San Francisco, CA.

TECHNICAL REPORTS AND STUDIES

Produced numerous annual technical reports and documents addressing issues and results for the large-scale state assessments and the Smarter Balanced assessments.

RAE SEON (SUNNY) KIM, Ph.D.

EDUCATION

Ph.D. Measurement and Statistics in Educational Psychology and Learning Systems, Florida State University, Tallahassee, Florida, August 2011
Dissertation: Standardized Regression Coefficients as Indices of Effect Sizes in Meta-Analysis.

Master of Science (M.S.) Computer Sciences and Statistics, Chonnam National University, Korea.
Thesis: Fitting Models of Precipitation Data by Markov Chain Dependent Model.

Bachelor of Science (B.S.) Statistics, Chonnam National University, Korea.

RELEVANT PROFESSIONAL EXPERIENCES

Senior Psychometrician
American Institutes for Research, Washington DC, 2013-Current

- Conduct psychometric and statistical work including classical item analysis, calibration, equating, scaling, sampling, and score verification for large scale assessment
- Plan and facilitate standard setting meeting, item data review meeting, and technical advisory meeting
- Conduct special studies and generate technical reports
- Conduct simulations to evaluate and optimize the implementation of the adaptive item-selection algorithm.

Psychometrician
Florida Department of Education, October 2011-January 2013.

- Design and conduct psychometric analyses for Florida State Assessment data
- Conduct special studies and develop research projects
- Supervise research intern
- Implement procedures to maintain the quality of assessment program data and statistics with a focus on publicly released assessment instruments.

Graduate Research Assistant
College of Education, Florida State University, 2005– 2011.

- NSF Grant: (1) Methods for Synthesizing Regression Results, (2) Teacher Qualifications and the Quality of Teaching.
- FDOE Grant: (1) Effects of FCAT test items on students with disabilities and English language learners, (2) Differential Item Functioning Analysis Results for Life and Variable Annuity Licensing Examinations Test Items.
- Research Project: (1) Model building for inspecting heterogeneity of responses in IRT perspective, (2) Evaluation of the Polytomous IRT Model Approach for Testlet-based Computer Adaptive Testing, (3) Investigation of the Utility of the Bayesian Mixture-Item DIF Detection Model
- Primary responsibilities include:
    - Conduct literature review, coding of study features and effect sizes, data analysis, and developing methodologies for meta-analysis
    - Generate SAS and R computer programming for DIF analysis.

Statistical and Research Design Consultant
College of Education, Florida State University, Jan.2010 –May.2011.

- Consult for students working on their dissertation or research with study design issues, or choosing what analysis is appropriate for the data they plan to collect.

SELECTED PUBLICATION

Thompson, C. G., **Kim, R. S.,** Aloe, A. M., & Becker, B. J. (2017) Extracting the Variance Inflation Factor and Other Multicollinearity Diagnostics from Typical Regression Results. *Basic and Applied Social Psychology*, *39*(2), 81-90.

Kim, R. S., & Becker, B. J. (2010). The Degree of Dependence between Multiple-Treatment Effect Sizes, *Multivariate Behavioral Research*, *45*(2), 213-238.

Park, J. S., Jung. H. S., **Kim, R. S.** & Oh, J. H. (2001). Modeling Summer Extreme Rainfall over the Korean Peninsula Using Wakeby Distribution, *International Journal of Climatology*, *21*, 1371-1384.

Park, J. S., Hwang, H. S. & **Kim, R. S.** (2000). *SAS Programming for Windows* (Korean), Kyungmun Press.

SELECTED PRESENTATION

Kim, R. S., & Becker, B. J. (2010). The effect size indices in regression model. *Paper Presented at the Annual Meeting of Florida Educational Research Association*, Orlando, FL.

Kim, R. S., & Becker, B. J. (2010). The investigation of standardized regression slopes as indices of effect size. *Paper Presented at the Joint Colloquium of the Cochrane & Campbell Collaborations*, Keystone, CO.

Kamata, A, **Kim, R. S.** &. Bilir, M. (2009). Investigation of the Utility of the Bayesian Mixture-Item DIF Detection Model. *Paper Presented at the Annual Meeting of National Council on Measurement in Education*, San Diego, CA.

Kamata, A, **Kim, R. S.** &. Bilir, M., (2008). Investigation of the Utility of Two-Level Logistic Regression Mixture DIF Detection Model: A Bayesian Approach. *Paper Presented at the Annual Meeting of Florida Educational Research Association*, Orlando, FL.

Kim, R. S. & Becker, B. J. (2008). Discriminant Analytic Approach for Meta-Analysis. *Paper presented at the annual meeting of the American Educational Research Association*, New York, NY.

Bilir, M., **Kim, R. S.** & Kamata, A. (2007). Utility of Mixture Item Response Theory Models and Multilevel Item Response Theory Models to Capture Heterogeneity of Item Difficulties. *Paper Presented at the Annual Meeting of Florida Educational Research Association*, Tampa, FL.

Becker, B. J., Aloe, A., & **Kim, R. S.** (2007) Advanced Meta-Analysis with Teacher Qualification Study Data. *Pre-Session at the Annual Meeting of Florida Educational Research Association*, Tampa, FL.

Kim, R. S. & Becker, B. J. (2007). The Degree of Dependence between Multiple-Treatment Effect Sizes, *Paper Presented at the Annual Meeting of the Society for Research Synthesis Methodology*, Evanston, IL.

Yoon Jeong Kang, Ph.D.

EDUCATION

Ph.D. in Measurement, Statistics, and Evaluation, University of Maryland, College Park, May 2015

Master of Arts (M.A.) in Measurement, Statistics, and Evaluation, University of Maryland, College Park, May 2011

Bachelor of Arts (B.A.) in Educational Technology, Ewha Womans University, Korea.

RELEVANT PROFESSIONAL EXPERIENCE

Senior Psychometrician
American Institutes for Research, 2015–Present

- Conduct simulations to evaluate and improve adaptive algorithm for Smarter Balanced assessments
- Perform data validation and quality control for Smarter Balanced assessments
- Perform psychometric and statistical analyses for Smarter Balanced assessments
- Produce technical reports or materials for a technical advisor meeting

Psychometric Intern
American Institutes for Research, Jun 2014–Aug 2014

- Assist operational psychometric analyses for the Minnesota testing program such as item parameter estimation, mode effect analysis, cheating analysis, etc.
- Lead a research project on erasure analysis for student cheating behavior for the Minnesota state assessment and present it at the nationwide conference (i.e., National Council on Measurement in Education).

Graduate Research Assistant
Maryland Assessment Research Center in University of Maryland, 2012–2014

- Perform psychometric and statistical analyses (e.g., multilevel analysis, value-added modeling) for Maryland State Department of Education
- Conduct research projects and present the research paper at the nationwide conference.

PUBLICATION

Stapleton, L. M., & **Kang, Y.** (2018). Design effects of multilevel estimates from national probability samples. *Sociological Methods & Research.* doi:10.1177/0049124116630563

Kang, Y., & Hancock, G. R. (2017). The Effect of Scale Referent on Tests of Mean Structure Parameters. *The Journal of Experimental Education*, *85*(3), 376-388.

Park, K., Park, J., Kwon, Y. D., **Kang, Y.**, & Noh, J-W. (2016). Public satisfaction with the healthcare system performance in South Korea: Universal healthcare system, *Health Policy*. doi:10.1016/j.healthpol.2016.01.017

Kang, Y., McNeish, D. M., & Hancock, G. R**.** (2015). The role of measurement quality on practical guidelines for assessing measurement and structural invariance. *Educational and Psychological Measurement*. doi:10.1177/0013164415603764

Kang. Y., Harring, J. R., & Li, Ming. (2014). Reexamining the impact of nonnormality in two-group comparison procedures. *The Journal of Experimental Education.* doi:10.1080/00220973.2013.876605

SELECTED PRESENTATION

Kang, Y. & Li, M. (2019, April). *Practical Implication of Combined Two Subtests in Subscore Reporting in Multidimensional IRT.* Poster presented at the annual meeting of the National Council on Measurement in Education, Toronto, Ontario, Canada.

Kang, Y., Cho, Y., & Li, M. (2017, April). *The Impacts of Psychometric Item Properties on Subscore Reliability in Multidimensional IRT.* Poster presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Kang, Y., Jiao, H., & Lissitz, R. W. (2016, April). *The impact of ignoring the multiple-group structure of item responses on classification decision.* Poster presented at the annual meeting of the National Council on Measurement in Education, Washington, D.C.

Kang, Y., & Hancock, G. R. (2015, April). *Sensitivity analysis of structural parameters to measurement noninvariance: A Bayesian approach.* Paper presented at the annual meeting of the American Educational Research Association, Special Interest Group: Structural Equation Modeling, Chicago, IL.

Ayers, E., & **Kang, Y.** (2015, April). *Examining erasure behaviors in large-scale assessment.* Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

Kang, Y., Lissitz, R. W., Li, M., & Xie, C. (2013, April). Effect of unmodeled measurement error in value-added modeling: A simulation study. Poster presented at the annual meeting of the American Educational Research Association, Division D 2013 In-Progress Research Gala, San Francisco, CA.

Kang. Y., & Hancock, G. R. (2012, April). The effect of scale referent on the testing of mean structure parameters. Paper presented at the annual meeting of the American Educational Research Association, Special Interest Group: Structural Equation Modeling, Vancouver, Canada.

Kang. Y., & Harring, J. R. (2012, April). Investigating the impact of nonnormality, effect size, and sample size on two-group comparison procedures: An empirical study. Paper presented at the annual meeting of the American Educational Research Association, Special Interest Group: Educational Statisticians, Vancouver, Canada. ***Best Graduate Student Research Award**

DAVID Y. IGE
GOVERNOR

CATHERINE H. PAYNE
CHAIRPERSON

STATE OF HAWAI`I
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI`I 96804

January 17, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos:

Serving as the Hawaii Board of Education (BOE) Chairperson for the Hawaii Public School System, our mission is to provide a high quality education for all students, resulting in life-long learners who can contribute positively to the society in which they live.

In service of that goal, the Hawaii BOE supports the Department of Education's development of an innovative assessment system and application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act.

Through this application, the Hawaii Department of Education will build streamlined and integrated English language arts and mathematics assessments that truly assess the achievements of students in mastering the Hawaii Common Core (HCC) standards. In doing this, the Department will help teachers focus on alignment of classroom-based assessments, curricula, and instruction to the HCC standards. This focus on alignment will improve overall achievement of the HCC standards.

The Hawaii BOE and Department of Education have been and will continue to be collaborative partners in the service of our goals. I enthusiastically support and will pilot this effort to build meaningful assessments that inform instruction, while at the same time are of the highest technical quality, so that they can be used for accountability purposes.

For questions, please contact Teri Ushijima, Assessment and Accountability Branch Director, teri.ushijima@k12.hi.us or (808) 586-3283.

Sincerely,

Catherine H. Payne
Chairperson

CP:rl

c: Dr. Christina M. Kishimoto, Superintendent
Office of Strategy, Innovation and Performance
Assessment and Accountability Branch

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

DAVID Y. IGE
GOVERNOR

JOHN S.S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(ʻAHA KULA HOʻĀMANA)
http://CharterCommission.Hawaii.Gov
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

January 10, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

As the Executive Director of the Hawaiʻi State Public Charter School Commission, I support the state's Innovative Assessment and Accountability Demonstration Authority application and the implementation of the Hawaiʻi Innovative Assessment Hybrid Model in public charter schools.

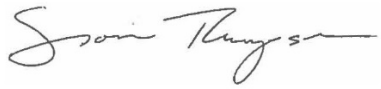
The State Public Charter School Commission will collaborate with the Hawaiʻi Department of Education (HIDOE) on the implementation of the Innovative Assessment Pilot Program, and the charter schools that have applied to participate in this pilot are highly motivated to assist in the development of an assessment system that provides meaningful and actionable data for improving student achievement.

The HIDOE is developing a classroom-based assessment system that will reflect the full breadth and depth of the content standards and provide data that will enable teachers to personalize students' learning experiences. Hawaiʻi's assessments have a strong foundation of being constructed with teacher input, both in the development of the test specifications and the writing of assessment items. By continuing this approach and including administrators

and external stakeholders in the process, we are confident the HIDOE's design has great potential to deliver assessments that will support improved outcomes for students.

The State Public Charter School Commission is excited about this opportunity and the possibilities ahead to transform the state assessment program and to create authentic assessments for our students.

Sincerely,



Sione Thompson
Executive Director
State Public Charter School Commission

Hawai'i State
PTSIJ
everychild. one **voice.**

Hawaii State PTSA
PO Box459
Pearl City, Hawaii 96782
Phone(808)943-2042
Email: histateptsa@gmail.com
www.hawaiistateptsa.org

January 16, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

As President of the Hawaii State Parent Teacher Student Association (PTSA), I would like to express strong support for the Hawaii Department of Education's (HIDOE) application for the Innovative Assessment Demonstration Authority.

As a state charter of the National PTA, the Hawaii State PTSA is Hawaii's oldest and largest volunteer child advocacy organization. With over 90 local units statewide, our organization's nearly 7,000 members of volunteer Parents, Teachers and Students support and speak on behalf of children on issues related to education, health, safety, and welfare. Our mission is to make every child's potential a reality through a comprehensive statewide parent involvement system that builds on the current foundation of services offered. Since its beginning in 1926, the Hawaii State PTSA has worked to bring its members together to engage and empower families and communities to advocate for all children.

As devoted parents and individuals to the educational success of children, we pride ourselves on being a powerful voice for children, a relevant resource for parents, and a strong advocate for public education. The Hawawii State PTSA looks forward to partnering with the HIDOE to develop and implement a comprehensive statewide assessment system that informs instruction and leads to higher academic achievement of all students.

I encourage the U.S. Department of Education to give Hawaii's Innovative Assessment Demonstration Authority submission its highest consideration for implementation of an approach that will improve our education system.

Sincerely,

Liz Sager

President, Hawaii State PTSA

S E A C
Special Education Advisory Council
919 Ala Moana Blvd., Room 101
Honolulu, HI 96814
Phone: 586-8126 Fax: 586-8129
email: spin@doh.hawaii.gov

January 21, 2020

Special Education Advisory Council

Ms. Martha Guinan, *Chair*
Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehey, *Vice Chair*
Ms. Ivalee Sinclair, *Vice Chair*

Ms. Andrea Alexander
Ms. Brendelyn Ancheta
Ms. Virginia Beringer
Ms. Mary Brogan
Ms. Deborah Cheeseman
Ms. Annette Cooper
Mr. Mark Disher
Dr. Kurt Humphrey
Ms. Cathy Kahoohanohano
Ms. Tina King
Ms. Bernadette Lane
Ms. Kaili Murbach
Ms. Stacey Oshio
Ms. Carrie Pisciotto
Ms. Kau'i Rezentes
Ms. Rosie Rowe
Dr. David Royer
Mr. James Street
Mr. Francis Taele
Mr. Steven Vannatta
Ms. Jasmine Williams
Ms. Susan Wood

Mr. Cara Tanimura, *liaison to the Superintendent*
Dr. Bob Campbell, *liaison to the military community*

Amanda Kaahanui, Staff
Susan Rocco, Staff

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

The Special Education Advisory Council (SEAC) strongly supports the Hawaii Department of Education's (HIDOE) commitment to develop new assessments under the Innovative Assessment Demonstration Authority that was incorporated into the Every Student Succeeds Act (2015).

For over a decade, the HIDOE has been at the forefront of innovative design of statewide assessments used for accountability purposes. Specifically, HIDOE's initiatives on computer adaptive tests (CAT) and machine-scoring of items for both the general and alternate student populations has placed Hawaii as a leader in developing technology to deliver statewide assessments of the highest technical quality. This leadership puts Hawaii in a unique position to develop and inaugurate innovative assessments that will enable far more creative, predictive, and demanding instructional experiences for its students.

Acknowledging that not all students fit into the same mold and may not follow the same path to learning success allows educators to accommodate learning differences and help every student fulfill his or her highest potential. Innovative assessments can also be designed to be culturally responsive, a valued outcome for our racially and culturally diverse student population. Hawaii's new assessments will both enable and also incentivize teachers to develop new approaches to student learning.

SEAC partners with the HIDOE to improve the quality of special and general education in the state. We are confident of their ability and leadership in developing innovative assessments that encourage all Hawaii's keiki to strive for academic success.

Sincerely,

Martha Guinan
Chair

*Mandated by the **Individuals with Disabilities Education Act***

HSTA
HAWAII STATE TEACHERS ASSOCIATION
Teaching Today for Hawaii's Tomorrow

1200 Ala Kapuna Street • Honolulu, Hawaii 96819
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: www.hsta.org

Corey Rosenlee
President
Osa Tui, Jr.
Vice President
Logan Okita
Secretary-Treasurer
Wilbert Holck
Executive Director

January 13, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos:

The Hawaii State Teachers Association (HSTA) very strongly supports the Hawaii Department of Education's (HIDOE) commitment to develop new assessments under the Innovative Assessment Demonstration Authority that was incorporated into the Every Student Succeeds Act (2015).

For over a decade, the HIDOE has been at the forefront of innovative design of statewide assessments used for accountability purposes. Specifically, HIDOE's initiatives on computer adaptive tests and machine-scoring of items for both the general and alternate student populations have placed Hawaii as a leader in developing technology to deliver statewide assessments of the highest technical quality. This leadership puts Hawaii in a unique position to develop and inaugurate innovative assessments that will enable far more creative, predictive, and demanding instructional experiences for its students. Hawaii's new assessments will both enable and also incentivize teachers to develop new approaches to student learning. Specifically, the new assessments will support teachers in nurturing students' skills, knowledge, creative thinking, research capacity, and teamwork.

While the benefits of these new assessments will be most immediately realized in Hawaii, this work will in turn generate national impact—even as multiple states are now expressing interest in Hawaii's "hybrid" approach to accountability assessments.

The HSTA partners with multiple organizations to improve the quality of education in the state of Hawaii. There is no doubt in our mind that the educational leadership in Hawaii is currently among the very most sophisticated, effective, and forward-looking. We have found the state's work to be exemplary: high-quality, timely, responsive, and respectful of all relevant stakeholders.

Sincerely,

Corey Rosenlee
President

Recycled
Recyclable

nea NATIONAL EDUCATION ASSOCIATION nea.org

Innovative Assessment Program Pilot
Complex Area Superintendent Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of schools that have been accepted to participate in the Hawai i Innovative Assessment Program pilot.

Complex Area: **Kapaa-Kauai-Waimea** (Waimea Canyon Middle School)

Complex Area Superintendent: **Bill Arakaki**

Signature

01/15/2020

Date

Innovative Assessment Program Pilot
Complex Area Superintendent Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

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I am acknowledging my support of schools that have been accepted to participate in the Hawai i Innovative Assessment Program pilot.

Complex Area: **Hilo-Waiakea** (Hilo Union School)

Complex Area Superintendent: **Esther Kanehailua**

Signature	1/17/20 Date

Innovative Assessment Program Pilot
Complex Area Superintendent Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

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I am acknowledging my support of schools that have been accepted to participate in the Hawai'i Innovative Assessment Program pilot.

Complex Area: **Baldwin-Kekaulike-Maui** (Kula Elementary School, Lokelani Intermediate School)

Complex Area Superintendent: **Kathleen Dimino**

Kathleen Dimino

_____ 1/18/2020

Signature Date

DAVID Y. IGE
GOVERNOR

DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
LEEWARD DISTRICT OFFICE
601 Kamokila Boulevard, Room 588
Kapolei, Hawaii 96707

January 3, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

On behalf of the Pearl City-Waipahu Complex Area, I extend full support to the Hawaii Department of Education's application to the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act. The Pearl City-Waipahu Complex Area will participate in the Hawaii Comprehensive Assessment Program (HICAP) pilot in SY 2020-21 and supports the hybrid model of classroom-based assessments with a summative computer adaptive test. The HICAP is an innovative assessment program that supports teachers in better understanding the individual learning profiles of all students. It provides students the opportunity to engage in a rigorous examination of college and career ready aptitudes using both classroom-based and technically sound summative assessments.

In the Pearl City-Waipahu Complex Area, HICAP will allow our system to personalize learning through an assessment system that helps us provide targeted instruction on rigorous standards. With timely feedback using classroom-based assessments, the culture of our schools and the classroom instruction raise the bar for high levels of engagement and deeper understanding.

Hawaii students deserve the opportunity to have assessments that can be used to bring a common sense approach into the classroom because those assessments allow more time for instruction, align to needed standards for academic success, and measure growth throughout the school year. HICAP has this capability.

Sincerely,

Keith Hui
Complex Area Superintendent
Pearl City-Waipahu

KH:jsh

Innovative Assessment Program Pilot
Complex Area Superintendent Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

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I am acknowledging my support of schools that have been accepted to participate in the Hawai i Innovative Assessment Program pilot.

Complex Area: **Kailua-Kalaheo** (Malama Honua PCS)

Complex Area Superintendent: **Lanelle Hibbs**

Lanelle Hibbs
Signature

01-14-2020
Date

Innovative Assessment Program Pilot
Complex Area Superintendent Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of schools that have been accepted to participate in the Hawai i Innovative Assessment Program pilot.

Complex Area: **Kaimuki-McKinley-Roosevelt** (Jarrett Middle School, Voyager PCS)

Complex Area Superintendent: **Linell Dilwith**

L. Dilwith	1/15/2020
Signature	Date

Innovative Assessment Program Pilot
Complex Area Superintendent Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of schools that have been accepted to participate in the Hawai i Innovative Assessment Program pilot.

Complex Area: **Castle-Kahuku** (Kahalu u Elem & Waiahole)

Complex Area Superintendent: **Matt Ho**

Signature

01/21/2020
Date

Innovative Assessment Program Pilot
Complex Area Superintendent Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* **The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.**

I am acknowledging my support of schools that have been accepted to participate in the Hawai i Innovative Assessment Program pilot.

Complex Area: Farrington-Kaiser-Kalani (Waialae Elementary School)

Complex Area Superintendent: Rochelle Mahoe

Rochelle Mahoe
Signature

1/16/2020
Date

Innovative Assessment Program Pilot
Complex Area Superintendent Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("JADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai'i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of schools that have been accepted to participate in the Hawai'i Innovative Assessment Program pilot.

Complex Area: **Campbell-Kapolei** (Ewa Makai Middle School, Holomua Elementary School)

Complex Area Superintendent: **Sean Tajima**

Signature

JAN 15 2020

Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("!ADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot.

School: Waiahole Elementary School

Principal/Director: Alexandra Obra

Alexandra Obra
Signature

1/14/20
Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai'i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: ***Accepting Applications for the Innovative Assessment Pilot Program.*** The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who *have* applied and been accepted to participate in the Hawai'i Innovative Assessment Program pilot.

School: Highlands Intermediate School

Principal/Director: Amy Martinson

Amy Martinson
Signature

1-14-20
Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program*. The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot.

School: Hilo Union School

Principal/Director: Bryan Arbles

Signature

1.21.20
Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("JADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applicationsfor the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot.

School: Kula Elementary School

Principal/Director: Chris Bachaus

Signature

1/15/20
Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawaiʻi innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program*. The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawaiʻi Innovative Assessment Program pilot.

School: Mālama Honua PCS

Principal/Director: Denise Espania

_____ January 14, 2020
Signature Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai'i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai'i Innovative Assessment Program pilot

School: Jarrett Middle School

Principal/Director: Dr. Reid Kuba

Reid Kuba — 1/15/20

Signature **Date**

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot.

Schocl: VoyagerPCS

Principal/Director: Evan Anderson

Signature

1/14/2020
D1te

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot

School: Lokelani Intermediate School

Principal/Director: Francoise Bell

Signature

1/21/20
Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot.

School: Holomua Elementary School

Principal/Director: Gary Yasui

Gary Yasui
Signature

1/17/20
Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot.

School: Waialae PCS

Principal/Director: John Constantinou

Signature

1-14-2020

Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("JADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot.

School: Ewa Makai Middle School

Principal/Director: Kim Sanders

Signature

01/16/2020
Date

Innovative Assessment Program Pilot
School Acknowledgement Form
Grade 4 ELA/Grade 8 Mathematics

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to the assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment Demonstration Authority ("IADA") to develop alternative or innovative assessment that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot program will assist in the development of the Hawai i innovative assessment model. Teachers will be provided with professional development and supports as stated in the December 6, 2019 Memo: *Accepting Applications for the Innovative Assessment Pilot Program.* The Assessment Section will cover stipend/substitute costs as well as travel expenses for neighbor island participants.

I am acknowledging my support of teachers who have applied and been accepted to participate in the Hawai i Innovative Assessment Program pilot.

School: Waimea Canyon Middle School

Principal/Director: Melissa Speetjens

Signature

1/14/20

Date

WARD RESEARCH
INCORPORATED

Resident Opinions on Public Education

Prepared for:

EDUCATION INSTITUTE OF HAWAII

February 2016

Ward Research, Inc.

Table of Contents

Executive Summary……3
Objectives and Methodology……6
Profile of Respondents……7
Narrative of Findings
Quality of Public Schools in Hawaii……10
Education Standards for Hawaii……18
Standardized Testing in Hawaii Public Schools……22
School Empowerment……26
Other Issues……29
Subsample Summaries……33

Appendices

Ward Research, Inc. • 828 Fort Street, Suite 210 • Honolulu, Hawaii 96813 • Phone: (808) 522-5123 • Fax: (808) 522-5127

Executive Summary

The following section presents key findings from a statewide telephone survey of Hawaii residents. A total of n=730 surveys were conducted from January 14 to January 28, 2016. The maximum sampling error for n=730 is +/-3.5%.

QUALITY OF SCHOOLS IN HAWAII

- Resident opinions about the quality of public schools in their neighborhood (and, among parents, the quality of the public school their oldest child attends), were more positive than opinions about the quality of public schools in Hawaii as a whole. This suggests that perceptions about public schools are affected by familiarity or, at least, proximity to the school.
  - 45% of survey respondents said the quality of the public schools in their neighborhood is excellent or good, compared to 31% who said the quality of public schools in Hawaii as a whole is excellent or good.
  - 55% of parents said the quality of the public school their oldest child attends is excellent or good.
- Based on responses, residents felt that the public schools in their neighborhood have improved, but need to improve further.
  - 31% felt the public schools in their neighborhood have improved over the last five years, compared to 11% who said the schools have gotten worse.
  - Still, only 11% strongly agreed that the public school system does a good job of preparing students for success in the workplace. Twice as many (22%) strongly disagreed.
  - Two-thirds (65%) strongly agreed that the *DOE needs to provide air conditioning for classrooms to help improve learning.*
  - Learning could also be improved by encouraging innovation and creativity among students in the classroom (78% strongly agreed that this needs to be encouraged).

Executive Summary

STANDARDS IN EDUCATION

- A majority of the residents surveyed felt that, for education in Hawaii, we should change the direction we are heading (60% vs. 28% continue in the same direction). However, opinions were split on what standards of education Hawaii should use, either the same standards as other states (50%) or different standards that are more specific to Hawaii (46%).
- Survey respondents who were born and raised in Hawaii were more likely than those born and raised elsewhere to say that we should use different standards that are more specific to Hawaii.
- Similarly, survey respondents who work in education were more likely than those who do not to advocate for different standards.

SCHOOL EMPOWERMENT

- There was support for greater school empowerment. A large majority of the residents surveyed strongly agreed (65%) with the statement, *"Classrooms in public schools don't even seem to have adequate equipment, like books and computers---which makes me believe that not enough funding actually gets to the classroom."* Note that respondents who work in education were more likely than those who work in other fields to strongly agree with this statement.
- Residents were also far more likely to agree (46% strongly and 37% somewhat) than to disagree (10%) that the DOE should, as Governor David Ige directed in his first State of the State address, "stop issuing mandates from the state office" and instead "focus on empowering schools at the school level."

Executive Summary

STANDARDIZED TESTING IN PUBLIC SCHOOLS

- There was greater support than opposition to standardized testing in public schools. A majority of residents surveyed reportedly support the current requirement that public schools administer additional hours of standardized tests, although a greater proportion said only "somewhat" (25% strongly and 31% somewhat). A majority of residents also felt that standardized tests are necessary to hold schools accountable (51% vs. 44% who felt that there is too much emphasis on standardized testing). It follows, then, that opposition to the parent opt-out option for standardized tests was high: 48% of residents strongly disagreed that parents should be able to opt their children out of standardized tests; another 19% somewhat disagreed.

- It should be noted, however, that support for standardized tests was lower among those who work in education---which includes those more likely to work in classrooms and with students---than those who work in other fields. Significantly greater proportions of respondents who work in education felt that there is too much emphasis on standardized tests and strongly opposed the current requirement that public schools administer additional hours of standardized tests.

Objectives and Methodology

- The objective of the study was:

TO DETERMINE RESIDENT OPINIONS ABOUT THE QUALITY OF SCHOOLS, EDUCATION STANDARDS, STANDARDIZED TESTING, AND OTHER ISSUES RELATED TO EDUCATION IN HAWAII.

- A telephone survey was conducted January 14 to January 28, 2016, among n=730 Hawaii residents. The maximum sampling error for n=730 is +/-3.5%. The sample, disaggregated by island/county was as follows:
  - Oahu: n=426 (maximum sampling error is +/-4.6%)
  - Maui County: n=102 (maximum sampling error is +/-9.7%)
  - Hawaii Island: n=102 (maximum sampling error is +/-9.7%)
  - Kauai: n=100 (maximum sampling error is +/-9.8%)
- The survey instrument was developed by Ward Research, Inc., in conjunction with the Education Institute of Hawaii. A copy of the survey instrument is in the Appendix of this report.
- 20% of the calls were completed via landline telephone, with numbers generated through random-digit dialing or RDD. The other 80% were completed via cellphone, with cellphone numbers purchased from a recognized sampling house. All interviews were conducted in the Ward Research Calling Center in downtown Honolulu. Interviewing hours were from 12:30pm to 8:30pm on weekdays and 10:00am to 6:00pm on weekends.
- Data processing was accomplished using SPSS for Windows, a statistical software package. Data was cross-tabulated by key variables, including island/county, ethnicity, age, household income, gender, children, etc.).
- The final data was weighted by population by county and age to create a weighted total that is proportionate to population for Oahu, Maui County, Hawaii Island, and Kauai.

Profile of Respondents

Island/County	%
Oahu	70
Maui County (includes n=3 Molokai and n=1 Lanai)	11
Hawaii Island	13
Kauai	5
Ethnicity	**%**
Caucasian	23
Chinese	4
Filipino	13
Hawaiian/part-Hawaiian	23
Japanese	20
Mixed	7
Other	8
Refused	2
Years in Hawaii	**%**
Less than 2 years	2
2 to less than 5	4
5 to less than 10	6
10 or more	33
Born and raised	55

Age	%
18 to 24	12
25 to 34	17
35 to 44	17
45 to 54	18
55 to 64	17
65 and older	18
Refused	1
MEAN	**46.6**
Income	**%**
Under $25,000	10
$25,000 but under $35,000	10
$35,000 but under $50,000	11
$50,000 but under $75,000	18
$75,000 but under $100,000	12
$100,000 and above	25
Refused	13
MEDIAN	**$66,270**
Gender	**%**
Male	50
Female	50

Registered to Vote	%
Yes	80
No	20
Highest Level of Education	**%**
Less than high school	2
High school	20
Some college, no degree	20
Technical or trade school cert.	4
Associate's degree	10
Bachelor's degree	26
Graduate degree	18
Refused	1
Type of High School Attended	**%**
Public school	78
Private school	15
Both	6
Neither	1
Work in Education	**%**
Yes	27
No	73
Base=	**730**

Children in K-12

Do you have any children who are now in kindergarten to grade 12?	%
Yes	30
No	70
Base=	**730**

Do your children attend public or private school?	%
Public only	77
Private only	16
Both	6
Refused	2
Base=	**218**

IF BOTH: Is your oldest child in public or private school?	%
Public school	46
Private school	54
Base=	**13**

TOTAL WITH CHILDREN IN K-12: Type of school oldest child attending	%
Public	81
Private	19
Base=	**218**

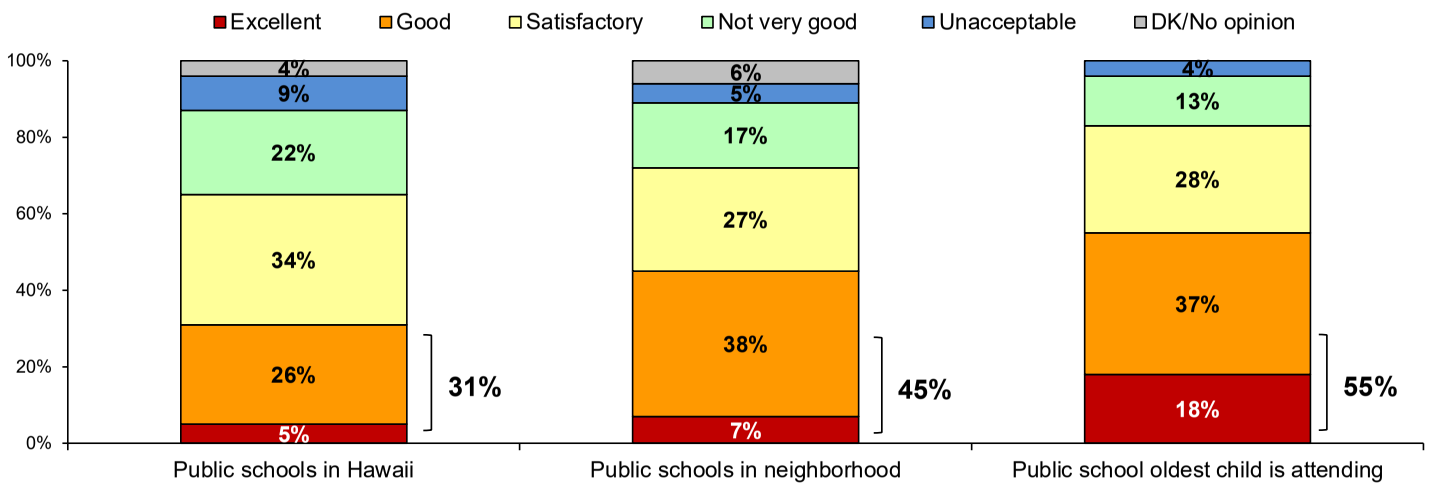
IF PUBLIC SCHOOL: Is your oldest child in elementary school, intermediate, or high school?	%
Elementary	42
Intermediate	15
High School	40
Refused	3
Base=	**173**

Quality of Public Schools in Hawaii

Ward Research, Inc.

Quality of Public Schools

- Respondents had a more positive opinion of the public schools in their neighborhood than of the schools in Hawaii as a whole. Opinions about the schools in their neighborhood leaned positive, with 45% indicating that the schools are excellent or good. In contrast, opinions about the quality of public schools in Hawaii were more split, with 31% indicating the schools are excellent or good.
- Public school parents were also asked to rate the quality of the public school their oldest child attends, and their opinions were even more positive. More than half felt the school was excellent or good (55%).



Q1. How do you feel about the quality of public schools in Hawaii? Would you say they are: (n=730)
Q2. How do you feel about the quality of public schools in your neighborhood? Would you say they are: (n=730)
Q14. How do you feel about the quality of the public school your oldest child attends? (n=173)

Quality of Public Schools in Hawaii, Neighborhood – Additional Findings

Public Schools in Neighborhood

- Filipinos (70%, compared to Caucasians: 34%, Japanese: 48%, and Hawaiians: 42%) and younger respondents, under 35 (52%, compared to 35+ year olds: 42%) were more likely to say the public schools in their neighborhood are **excellent or good**.
- On the other hand, Hawaii Island residents (42%, versus Oahu: 17%, Maui County: 28%, and Kauai: 24%) and Caucasians (32%, versus Japanese: 14%, Filipinos: 6%, and Hawaiians: 25%) were more likely to say the public schools in their neighborhood are **unacceptable or not very good**.

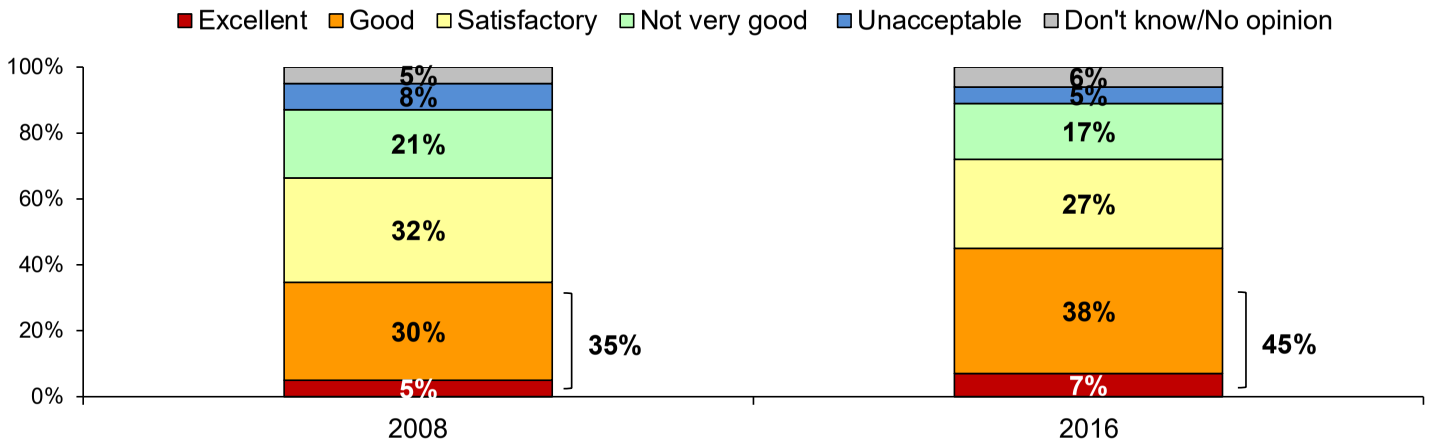
Public Schools in Hawaii

- Significantly higher proportions of the following respondents said that public schools in Hawaii are **excellent or good**:
  - Filipinos (58%), compared to Caucasians (18%), Japanese (34%), and Hawaiians (31%)
  - <55 year olds (34%), compared to 55+ year olds (25%)
  - Non-voters (39%), compared to registered voters (28%)
  - Respondents who do not work in education (33%), versus those who do (24%)
- Higher proportions of the respondents below said that public schools in Hawaii are **unacceptable or not very good**:
  - Caucasians (49%), versus Japanese (25%), Filipinos (10%), and Hawaiians (30%)
  - Respondents who were born and raised outside of Hawaii (37%), versus those born and raised in Hawaii (27%)
  - Registered voters (35%), versus non-voters (18%)

Quality of Public Schools in Neighborhood – Tracking Data

- The questions discussed in the previous slides were based on a question asked in the Hawaii Public Education Poll (commissioned by the State of Hawaii Department of Education) conducted in Spring 2008. The Hawaii Public Education Poll asked n=600 Hawaii residents, "How do you feel about the quality of public schools in your community?"

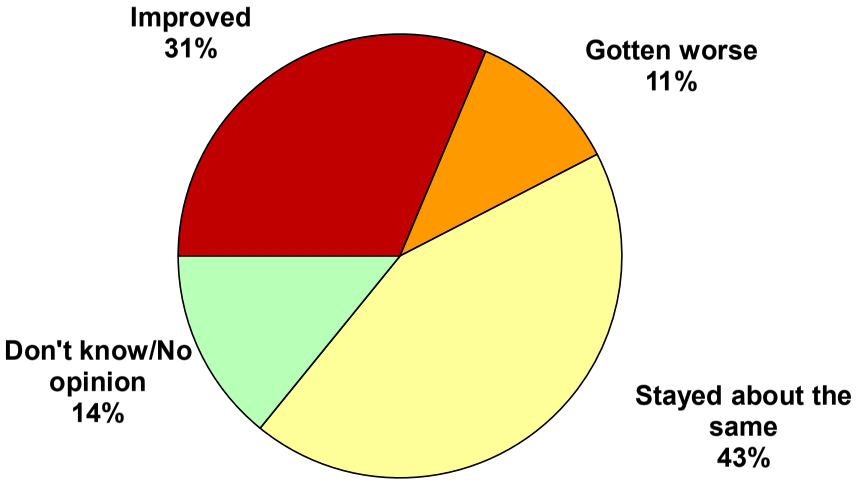
  As shown in the chart below, resident perceptions about the quality of schools in their neighborhood have improved over the last eight years, from 35% of respondents in 2008 saying that the schools in their community are excellent or good, to 45% in 2016.



2008. How do you feel about the quality of public schools in your community? (n=600)
2016. How do you feel about the quality of public schools in your neighborhood? Would you say they are: (n=730)

Change in the Quality of Education in Hawaii Over the Last 5 Years

- One in three respondents felt the public schools in their neighborhood have improved over the last 5 years (31%). In contrast, one in 10 felt the schools have gotten worse (11%).
- Filipinos (54%, versus Caucasians: 22%, Japanese: 31%, and Hawaiians: 33%) and those born and raised in Hawaii (35%, versus elsewhere: 27%) were more likely to say that schools in their neighborhood have improved the last five years.
- Hawaii Island residents (25%, versus Oahu: 8%, Maui County: 11%, and Kauai: 10%), on the other hand, were more likely to say the schools have gotten worse.

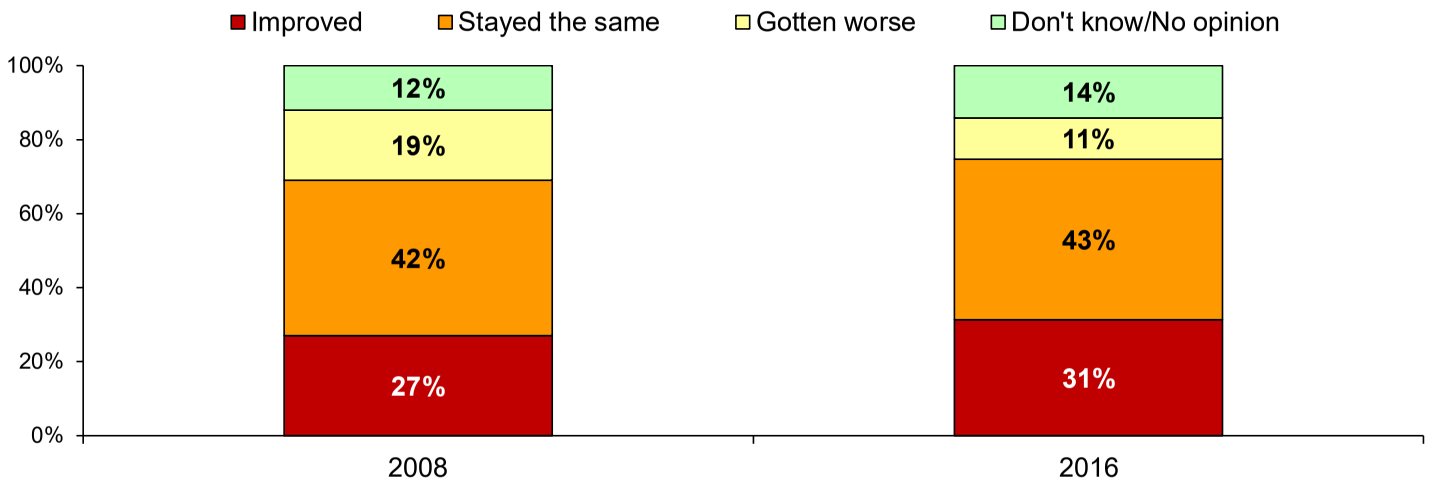


Q3. Would you say public schools in your neighborhood have improved, gotten worse, or stayed the same over the last 5 years? (n=730)

Change in the Quality of Education in Hawaii Over the Last 5 Years – Tracking Data

- In the 2008 Hawaii Public Education Poll, residents were asked, "Have public schools in your community improved over the past 5 years?"

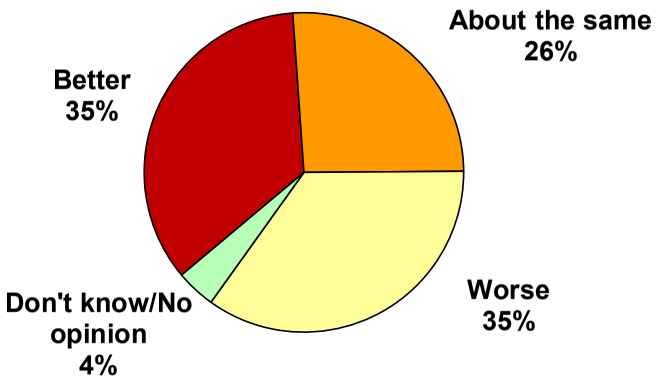
  As shown in the chart below, in 2016, the proportion of residents who said the public schools in their neighborhood improved over the last five years is comparable to 2008 (31% vs. 27%). However, the proportion who said that the schools have gotten worse decreased from 2008 (down 8 percentage points).



2008. Have public schools in your community improved over the past 5 years? (n=600)
2016. Would you say public schools in your neighborhood have improved, gotten worse, or stayed the same over the last 5 years? (n=730)

Quality of Education in Hawaii – Now Compared to Own Experience

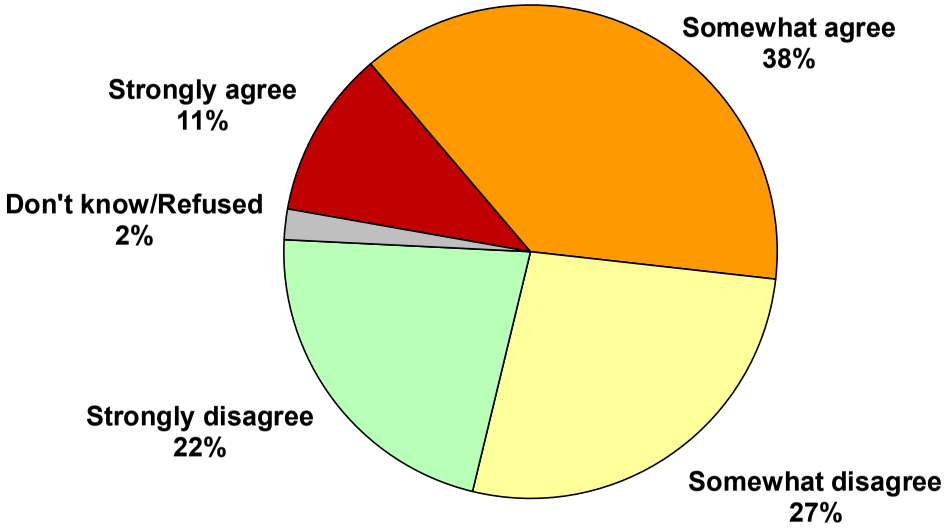
- One in three respondents said children today get a better education than they did (35%), but a similar proportion said that children today get a worse education than they did (35%).
- Filipinos (63%, versus Caucasians: 19%, Japanese: 35%, and Hawaiians: 45%), males (39%, versus females: 30%), and non-voters (43%, versus registered voters: 33%) were more likely to say that children today get a better education than they did.
- Meanwhile, registered voters (38%, versus non-voters: 23%), 55+ year olds (47%, versus <55: 29%), and Caucasians (51%, versus Japanese: 34%, Filipinos: 10%, and Hawaiians: 32%) were more likely to say that children today get a worse education than they did.



Q4. As you look back on your own elementary and high school education, is it your impression that children today get a better education, about the same, or a worse education than you did? (n=730)

Agree or Disagree: The state public school system does a good job of preparing students for success in the workplace

- Twice as many respondents strongly disagreed (22%) than strongly agreed (11%) that the state public school system does a good job of preparing students for success in the workplace.
- Registered voters (24%) were more likely than non-voters (15%) to strongly disagree with the statement.



Q12e. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree: The state public school system does a good job of preparing students for success in the workplace. (n=730)

Education Standards for Hawaii

Ward Research, Inc.

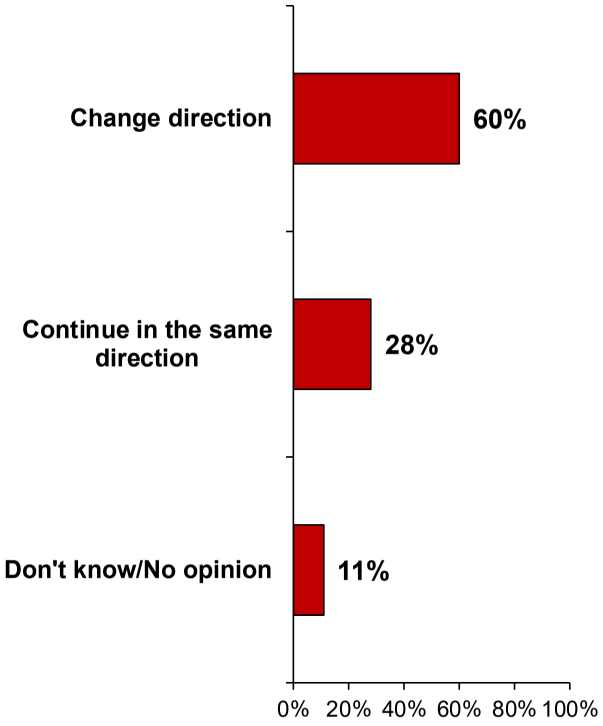
Direction of Education in Hawaii

- "Change the direction we are heading," was the far more likely response when respondents were asked:

  Congress has just passed a new law that provides greater flexibility for each state to set its own direction for public education. For Hawaii, should we continue in the same direction we have been headed in the past 5 years under Race to the Top, or should we change the direction we are heading?

- Significantly higher proportions of 35+ year olds (64%, versus those under 35: 51%), and registered voters (64%, versus non-voters: 47%) felt we should change the direction we are heading.

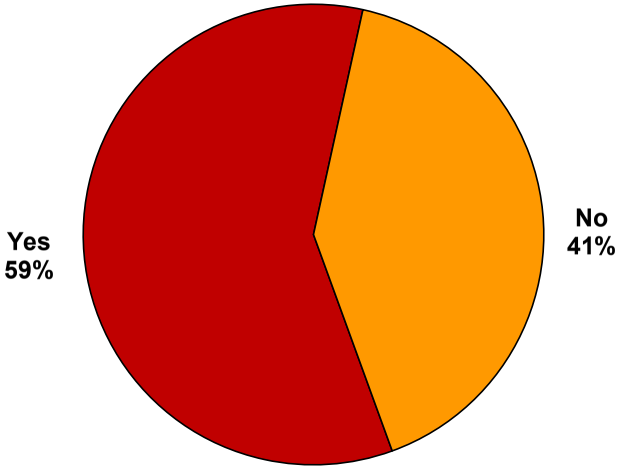
- Higher proportions of these respondents felt we should continue in the same direction:
  - Under 35 (38%), compared to 35+ year olds (24%)
  - Filipinos (50%), compared Caucasians (21%), Japanese (30%), and Hawaiians (27%)
  - Non-voters (38%), compared registered voters (26%)
  - Work in other fields (31%), compared to work in education (22%)



Q6. Congress has just passed a new law that provides greater flexibility for each state to set its own direction for public education. For Hawaii, should we continue in the same direction we have been headed in the past five years under Race to the Top, or should we change the direction we are heading? (n=730)

Awareness of Common Core Standards

- A majority of respondents (59%) reportedly have heard of the Common Core standards in education; significantly higher proportions of them:
  - Are Caucasian (73%) or Japanese (64%), versus Filipino (40%) or Hawaiian (52%)
  - Have $50K+ annual household income (66%), versus less than $50K, 49%
  - Are registered voters (64%), versus non-voters (37%)
  - Work in education (71%), versus work in other fields (54%)
  - Have children in K-12 (69%), versus do not have children in K-12 (54%)



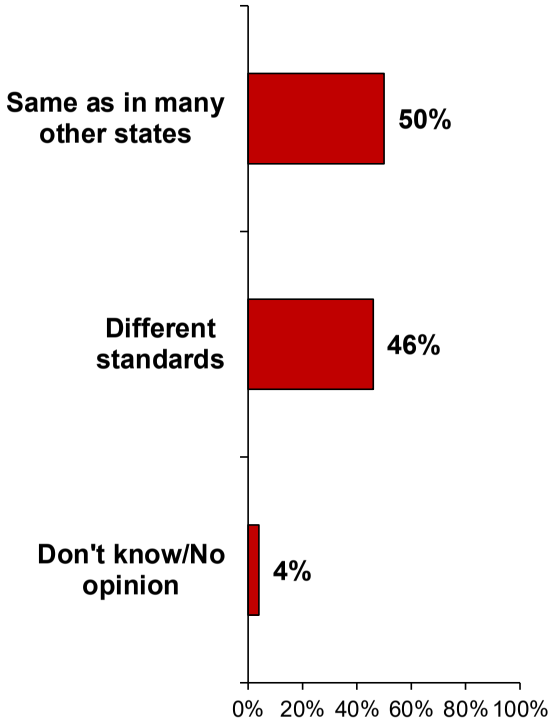
Q7. Have you heard of the Common Core standards in education? (n=730)

Standards for Education in Hawaii

- Opinions were split near evenly (50% vs. 46%) when respondents were asked:

  As you may know, the Common Core are standards for reading and math. In the last few years, each state has been deciding whether or not to use the Common Core. Do you think Hawaii should use standards that are the same as in many other states, or different standards that are specific to Hawaii?

- Those under 55 years old (55%) were more likely than 55+ year olds (40%) to say that Hawaii should use the same standards as in many other states, while 55+ year olds were more likely to say that different standards should be used (52% vs. 39%).
- Respondents who work in other fields (52%) were more likely than those who work in education (42%) to say that Hawaii should use the same standards as in many other states, while those who work in education were more likely to say that different standards should be used (53% vs. 44%).
- Those who were born and raised in Hawaii (50%) were also more likely than those born and raised elsewhere (41%) to say that different standards should be used.



Q8. As you may know, the Common Core are standards for reading and math. In the last few years, each state has been deciding whether or not to use the Common Core. Do you think Hawaii should use standards that are the same as in many other states, or different standards that are specific to Hawaii? (n=730)

Standardized Testing in Hawaii Public Schools

Ward Research, Inc.

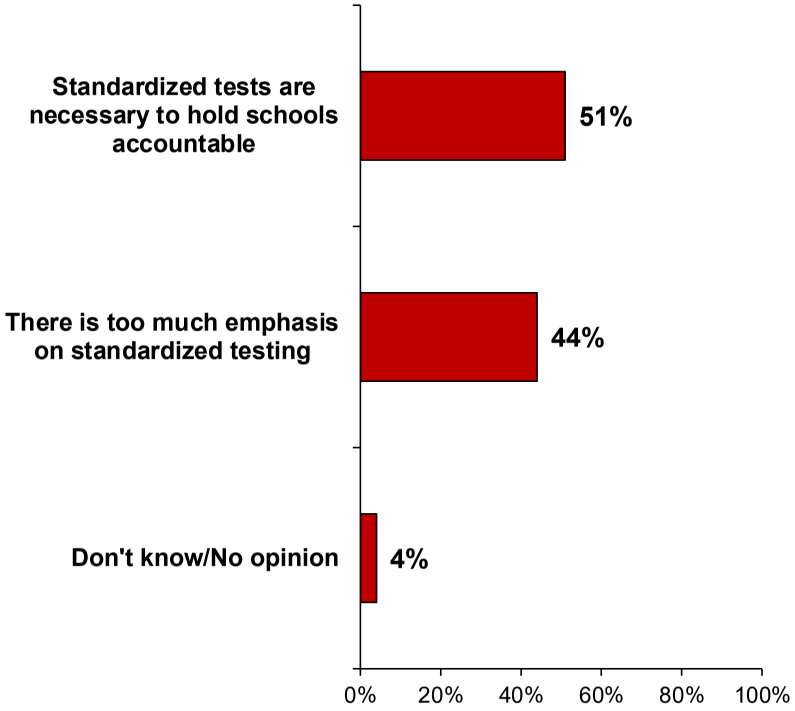
Standardized tests are necessary to hold schools accountable vs. There is too much emphasis on standardized testing

- Survey respondents were asked:

  Some people say that there is too much emphasis on standardized testing in the public schools; that schools end up teaching to these tests rather than focusing on real learning. Others say that standardized tests are necessary to hold schools accountable for use of taxpayer dollars. With which of these do you agree most? In Hawaii, there is too much emphasis on standardized testing or are standardized tests necessary to hold schools accountable?

  Agreement with "standardized tests are necessary to hold schools accountable" (51%) was higher overall.

- Respondents who work in other fields (56%) were more likely than those who work in education (39%) to agree that standardized tests are necessary to hold schools accountable.



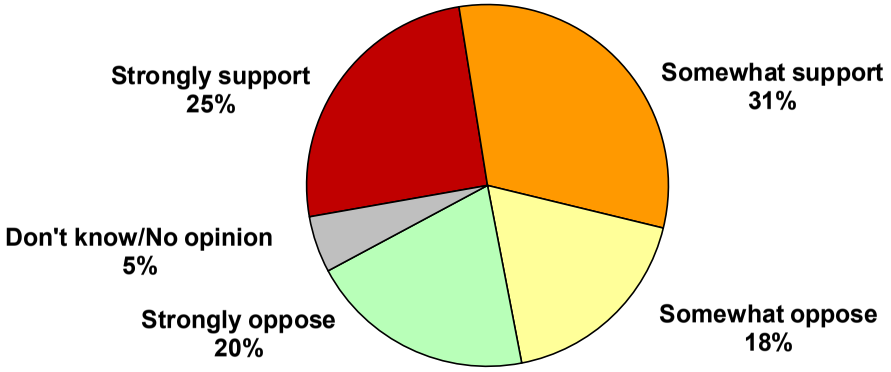
Q11. Some people say that there is too much emphasis on standardized testing in the public schools; that schools end up teaching to tests rather than focusing on real learning. Others say that standardized tests are necessary to hold schools accountable for use of taxpayer dollars. With which of these do you agree most? (n=730)

Support or Oppose: Current requirement that public schools administer additional hours of standardized tests

- Support for standardized tests was greater than opposition, when respondents were asked:

  Every public and private school in Hawaii uses tests to identify areas in which students need additional instruction. But only public schools are required by federal law to administer additional hours of standardized tests. Do you support or oppose the current requirement that public schools administer additional hours of standardized tests?

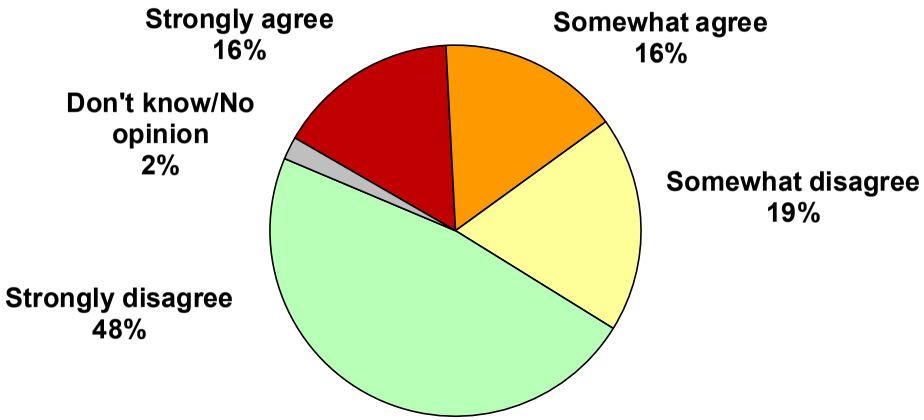
- Filipinos (32%) and Hawaiians (30%) were more likely than Caucasians (19%) and Japanese (17%) to strongly support standardized tests.
- In contrast, registered voters (22%), compared to non-voters (13%), and those who work in education (31%), compared to other fields (16%), were more likely to strongly oppose standardized tests.



Q9. Every public and private school in Hawaii uses tests to identify areas in which students need additional instruction. But only public schools are required by federal law to administer additional hours of standardized tests. Do you support or oppose the current requirement that public schools administer additional hours of standardized tests? (n=730)

Agree or Disagree: Parents should be able to opt out of standardized tests for their children

- Respondents were far more likely to disagree (48% strongly) than to agree (16% strongly) that parents should be able to opt out of standardized tests for their children.
- Those with children in K-12 (22% strongly agree) were more likely than those without children in K-12 (13% strongly agree) to support the parent opt-out option.
- Registered voters (50% strongly disagree), meanwhile, were more likely than non-voters (39% strongly disagree) to oppose the parent opt-out option, as were private school parents (60% strongly disagree) compared to public school parents (42% strongly disagree).



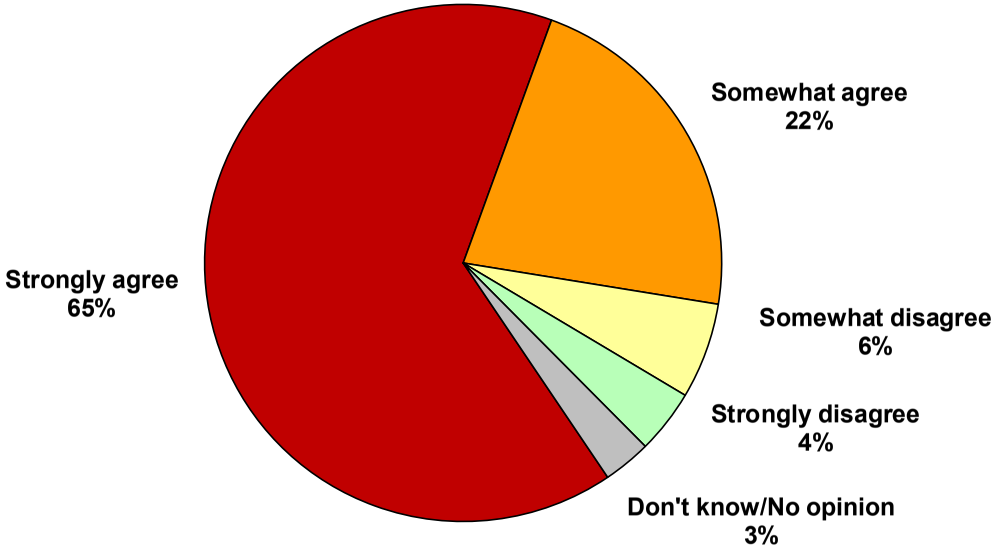
Q10. Some people say that ALL students should take the annual Hawaii State Assessment tests in math and reading. Others say that parents should be able to opt out of these tests for their children. Do you agree or disagree that parents should be able to opt out of these tests for their children? (n=730)

School Empowerment

Ward Research, Inc.

Agree or Disagree: Classrooms in public schools don't even seem to have adequate equipment, like books and computers---which makes me believe that not enough funding actually gets to the classroom

- 2 in 3 respondents (65%) agreed strongly with the statement, "Classrooms in public schools don't even seem to have adequate equipment, which makes me believe that not enough funding actually gets to the classroom."
- Registered voters (67%) were more likely than non-voters (57%) to strongly agree with this statement.



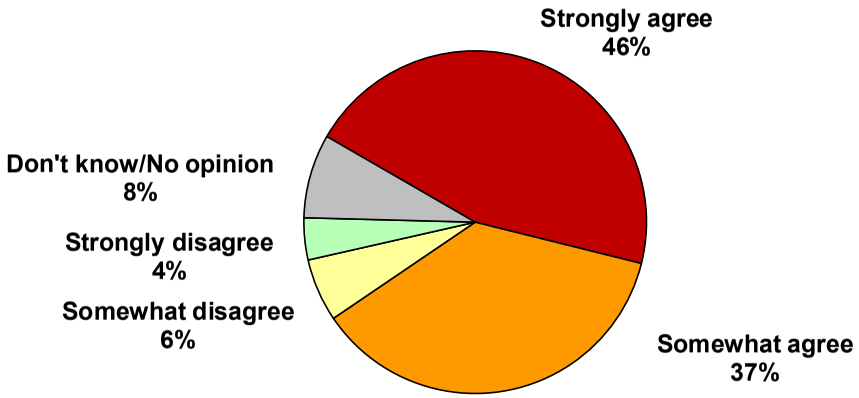
Q12a. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree: Classrooms in public schools don't even seem to have adequate equipment, like books and computers---which makes me believe that not enough funding actually gets to the classroom. (n=730)

Agree or Disagree: The DOE should "stop issuing mandates from the state office" and "instead focus on empowering schools and delivering resources to the school level."

- Survey respondents were told that in his first State of the State address, Governor David Ige called on education leaders to "stop issuing mandates from the state office and to focus on empowering schools and delivering resources to the school level."

  Nearly one-half (46%) strongly agreed that the DOE should follow the Governor's directive.

- Significantly higher proportions of respondents who work in education (55%) than those who work in other fields (43%) strongly agreed that the DOE should follow the Governor's directive.



Q5. In his first State of the State address, the Governor David Ige called on education leaders to "stop issuing mandates from the state office and to focus on empowering schools and delivering resources to the school level."

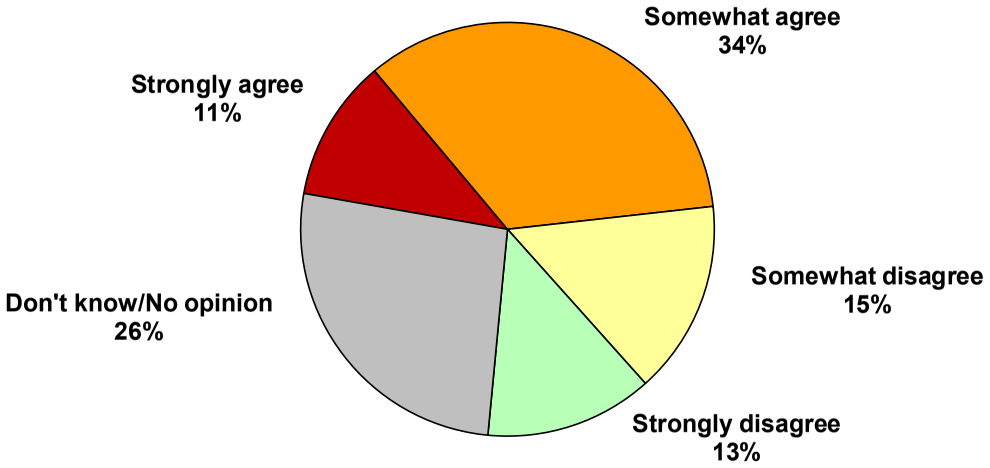
Do you agree or disagree that the DOE should "stop issuing mandates from the state office" and instead "focus on empowering schools and delivering resources to the school level." (n=730)

Other Issues

Ward Research, Inc.

Agree or Disagree: The appointed Board of Education is an improvement over the formerly elected Board

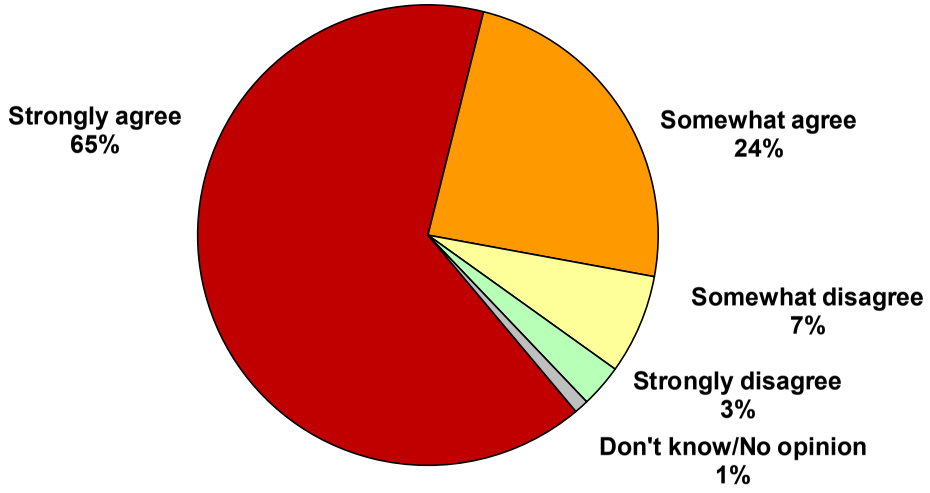
- 1 in 10 respondents (11%) strongly agreed that the appointed Board of Education is an improvement over the formerly elected Board; a similar proportion strongly disagreed (13%).
- Note the high proportion (26%) who said they did not know or that they had no opinion.
- <35 year olds (17%) were more likely than 35+ year olds (5%) to strongly disagree with the statement.
- Respondents who were born and raised outside of Hawaii (30%), versus those born and raised in Hawaii (23%), were more likely to say they did not know or that they had no opinion.



Q12b. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. The appointed Board of Education is an improvement over the formerly elected Board. (n=730)

Agree or Disagree: The DOE needs to provide air conditioning for classrooms to help improve learning

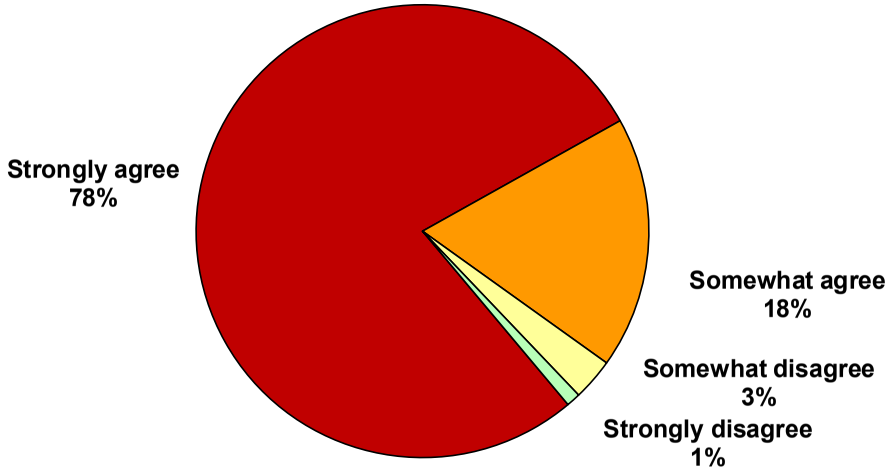
- 2 in 3 respondents (65%), including significantly higher proportions of the following, agreed strongly that the DOE needs to provide air conditioning for classrooms to help improve learning:
  - 35+ (68%), versus <35 year olds (57%)
  - Those born and raised in Hawaii (70%), versus elsewhere (61%)



Q12c. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree: The DOE needs to provide air conditioning for classrooms to help improve learning. (n=730)

Agree or Disagree: Innovation and creativity among students should be encouraged in the classroom through programs in art, music, project-based learning, real-world learning, and so on

- 4 in 5 (78%), including significantly higher proportions of the following respondents, agreed strongly that innovation and creativity should be encouraged in the classroom:
  - <55 year olds (81%), compared to 55+ year olds (71%)
  - Females (83%), versus males (72%)
  - Have children in K-12 (83%), versus do not have children in K-12 (75%)
  - Have children in elementary school (94%), versus intermediate to high school (75%)



Q12d. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree: Innovation and creativity among students should be encouraged in the classroom through programs in art, music, project-based learning, real-world learning, and so on. (n=730)

Subsample Summaries

Have Children in K-12 vs. Do Not Have Children in K-12
Have Oldest Child in Public School vs. Private School
Born and Raised in Hawaii vs. Born and Raised Elsewhere
Registered Voter vs. Non-Voter
Work in Education vs. Work in Other Field

Have Children in K-12 vs. Do Not Have Children in K-12

		CHILDREN IN K-12		
		Yes	No	Total
Quality of Public Schools in Hawaii	Excellent/Good	33%	29%	31%
	Unacceptable/Not very good	31%	32%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	48%	44%	45%
	Unacceptable/Not very good	26%	20%	22%
Public Schools– Over last 5 Years	Improved	35%	30%	31%
	Gotten worse	12%	10%	11%
Public Schools–Vs. Own Experience	Better	37%	34%	35%
	Worse	34%	36%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	11%	11%	11%
	Somewhat agree	39%	37%	38%
	Somewhat disagree	28%	27%	27%
	Strongly disagree	20%	23%	22%

* Yellow highlight denotes significance at $p \leq .05$ level

30% (n=218) of the residents surveyed reportedly have children in K-12, while 70% (n=511) do not have children in K-12.

- There were few significant response differences between respondents who have children in K-12 and those who do not have children in K-12.
- Directionally, respondents who have children in K-12 had more positive opinions about public schools than did those who do not have children in K-12.

Have Children in K-12 vs. Do Not Have Children in K-12

		CHILDREN IN K-12		
		Yes	No	Total
Direction of Education in Hawaii	Continue in same direction	30%	27%	28%
	Change directions	60%	60%	60%
Standards for Education in Hawaii	Same as in many states	53%	48%	50%
	Different standards	44%	47%	46%
Standardized Testing in Hawaii	Too much emphasis	45%	44%	44%
	Are necessary	53%	51%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	26%	24%	25%
	Somewhat support	32%	31%	31%
	Somewhat oppose	16%	19%	18%
	Strongly oppose	22%	20%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	22%	13%	16%
	Somewhat agree	15%	17%	16%
	Somewhat disagree	18%	19%	19%
	Strongly disagree	45%	49%	48%

* Yellow highlight denotes significance at p≤.05 level

- A significantly higher proportion of those who have children in K-12 strongly agreed that parents should be able to opt out of standardized tests for their children.

Have Children in K-12 vs. Do Not Have Children in K-12

		CHILDREN IN K-12		
		Yes	No	Total
Classrooms don't even seem to have adequate equipment…which makes me believe not enough funding gets to the classroom	Strongly agree	68%	64%	65%
	Somewhat agree	19%	24%	22%
	Somewhat disagree	5%	6%	6%
	Strongly disagree	5%	3%	4%
The DOE should…focus on empowering schools and delivering resources to the school level	Strongly agree	49%	45%	46%
	Somewhat agree	35%	37%	37%
	Somewhat disagree	3%	7%	6%
	Strongly disagree	5%	3%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	13%	11%	11%
	Somewhat agree	33%	34%	34%
	Somewhat disagree	15%	15%	15%
	Strongly disagree	13%	13%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	67%	64%	65%
	Somewhat agree	25%	23%	24%
	Somewhat disagree	4%	9%	7%
	Strongly disagree	3%	3%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	83%	75%	78%
	Somewhat agree	14%	20%	18%
	Somewhat disagree	3%	2%	3%
	Strongly disagree	0%	1%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- A significantly higher proportion of respondents who have children in K-12, compared to those who do not, also strongly agreed that innovation and creativity among students should be encouraged in the classroom.

Have Oldest Child in Public School vs. Private School

		OLDEST CHILD IN		
		Public school	Private school	Total
Quality of Public Schools in Hawaii	Excellent/Good	37%	18%	31%
	Unacceptable/Not very good	28%	48%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	53%	30%	45%
	Unacceptable/Not very good	21%	38%	22%
Public Schools– Over last 5 Years	Improved	39%	19%	31%
	Gotten worse	12%	11%	11%
Public Schools–Vs. Own Experience	Better	41%	24%	35%
	Worse	30%	49%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	14%	3%	11%
	Somewhat agree	38%	44%	38%
	Somewhat disagree	27%	30%	27%
	Strongly disagree	19%	24%	22%

* Yellow highlight denotes significance at 95% level

30% (n=218) of the residents surveyed reportedly have children in K-12. Among them, 79% (n=173, or 24% of the total sample) have their oldest child enrolled in public school while 19% (n=41, or 6% of the total sample) have their oldest child enrolled in private school.

- Public school parents had far more positive opinions of public schools than did private school parents. Significantly higher proportions of them:
  - Felt the public schools in Hawaii and in their neighborhood are excellent or good;
  - Felt the public schools in their neighborhood have improved over the last five years
  - Felt that children today get a better education than they did; and
  - Strongly agreed that the state public school system does a good job of preparing students for success in the workplace.

Have Oldest Child in Public School vs. Private School

		OLDEST CHILD IN		
		Public school	Private school	Total
Direction of Education in Hawaii	Continue in same direction	34%	20%	28%
	Change directions	60%	60%	60%
Standards for Education in Hawaii	Same as in many states	54%	52%	50%
	Different standards	43%	41%	46%
Standardized Testing in Hawaii	Too much emphasis	46%	35%	44%
	Are necessary	52%	63%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	26%	28%	25%
	Somewhat support	33%	26%	31%
	Somewhat oppose	17%	12%	18%
	Strongly oppose	22%	24%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	22%	17%	16%
	Somewhat agree	16%	10%	16%
	Somewhat disagree	20%	13%	19%
	Strongly disagree	42%	60%	48%

* Yellow highlight denotes significance at p≤.05 level

- Directionally, public school parents were more likely than private school parents to say that for education in Hawaii:
  - We should continue in the same direction we have been heading;
  - There is too much emphasis on standardized testing.
- There was less opposition to the opt-out option for standardized tests among public school parents than there was among private school parents.

Oldest Child in Public vs Private School

		OLDEST CHILD IN		
		Public school	Private school	Total
Classrooms don't even seem to have adequate equipment…which makes me believe not enough funding gets to the classroom	Strongly agree	70%	65%	65%
	Somewhat agree	17%	22%	22%
	Somewhat disagree	5%	2%	6%
	Strongly disagree	6%	2%	4%
The DOE should…focus on empowering schools and delivering resources to the school level	Strongly agree	49%	49%	46%
	Somewhat agree	37%	27%	37%
	Somewhat disagree	3%	3%	6%
	Strongly disagree	3%	11%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	13%	14%	11%
	Somewhat agree	33%	37%	34%
	Somewhat disagree	16%	9%	15%
	Strongly disagree	13%	13%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	66%	74%	65%
	Somewhat agree	25%	23%	24%
	Somewhat disagree	5%	0%	7%
	Strongly disagree	3%	0%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	83%	81%	78%
	Somewhat agree	14%	14%	18%
	Somewhat disagree	3%	5%	3%
	Strongly disagree	0%	0%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- Differences in levels of agreement with the agree/disagree statements tested in the survey between public school parents and private school parents were not statistically significant.

Born and Raised in Hawaii vs. Born and Raised Elsewhere

		YEARS IN HAWAII		
		Born & raised	Not born & raised	Total
Quality of Public Schools in Hawaii	Excellent/Good	32%	28%	31%
	Unacceptable/Not very good	27%	37%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	47%	42%	45%
	Unacceptable/Not very good	19%	25%	22%
Public Schools– Over last 5 Years	Improved	35%	27%	31%
	Gotten worse	14%	7%	11%
Public Schools–Vs. Own Experience	Better	38%	31%	35%
	Worse	33%	39%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	10%	12%	11%
	Somewhat agree	40%	35%	38%
	Somewhat disagree	27%	27%	27%
	Strongly disagree	22%	23%	22%

* Yellow highlight denotes significance at p≤.05 level

55% (n=402) of the residents surveyed reportedly were born and raised in Hawaii, while 45% (n=328) were born and raised elsewhere.

- Respondents who were born and raised in Hawaii felt more positively about the quality of public schools in Hawaii than did those who were born and raised elsewhere.

Born and Raised in Hawaii vs. Born and Raised Elsewhere

		YEARS IN HAWAII		
		Born & raised	Not born & raised	Total
Direction of Education in Hawaii	Continue in same direction	30%	26%	28%
	Change directions	60%	61%	60%
Standards for Education in Hawaii	Same as in many states	46%	53%	50%
	Different standards	50%	41%	46%
Standardized Testing in Hawaii	Too much emphasis	42%	47%	44%
	Are necessary	53%	49%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	25%	24%	25%
	Somewhat support	32%	30%	31%
	Somewhat oppose	19%	18%	18%
	Strongly oppose	19%	22%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	14%	17%	16%
	Somewhat agree	17%	15%	16%
	Somewhat disagree	19%	18%	19%
	Strongly disagree	49%	46%	48%

* Yellow highlight denotes significance at $p \leq .05$ level

- Significantly higher proportions of respondents who were born and raised in Hawaii than those born and raised elsewhere felt Hawaii should use different education standards that are more specific to Hawaii.
- Other response differences between the two subsamples, on issues such as the direction of education in Hawaii and standardized testing in Hawaii, were not statistically significant.

Born and Raised in Hawaii vs. Born and Raised Elsewhere

		YEARS IN HAWAII		
		Born & raised	Not born & raised	Total
Classrooms don't even seem to have adequate equipment…which makes me believe not enough funding gets to the classroom	Strongly agree	67%	63%	65%
	Somewhat agree	23%	22%	22%
	Somewhat disagree	5%	6%	6%
	Strongly disagree	3%	5%	4%
The DOE should…focus on empowering schools and delivering resources to the school level	Strongly agree	45%	47%	46%
	Somewhat agree	39%	34%	37%
	Somewhat disagree	6%	5%	6%
	Strongly disagree	3%	5%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	11%	13%	11%
	Somewhat agree	39%	29%	34%
	Somewhat disagree	16%	15%	15%
	Strongly disagree	12%	14%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	61%	70%	65%
	Somewhat agree	28%	18%	24%
	Somewhat disagree	7%	8%	7%
	Strongly disagree	3%	3%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	76%	80%	78%
	Somewhat agree	20%	17%	18%
	Somewhat disagree	3%	2%	3%
	Strongly disagree	1%	1%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- With the agree/disagree statements, levels of agreement between respondents born and raised in Hawaii and those born and raised elsewhere were similar. One of the differences between the subgroups: significantly higher proportions of those born and raised elsewhere strongly agreed that the DOE needs to provide air conditioning in classrooms to help improve learning.

Registered Voters vs. Non-Voters

		REGISTERED TO VOTE		
		Yes	No	Total
Quality of Public Schools in Hawaii	Excellent/Good	28%	39%	31%
	Unacceptable/Not very good	35%	18%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	43%	52%	45%
	Unacceptable/Not very good	23%	17%	22%
Public Schools– Over last 5 Years	Improved	31%	34%	31%
	Gotten worse	11%	9%	11%
Public Schools–Vs. Own Experience	Better	33%	43%	35%
	Worse	38%	23%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	9%	18%	11%
	Somewhat agree	38%	38%	38%
	Somewhat disagree	27%	25%	27%
	Strongly disagree	24%	15%	22%

* Yellow highlight denotes significance at p≤.05 level

80% (n=583) of the residents surveyed reportedly are registered to vote, while 20% (n=146) are not registered to vote.

- Compared to non-voters, registered voters had a less positive opinion of the quality of public schools in Hawaii and of the public schools in their neighborhood.
- Significantly greater proportions of registered voters than non-voters also felt that children today receive a worse education than they did.
- Additionally, registered voters were less likely than non-voters to feel that the state public school system does a good job of preparing students for success in the workplace.

Registered Voters vs. Non-Voters

		REGISTERED TO VOTE		
		Yes	No	Total
Direction of Education in Hawaii	Continue in same direction	26%	38%	28%
	Change directions	64%	47%	60%
Standards for Education in Hawaii	Same as in many states	48%	57%	50%
	Different standards	48%	40%	46%
Standardized Testing in Hawaii	Too much emphasis	45%	43%	44%
	Are necessary	51%	51%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	24%	27%	25%
	Somewhat support	30%	36%	31%
	Somewhat oppose	18%	20%	18%
	Strongly oppose	22%	13%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	16%	16%	16%
	Somewhat agree	15%	23%	16%
	Somewhat disagree	18%	20%	19%
	Strongly disagree	50%	39%	48%

* Yellow highlight denotes significance at p≤.05 level

- It follows, then, that registered voters were far more likely than non-voters to say that, when it comes to education in Hawaii, we should change the direction we are heading.
- When it comes to standardized tests, significantly greater proportions of registered voters than non-voters strongly opposed the current requirement that public schools administer additional hours of standardized tests, but also strongly opposed the parent opt-out option for standardized tests.

Registered Voters vs. Non-Voters

		REGISTERED TO VOTE		
		Yes	No	Total
Classrooms don't even seem to have adequate equipment…which makes me believe not enough funding gets to the classroom	Strongly agree	67%	57%	65%
	Somewhat agree	21%	27%	22%
	Somewhat disagree	6%	7%	6%
	Strongly disagree	4%	5%	4%
The DOE should…focus on empowering schools and delivering resources to the school level	Strongly agree	47%	43%	46%
	Somewhat agree	36%	39%	37%
	Somewhat disagree	6%	7%	6%
	Strongly disagree	4%	3%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	11%	13%	11%
	Somewhat agree	33%	37%	34%
	Somewhat disagree	16%	11%	15%
	Strongly disagree	14%	11%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	64%	67%	65%
	Somewhat agree	25%	18%	24%
	Somewhat disagree	7%	9%	7%
	Strongly disagree	3%	5%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	79%	72%	78%
	Somewhat agree	18%	22%	18%
	Somewhat disagree	2%	6%	3%
	Strongly disagree	1%	0%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- A significantly higher proportion of registered voters than non-voters strongly agreed with the statement, "Classrooms don't even seem to have adequate equipment, like books and computers---which makes me believe not enough funding actually gets to the classroom."
- Levels of agreement with the other statements tested in the survey, between the subgroups, were not statistically significant.

Work in Education vs. Work in Other Fields

		WORK IN EDUCATION		
		Yes	No	Total
Quality of Public Schools in Hawaii	Excellent/Good	24%	33%	31%
	Unacceptable/Not very good	37%	30%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	48%	43%	45%
	Unacceptable/Not very good	22%	21%	22%
Public Schools– Over last 5 Years	Improved	37%	29%	31%
	Gotten worse	11%	11%	11%
Public Schools–Vs. Own Experience	Better	34%	35%	35%
	Worse	37%	35%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	10%	11%	11%
	Somewhat agree	41%	36%	38%
	Somewhat disagree	27%	27%	27%
	Strongly disagree	22%	23%	22%

* Yellow highlight denotes significance at p≤.05 level

27% (n=200) of the residents surveyed reportedly work in education, while 73% (n=530) work in other fields.

- The residents surveyed who work in education had less a less positive opinion about the quality of public schools in Hawaii as a whole than did those who work in other fields. However, compared to those who work in other fields, their opinions about the quality of public schools in their neighborhood were slightly more positive and slightly higher proportions of them said the schools in their neighborhood have improved over the last five years.

Work in Education vs. Work in Other Fields

		WORK IN EDUCATION		
		Yes	No	Total
Direction of Education in Hawaii	Continue in same direction	22%	31%	28%
	Change directions	66%	58%	60%
Standards for Education in Hawaii	Same as in many states	42%	52%	50%
	Different standards	53%	44%	46%
Standardized Testing in Hawaii	Too much emphasis	57%	39%	44%
	Are necessary	39%	56%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	21%	26%	25%
	Somewhat support	27%	33%	31%
	Somewhat oppose	16%	19%	18%
	Strongly oppose	31%	16%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	18%	15%	16%
	Somewhat agree	16%	16%	16%
	Somewhat disagree	19%	18%	19%
	Strongly disagree	43%	49%	48%

* Yellow highlight denotes significance at p≤.05 level

- Higher proportions of respondents who work in education than those who work in other fields (and the total sample):
  - Said that, when it comes it education in Hawaii, we should change the direction we are heading;
  - Said that we should use different education standards that are specific to Hawaii;
  - Said that there is too much emphasis on standardized testing in public schools; and
  - Strongly opposed the current requirement that public schools administer additional hours of standardized tests.

Work in Education vs. Work in Other Fields

		WORK IN EDUCATION		
		Yes	No	Total
Classrooms don't even seem to have adequate equipment…which makes me believe not enough funding gets to the classroom	Strongly agree	67%	65%	65%
	Somewhat agree	20%	23%	22%
	Somewhat disagree	7%	6%	6%
	Strongly disagree	2%	4%	4%
The DOE should…focus on empowering schools and delivering resources to the school level	Strongly agree	55%	43%	46%
	Somewhat agree	30%	39%	37%
	Somewhat disagree	6%	6%	6%
	Strongly disagree	3%	4%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	12%	11%	11%
	Somewhat agree	33%	35%	34%
	Somewhat disagree	17%	15%	15%
	Strongly disagree	15%	13%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	67%	64%	65%
	Somewhat agree	24%	23%	24%
	Somewhat disagree	6%	8%	7%
	Strongly disagree	3%	3%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	78%	78%	78%
	Somewhat agree	18%	18%	18%
	Somewhat disagree	3%	3%	3%
	Strongly disagree	1%	1%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- Compared to those who work in other fields, a significantly higher proportion of respondents who work in education strongly agreed that the DOE should stop issuing mandates from the state office and instead focus on empowering schools and delivering resources to the school level.
- Levels of agreement between the two subsamples with the other statements tested in the survey were comparable and, the differences, were not statistically significant.

Appendices

Final Survey Instrument
Banner Tables I
Banner Tables II

Ward Research, Inc.

Hawai'i's Blueprint for Public Education

2017

Governor's
ESSA
Team

Special Message from

Governor David Y. Ige

Hawai'i's Blueprint for Public Education

March 17, 2017

I am pleased to present to the community the first edition of Hawai'i's Blueprint for Public Education. We took the first step over a year ago when I formed a team to take advantage of new federal legislation that gave governors in each state the opportunity to listen to their communities and maximize education opportunities and possibilities.

Today, this Blueprint includes input from over 3,000 people from communities around our state, whether it was at the Education Summit in July 2016 or at the dozens of follow-up meetings. It truly reflects the community's hopes and dreams for a public education system that efficiently delivers results for the people of Hawai'i.

The Blueprint focuses on school empowerment. Specifically, this means allowing those who are closest to the students and understand best how they are motivated to make many of the instructional and programmatic decisions. Additionally, the Blueprint reflects the public's desire for our schools to be places that value innovation and unleash curiosity and creativity in all learners.

The group of highly skilled volunteers who shaped the public input and created this document included award-winning teachers, current and former principals, community and business leaders. I thank them for the hundreds of hours they spent on this endeavor and their willingness to serve the public in this capacity.

Implementation of this Blueprint will be challenging and require an ongoing effort. I encourage residents across the state to remain engaged in the process. Together, we will make progress toward a public education system that includes the basics and adds new skills that prepare all our people to meet the challenges of the 21st century.

With warmest regards,

DAVID Y. IGE
Governor, State of Hawai'i

Table of Contents

Members of the Governor's ESSA Team ii

Executive Summary 1

Hawai'i's Collaborative Planning Framework 3

State Education Framework 4

A Foundation for Excellence 5

- Learning from the Past: He Nu'u I Kalia 'la - A Summit Strived For 5
- Understanding the Present: The Current State of Hawai'i Public Education 6
- Designing for the Future: Responding to a Changing World 9

Preparing All Students to Succeed Through Culture-Based Excellence in an Innovation Driven Economy 11

- Vision Focus Area #1: Student Success 13
  - Student Success and Na Hopena A'o 13
  - Rationale 13
  - Design Principles 14
  - Vision to Reality: Aspirational Targets for Student Success 18
- Vision Focus Area #2: Educator and Staff Success 18
  - Educator and Staff Success and Na Hopena A'o 18
  - Rationale 19
  - Design Principles 20
  - Vision to Reality: Aspirational Targets for Educator Success 21
- Vision Focus Area #3: System Success 22
  - System Success and Na Hopena A'o 22
  - Rationale 22
  - Design Principles 23
  - Vision to Reality: Aspirational Targets for System Success 25

Appendix A: Sources 26

Appendix B: Glossary of Terms 28

Appendix C: Stakeholder Engagement Information 31

Hawai'i's Blueprint for Public Education reflects the thoughtful, informed, and passionate voice of thousands of stakeholders from communities and islands across our state. It was developed as the result of an inclusive and transparent process to engage students, parents, teachers, principals, education leaders, state leaders, community leaders, and community members to create a blueprint that is organic, bottom up, and truly reflective of the collective wisdom of those who care deeply about our students and our schools.

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Executive Summary

On December 10, 2015, President Barack Obama signed into law the Every Student Succeeds Act (ESSA), a national education law that replaced the No Child Left Behind Act and subsequent state waivers for education policy. The passage of ESSA was described by the Wall Street Journal as the "largest devolution of federal control to the states in a quarter century" (Severns, 2015).

U.S. Senator Lamar Alexander, Chairperson of the U.S. Senate Education Committee and recognized by many as the "architect" of ESSA referred to the new law by stating, "What I believe is that when we take the handcuffs off, we'll unleash a whole flood of innovation and ingenuity, classroom by classroom, state by state, that will benefit children" (Klein, 2016).

On April 14, 2016, Governor David Ige announced how Hawai'i would work toward a new vision and seize the opportunity provided for by the Every Student Succeeds Act. He then announced the formation of the "Governor's ESSA Team" and stated that "the Governor's team will work to develop a blueprint for Hawai'i's public schools that is consistent with ESSA and will maximize opportunities and possibilities for Hawai'i to transform education." Governor Ige shared his rationale:

> "This is a major opportunity to change the face of public education in Hawai'i for the better. Our innovation economy depends on a well-educated workforce to meet the state's goals in renewable energy, locally grown food production, environmental stewardship and more. It is my hope that the public will participate in this process to help our education system prepare students for high-skill careers in the 21st century. By law, the governor of each state must be involved in and must sign off on the new state education plans that ESSA requires. This is a significant opportunity to change public education in Hawai'i, and we definitely are grasping it."

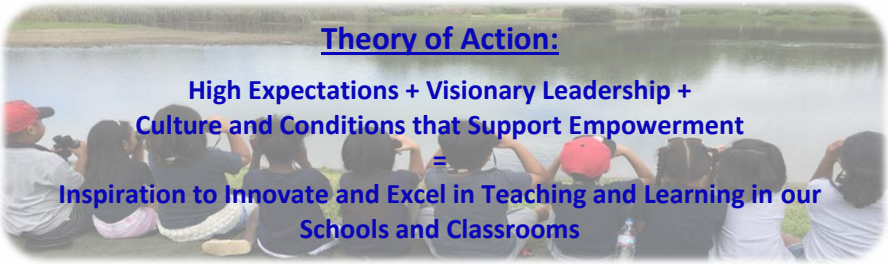
On April 28, 2016, nineteen members of the Governor's ESSA Team convened for the first of many meetings to develop "Hawai'i's Blueprint for Public Education"; a coordinated, strategic and transparent design that provides the vision, values, and beliefs for public education in Hawai'i. The blueprint was inspired by Governor David Ige and his passion for education and Hawai'i's students. He called for the ESSA Team to start with a blank sheet and to be bold and innovative.

The Governor's ESSA Team was fully committed to taking advantage of the passage of the federal Every Student Succeeds Act. Governor David Ige and the Team understand that Hawai'i has an unprecedented opportunity to establish a vision to create the best public education system in the nation.

The purposes of the Blueprint:

- Providing an inclusive and transparent process for engaging stakeholders across all islands
- Articulating a bold and aspirational, vision for public education
- Projecting a long-range view
- Reflecting and communicating the essence of Hawai'i, our unique history, culture, values, and beliefs
- Guiding educational strategic/operational plans, and educational policy for our schools and students

Hawai'i's Blueprint for Public Education is organized around three "Vision Focus Areas" - Student Success, Educator Success, and System Success. Under each Vision Focus Area are the "Design Principles" as recommended by a diverse array of education stakeholders who were engaged in the Blueprint process in town hall meetings and forums held across the state. Each Design Principle is student centered and based on a theory of action that inspires engagement rather than compliance.



The Blueprint sets bold aspirations for the future of Hawai'i public education

Each Vision Focus Area culminates with a section entitled 'From Vision to Reality: Aspirational Targets for Success.' It is in these sections that a new conversation begins for making an inspiring shared vision become real. This conversation begins with setting bold aspirations and challenging everyone to think innovatively as problem solvers creating new structures, processes, relationships, approaches and policies to implement the Hawai'i Blueprint for Public Education.

Hawai'i's Collaborative Planning Framework

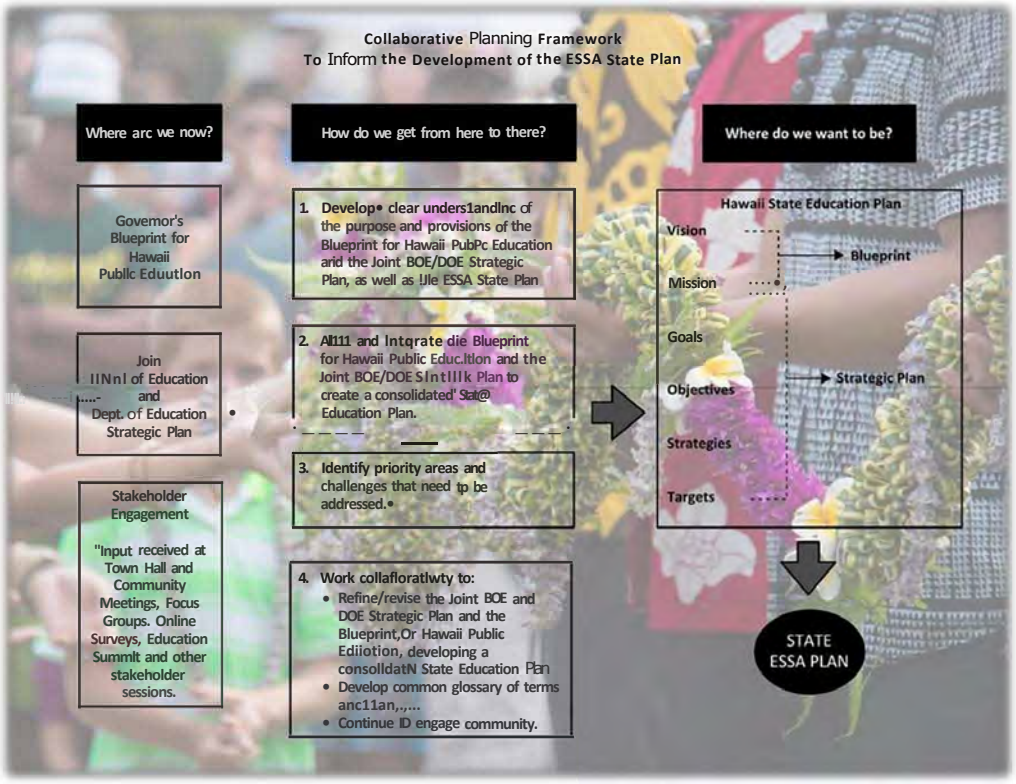
The passage of ESSA provided opportunities for state education policy leaders to review and align education visions and plans. Hawai'i leaders identified three separate but complementary plans to develop:

(1) the Hawai'i Blueprint for Public Education;

(2) the joint BOE/DOE Strategic Plan; and

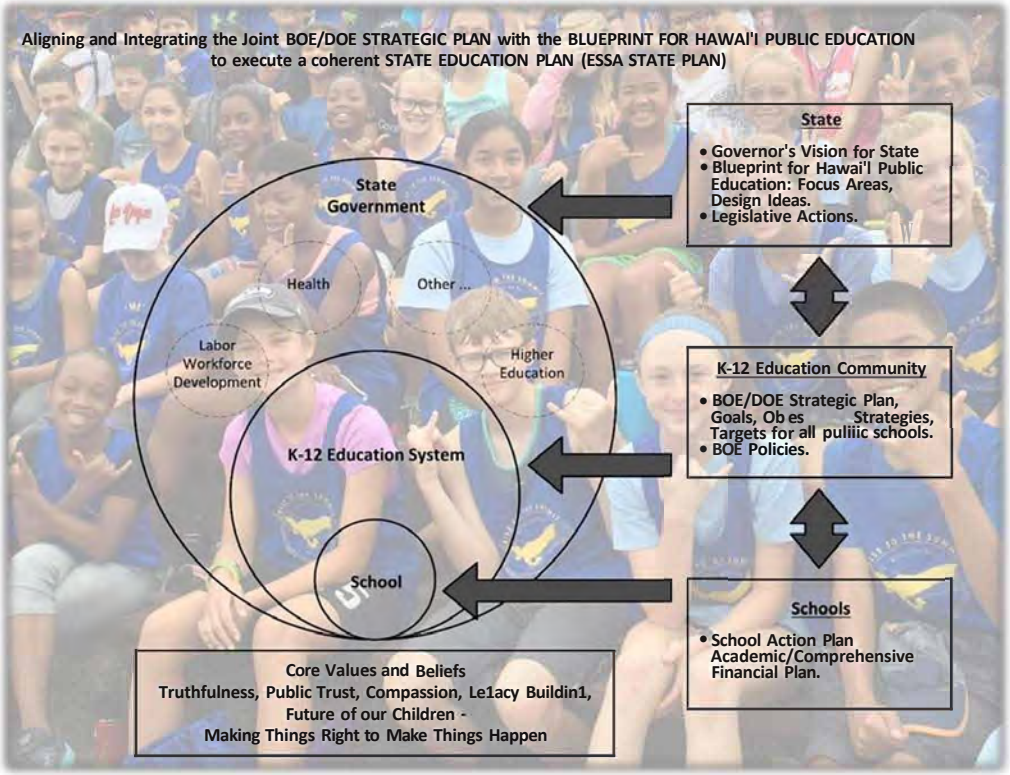
(3) the state ESSA Plan to be sent to the United States Department of Education as required by law.

Governor David Ige convened three meetings for the purpose of bringing leaders of the respective planning efforts together to collaborate and align with one another. These joint meetings involved the Governor, State Board of Education, State Superintendent, members of the DOE leadership team, and members of the Governor's ESSA Team. A collaborative planning framework was developed, agreed to by all participants, and used to facilitate the three meetings. A diagram of the framework used during the joint meetings is provided below.



State Education Framework

Hawai'i's Blueprint for Public Education is the aspirational document that codifies the Governor's vision and sets broad targets for education reform. This document is not necessarily time-bound and encompasses all state stakeholders, most of which are outside Hawai'i Department of Education. The joint BOE/DOE Strategic Plan in its current update (2017 - 2020) seeks to balance resources and provide the best possible education for our keiki under the current system. The state ESSA plan is the responsibility of the state DOE and is a derivative of both the blueprint and strategic plan and articulates our vision while complying with federal reporting requirements to receive continued necessary funding. Meanwhile, the law defines a new role for state governors in public education. During the joint education planning meetings, education leaders used the following graphic to guide discussion on the big picture of education in Hawai'i, the important role of the Department of Education, and the important role of all state departments in supporting public education and the overall well-being of everyone in Hawai'i.



A Foundation for Excellence

The foundation for Hawai'i public education integrates learning from the past, understanding the present, and designing for the future.

Learning from the Past: He Nu'u I Kalia 'la - A Summit Strived For

Hawai'i is a special place with a long, complicated and somewhat progressive educational history. The foundation for public education in Hawai'i was laid more than two centuries ago. In 1841, Kamehameha III organized a national department of public education, operated and taught in the Hawaiian language. Education was made compulsory, beginning at age four, in halau hula-like schools run by communities to teach literacy. Schools were completely integrated, serving all races and genders and included support for multilingualism (Pukui, Haertig, & Lee, 1979; Wilson & Kamana, 2006). No other state has a history of an earlier compulsory education system, much less a racially integrated one, or one in which compulsory education began at the preschool level. In 1867, Hawai'i participated in the World's Fair in Paris, earning a gold medal for its central exhibit on its education system (Wilson & Kamana, 2006). At annexation in 1898, the literacy rate of those who had been educated in Hawai'i exceeded that of the United States with a large percentage literate in Hawaiian and at least one other language (Wilson & Kamana, 2006; Reinecke, 1969).

With the overthrow and annexation, the purposes and structures of public education shifted. In 1896, the Republic of Hawai'i closed all public schools taught through the medium of Hawaiian, only to be reestablished by the state legislature in 1986. The groundwork for much of our current system was laid in the context of an economic system driven first by sugar production and later by tourism and American military presence (Perkins, 2006; Sai, 2011). Under American influence, public schools became an explicit site of assimilation and cultural imperialism. Hawai'i became "Americanized" as a territory, in the first half of the twentieth century, in part through the work of progressive American educators who helped to create two-tiered public school system (English Standard and regular public schools). The regular public schools were institutionalized for working class Native Hawaiians and the children of former plantation workers, who in the latter part of the century began to move from plantation work to the service industry of tourism and into work that was financially supported by increased occupation by the American military. English Standard Schools were developed for white "middle level plantation management and technicians, physicians, teachers, social workers, shop keepers, skilled craftsmen, and members of the American military" (Hughes, 1993; Meller, 1948).

Public education in Hawai'i is also rooted in a historical context of international imperialism, racism and economic disparities (Kame'elehiwa, 1992; Kaomea, 2001; Osario, 2002). The Hawaiian Kingdom was overthrown in 1893 and shortly thereafter the Republic of Hawai'i closed all public schools taught through Hawaiian in preparation for annexation and an increased political control of the sugar plantation owning elite. These changes dramatically affected the public schools as the children of plantation workers grew from a minority of students in the public schools to the core public school population. There was also a major linguistic change from Hawaiian as the normal language of child peer group interaction in the schools to the gradual development of Hawai'i Creole English for that purpose, albeit with much influence from the Hawaiian language and culture.

Hawai'i was annexed to the United States at the same time as Puerto Rico and the Philippines. Those two areas then became the source of additional laborers to join Chinese, Portuguese and Japanese laborers already working in the plantations with a remnant group of Native Hawaiians

there. Japan's imitation of European imperial expansion then resulted in Okinawans and Koreans brought to Hawai'i under national agreements. Public schools where the working-class children came together using Hawai'i Creole English, forged a unified unique local identity that placed high value on honoring ancestral ethnicities while working together under a shared aloha for Hawai'i.

During the long territorial period the ruling elite of Hawai'i, whose children did not attend the public schools, moved back and forth between educational policies that were designed to use the public schools to keep the non-white majority "in their place" and democratic ideals regarding the equity of all. These actions were influenced by a context elsewhere in the United States where, unlike anything in the previous history of Hawai'i, there was strict racial segregation and barriers to Asian immigrants acquiring citizenship. Added to this was American xenophobia emerging first with World War I and then, most harshly for Hawai'i's people, with World War II.

In spite of the historical structural misuse of our public school system, Hawai'i's people as a whole have much to be proud of in what has emanated from the traditional values and ideals that were cultivated by administrators, teachers, and students in our public schools. From the earliest territorial days, strikes and lawsuits against discriminatory practices were based on those ideals. As the shared local identity with Hawai'i grew, so did unified action against injustice. Many of the victories for equality that came to be shared by all the United States were first accomplished in Hawai'i lead by families whose hopes and dreams for the future were nurtured in Hawai'i's public school classrooms. Among such victories were Farrington vs. Tokushige that reaffirmed the right of parents to promote ancestral languages, the election of the first Asians and Pacific Islanders to high government positions, non-white Olympians, and the reversal of federal restrictions on indigenous Americans to use their languages as the medium of education.

Hawai'i's history, including the history of its educational systems, is very different from that of the other states. A clear theme that emerges in considering the history of Hawai'i public education is that the accomplishments which we as an island society are most proud have emerged from values, ideals and practices nurtured in our public-school classrooms and families. At the same time, the very system under which those classrooms operated was not fully aligned with those values, ideals, and practices. Imagine what Hawai'i could be if we could align the system to reflect what has made Hawai'i a beacon in the world that it has long represented.

Understanding the Present: The Current State of Hawai'i Public Education

Voices across our state agree that Hawai'i possesses the potential to be a global leader in public education. Our challenge is to engage in transparent, collaborative analysis of our strengths as well as the barriers that hinder innovative solutions to our challenges.

Our unique diversity, combined with our powerful cultural values, is a foundation for excellence. Our hard-working, committed educators possess creative and innovative ideas waiting to be unleashed. Our single state district provides more financial equity than is possible in states with multiple districts and has the potential for a more responsive and forward-moving approach to 21st century schooling.

Hawai'i is already the national leader in culture-based education that is now developing throughout our local communities. Hawai'i is also widely recognized as being in the top tier of international leaders in indigenous language medium education. Our recognition of two official languages, through either of which a student may pursue a full P-20 education, has been a groundbreaking change for equity since 1986. Education through immersion in Hawaiian must be

better integrated into federally funded education initiatives to assure equity to those participating in this model of education.

Moving forward, we need to build on the strengths that give our state public education system a stable foundation. The ESSA Team engaged in a thorough review of statewide data, gathered feedback from individuals and community groups, studied current research, and heard presentations from local and international experts. We have identified areas of excellence that should be sustained, critical challenges that must be addressed, and barriers to change that will need to be overcome

Understanding the Present: Areas of Excellence

Access to high expectations for learning

- 43% increase in enrollment of Early College while in high school from 607 (2011) to 789 {2014)
- 30% increase in the number of students taking Advanced Placement Exams from 5,813 {2011) to 8,270 (2015)

Decrease of Repair and Maintenance Backlog from $400 million (2010) to $279 million {2016)

•oata from Strategic Plan (Hawai'i Department of Education, 2016)

Understanding the Present: Critical Challenges

Here is a typical student moving through Hawai'i's public education system in 2016:

- He or she may be one of the 3,675 students who receive the early learning support of an estimated 35,100 children who need it
- When he or she reaches grade 3, they may be part of the 65% deemed to be proficient in terms of literacy or part of the 35% not proficient
- When he or she reaches grade 11, they may be part of the 53% proficient in reading or part of the 47% that is not proficient
- When he or she reaches grade 11, they may be part of the 30% proficient in math or part of the 70% that is not proficient
- When he or she graduates, they may be part of the 56% going to college, or part of the 44% not going to college

Understanding the Present: Critical Challenges
For a different student who may have different needs: Ci If he or she receives special education services • they may have an achievement gap of 48% in math • they may have an achievement gap of 55% in reading • they may have a least restrictive environment gap of 25% when compared to peers nationally ¢i If he or she receives English Language Learner (ELL) services, the student may part of the 53% of ELL students who graduate or part of the 47% that do not (as compared to 82% of all Hawai'i students who graduate)
The academic story on average for all public school students in Hawai'i is that 42% are proficient in mathematics, 43% are proficient in science, and 51% are proficient in reading. *Data from Strategic Plan (Hawai'i Department of Education, 2016)

Another issue of highest priority is the shortage of qualified teachers for our public schools. While there are many reasons that have been identified as contributing to this problem, it has not always been the case that teaching positions were difficult to fill and there have even been teacher surpluses in the past. The isolation of the islands, the high cost of housing and other living expenses, and the relatively lower salary in comparison to other states are all significant factors that contribute to our shortage. However, the working environment and diminishing regard for teachers as professionals may be the greatest barriers to a stable workforce. If we do not address how to elevate the teaching profession in Hawai'i, then we will have lost an opportunity and may be negligent in maximizing the learning opportunities for our students.

> "How we define a successful student should be the measure of how we see a successful community. Our hope is for our students to sustain our community; we need to have that mirror. The current state is one that is encouraging. There is a lot of work yet to do, and understanding what a successful student is, is a key foundation for any blueprint."
>
> Art Souza, Complex Area Superintendent, West Hawai'i, ESSA Blueprint Community Meeting, September 21, 2016 at Kealakehe Intermediate School

Public education in Hawai'i mirrors the diverse communities throughout our island state. Where communities are thriving, the schools, and students are thriving. We recognize that there are areas within our state where issues that stem from poverty and homelessness can overwhelm families and schools. Therefore, we know that the educational solutions for some communities must include social and health supports, in addition to exemplary academics. We also know that approaches to curriculum and instruction need to be differentiated according to the needs of the students and that local schools and complexes are best able to make decisions about what is best. Equality of funding does not result in equity when student and community needs are not the same, and this must be more effectively addressed as we strengthen all Department of Education and Public Charter Schools. Diversity and empowerment go together to serve the various communities and schools and students of our state.

Understanding the Present: Barriers to Change
83% agree that the Hawai'i DOE should stop issuing mandates and focus on empowering schools 96% agree that Hawai'i needs to encourage innovation and creativity in schools Resident Opinions on Public Education Survey - February 2016 N = 720 (Ward Research, Inc., 2016)
School-level personnel should be able to have input on how statewide standards and policies are achieved: Ci 96% of teachers agree ◁D 93% of principals agree Hawai'i Principals Survey by Ward Research - May 2016 N = 125 Governor's ESSA Team Teacher Survey- July to September 2016 N = 834
72% of teachers disagree that "Hawai'i DOE schools as a whole are currently "empowered" to an appropriate degree" 69% of teachers disagree that "my school community currently has sufficient control over the curriculum decisions that directly affect our students" 86% of teachers agree that "the students at my school would benefit if my school community has more control over the educational decisions that affect our students" Governor's ESSA Team Teacher Survey-July to September 2016 N = 834

Harvard professor and former leader of Finland's education system, Pasi Sahlberg offers valuable experience and insights:
"...there is another way to improve education systems ... by improving the teaching force, limiting student testing to a necessary minimum, placing responsibility and trust before accountability, and investing in equity in education ..." {Sahlberg, 2015).

Designing for the Future: Responding to a Changing World

Hawai'i's education system needs to create the conditions and culture for decisions about teaching and learning to be made closest to the student learner. Combining our lessons from the past with our understanding of the present context, we can design our future-focused education system based on the following key principles:

- (i The culture of each school, complex area, and the culture of the entire organization must be positive, inspiring, supportive, and trusting
- (i There are only two categories of workers in the education system - (1) those who work directly and closely with students, and (2) individuals who support those who work with students
- C, Each school and community in Hawai'i is unique and how we engage students in learning will differ in each context
- C, Adequate resources must be provided to schools and classrooms with the highest level of transparency about how resources are used; Resources and supports need to be placed in the classrooms and schools or closest to students

- Highly effective school principals who are expert instructional leaders, collaborative, and innovative are essential for the requisite empowering leadership at each school
- The system must elevate teaching as a profession, and support and empower teachers to maximize learning for each student
- All students, in all schools, in all classrooms need to be engaged in highly relevant, rigorous, and inclusive teaching and learning
- Students must be prepared to be successful in an innovation-driven economy; learning should foster curiosity, creativity, problem solving, and innovation

Our design challenge is threefold: First, we must learn from the past and understand the present. Second, we must engage in open, transparent, and collaborative analysis that involves asking hard questions and seeking innovative solutions. Third, we need to anchor our blueprint on our state's rich strengths and assets. These strengths and assets are exemplified in Board of Education Policy E-3, Na Hopena A'o, approved in June 2015 (Board - Policies, 2016), and are integrated into the Blueprint's three Vision Focus Areas.

"Our unique values, sense of place, cultural and linguistic, diversity and strong community are all increasingly important here and around the world."

Patricia Halagao, University of Hawai'i College of Education Professor,
Testimony to Hawai'i BOE on November 11, 2016

Na Hopena A'o (HA) is a framework of outcomes that reflects the Hawai'i Department of Education's core values and beliefs in action throughout the public educational system. The education system works together and includes everyone in the broader community to develop the competencies that strengthen a sense of Belonging, Responsibility, Excellence, Aloha, Total-well-being and Hawai'i ("BREATH") in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HA reflects the uniqueness of Hawai'i and is meaningful in all places of learning. HA supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community. The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social-emotional well-being of all our students to the fullest potential.

The HA philosophy is a set of six outcomes that are firmly rooted in Hawai'i. These outcomes contain values that are universal to all cultures. Educating students in an environment of HA will add value to and strengthen each person who engages over the course of a learning journey. Education faculty, staff, and stakeholders should also be models of behaviors that direct students to what these outcomes might look like in practice. Those who are moved by the goals and intentions of HA are encouraged to use it in their everyday practice.

It is intentional that this education blueprint does the following:

(1) Set forth a bold vision for the future of public education in Hawai'i;

(2) Use the inspiring outcomes of Na Hopena A'o as a framework;

(3) Provide a compelling rationale for bold targets and innovative solutions.

Figure 1 Nii Hopena A'o (Hawai'i Department of Education, 2016)

Preparing All Students to Succeed Through Culture-Based Excellence in an Innovation Driven Economy

"Future-focused empowered school communities that inspire learning, innovation, creativity, and leadership in a healthy and safe learning environment."

David Ige, Governor or the State of Hawai'i, Hawai'i Education Summit
on July 9, 2016 at the Hawai'i Convention Center

All stakeholders understand the importance of system wide education policy. However, that policy should be crafted to provide schools with the flexibility and autonomy to best meet the needs of the students they serve. Statewide, process-specific mandates in education, like over-regulation in the business world, do not result in the innovation needed to improve education and do not recognize Hawai'i's rich diversity. We believe educators should be held to the highest

standards and given the flexibility to apply their experience, knowledge, and innovative skills to match local needs to best support each individual student.

This document shapes a vision for public education in Hawai'i to guide students, educators, legislators, labor, businesses, parents, and community members as we work together toward the common goal of fulfilling the promise of public education in Hawai'i. To accomplish this, the blueprint is organized around "Vision Focus Areas" and "Design Principles" centered around the theme of empowerment within our cultural context.

Each of the three Vision Focus Areas represents an area of reform to our current system. In turn, the Design Principles set forth theories of action for how major growth or change in an area can be realized. Each Design Principle is student centered and is presented through two important frameworks. First are the six outcomes of the framework of Na Hopena A'o to provide a cultural context that is unique to Hawai'i. The second is a rationale for the Vision Focus Area to explain the sense of urgency and the educationally sound reasoning for the Design Principles that underpin it.

VISION FOCUS AREAS		
I: STUDENT SUCCESS	II: EDUCATOR AND STAFF SUCCESS	III: SYSTEM SUCCESS
All Students Successfully Empowered and Prepared to be Innovators and Global Citizens	All Educators Successfully Empowered to Teach, Lead, Motivate, Empathize, and Innovate to Achieve Equity and Excellence	Statewide Education System Driven by Innovation, Transparency, Empowering Leadership, and Hawai'i's Unique Values and Beliefs
DESIGN PRINCIPLES		
High Quality Early Learning Global Learner Outcomes Balanced Assessments and Testing in the Service of Student Learning Student Empowerment, Student Voice Student Wellness, Social Emotional Learning, Health/Fitness Needs Opportunities for Student Success Pathways for Career and Technical Education Pathways for Multilingualism Equity and Excellence: Eliminate the Achievement Gap	System Leadership School and Principal Leadership and Support Classroom Teacher Leadership and Support	School Empowerment Empowering Communities Engaging Parents and Families Innovation for Learning Learning Environments Continuous Improvement Transparency for Resources and Funding

Vision Focus Area #1: Student Success

Our vision is for all students to strive for, possess, and apply global learner outcomes to succeed as contributing citizens and productive workers. Our education system will provide students with opportunities to be engaged and inspired by empowering them to make decisions about their learning. We believe that when we establish a context for learning that offers meaningful and relevant learning experiences, students will meet the high expectations for academic and personal development that will foster success in school and in their future.

Student Success and Na Hopena A'o

The Design Principles for student success are soundly aligned to the framework of Na Hopena A'o. First, universal early learning and a focus on positive relationships that grow and evolve through each year of school will strengthen a **sense of belonging** that is a foundation for sustained success. Next, holding high expectations of personal and academic accomplishment for all students will reinforce our values of **responsibility** and **excellence.** Reinforcing social and emotional development and providing pathways for multilingualism will result in strengthening a **sense of aloha** with respect and honor for Hawai'i throughout our public education system. We want to be deliberate about developing students who embrace diversity, empathy and compassion. They will be civic minded, and caretakers of our unique island environment as well as global citizens who carry the values of Hawai'i throughout the nation and the world. Finally, we recognize that social, emotional, and physical **total well-being** are essential components for personal development and success in life. This understanding will guide our decisions about curriculum, instructional practices, and student assessment as we move forward.

Rationale

When President Obama signed ESSA into law on December 10, 2015, he made a profound declaration about how we need to change existing thinking about student success:

> "This law makes long overdue fixes to the last education law replacing the one-size fits all approach to reform with a commitment to provide every student with a well-rounded education. It helps states and districts reduce unnecessary standardized testing we want to get rid of unnecessary standardized tests so that more teachers can spend time engaging in student learning while at the same time making sure parents and teachers have clear information on their children's academic performance" (Davis, 2015).

Governor Ige saw the potential for this legislation to be the impetus for positive changes in public education in Hawai'i. He began to gather information from both educators and the public about their ideas for this transformation, beginning with redefining student success.

The Executive Office of Early Learning presently provides publicly funded preschool for 420 students in 21 classrooms in 19 schools. This is only 2.4% of state's four-year-old population. Research shows that a child's learning begins long before kindergarten and 92% of brain development occurs before the age of five. Research also shows that students from economically disadvantaged families begin school an average of 12 to 14 months behind their peers in language development and reading skills. To improve public education in Hawai'i, we need to invest smarter and we need to start earlier by expanding early learning. Experts report that states can expect a significant return on investment for early education - a return of seven dollars for every dollar invested in high quality preschool programs when comparing resources required to attain successful outcomes in a school career. Research also supports the cost effectiveness of early

child development in helping to prevent achievement gaps, boost school achievement, promote better health outcomes, improve our workforce, increase productivity, and reduce crime.

In January 2016 Ward Research conducted a statewide survey on education issues in Hawai'i. A surprisingly high percentage (44%) felt that there was too much emphasis on standardized testing in our state. This had not been discussed much in public venues and the researchers did not expect it to be of concern to so many. In July 2016 when Ward Research surveyed principals, 84% felt that the DOE should consider changes in the Smarter Balance Assessment and 85% agreed that the testing time should be reduced. Most principals (74%) recommended that the DOE consider alternatives to the Smarter Balance Assessment, such as portfolios, and demonstrations of competencies. In September 2016, the organizations representing Hawai'i Elementary and Middle School Administrators Association (HEMSA) and Hawai'i Association of Secondary School Administrators (HASSA) identified the need for more support in assessment literacy. In September 2016, the Governor's ESSA Team surveyed teachers across the state and found that the clear majority (91%) felt that the DOE should consider changes in the current state testing program; and, like the principals, most felt the testing time should be reduced and that more authentic assessment models should be considered. In addition, there was a strong interest in the option offered by the new legislation for selected states to pilot new testing options. In 2010 forty-five states agreed to join a consortium that would teach and test Common Core Standards, which led to Hawai'i's commitment to Race-to-the-Top. As of 2016 we are one of only fourteen states still using the Smarter Balance Assessment. We believe it is time to reconsider our commitment, also.

Design Principles

**High Quality Early Childhood Education * Global Learner Outcomes*
Balanced Assessments and Testing in the Service of Student Learning * Student Empowerment, Student Voice * Student Wellness, Social Emotional Learning, Health/Fitness Needs * Opportunities for Student Success * Pathways for Career and Technical Education * Pathways for Multilingualism * Equity and Excellence: Eliminate the Achievement Gap

High Quality Early Childhood Education for All Learners

Early childhood education is defined in statute as "developmentally appropriate early childhood development and education for children from birth until the time they enter kindergarten" (Relating to Public Early Childhood Education Act 109, 2015). Hawai'i's educational system will expand to include more access to high quality early childhood programs which will target those who are most in need. Children that because of their home and community environment, are subject to language, cultural, economic, and other disadvantages. Hawai'i will continue to implement high quality early childhood programs based on what neuroscience tells us about how children learn best. Hawai'i will also provide programs that increase the knowledge base of families, schools and communities so that they will be empowered and ready to support all children to be successful in school and life. Families are a child's first and lifelong partner in education. Therefore, schools will embrace families by engaging them at the earliest possible stage in their journey to be true partners in their child's development and learning.

In 2014, Act 122 appropriated $3 million for pre-kindergarten programs to be implemented in fiscal year 2015. Through a partnership with the Department of Education, the Executive Office on Early Learning launched Hawai'i's first Public Pre-Kindergarten Program which currently consists of 21 classrooms in 19 schools across the state and serves 420 four-year old students in the year before they attend kindergarten. In 2015, the program received a 9 out of 10 rating on the research-based National Institute for Early Education Research Quality Standards

Benchmarks. To sustain a high level of quality in the Public Pre-Kindergarten Program, Hawai'i will implement an Early learning Academy for principals and school teams to support and ensure the use of developmentally appropriate early childhood education practices such as aligning curriculum with Hawai'i Early learning and Development Standards (HELDS), use of formative child assessments, and classrooms that promote positive student-teacher relationships beginning with pre-kindergarten and continuing through the early elementary grades.

Hawai'i's high quality early learning system will be strengthened through cross-systems partnerships and "whole child" supports focused on the well-being of families, based on the concept of 'Ohana Nui. 'Ohana Nui is the State's multigenerational approach that invests early and concurrently in children and families to improve health, education, employment, and other outcomes. 'Ohana Nui is integrated into State programs, policies, and philosophies to ensure we address the root causes, or social determinants of health. These include healthcare, education, safety, living/work environments, and housing. A more targeted emphasis on healthy starts for all children, including access to health insurance, mental and dental services, and early intervention supports that include vision, hearing, developmental and mental health screenings early on will lay the critical foundation for success. This approach will empower Hawai'i to more efficiently align programs and funding to make a bigger impact on Hawai'i's children and families.

Global learner Outcomes

Our schools will prepare students for the unknown future world by assuring that they have the skills and dispositions of a global learner: Complex Thinker; Effective Communicator; Self-Directed learner; Community Contributor; Quality Producer; Effective and Ethical User of Technology; and Creative Innovator.

Balanced Assessments and Testing in the Service of Student Learning

Our Hawai'i Public Schools will be guided by the core belief that education assessment will be conducted in the service of student learning and that all educators possess the skills for reflection and refinement of this professional practice. Schools will use a variety of assessments that measure student learning and allow students to show what they have learned in different ways. Standardized testing will be minimized as schools and teachers develop assessments that measure and support student growth.

There will be a clear distinction among assessments that are used to measure progress within the statewide system, progress within the school, and individual student growth. The priority will be assessment for individual student learning.

All educators will possess assessment literacy skills and will engage in reflection and decisions about refining this important professional practice. Professional educators will develop and determine appropriate assessments from a repertoire that includes measures that are formative, culturally relevant and performance-based.

System-wide performance can be measured by valid and reliable testing practices that involve sampling rather than requiring the testing of every student. Additionally, it should be determined whether testing needs to occur in grades 3-8 as is currently done.

Informed use of assessment must include differentiating assessments and their purposes as follows:

(a) large scale assessments used to inform the entire system performance,

(b) assessments used to inform school performance,

(c) assessments used to inform classroom performance, and

(d) assessments used to inform student performance.

Students should be assessed on the attainment of Global Learner Outcomes through performance tasks, senior projects, or other similar forms of authentic assessment.

Assessment policies and practices will be aligned to the areas we have identified as important for student learning. Testing results will be shared in a timely manner with students, teachers, and parents so that changes can be made in the teaching and learning process that will impact student progress.

Education assessments will be designed and prepared with integrity, and delivered with respect and caring for students. There will be recognition and appreciation of each student's cultural history, language, and values.

Educational assessments will be designed to efficiently assess student learning and minimize testing time.

Student Empowerment, Student Voice

Students will be empowered to take more responsibility for their own learning. We will listen to their voices through a variety of meaningful venues, including the student member on the Board of Education, state and school student councils, student publications, and from feedback collected and used by teachers in the classrooms. When learning is more personalized and students are assessed authentically on self-directed projects we believe both rigor and engagement will be increased. It will be important to recognize that some students may not feel empowered as a result of language difference and so we must value their multilingual abilities as assets and resources for sharing their voice.

Student Wellness, Social Emotional learning, Health/Fitness Needs

All Hawai'i students need explicit social emotional learning supports to access curriculum and programs in physically and emotionally safe environments. Students learn empathy in a diverse cultural environment where collaboration with and compassion for others is emphasized. We will continue to create school communities where aloha, well-being and belonging are valued and evident. We will include these considerations in teacher-recruitment efforts and expanded support for school counseling.

Opportunities for Student Success

Implementation of a new comprehensive system of pathways will be provided for all students beginning in elementary school. Pathways will guide all students who aspire either to traditional colleges or post-secondary career and technical education.

- There will be increased support for professional development for educators seeking effective strategies for student engagement. Educators with innovative ideas for implementing new and creative practices will be encouraged and supported.
- It will be important to have focused professional development based on the needs of students and communities. We will align professional development resources to support student success objectives and be responsive to the identities and needs of individuals, schools, community, complexes, and state offices (e.g. interdisciplinary and relevant lessons, social-emotional learning, instructional strategies to address all types of learners, special education inclusion, language development, and quality classroom assessments).
- There will be an early identification of student passions, aspirations, and curiosities that will be fostered through a strength-based approach. We will promote student voice and leadership throughout the school and the larger education system and encourage their engagement in addressing school problems and participating in decisions.
- There will be a focus on implementing the middle school philosophy for all middle schools, as well as differentiating support for elementary and high schools.

Pathways for Career and Technical Education

The students in our public schools will have opportunities to choose career pathways that lead to a range of professional and technical careers. We will expand partnerships with higher education and industry to assure that our students are well-informed and prepared for success beyond high school. Early college admissions, internships, and industry certifications will be available in a wide variety of pathways for all students to explore and develop specific skills.

Pathways for Multilingualism

Hawai'i's educational system will continue to offer the choice of education through either of its two official languages. Both its Hawaiian and English medium schools will provide increased opportunities and support for multilingualism to include proficiency in Hawai'i's immigrant languages as well as the two official languages.

Considering the new ESSA accountability system, which requires more English Language Learner (ELL) oversight, all levels will work together to increase resources to improve ELL services and develop new innovative initiatives focused on multilingualism. Resources will be provided to increase ELL staffing at the central office to provide stronger systemic support to schools and students. Resources will be provided at the school level for more professional development, curricula, translators and interpreters, and outreach support for families (i.e. bilingual/bicultural school-home assistants, newcomer centers). Resources will be provided toward dual language programs for its largest immigrant languages at the early-childhood and elementary levels, which are proven to show the most impact on academic achievement and English development. Hawai'i will develop a professional pipeline to recruit, train, and support multilingual community members who are para-professionals or part-time teaching assistants to gain teacher certification

to increase the pool of qualified ELL and/or multilingual teachers. Hawai'i will also develop a monitoring system to ensure that there are qualified teachers to serve our students.

Equity and Excellence - Eliminate the Achievement Gap

The Hawai'i Public Schools will foster equity and excellence for all students through high expectations for learning the skills needed for success in the 21st century. Student success will be redefined to include more than test scores as schools are empowered to identify and address the strengths and needs of their own students. Quality early learning programs for all students, culturally and contextually relevant learning experiences in all schools, and licensed, certified, and effective teachers in every classroom will lead to the elimination of the achievement gap.

Vision to Reality: Aspirational Targets for Student Success

As we move forward we envision a renewed public education system that embraces a culture of empowerment, innovation, equity and visionary leadership. We believe that there are aspects of this blueprint that can begin immediately:

High Quality Early Learning will be expanded and implemented in 2017

- The State Early Learning Plan will be completed in 2017 and the Hawai'i Early Learning Academy will be implemented in school year 2017-2018.
- ESSA Title I funding can be used to expand public preschools.

The learning achievement gaps will begin closing in 2017 and will close by 2020

- The larger system will empower schools to identify what they need to close the gaps in achievement that are experienced by special needs students, English language learners, and students from families who live in poverty. High quality professional development and resources, including Title I funding, to support the educators and schools where these students learn will be made available. As students gain proficiency and progress through a supportive system, the learning gaps will close.

Hawai'i will elect to pursue a new assessment model through the ESSA Pilot Program for Authentic Assessment.

- All assessments we implement will recognize that the student is the center of all our professional practices and the accomplishments that we monitor should reflect our whole-child vision and values.

Vision Focus Area #2: Educator and Staff Success

Our vision is for all educators and staff to model the Global Learner Outcomes needed to succeed as innovative, contributing citizens of society as well as members of our workforce, community, family, and school. Educators and staff will be held to high expectations for modeling and fostering curiosity, creativity, collaboration, critical thinking, and risk-taking. Educators and staff will seek engaging, empowering, and inspiring opportunities to make decisions about and deliver meaningful and relevant teaching and learning experiences.

Educator and Staff Success and Na Hopena A'o

The design principles in this focus area are naturally aligned to the framework of Na Hopena A'o. Strengthening a **sense of belonging** begins with empowering educators and staff to build relationships that will sustain their communities and allow them to flourish. Enhancing

responsibility and **excellence** begins with high expectations that all educators and staff will embrace global learning outcomes and strive to achieve personal levels of excellence and equity. Strengthening a **sense of aloha** is embodied through our focus on developing schools where all educators and staff are empathetic, compassionate, civic-minded, caretakers of our natural environment, and protectors of the most vulnerable among us. Strengthening the **sense of total well-being** prioritizes support for the social-emotional, wellness, and health needs of educators, staff, and students. We will recognize the connections between mental, physical and spiritual well-being. We will sustain educators and staff who show deep understanding and appreciation in the values, principles, and beliefs of our history and culture. Our **sense of Hawai'i** will reflect a commitment to treating others with compassion, tolerance, understanding and humility.

Rationale

Teachers, principals, and school support staff are the heart of our instructional system. Our keiki in Hawai'i deserve the best school leaders and educators we can provide. School leaders are challenged to work with school communities, parents, teachers and students in meaningful ways to create relationships and a shared vision for the school. This challenge is made more difficult by the amount of time that must be dedicated to complying with system-wide directives and mandates. Principals and teachers have told us through surveys and at forums that they are spending less time on instruction and other student and professional peer interactions, and more time completing requirements that seem only marginally connected to student learning.

We have difficulty retaining new teachers with nearly 50% leaving before they complete five years of teaching. Experienced teachers are often choosing to leave the profession sooner than they had planned, or leave the public-school system for work in private schools. The recruitment of the next generation of qualified teachers has reached a crisis. Issues relating to teacher compensation, working conditions, and the loss of teacher autonomy are all contributing to the acceleration of this dramatic attrition rate. We must address this crisis through systemic and visionary policy shifts that will elevate the profession of teaching and create a pipeline of experienced and pedagogically grounded educators to deliver engaging and effective instruction in the classroom. Transformation of school culture to one of collaborative empowerment will occur when educators and administrators are empowered to engage their communities in creating a vision and acting to bring their unique visions for student learning into reality.

A recent report of the findings from principal forums of the HEMSA and the HASSA in October 2016, identified the following recommendations to address seven issues determined to be of highest priority:

- Create/support in every school, a system for formative assessment and instruction where teachers meet regularly under the guidance of a coach to deconstruct standards, review assessment data and determine appropriate instructional strategies.
- Create/support in every school, an accountability system that provides choices and options in measuring student progress that meets the needs of the school community in raising student achievement.
- Create/support in every school, administrator and teacher competencies in using differentiated practices for pre, formative and post assessment to raise student achievement for all students.
- At state, district, complex and school levels, use an adequate system of support for school leadership involving the voice of principals in making decisions regarding what is needed

by the administrators and the teachers.

- Create/support in every school an adequate system for struggling students that engages all students in the learning process through unique interventions that meet each student's learning targets.
- Create a culture that all work at the state, district and complex levels are focused on supporting schools in meeting their unique needs in unique ways and that one size does not fit all schools. The mission at state, district, complex, and school levels must promote and create opportunities for school innovations that meet all dimensions of students.
- Create an adequate system to support a creative (not rule bound) and growth mindset that aligns resources through involvement of principals in decision making, empowerment of all school/community level users and true team work among the various levels to support what's best for schools.

Design Principles

** System Leadership * School and Principal Leadership and Support*
** Classroom Teacher Leadership and Support **

System Leadership

System leadership, at its core, will be reconceived to include the Governor and key decision-makers from the BOE, DOE, and the State Legislature. Effective and empowering system leadership will create an environment of trust and empowerment. Our system will move from traditional accountability to collaborative, trust-based responsibility. Effective and empowering system leadership requires transparency in all processes. Effective and empowering system leadership finds innovative, collaborative, and effective ways to address these issues.

System structures will be thoughtfully designed using "futures thinking" that begins with the end goal in mind. Accountability and evaluation processes will provide clear, coherent, and inspiring expectations and visionary goals that drive desired best practices in classrooms, schools, and communities.

School and Principal Leadership and Support

Hawai'i public schools will each have a highly effective instructional leader who is committed to students, staff, and the community. School principals will demonstrate the dispositions that foster innovation and creativity in learning. They are expert instructional leaders whose collaborative and innovative skills are essential for the requisite empowering leadership at each school. They will take risks and allow others to take risks throughout the processes of growth and innovation. They will understand that there is learning through failure, and that our positive response to failure, is essential to the learning process. School leaders will model and demonstrate empowering leadership. They will have a deep commitment to collaboration and shared decision-making.

To accomplish this transformation, we will need to reform the recruitment, selection, and professional development programs that develop and support school leaders. We will move from models of training for compliance to new models that identify emerging leaders who are committed to building and enhancing the qualities they will need to lead their schools in this new era. School leaders will be evaluated on their ability to establish or expand a culture of empowerment throughout their schools. An evaluation system that rewards empowerment,

innovation, collaboration and community-building will be implemented and will guide professional support for school leaders.

Classroom Teacher Leadership and Support

Individuals choose the profession of teaching because they want to help children, young people and adults explore their talents and learn the skills they need to live quality lives. For most in this profession, teaching is a passion that emerges from the joy they experience in learning. Our system must support and sustain teachers who come to our classrooms and schools committed to the mission of promoting the joy of learning in others.

The Hawai'i public school system will attract, recruit, select, train, and retain the very best educators at all levels. All educators will be empowered to be empathetic, innovative, and courageous advocates for students, their schools and public education. These educators will be able to build strong relationships, make learning relevant, and foster success through rigorous student learning opportunities that promote sustainability, democratic principles, and shared values that are grounded in Hawai'i's history, culture and diverse society.

Students will be engaged in learning by teachers who are provided opportunities to teach to their passions, inspire innovative learning for curious and creative learners, and deliver relevant and rigorous instruction and assessment for attainment of global learning outcomes. Enthusiastic and passionate teaching leads to enthusiastic and engaged student learning.

Teachers will have more influence over their working conditions and their capacity, within positive learning environments, to contribute to student learning and engagement. Teachers will be empowered to make decisions on content and pedagogy through powerful professional learning communities in collaboration with their school community. This will contribute to a greater sense of efficacy and will increase teacher job satisfaction.

Teachers play a critical role in building student confidence and creating an environment in which students can begin to exercise democratic principles and empowerment. Empowered teachers are in the best position to empower students because they can effect change in their classrooms, and as part of the school's professional learning community. There will be an understanding that empowerment is a process by which people make decisions closest to the place of implementation.

Vision to Reality: Aspirational Targets for Educator Success

As we move forward to implement a renewed culture of empowerment, innovation and leadership in our public school system, we will begin immediately to move toward the following targets:

- Hawai'i will begin the redevelopment of leadership selection and training in 2017 and will have an exemplary leadership development program by 2020. Title II funds may be used to enhance this program.
- Our most qualified college students and graduates will regard the profession of teaching as a desirable aspiration and dedicated, qualified teachers will teach all public school students by 2020.
- Federal funds identified in ESSA can be used to support practices and policies designed to retain public school teachers and elevate their professional status.

- Teacher evaluation will be designed in the service of student learning to support learning through promoting innovation, student engagement, student empowerment, and the recognition of teacher professionalism.

Vision Focus Area #3: System Success

Our vision for Hawai'i's public education system is for a department that recognizes that its primary mission is to help schools address what principals and teachers have identified as priority needs in support of student success. The leaders in our statewide system of support will manage human, community and financial resources in a way that reflects a clear understanding that all efforts are focused on improving the experience of students in our classrooms. As with our visions for student and staff success, we believe that the Na Hopena A'o framework will be the guide that supports the conditions for a new culture of empowerment, innovation, and leadership at every level within the Department of Education. Systems for accountability and evaluation will include high expectations for performance of students and staff, along with compassionate support for self-correction and continuous improvement.

System Success and Na Hopena A'o

We are fortunate to share a history and culture in Hawai'i that values our diversity while embracing the value of **aloha** that is reflected in the framework of Na Hopena A'o. We look to success as our public education system transforms for the 21st century and school communities are empowered by strengthened senses of **belonging** and **responsibility** as they develop ownership for improving educational programs for their students. Systems of support for the schools will build greater capacity for **excellence** and a renewed sense of **well-being** among those who work directly with students and among those who support them.

Rationale

There has been strong support from students, parents, teachers and school leaders for a renewed public education system that places authority and responsibility for decisions affecting students with those who work in the schools. The surrounding system should be one of support for teachers, principals and support staff who work directly with students. We have studied exemplary school systems both outside of the United States and within our country. They share qualities to which we aspire, including collaborative decision-making, financial transparency, authentic learning and assessment, and innovation that emerges from the unique needs of individual schools. They also have a high regard for and trust in the professionalism of educators. We can see the need to redefine success and develop a broader definition of student and school success. In Hawai'i there are models of excellence in both the charter and regular Department of Education schools. We can look to these schools and their leaders to show the way as we work to establish a statewide system where all schools can be models of excellence.

Over the last two years there has been considerable feedback from teachers and school leaders through surveys and forums in support of a system that is turned "right side up" so that reform is driven from the school and community with a surrounding system of support from state and complex staff. We believe that there is the needed leadership, expertise and commitment within Hawai'i to accomplish this.

Design Principles

* School Empowerment* Empowering Communities * Engaging Parents and Families * Innovation for Learning* Learning Environments * Continuous Improvement * Transparency for Resources and Funding*

School Empowerment

Decisions about students, teaching and learning will be made as close as possible to the classroom. Our public schools and communities will design a system that recognizes and trusts the wisdom and judgment of educators in the schools and reverses the current model that operates through "top-down" mandates. State and Complex Area Leadership along with principals and school staff will receive support and professional development as we move into this new era.

Our new system will reflect our core values and beliefs and include clearly defined responsibilities at all levels within the Department of Education. There will be significantly more autonomy in decisions that concern schools, students and those who work with them. The statewide system will be transparent about resources and expenditures to provide support to schools in alignment with identified needs. We will see collaboration among leaders across all levels and between principals and school staff. Our new system will have accountability systems that promote empowerment, innovation, student engagement, and total well-being of learners.

Empowering Communities

The communities that surround and support our public schools will be encouraged to engage with their local schools to design the new system where decisions are made close to the classrooms. School-community empowerment will include partnerships with state agencies, organizations, colleges, public libraries, and businesses that will join with us to foster learning throughout the state.

Engaging Parents and Families

Supporting parent and family engagement will be a priority for school leaders, teachers, and support staff. Principals will be encouraged to develop engagement strategies that consider the culture and recognize the individual and collective needs within the community. Schools that no longer include resources for Parent and Community Networking Centers (PCNC) may want to revisit that option and training support should be made available. Schools will build partnerships with families, honor their contributions, and provide share decision-making opportunities to sustain connections that are aimed at improving student learning.

Innovation for Learning

The Hawai'i public schools will create and sustain a culture that values innovation and unleashes curiosity and creativity in all learners. Innovations by charter schools will be embraced and supported. Leadership development will focus on engagement, empowerment, and innovative practices and approaches in leading, teaching, and learning.

Our public charter schools will be recognized system-wide as models of innovation and will be recognized through Board of Education policy for their role as incubators for diverse approaches

to learning. There will be visionary leadership, implementation, and support for the sharing of ideas, knowledge, and experiences among charter and regular Department of Education schools.

System leadership will establish a culture that encourages innovations, and safe environments for taking risks. Leadership will provide opportunities and support for teachers, schools, and complexes to pursue innovations that they identify as promising strategies for their communities.

Learning Environments

We recognize that as we move further into this new education century, our public school learning environments will need to adapt. We will identify innovative, cost-effective strategies that will provide the best possible environments for students and teachers in both early learning and K-12 programs. We will transform traditional schools and classrooms into flexible, well-resourced learning areas that are clean, safe, ecological, and conducive to creative, engaging teaching and learning. We have models to learn from in both our charter and regular public schools and we can leverage existing laws, such as Act 155, and work with the legislature and Board of Education leadership to identify where new laws or policies are needed.

Our schools will find ways to incorporate learning environments that take full advantage of local community resources with existing or renewed environments within school facilities.

Continuous Improvement

Continuous system-wide renewal depends upon ongoing education research and learning. We will establish a world-class research and design (R&D) center that supports all levels of education within Hawai'i. The center will inform policy makers and stakeholders about current research in educational innovation, learning gaps, cognitive and emotional learning, assessment practices, instructional leadership, and practices for assuring qualified, effective teachers in every classroom.

We will also pursue disciplined inquiry to develop, test, and refine interventions that support needs that have been identified by schools and complexes and identify strategies for sharing and implementing best practices beyond individual schools. We will engage in research practice partnerships to meet accountability expectations and partner with the research community to develop and improve site-based programs and practices. We will address technical and adaptive problems of practice by leveraging the expertise and experiences of educators and researchers through mutual partnerships.

Transparency for Resources and Funding

A core goal of ESSA is to enable parents and other stakeholders to engage meaningfully with their education systems. This is only possible when everyone has access to clear, complete and timely information about how students and schools are doing. To accomplish this goal, the proposed regulations seek to ensure that states and districts work with parents and other stakeholders to develop report cards and make them publicly available no later than December 31st of each year. These report cards shall include accountability information (including student assessment outcomes and graduation rates) in an easily accessible manner, so that stakeholders can fully understand school performance. The information will also enable them to participate more effectively in developing solutions for challenges facing the schools and students in their communities.

The new law ensures more transparency for parents, educators and community members around resource equity measures, such as access to preschool, access to rigorous coursework, and school

discipline. It also clarifies that state and local report cards must include specific information about district and school-level per-pupil expenditures that are calculated on uniform, state-developed procedures. This is to ensure that parents and educators can see with transparency into all school funding. There is also an expectation that we will improve the quality of postsecondary enrollment data so that stakeholders have greater insight into student preparation for programs in postsecondary education.

Vision to Reality: Aspirational Targets for System Success

As we begin the process of turning public education "right-side up" we will start by moving to a system culture that expresses and practices empowerment of others through policy and action. Visionary leadership at all levels within the system will embrace and support innovation. We believe the following are possible by the time indicated:

- Innovation for Learning initiatives will be implemented in 2017.
- Systemic School Empowerment will begin implementation in 2017.
  - New ESSA Report Cards that provide transparency for school expenditures and school funding by 2018.
  - New BOE Policy on School Empowerment based on ESSA in 2017.
- High Quality Early Education will begin implementation in 2017 and expand statewide each year.
- Hawai'i will begin the redevelopment of leadership training in 2017 and will have an exemplary leadership development program by 2020.
- Our most qualified college students and graduates will regard the profession of teaching as a desirable aspiration and dedicated, qualified teachers will teach all public school students by 2020.
- The achievement gaps in learning will begin closing in 2017 and will close by 2020.
- Hawai'i will be acknowledged as having the nation's top public education system in 2025.

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Appendix B: Glossary of Terms

Accountability/School Accountability - the process of evaluating school performance on the basis of student performance measures.

Achievement Gap - The term achievement gap is used to refer to the observed, persistent disparity of educational measures between the performance of groups of students, especially groups defined by socioeconomic status (SES), race/ethnicity and gender.

Assessment FOR Learning - (Formative Assessment) a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' learning and achievement of content and skills.

Assessment OF Learning- assessment strategies where teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a point in time.

Authentic Assessment - the measurement of intellectual accomplishments that are worthwhile, significant, and meaningful, as contrasted to multiple choice standardized tests. Authentic assessment can be devised by the teacher, or in collaboration with the student by engaging student voice.

Career Technical Education (CTE)- an approach to provide students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.

Continuous Improvement - an ongoing effort to improve products, services, or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

Early Learning - a program or approach to improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready. To enhance the quality of programs and services and improve outcomes for young children, including children with disabilities and those who are English Learners, the department administers programs and promotes initiatives that increase access to high-quality programs, improve the early learning workforce, and build state capacity to support high-quality programs and ensure program effectiveness.

Empowerment/School Empowerment - School empowerment recognizes the uniqueness of each school community and that one size rarely fits all. An empowered-school system requires a philosophical shift in which DOE employees fall into either of only two categories: those who work directly with students, and those who support the efforts of those who work directly with students. Teachers in an empowered school determine how to satisfy statewide standards and policies. They also have ready access to information about their school's budget and have a voice in all important matters affecting their respective school. And they play a meaningful role in holding their principal and other administrators accountable. Principals have significantly greater control over financial and staffing decisions in empowered schools, but they must constantly engage the entire school community -teachers, parents, librarians, cafeteria workers, custodians, and anyone else who sees the students daily - in meaningful discussions about spending, staffing, and curricular and instructional decisions. Students in empowered schools

have a voice that increases from elementary through high school, and student aspirations beyond high school determine student-centered learning programs in which learner empowerment and learner accountability are aligned and emphasized. Statewide standards, policies and learning goals continue to play major roles in an empowered-schools system, and non-school staff continues to provide services to the schools. However, those who set standards and promulgate policy never control the means by which school-level personnel achieve desired results, and services providers cannot take for granted their "customers." School-level personnel unhappy with services provided by the DOE have the option of seeking those services elsewhere. The adults in an empowered-school system model shared values such as collaboration, transparency, integrity, equity and life-long learning. They also embrace clarity of responsibility, especially those that focus on student achievement, and maintain a system-wide commitment to capacity-building for instructional and other forms of leadership. School empowerment includes decentralized decision-making and school-level accountability: accountability without empowerment is unfair and ineffective, and empowerment without accountability would lead to chaos.

Equity or Educational Equity- a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity. Educational equity is dependent on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and are dependent on each other for true academic success of an educational system

Global Learning Outcomes/General Learner Outcomes (GLOs) - The Department's General Learner Outcomes are the overarching goals of standards-based learning for all students in all grade levels. For many years, through changes in leadership, assessments and curricula, the General Learner Outcomes have remained consistant. They are: Self-directed Learner (The ability to be responsible for one's own learning); Community Contributor (The understanding that it is essential for human beings to work together); Complex Thinker (The ability to demonstrate critical thinking and problem solving); Quality Producer (The ability to recognize and produce quality performance and quality products); Effective Communicator (The ability to communicate effectively); Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically). The addition of the outcome, "Creative Innovator" defines the change from **General** Learner Outcomes to **Global** Learner Outcomes.

Improvement Science - an approach and framework developed by the Carnegie Foundation to accelerate how a field learns to improve. Improvement science deploys rapid tests of change to guide the development, revision and continued fine-tuning of new tools, processes, work roles and relationships. Improvement science is explicitly designed to accelerate learning-by-doing. It's a more user-centered and problem-centered approached to improving teaching and learning. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The objective here is quite different from the traditional pilot program that seeks to offer a proof of concept. Improvement research, in contrast, is a focused learning journey. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. Since improvement research is an iterative process often extending over considerable periods of time, it is also referred to as continuous improvement.

Innovation - a significant positive change; a new idea, method, or product; the action or process of innovating. This is a high bar, and it should be. To call every change you make in your work an

innovation belittles the possible scale of progress. The act of creating something, even if it solves a problem, should perhaps still not be considered an innovation until it is adopted by other people, it's just an invention with the potential to be an innovation.

Na Hopena A'o (HA) - a framework of outcomes that reflects Hawai'i Department of Education's (HIDOE) core values and beliefs in action throughout the public educational system of Hawai'i. HIDOE works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawai'i ("BREATH") in ourselves, students and others

Network Improvement Community - a scientific learning community distinguished by four essential characteristics: (1) focused on a well specified aim, (2) guided by a deep understanding of the problem, the system that produces it, and a theory of improvement relevant to it, (3) disciplined by the rigor of improvement science, and (4) coordinated to accelerate the development, testing, and refinement of interventions and their effective integration into practice across varied educational contexts.

Social Emotional Learning - a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Governor's ESSA Team

Appendix C: Stakeholder Engagement Information

Governor's ESSA Team Community Town Hall Meetings

The following are examples of stakeholder engagement and community meetings held to collect input and feedback for co-creating an education blueprint:

- Hawai'i Education Summit at Hawai'i Convention Center, July 9, 2016 (1000)
- ESSA Town Hall Meeting at Kapolei High School, July 27, 2016 (130)
- ESSA Town Hall Meeting at Kalani High School, August 10, 2016 (130)
- ESSA Town Hall Meeting at Kealakehe High School, August 17, 2016 (110)
- ESSA Town Hall Meeting at Waimea High School, August 22, 2016 (30)
- ESSA Town Hall Meeting at Chiefess Kamakahelei Middle School, Aug 24, 2016 (120)
- ESSA Town Hall Meeting at Waiakea High School, August 24, 2016 (150)
- ESSA Town Hall Meeting at Kaunakakai Elementary School, August 27, 2016 (20)
- ESSA Town Hall Meeting at Castle High School, Sept 7, 2016 (205)
- ESSA Town Hall Meeting at Maui High School, Sept 7, 2016 (75)
- ESSA Town Hall Meeting at Lanai High and Elementary School, Sept 8, 2016 (25)
- ESSA Town Hall Meeting at Moanalua High School, Sept 14, 2016 (130)

Governor's ESSA Team Education Blueprint Community Forums

The following are examples of stakeholder engagement and community meetings held to collect additional input on progressive drafts of the education blueprint:

- ESSA Hawai'i Education Blueprint Forum at Kealakehe Intermediate School, September 21, 2016 (91% support blueprint vision focus areas)
- ESSA Hawai'i Education Blueprint Forum at Kamakahelei Middle School, September 28, 2016 (83% support blueprint vision focus areas)
- ESSA Hawai'i Education Blueprint Forum at Hilo High School, October 5, 2016 (80% support blueprint vision focus areas)
- ESSA Hawai'i Education Blueprint Forum at Campbell High School, October 6, 2016 (88% support blueprint vision focus areas)
- ESSA Hawai'i Education Blueprint Forum at Baldwin High School, October 19, 2016 (90% support blueprint vision focus areas)
- ESSA Hawai'i Education Blueprint Forum at Mililani High, October 20, 2016 (100% support blueprint vision focus areas)
- ESSA Hawai'i Education Blueprint Forum at Kahuku High School, October 26, 2016 (100% support blueprint vision focus areas)
- ESSA Hawai'i Education Blueprint Forum at Moanalua High School, November 2, 2016 (94% support blueprint vision focus areas)

The following people deserve special acknowledgement for volunteering their time, energy, and expertise for the creation of Hawai'i's Blueprint for Public Education.

Governor's ESSA Support Team Members

Karen Aka

Evangeline Casinas

Melissa Goo

Ken Kang

Valerie Kardash

Carmelita Minami

Audrey Ragragola

Michael Tokioka

Penelope Tom

Julia Toyama

Louise Wolcott

Governor's ESSA Team

The tightly furled frond of the Hapu'u fern; evokes the opportunity and potential for positive change that the Every Student Succeeds Act brings to Hawai'i's public education system. The fern frond receives support, nutrition amd water through a strong single stem (system). In return the frond (students) will supply the plant with energy and renewed strength collected from the surrounding environment.

Green represents growth, life and potential. Reds and oranges represent the pulu (protective silky wool-like fiber) that is found on the exterior of a young frond, reminding us of our responsibility to the youth of Hawai'i. The color also symbolizes the energy and passion of the team members.

The crecents in the form of a circle represent the shape of the fiddle head stage of the fern frond before it unfurls. They bring to mind the continuous and cyclical nature of education. While our system will continue to improve, there is a never-ending need for learning and refinement.

WestEd

Hawai'i Department of Education Innovative Assessment Planning Project Stakeholder Group Series Summary

Prepared by WestEd for the Hawai'i Department of Education
August 2nd, 2019

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 DeRego-Coffield, Mireille Ellsworth, Martha Evans, Jill Fletcher, Mitzie Higa, Andy Jones, Chelsea Keehne, David Miyashiro, Tina Miyataki, Daphne Okunaga, Lory Peroff, Amy Perruso, Katy DeBruin Plencner, Leilani Roberts, Valerie Rows, 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

Meeting	Focus	Date
Meeting 1	Purposes of this group; assessment literacy in the context of Hawai'i	June 18, 2019
Meeting 2	Innovative Assessment Demonstration Authority	July 2, 2019
Meeting 3	Visioning and recommendations	July 16, 2019

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/1kPEnjfZhHInNJmJWQfIKm1BlcB1X7mUx

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 DeRego-Coffield, Mitzie Higa, Andy Jones, David Miyashiro, Tina Miyataki, Daphne Okunaga, Amy Perruso, Katy DeBruin Plencner, 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_RT5k7wBGcc4vCOBYKOqXoNL_-

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 DeRego-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:

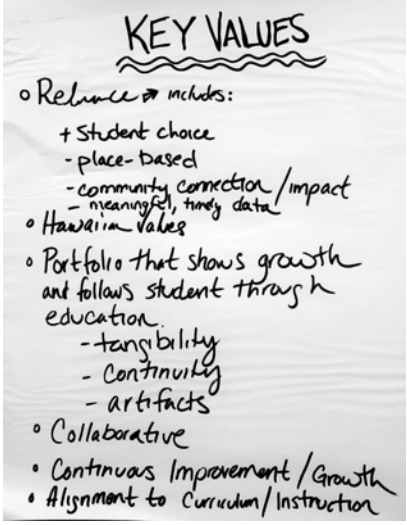
- Link: https://drive.google.com/drive/u/1/folders/1y3Rvq6WQv_Wfz8YBkB370kt9BQy07pPt

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:

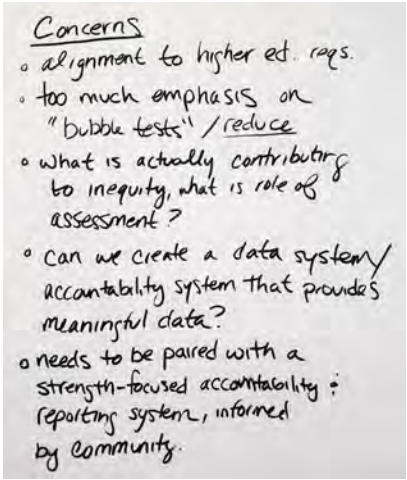
- Relevance through:
  - Student choice
  - Place-based
  - Community connection and impact
  - Meaningful and timely data
- Hawai'ian values
- Portfolio showing student growth throughout their education, providing results that are:
  - tangible
  - continuous (longitudinal)
  - artifacts of student 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:

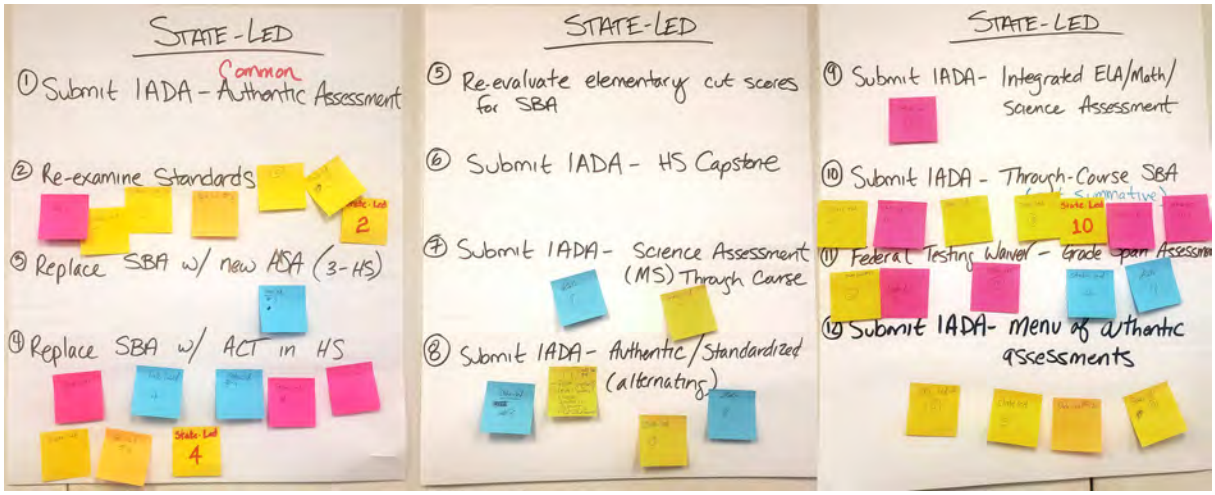
- **State-led actions** – actions controlled by the state which might include:
  - application to the IADA
  - modification of existing state assessments
  - development of new state assessments
  - review and revision of state standards
- **State-supported actions** – actions that are supported by the 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/1zD19aQj2DXt015lbu3jRVTK2nYM_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/1bZkUEHPLNRc3TnYq_TR486DFLLWoWqg1/view?usp=sharing

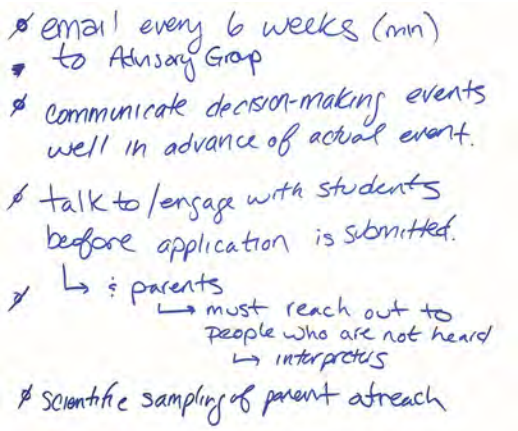
Submit IADA application focused on alternating authentic and standardized assessments across grades (4 votes)

- 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-ERqtfYapPdSLsWszIz/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



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WestEd

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Target Sampling ELA/Literacy Grade 4								
Component	Claim/Score Reporting Category	Content Category	Assessment Target[1]	DOK[2,3]	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	1. Reading	Literary[3]	2: Central Ideas	2, 3	1	5	0	5
			4: Reasoning and Evaluation	3	1			
			1: Key Details	1, 2	3		0	
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3				
			7: Language Use	2, 3				
		Informational[4]	9: Central Ideas	2, 3	1	5	0	5
			11: Reasoning and Evaluation	3	1			
			8: Key Details	1, 2	3		0	
			10: Word Meanings	1, 2				
			12: Analysis within/across Texts	3, 4				
			13: Text Structures and Features	2, 3				
			14: Language Use	2, 3				

[1] DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
[2] The CAT algorithm will be configured to ensure the following:
For Claim 1, a student will receive at least three items at DOK 2 and one item at DOK 3.
For Claim 2, a student will receive at least one item at DOK 2.
For Claim 3, a student will receive at least one item at DOK 2 or higher.
For Claim 4, CAT items are DOK 2 for all grades.
[3] Each student will receive one literary passage.
[4] Each student will receive one informational passage.

Target Sampling ELA/Literacy Grade 4								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts[1]	2	1	1	0	5
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts[1]	2	1	1	0	
			8: Language and Vocabulary Use[2]	1, 2	1	1	0	
		Conventions	9: Edit/Clarify	1, 2	2	2	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	4	4	0	4
	4. Research	Research	2: Interpret and Integrate Information	2	1-2	1-2	0	5
			3: Analyze Information/Sources	2	1-2	1-2		
			4: Use Evidence	2	1-2	1-2		

[1] Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration.
[2] Language and Vocabulary Use contributes one item to Evidence/Elaboration.

Claim	Content Category	Assessment Targets	DOK	CAT Items	Total Items
1. Concepts and Procedures	Priority Cluster	C. Understand the connections between proportional relationships, lines, and linear equations.	1, 2	3	12
		D. Analyze and solve linear equations and pairs of simultaneous linear equations.	1, 2		
		B. Work with radicals and integer exponents.	1, 2	3	
		E. Define, evaluate, and compare functions.	1, 2		
		G. Understand congruence and similarity using physical models, transparencies, or geometry software.	1, 2		
		F. Use functions to model relationships between quantities.	1, 2	3	
		H. Understand and apply the Pythagorean Theorem.	1, 2		
	Supporting Cluster	A. Know that there are numbers that are not rational, and approximate them by rational numbers.	1, 2	3	
		I. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	1, 2		
		J. Investigate patterns of association in bivariate data.	1, 2		

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
— The CAT algorithm will be configured to ensure the following:
- For Claim 1, each student will receive at least 3 CAT items at DOK 2.
- For Claim 3, each student will receive at least 2 CAT items at DOK 2 or higher.
- For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 2 or higher.

Target Sampling Mathematics Grade 8					
Claim	Content Category	Assessment Targets	DOK	CAT Items	Total Items
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	1	5
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3	1	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	2	5
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3	2	
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures).	2, 3	1	

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
— The CAT algorithm will be configured to ensure the following:
- For Claim 1, each student will receive at least 3 CAT items at DOK 2.
- For Claim 3, each student will receive at least 2 CAT items at DOK 2 or higher.
- For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 2 or higher.

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OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE

May 24, 2019

Annual Memo

TO: Deputy Superintendent
Complex Area Superintendents
Public Charter School Executive Director
Principals (All)
Public Charter School Directors (All)
Test Coordinators (All)

FROM: Rodney Luke
Assistant Superintendent

SUBJECT: **Hawaii Statewide Assessment Program, School Year 2019-20**

The Hawaii Statewide Assessment Program's (HSAP) portfolio of assessments provides annual data on student, school, and system performance pursuant to Board Policies 102-3, 102-6, and E-102 in accordance with Chapter 302A-201 of the Hawaii Revised Statutes and federal Every Student Succeeds Act (ESSA) requirements.

Standards-based education has, as a key component, assessments aligned to the learning expectations of every student. Standardized, criterion-based assessments gauge individual student progress towards college and career readiness. The results inform instructional practice and provide an entry point into collaborative conversations about the extent to which students' academic needs are being met. The suite of assessments that comprise the Hawaii Statewide Assessment Program are essential to the implementation of standards-based education in every public and public charter school in Hawaii.

SMARTER BALANCED ASSESSMENTS

The Smarter Balanced Assessments in English Language Arts (ELA)/Literacy and Mathematics are administered across 12 states, the U.S. Virgin Islands, and the Bureau of Indian Education. The Smarter Balanced Assessments are fully aligned to the Hawaii Common Core Standards and measure the depth and breadth of student knowledge and skills. These assessments are administered to all public and public charter school students in grades 3-8 and 11.

The ELA/Literacy assessments have two components, (1) a computer adaptive test (CAT) and (2) a performance task (PT). The mathematics assessments have a CAT but no PT component. The mathematics assessments are designed to be administered in one test session.

Smarter Balanced Summative Assessments Administration

Assessment	Content Areas	Grade(s)		Testing Window	
				Open	Close
Smarter Balanced	ELA/Literacy Mathematics	3 – 8 and 11		02/18/20	05/28/20
		First Semester Students at Block Schedule Schools ONLY	11	11/25/19	05/28/20
		Multi-track Schools	3 – 8 Yellow Track	02/18/20	05/28/20
			3 – 8 Red, Blue, and Green Tracks	03/16/20*	06/19/20*

*Subject to change

HAWAII STATE SCIENCE ASSESSMENTS

The Department began implementation of Next Generation Science Standards (NGSS) in SY 2016-17, with full implementation by SY 2019-20. The science assessments in SY 2019-20 will be based on the NGSS and administered in grades 5 and 8. These will be operational field tests and the results will not be available until after achievement standards are set during the summer of 2020.

Hawaii State Science Assessments Administration

Assessment	Content Area	Grades	Number of Opportunities	Testing Window	
				Open	Close
HSA	Science	5 and 8	TBD	02/18/20*	05/28/20
		5 and 8 multi-track schools	TBD	02/18/20*	06/19/20*

*Subject to change

HAWAII STATE ALTERNATE ASSESSMENTS

Students with significant cognitive disabilities participate in the Hawaii State Alternate Assessment (HSA-Alt) as performance cannot be accurately assessed using the general statewide assessments even with appropriate accommodations. These assessments are administered to students in grades 3-8 and 11 who meet the participation requirements for the alternate assessment.

Hawaii State Alternate Assessment (HSA-Alt) Administration

Assessment	Content Areas	Grades	Mode	Testing Window	
				Open	Close
HSA-Alt	ELA/Literacy Mathematics	3 – 8 and 11	Online	02/18/20	05/28/20
			Paper/Pencil**	02/18/20	05/22/20
	Science	5, 8 and 11	Online	02/18/20*	05/28/20
			Paper/Pencil**	02/18/20*	05/22/20

*Subject to change
**Paper/Pencil administration must be verified by the Assessment Section

KAIAPUNI ASSESSMENT OF EDUCATIONAL OUTCOMES (KĀ'EO)

The Kaiapuni Assessment of Educational Outcomes (KĀ'EO) in language arts, mathematics and science are developed and administered in the Hawaiian language. Public and public charter school students in the Hawaiian Language Immersion Program are administered the language arts and mathematics assessments in grades 3-8 and the science assessments in grades 5 and 8. The Department of Education does not offer Kaiapuni students in grades 3-8 courtesy testing of the Smarter Balanced Assessments (SBA) in English. Currently, the KĀ'EO is the Department's only method to provide Kaiapuni student assessment data for federal accountability purposes. All Kaiapuni students in grades 3-8 are assessed using the KĀ'EO to meet requirements for federal accountability purposes.

Kaiapuni Assessment of Educational Outcomes (KĀ'EO) Administration

Assessment	Content Areas	Grades	Testing Window	
			Open	Close
KĀ'EO	Language Arts Mathematics	3 - 8	04/01/20*	05/28/20
	Science	5 and 8	04/01/20*	05/28/20

*Subject to change

END-OF-COURSE EXAMS

The End-of-Course (EOC) exams measure students' levels of proficiency of the standards and benchmarks assigned to the course. The Algebra 1 and Algebra 2 EOC Exams measure students' levels of proficiency of the Hawaii Common Core Standards. The Algebra 1 and 2 EOC Exams are optional. The Biology 1 EOC exam measures students' levels of proficiency on the related Next Generation Science Standards (NGSS). The Biology 1 EOC exam is required to be administered to all students enrolled in Biology 1 since it is Hawaii's statewide assessment to meet federal requirements of the Every Student Succeeds Act (ESSA). The Biology 1 EOC Exam will be an operational field test and the results will not be available until after achievement standards are set during the summer of 2020.

EOC exams are administered to students in any grade who are enrolled in the course.

End-of-Course Exams Administration

EOC Exam	Administration	Testing Window	
		Open	Close
Algebra 1 (Optional) Algebra 2 (Optional) Biology 1** (Required)	Fall (block schedule schools only)	11/25/19	12/20/19
	Spring	04/27/20	05/28/20
	Multi-track Schools	06/01/20	06/19/20*
	Summer	06/15/20*	07/17/20*

*Subject to change
**Required as statewide assessment to meet federal ESSA requirements for assessment in science

COLLEGE AND CAREER READINESS ASSESSMENTS

The Department will continue to implement The ACT in SY 2019-20. This college admissions assessment is to be administered to all students enrolled in grade 11 (as defined by credit count in the Student Information System) who have not been administered the test in a prior year (i.e., students repeating grade 11 who have taken the test in a previous year are not expected to be administered the assessment). Schools have the option of administering The ACT on the statewide administration date, Tuesday, February 25, 2020, in a paper/pencil mode or online mode on the dates in the table below. In addition to The ACT, the Department will also provide, at no cost to schools, several optional assessments to help students prepare for college and workplace readiness in the Optional College and Career Readiness Assessments Administration table below.

The ACT Administration

Assessment	Grade	Mode	Test Window	
			Open	Close
The ACT	11	Paper	Administration Date: 02/25/20	Make Up Testing Date: 03/24/20
The ACT Online (incl. Accommodations)		Online (Tu, W, Th only)	02/25/20	03/05/20
The ACT w/ Accommodations		Paper	02/25/20	03/06/20

OPTIONAL College and Career Readiness Assessments Administration

Assessment	Grades	Mode	Test Window	
			Open	Close
PreACT *(optional)*	9 & 10	Paper	02/25/20	03/27/20
ACT Aspire *(optional)*		Paper and Online	03/31/20	05/23/20
WorkKeys *(optional)*	12	Paper	Administration Date: 02/25/20	Make Up Testing Date: 03/24/20
WorkKeys Online *(optional)*		Online	02/25/20	03/27/20
WorkKeys w/ Accommodations *(optional)*		Paper	02/25/20	03/06/20

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

The ACCESS for ELLs 2.0 is the English language proficiency assessment administered to all English learners in Kindergarten through grade 12 to monitor students' progress and proficiency in acquiring academic English. ELL students who are severely cognitively disabled and meet the participation criteria for alternate assessments are administered the WIDA Alternate ACCESS for ELLs Assessment.

ACCESS for ELLs 2.0 Administration

Assessment	Content Area	Grades	Mode	Testing Window	
				Open	Close
ACCESS for ELLs 2.0	Listening Reading Speaking Writing	Kindergarten through 12	Online Paper/Pencil**	01/14/20	02/25/20*

*Subject to change
**Paper/Pencil administration in Kindergarten (all domains) and grades 1-3 (writing only)

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card, is a congressionally-mandated project that provides a common measure of student achievement across the country. In SY 2019-2020, a small number of HIDOE schools will be selected to participate in the NAEP Long Term Trend (LTT) Assessment. A nationally representative sample of 9, 13, and 17 year old students will be assessed in reading and mathematics (selected students will participate in either the reading or the mathematics assessment). Hawaii's participation in the LTT assessments is essential to ensure that our unique and diverse population is represented in the national results.

NAEP LTT Administration

Assessment	Content Area	Ages	Mode	Testing Window	
				Open	Close
NAEP LTT	Mathematics Reading	9	Paper/Pencil	01/06/20	03/13/20
		13	Paper/Pencil	10/14/19	12/20/19
		17	Paper/Pencil	03/16/20	05/22/20

HSAP PARTICIPATION

All students enrolled in grades 3–8 and 11 at public or public charter schools in Hawai'i are required to participate in the Smarter Balanced English Language Arts/Literacy (ELA/L) and mathematics assessments AND all students in grades 5 and 8 or enrolled in Biology 1 are to participate in the HSA Science Assessments *EXCEPT*:

- Students with the most significant cognitive disabilities who meet the criteria for alternate assessments based on the content specifications of the Hawai'i Common Core or NGSS standards (approximately one percent or fewer of the student population).

- Hawaiian Language Immersion Program (HLIP) students in grades 3-8 will be administered the KĀ'EO in language arts and mathematics and students in grades 5 and 8 will be administered the KĀ'EO in science.

- English Language Learners (ELL) Program students who have been in U.S. school for the first time within the last 12 months - these students will be excused from taking the Smarter Balanced ELA/L assessment. These first year ELL students are required to participate in Hawaii's English language proficiency assessment, the WIDA ACCESS for ELLs. If a first year ELL student enrolls in a school *after* the WIDA ACCESS window closes, then the first year ELL student is required to participate in the Smarter Balanced ELA/L assessment.

  Furthermore, first year ELL students are required to participate in the Smarter Balanced mathematics assessment, as well as the appropriate science assessment, including the Biology 1 End-of-Course Exam.

Students must be tested in the enrolled grade assessment; out-of-grade-level testing is not allowed for the administration of Smarter Balanced and other statewide assessments (with the exception of EOC exams).

EXEMPT STUDENTS

The following students are exempt from participating in the Smarter Balanced Assessments based on required documentation:

- A student who has a significant medical emergency.
- A student who is receiving services at an out-of-state residential program.

- An ELL student who has moved to the country within the year (Smarter Balanced ELA/L exemption only).
- A student who meets the requirements of Regulation 4140, Exceptions to Compulsory School Attendance.

HOME-SCHOOLED STUDENTS

Students who are home-schooled may participate in the Smarter Balanced Assessment(s) and HSA Science Assessments or the HSA-Alt Assessments at the request of the parent or guardian. Schools must provide these students with one testing opportunity for each relevant content area if requested. Home-schooled students may not participate in the EOC exams or KĀ'EO assessments due to the design requirements of these assessments.

ACCESSIBILITY

In order to ensure that all students have access to the statewide assessments and receive results that are a fair and accurate estimate of each student's achievement, the statewide summative assessments include accessibility features such as universal tools, designated supports, and accommodations in both embedded and non-embedded versions. Universal tools and designated supports are available for all students and accommodations are available for special education and Section 504 students with a *documented need* in their IEP/504 plans.

The Usability, Accessibility, and Accommodations Guidelines (UAAG) provide information about accessibility features – including accommodations - for those students who need them. The *UAAG* is intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the Smarter Balanced and other statewide assessments.

The *UAAG* applies to all students. The accessibility guidelines emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *UAAG* supports important instructional decisions about accessibility and accommodations for students who participate in the Smarter Balanced and other statewide assessments.

The Crosswalk of Accessibility Features Across Statewide Assessments in Hawai'i (CAF) is intended for school-level personnel and decision-making teams as they prepare for the administration of the statewide assessments. The *Crosswalk* provides information about accessibility features available across various statewide assessments and which ones apply to specific statewide assessments such as the HSA and EOC Exams.

Students who require an accommodation(s) during the administration of a statewide assessment must have the need documented in the student's IEP/504 plan. An accommodation may only be provided during statewide testing if the accommodation does not result in invalidation (IDEA Sec. 300.160). Therefore, the need must be verified by the Assessment Section. The school test coordinator (or designee) is required to submit the *Accommodations Verification Form* (Appendix in the Test Administration Manual) to the Assessment Section prior to the administration of the summative, interim and practice tests. Upon verification of the need, the Assessment Section will set the verified accommodation in the Test Information and Distribution Engine (TIDE).

Accommodations Verification Forms must be submitted to the Assessment Section one month prior to the opening of the testing window. For the Smarter Balanced Assessments, the deadline is **January 18, 2020.**

State-level users, test coordinators, and teachers can set embedded and non-embedded designated supports based on their user role in TIDE. Designated supports should be set in TIDE at least one week prior to testing. For instructions on how to set designated supports in TIDE refer to the HSAP TIDE User Guide.

If you have any questions, please contact Brian Reiter, Assessment Section Administrator, at (808) 307-3636 or via email at Brian.Reiter@k12.hi.us.

RL:br

c: Assistant Superintendents
State Public Charter School Commission
Office of Curriculum and Instructional Design
Office of Student Support Services
Office of Information Technology Services
Assessment and Accountability Branch

POLICY 105-12

SPECIAL EDUCATION AND RELATED SERVICES

The Department shall be responsible for the provision of Free and Appropriate Education for all public school students, including students enrolled in public charter schools.

The Department shall provide special education and related services to eligible students and be responsible for developing rules, guidelines, and/or procedures to implement the goals set forth below:

1. Provide access to educational opportunities and a Free Appropriate Public Education ("FAPE") in the Least Restrictive Environment ("LRE") for each eligible student through the development of an Individualized Education Program ("IEP"), and ensure that all professionals and/or paraprofessionals providing services possess a level of proficiency to meet the unique needs of the student;

2. Provide extended school year services to students whose IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE;

3. Work collaboratively with other state government agencies and private agencies to address the special education and related service needs of eligible students;

4. Provide appropriate instructional resources, planning time, and support staff to meet the individual needs of students;

5. Provide staff development and teacher training. The Department shall also provide technical assistance statewide;

6. Ensure that all schools provide an inclusive and accommodating environment to meet the individual needs of students;

7. Provide programs and services in all schools for students with disabilities to learn alongside their peers without disabilities;

8. Ensure that all service(s) determined appropriate by the IEP team and the resources necessary to deliver those services meet the individualized needs of students.

Rationale: Students with disabilities are entitled to a Free Appropriate Public Education (FAPE), as described in Chapter 60, Hawaii Administrative Rules to implement the Individuals with Disabilities Education Act (20 U.S. Code §1400) and federal laws and regulations relating to the provision of a free and appropriate public education to a student with a disability.

[Approved: 05/03/2016 (as Board Policy 105.12); amended: 06/21/2016 (renumbered as Board Policy 105-12)]

Former policy 2160 history: approved: 04/1982; amended: 03/1988, 11/20/2003, 02/16/2006, 11/01/2007, 11/04/2010

Smarter Balanced Assessment Consortium:

Usability, Accessibility, and Accommodations Guidelines

Prepared with the assistance of the
National Center on Educational Outcomes

June 27, 2019

TABLE OF CONTENTS

Table of Contents ii

Introduction 1

Intended Audience and Recommended Use 2

Smarter Balanced Assessment Design 2

Recognizing Access Needs in All Students 2

Structure of This Document 5

Section I: Smarter Balanced Universal Tools 6

What Are Universal Tools? 6

Embedded Universal Tools 6

Non-embedded Universal Tools 8

Section II: Smarter Balanced Designated Supports 10

What Are Designated Supports? 10

Who Makes Decisions About Designated Supports? 10

Embedded Designated Supports 10

Non-embedded Designated Supports 14

Section III: Smarter Balanced Accommodations 19

What Are Accommodations? 19

Who Makes Decisions About Accommodations? 19

Embedded Accommodations 20

Non-embedded Accommodations 22

Resources 26

Appendix A: Summary of Smarter Balanced Universal Tools, Designated Supports, and Accommodations 27

Appendix B: Research-based Lessons Learned about Universal Design, Accessibility Tools, and Accommodations 29

Appendix C: Frequently Asked Questions 32

Overview of FAQs 32

General FAQs 34

Universal Tools and Designated Supports FAQs (Available to All Students) 40

FAQs Pertaining to English Learners (ELs) 42

FAQs Pertaining to Students with Disabilities 44

Appendix D: Read Aloud Protocol 47

Appendix E: Scribing Protocol for Smarter Balanced Assessments 58

Appendix F: Revision Log 63

INTRODUCTION

The Smarter Balanced Assessment Consortium (Smarter Balanced) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, Smarter Balanced is building on a framework of accessibility for **all** students, including English Learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations when needed based on the constructs being measured by the assessment. This document was developed for the Smarter Balanced members to guide the selection and administration of universal tools, designated supports, and accommodations.

The Smarter Balanced assessment is based on the Common Core State Standards (CCSS). Thus, the universal tools, designated supports, and accommodations that are appropriate for the Smarter Balanced assessment may be different from those that members allowed in the past. For the secure summative assessments, a member can only make available to students the universal tools, designated supports, and accommodations that are included in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.* A member may elect **not to make available** to its students any universal tool, designated support, or accommodation that is otherwise included in the *Guidelines* when the implementation or use of the universal tool, designated support, or accommodation is in conflict with a member's law, regulation, or policy.

These *Guidelines* describe the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments at this time (see Appendix A). The specific universal tools, designated supports, and accommodations approved by Smarter Balanced may change in the future if additional tools, supports or accommodations are identified for the assessment based on member experience and research findings. The Consortium has established a standing committee, including representatives from Governing members that review suggested additional universal tools, designated supports, and accommodations to determine if changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval. Furthermore, members may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. K-12 Leads will evaluate formal requests for unique accommodations/designated supports and determine whether or not the request poses a threat to the measurement of the construct. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium. The Consortium will consider all members' approved temporary accommodations/designated supports as part of the annual Consortium UAAG review process. If the Consortium determines it requires additional time to study the issue before the Consortium can engage in a vote, a member may notify the Consortium that the member intends to issue temporary approvals for the same accommodation/designated support during the next summative assessment administration. Members should include in their notification to the Consortium the intended use of the temporary accommodation/support and the rationale for issuing temporary authorizations for the next summative assessment administration. The Consortium will provide to members a list of the temporary accommodations/designated supports issued by members that are not Consortium approved accommodations/designated supports and cannot be authorized for the next summative assessment administration.

Intended Audience and Recommended Use

The Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines* are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) teams, as they prepare for and implement the Smarter Balanced assessment. The *Guidelines* provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The *Smarter Balanced Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations for the Smarter Balanced content assessments of English language arts (ELA)/literacy and mathematics (math). At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in the Smarter Balanced assessments. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment. The *Guidelines* also are supported by the *Smarter Balanced Test Administration Manual (TAM)*.

Smarter Balanced Assessment Design

The Smarter Balanced Assessment Consortium has developed a system of valid, reliable, and fair next-generation assessments aligned to the CCSS in English language arts/literacy and mathematics for grades 3-8 and 11. The system includes summative assessments for accountability purposes, optional interim assessments for local use, and formative tools and processes for instructional use. Computer adaptive testing technologies are used for the summative and interim assessments to provide meaningful feedback and actionable data that teachers and other stakeholders can use to help students succeed. For more information, visit http://www.smarterbalanced.org/assessments/development/.

Recognizing Access Needs in All Students

All students (including students with disabilities, English learners (ELs), and ELs with disabilities) are to be held to the same expectations for participation and performance on Smarter Balanced assessments. Specifically, all students enrolled in grades 3-8 and 11 are required to participate in the Smarter Balanced mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

All students enrolled in grades 3-8 and 11 are required to participate in the Smarter Balanced English language arts/literacy assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the English language arts/literacy alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).
- ELs who are enrolled for the first year in a U.S. school. These students instead participate in their required English language proficiency assessment.

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

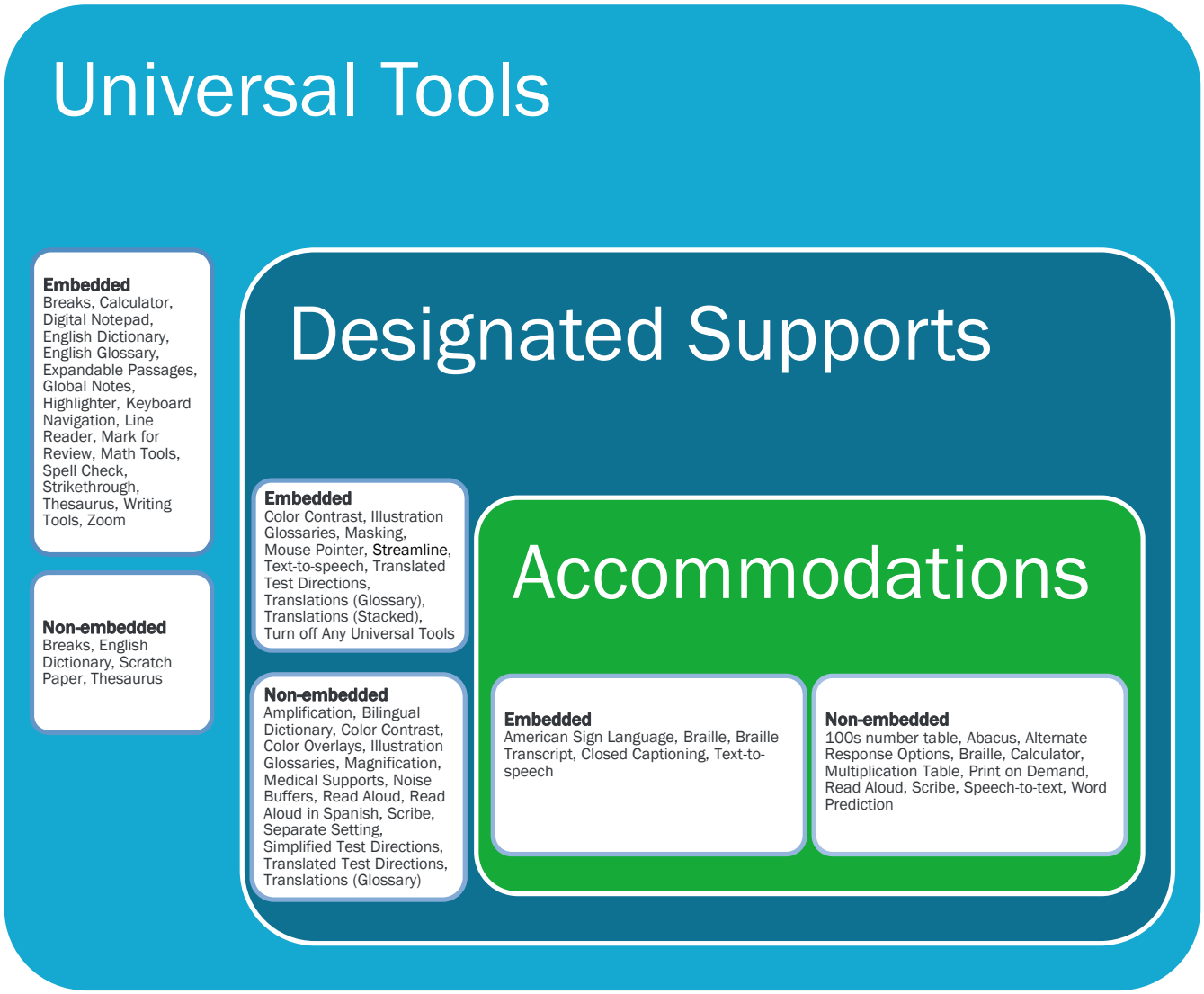
Recognizing the diverse characteristics and needs of students who participate in the Smarter Balanced assessments, the Smarter Balanced members worked together through the Smarter Balanced Test Administration and Student Access Work Group to develop an *Accessibility and Accommodations Framework* that guided the consortium as it worked to reach agreement on the specific tools, supports, and accommodations available for the assessment. The Work Group also considered research-based lessons learned about universal design, accessibility tools, and accommodations (see Appendix B).

The conceptual model that serves as the basis for the *Usability, Accessibility, and Accommodations Guidelines* is shown in Figure 1. This figure portrays several aspects of the Smarter Balanced assessment features – universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available need is documented in an Individualized Education Program (IEP) or 504 plan). It also portrays the additive and sequentially-inclusive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Accommodations are available only to those students with documentation of the need through a formal IEP or 504 plan. Those students also may use designated supports and universal tools.

A universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support may also be an accommodation, depending on the content target (see, for example, scribe). This approach is consistent with the emphasis that Smarter Balanced has placed on the validity of assessment results coupled with access. Universal tools, designated supports, and accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines.*

Also, as shown in Figure 1, for each category of assessment features – universal tools, designated supports, and accommodations – there exists both embedded and non-embedded versions of the tools, supports, or accommodations depending on whether they are provided as digitally-delivered components of the test administration system or separate from it.

Figure 1: Conceptual Model Underlying the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.*



The Conceptual Model recognizes that all students should be held to the same expectations for instruction in CCSS and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the Smarter Balanced assessments.

These *Guidelines* present the current universal tools, designated supports, and accommodations adopted by the Smarter Balanced members to ensure valid assessment results for all students taking its assessments.

STRUCTURE OF THIS DOCUMENT

This document is divided into several parts:

- **Introduction:** This section introduces the document and the conceptual model that is the basis for the universal tools, designated supports, and accommodations in the *Guidelines*.
- **Section I:** This section features the universal tools available on Smarter Balanced assessments.
- **Section II:** This section features the designated supports available on Smarter Balanced assessments.
- **Section III:** This section features the accommodations available on Smarter Balanced assessments.
- **Appendix A:** This appendix provides a summary list of Smarter Balanced's universal tools, designated supports, and accommodations.
- **Appendix B:** This appendix describes lessons learned from research on universal design, accessibility tools, and accommodations.
- **Appendix C:** This appendix provides Frequently Asked Questions.
- **Appendix D:** This appendix provides the Read Aloud Protocol (June 27, 2019).
- **Appendix E**: This appendix provides the Scribing Protocol (June 27, 2019).
- **Appendix F**: This appendix provides a Revision Log that lists all changes to this document by section, page, description, date, and version.

SECTION I: SMARTER BALANCED UNIVERSAL TOOLS

WHAT ARE UNIVERSAL TOOLS?

Universal tools are accessibility resources of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*.

EMBEDDED UNIVERSAL TOOLS

The Smarter Balanced digitally-delivered assessments include a wide array of embedded universal tools. These are available to all students as part of the technology platform.

Table 1 lists the embedded universal tools available to all students for computer-administered Smarter Balanced assessments. It includes a description of each tool. Although these tools are available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see Section II – Designated Supports).

Table 1. Embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator-allowed items only, grades 6-8 and 11) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English dictionary (for ELA performance task full writes)	An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms

Universal Tool	Description
	are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Expandable passages	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
Global notes (for ELA performance tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard.
Line reader	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the Smarter Balanced Item Specifications indicate that one or more of these tools would be appropriate.
Spell check	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for all performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a performance task.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Thesaurus (for ELA performance task full writes)	A thesaurus is available for the full write portion of an ELA/literacy performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Writing tools	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see Spell check.)

Universal Tool	Description
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the *Zoom In* button. The student can click the *Zoom Out* button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test, the print size must be set for the student in the Administration and Registration Tool (ART), or member's comparable platform, or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

NON-EMBEDDED UNIVERSAL TOOLS

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 2, are to be provided locally for those students. They can be made available to any student.

Table 2. Non-embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English dictionary (for ELA performance task full writes)	An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. **CAT**: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.

Universal Tool	Description
	Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.
Thesaurus (for ELA performance task full writes)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

SECTION II: SMARTER BALANCED DESIGNATED SUPPORTS

WHAT ARE DESIGNATED SUPPORTS?

Designated supports for the Smarter Balanced assessments are those features that are available for use by **any student** for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). The designated supports described in this section are not modifications. Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Smarter Balanced members have identified digitally-embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into the Administration and Registration Tool (ART), or member's comparable platform. Any non-embedded designated supports must be acquired prior to testing.

WHO MAKES DECISIONS ABOUT DESIGNATED SUPPORTS?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended.

The use of an *Individual Student Assessment Accessibility Profile (ISAAP)*, created and provided by Smarter Balanced, is one process that may be used to determine which designated supports should be available for an individual student. Schools may choose to use another decision-making process. **Regardless of the process used, all embedded designated supports must be activated prior to testing by entering information into the ART, or member's comparable platform.**

EMBEDDED DESIGNATED SUPPORTS

Table 3 lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Table 3. Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Color contrast	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.

Designated Support	Description	Recommendations for Use
Illustration glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen.	Illustration glossaries for specific items are available for students who are: • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities), • deaf or hard of hearing but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Mouse pointer (Size and Color)	This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets the size and color of the mouse pointer prior to testing.	Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to more readily find their mouse pointer on the screen will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. The mouse pointer can be used with the zoom universal tool. If students are using a magnification program (See Designated Support, magnification), the enlarged mouse pointer is built into magnification programs and mouse pointer may not be needed.
Streamline	This designated support provides a streamlined interface of the test in an	This designated support may benefit a small number of students who have

Designated Support	Description	Recommendations for Use
	alternate, simplified format in which the items are displayed below the stimuli.	specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format.
Text-to-speech (for math stimuli and items and ELA items, not for reading passages)[1] (See Embedded Accommodations for ELA reading passages)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translated test directions (for math items)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the stacked translations designated support.	Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Translations (glossaries) (for math items)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

[1] See Embedded Accommodations for guidelines on the use of Text-to-speech for ELA reading passages.

Designated Support	Description	Recommendations for Use
Translations (stacked) (for math items)	Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English.	For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.
Turn off any universal tools	Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.

NON-EMBEDDED DESIGNATED SUPPORTS

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in Table 4, are to be provided locally for those students unable to use the designated supports when provided digitally.

Table 4. Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Designated Support	Description	Recommendations for Use
Illustration Glossaries (for math items, paper/pencil assessment)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper pencil test and are identified by item number.	Illustration glossaries for specific items are available for students who are: • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities), • deaf or hard of hearing but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Medical supports	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical support may include a cell phone, and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Designated Support	Description	Recommendations for Use
Read aloud (for math stimuli and items and ELA items, not for reading passages) (See Non-embedded Accommodations for ELA reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual* and *Read Aloud Protocol* (see Appendix D). All or portions of the content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Read aloud in Spanish (for mathematics, all grades)	Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual* and the *Read Aloud guidelines*. All or portions of the content may be read aloud.	Students receiving the translations (stacked) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Scribe (for all items except ELA performance task full write) (See Accommodations for ELA performance task full write)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *Smarter Balanced Test Administration Manual.*	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.

Designated Support	Description	Recommendations for Use
Separate setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it.
Simplified test directions	The test administrator simplifies or paraphrases the test directions found in the *Smarter Balanced test administration manual* according to the *Guidelines for Simplified Test Directions*.	Students who need additional support understanding the test direction may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
Translated test directions	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student.	Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the test administration manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.

Designated Support	Description	Recommendations for Use
Translations (glossaries) (for math items, paper/pencil assessment)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

SECTION III: SMARTER BALANCED ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. The accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. They allow students to show what they know and can do. Smarter Balanced members have identified digitally-embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the ART, or member's comparable platform, for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations.

The Smarter Balanced Test Administration and Student Access Work Group recognized that accommodations could increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, Smarter Balanced members agreed that a student's parent/guardian should know about the availability of specific accommodations through a parent/guardian report. This would ensure that parents/guardians are aware of the conditions under which their child participated in the assessment. Information included in the parent/guardian report should not be the basis for any educational decisions (such as eligibility for an Advanced Placement class) nor for documenting/reporting the use of the accommodation elsewhere (such as on a transcript).

WHO MAKES DECISIONS ABOUT ACCOMMODATIONS?

IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan.

The IEP team (or educator developing the 504 plan) is responsible for ensuring that information from the IEP is entered into the ART, or member's comparable platform, so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person from the team to enter information into the ART, or member's comparable platform, or by providing information to the test coordinator who enters into the ART, or member's comparable platform, a form that lists all accommodations and designated supports needed by individual students on IEPs or 504 plans.

EMBEDDED ACCOMMODATIONS

Table 5 lists the embedded accommodations available for the Smarter Balanced assessments for those students for whom the accommodations are included on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 5. Embedded Accommodations

Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA Listening items and math items)	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth and UEB Technical code(s) are available for math.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in ART, or member's comparable platform. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Braille transcript	A braille transcript of the closed	Students may have difficulty hearing the

Accommodation	Description	Recommendations for Use
(ELA listening passages)	captioning created for the listening passages. The braille transcripts are available in the following braille codes: ELA • EBAE uncontracted • EBAE contracted • UEB uncontracted • UEB contracted	listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to Braille Transcripts. These students must be registered in ART, or members' comparable platform, for both braille and closed captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Closed captioning (for ELA listening items)	Printed text that appears on the computer screen as audio materials are presented.	Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Text-to-speech (available for ELA reading passages, all grades)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

NON-EMBEDDED ACCOMMODATIONS

Table 6 lists the non-embedded accommodations available for the Smarter Balanced assessments for those students for whom the accommodations are documented on an IEP or 504 plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 6. Non-embedded Accommodations Available

Accommodation	Description	Recommendations for Use
100s number table (grades 4-8 and 11, math)	A paper-based table listing numbers from 1 – 100 available from Smarter Balanced for reference.	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of using scratch paper.
Alternate response options	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Braille (paper/pencil assessment)	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Codes available on paper/pencil: ELA • EBAE uncontracted • EBAE contracted • UEB uncontracted • UEB contracted Mathematics • EBAE uncontracted with Nemeth	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The type of braille presented to the student (contracted or non-contracted) is set in ART, or member's comparable platform. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Accommodation	Description	Recommendations for Use
	• EBAE contracted with Nemeth • UEB uncontracted with Nemeth • UEB contracted with Nemeth • UEB uncontracted with UEB math • UEB contracted with UEB math	
Calculator (for calculator allowed items only, grades 6-8 and 11)	A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.
Multiplication table (grades 4-8 and 11, math items)	A paper-based single digit (1-9) multiplication table will be available from Smarter Balanced for reference.	For students with a documented and persistent calculation disability (i.e., dyscalculia).
Print on demand	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in ART, or member's comparable platform. For those students needing a paper copy of one or more items, the member's help desk must be contacted by the school or district coordinator to have the accommodation set for the student.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.

Accommodation	Description	Recommendations for Use
Read aloud (for ELA reading passages, all grades) (See Designated Supports for ELA items and math items)	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual* and *Read Aloud Guidelines*. All or portions of the content may be read aloud. Members can refer to the *Guildelines for Choosing TTS or Read Aloud in Grades 3-5* when deciding if this accommodation is appropriate for a student.	This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.
Scribe (for ELA performance task full write) (See Designated Supports for math and other ELA items)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *Smarter Balanced Test Administration Manual.*	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
Speech-to-text	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.	Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing

Accommodation	Description	Recommendations for Use
		conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Word prediction	Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.	Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

RESOURCES

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APPENDIX A: SUMMARY OF SMARTER BALANCED UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

	Universal Tools	Designated Supports	Accommodations
Embedded	Breaks	Color Contrast	American Sign Language[12]
	Calculator[1]	Illustration Glossaries[7]	Braille
	Digital Notepad	Masking	Braille Transcript
	English Dictionary[2]	Mouse Pointer	Closed Captioning[13]
	English Glossary	Streamline	Text-to-Speech[14]
	Expandable Passages	Text-to-Speech[8]	
	Global Notes[3]	Translated Test Directions[9]	
	Highlighter	Translations (Glossary)[10]	
	Keyboard Navigation	Translations (Stacked)[11]	
	Line Reader	Turn off Any Universal Tools	
	Mark for Review		
	Math Tools[4]		
	Spell Check		
	Strikethrough		
	Thesaurus[5]		
	Writing Tools[6]		
	Zoom		

[1] For calculator-allowed items only in grades 6 – 8 and 11

[2] For ELA performance task full writes

[3] For ELA performance tasks

[4] Includes embedded ruler, embedded protractor

[5] For ELA performance task full writes

[6] Includes bold, italic, underline, indent, cut, paste, spell check, bullets, undo/redo.

[7] For math items

[8] For math stimuli and items and ELA items (not for reading passages)

[9] For math items

[10] For math items

[11] For math items

[12] For ELA listening Items and math items

[13] For ELA listening items

[14] available for ELA reading passages, all grades

Non-embedded	Breaks English Dictionary[15] Scratch Paper Thesaurus[16]	Amplification Bilingual Dictionary[17] Color Contrast Color Overlays Illustration Glossaries[18] Magnification Medical Supports Noise Buffers Read Aloud[19] Read Aloud in Spanish[20] Scribe[21] Separate Setting Simplified Test Directions Translated Test Directions Translations (Glossary) [22]	100s Number Table[23] Abacus Alternate Response Options[24] Braille[25] Calculator[26] Multiplication Table[27] Print on Demand Read Aloud[28] Scribe[29] Speech-to-Text Word Prediction

*Items shown are available for ELA and math unless otherwise noted.

[15] For ELA performance task full writes

[16] For ELA performance task full writes

[17] For ELA performance task full writes

[18] For math items, paper/pencil assessment

[19] For math stimuli and items and ELA items (not for reading passages)

[20] For mathematics, all grades

[21] For all items except ELA performance task full writes

[22] For math items on the paper-pencil assessment

[23] For grades 4-8 and 11, math items

[24] Includes adapted keyboards, large keyboards, Sticky Keys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.

[25] Paper-pencil assessment

[26] For calculator-allowed items only, grades 6 – 8 and 11

[27] For grades 4 - 8 and 11, math items

[28] For ELA reading passages, all grades

[29] For ELA performance task full writes

APPENDIX B: RESEARCH-BASED LESSONS LEARNED ABOUT UNIVERSAL DESIGN, ACCESSIBILITY TOOLS, AND ACCOMMODATIONS

More than half of all Consortium members participated in research spurred by the opportunity that members had to develop alternate assessments based on modified achievement standards (AA-MAS). The research conducted since 2007 provides numerous findings that are relevant to the next generation assessments. Lessons learned from this research that are relevant to the Smarter Balanced assessment system are highlighted here[1].

WHO MIGHT BENEFIT FROM ACCESSIBILITY FEATURES IDENTIFIED BY AA-MAS RESEARCH?

Several studies explored the characteristics of students who might benefit from an AA-MAS and the accessibility features incorporated in the assessment. These studies consistently found:

- Students with and without Individualized Education Programs (IEPs) and 504 plans would likely benefit from assessments with increased accessibility features.
- Students identified for the AA-MAS or who were among the lowest performing students in a member state/territory tended to be males, ethnic or racial minorities, English learners, or from low socioeconomic backgrounds.
- Students identified for the AA-MAS tended to have difficulty with:
    - Print materials
    - High vocabulary load materials
    - Directions
    - Multi-step problem solving
- Students identified for the AA-MAS tended to have:
    - Distractibility
    - Limited meta-cognitive skills
    - Poor organizational skills
    - Poor self-monitoring skills
    - Slower work pace
    - Limited working memory capacity

[1] The research used to develop this summary was highlighted in the document *Lessons Learned in Federally Funded Projects That Can Improve the Instruction and Assessment of Low Performing Students with Disabilities,* edited by M. Thurlow, S. Lazarus, and S. Bechard (2012), available at https://nceo.umn.edu/docs/OnlinePubs/LessonsLearned.pdf, and presentations by the authors of three of the chapters in the *Lessons Learned* report, Sue Bechard, Vince Dean, Sheryl Lazarus, and Shelly Loving-Ryder, along with representatives from the two general assessment consortia (PARCC – Tamara Reavis; Smarter Balanced – Magda Chia).

What changes can be made to test items and tests that do not change the construct being assessed?

Many studies examined the effects of changes to test items or the tests themselves. Among those changes that did not violate the construct were:

- Enhanced directions
- Increased size of text and visuals
- Increased white space
- Simplified formats, including simplified visuals
- Underlining

Among those changes that might not violate the construct, depending on how the construct was specifically defined, were:

- Adding visuals
- Bolding text
- Simplifying language in item stems
- Changing distractors by editing the attractive distractor or changing the order of distractors
- Chunking text by embedding questions within a passage
- Reordering items
- Providing thought questions or hint boxes
- Scaffolding for vocabulary, definition, context, inference, or complex questions

Other findings highlighted the need for individualized decisions about some accessibility features. For example:

- Read-aloud features are differentially effective for and preferred by students.
- Some features increase engagement and motivation in students.
- Too many features can be confusing to students.

Researchers found that students needed to have the opportunity to practice new item types and new accessibility features. In addition, their research emphasized the benefits of cognitive labs and item tryouts with students.

What can test developers do to build on the lessons learned from AA-MAS research and implementation?

Many studies and AA-MAS implementation efforts pointed to considerations for test developers. For example:

- Require item-writer training that focuses on universal design and accessibility principles.
- Develop items from scratch rather than attempting to modify existing items to increase universal design and accessibility characteristics.

- Ensure that all users understand the purpose of the assessment through professional development activities.
- Always consider format changes that might increase the accessibility of items and tests, but make changes to content and cognitive load only after careful delineation of the purpose and content targets of the assessment.
- Engage in research on the effects of individual changes and combinations of changes intended to increase universal design and accessibility.
- Implement innovative items with caution, and only after exploring the accessibility implications of the innovative items.

APPENDIX C: FREQUENTLY ASKED QUESTIONS

Smarter Balanced members identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines*. These questions and responses, as well as the information in the *Guidelines* document apply to the Smarter Balanced interim and summative assessments.

Members may use these FAQs to assist districts and schools to understand the universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to use of the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

Additional information to aid in the implementation of the *Guidelines* is available in the *Individual Student Assessment Accessibility Profile (ISAAP) Module*, the *Test Administration Manual*, and the *Implementation Guide*. These documents may be found on the Smarter Balanced website.

The FAQs are organized into four sections. First are general questions. Second is a set of questions about specific universal tools and designated supports. Questions that pertain specifically to English learners (ELs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

OVERVIEW OF FAQS

1. *What are the differences among the three categories of universal tools, designated supports, and accommodations?*
2. *Which students should use each category of universal tools, designated supports, and accommodations?*
3. *What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?*
4. *Who determines how non-embedded accommodations (such as read aloud) are provided?*
5. *Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?*
6. *Why are some accommodations that were allowed on previous assessments not listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*
7. *Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?*
8. *Can members allow additional universal tools, designated supports, or accommodations to individual students on a case by case basis?*
9. *What is to be done for special cases of "sudden" physical disability?*
10. *Who reviewed the Smarter Balanced Guidelines?*
11. *Where can a person go to get more information about making decisions on the use of designated supports and accommodations?*
12. *What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?*

13. *Who is supposed to input information about designated supports and accommodations into the Administration and Registration Tools (ART) or into a member's comparable platform? How is the information verified?*
14. *Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?*
15. *What happens when accommodations listed in the Usability, Accessibility, and Accommodations Guidelines do not match any accommodations presented in the student's IEP or 504 plan?*
16. *Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?*
17. *What are the process and timeline for updating and making changes to the Usability, Accessibility, and Accommodations Guidelines?*
18. *Is the digital notepad universal tool fully available for ELA and math? Will a student's notes be saved if the student takes a 20-minute break?*
19. *For the global notes universal tool, if a student takes a break of 20 minutes, do the notes disappear?*
20. *For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?*
21. *How are students made aware that the spell check universal tool is available when moving from item to item?*
22. *For the zoom universal tool, is the default size specific to certain devices? Will the test administration manual provide directions on how to do this adjustment?*
23. *For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?*
24. *For the mark for review universal tool, will selections remain visible after a 20-minute break?*
25. *Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?*
26. *How are the language access needs of ELs addressed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*
27. *Why are resources to support English language proficiency needs classified as universal tools and designated supports?*
28. *Is text-to-speech available for ELs to use?*
29. *What languages are available to ELs in text-to-speech?*
30. *For which content areas will the Consortium provide translation supports for students whose primary language is not English?*
31. *Does a student need to be identified as an English learner in order to receive translation and language supports? What about foreign language exchange students?*
32. *For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader of directions in the native language be provided?*

33. *How is the translations glossary non-embedded designated support different from the bilingual dictionary?*
34. *Will translations be available in language dialects/variants?*
35. *What accommodations are available for students with disabilities (including ELs with disabilities)?*
36. *Is an embedded ASL accommodation available on ELA items that are not part of the Listening test?*
37. *Will sign languages other than ASL (including signing in other languages) be available?*
38. *Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?*
39. *What options do districts have for administering Smarter Balanced assessments to students who are blind?*
40. *Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?*
41. *Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?*
42. *How will the test administrator know prior to testing that the print on demand accommodation may be needed?*
43. *For the print on demand accommodation, how are student responses recorded – by a teacher using a computer or some other method?*
44. *How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?*
45. *For students taking the paper-pencil test, can read aloud be provided in small groups?*
46. *If students are using their own devices that incorporate word prediction, will this impact their score?*
47. *How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?*
48. *What kind of medical supports may be used by students? What monitoring is needed?*

General FAQs

1. *What are the differences among the three categories of universal tools, designated supports, and accommodations?*

    Universal tools are access features that are available to all students based on student preference and selection. Designated supports for the Smarter Balanced assessments are those features that are available for use by any student (including English learners, students with disabilities, and English learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. The *Usability, Accessibility, and Accommodations Guidelines* identify accommodations for

students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan.

Universal Tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. *Which students should use each category of universal tools, designated supports, and accommodations?*

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team (consistent with member-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented).

Accommodations are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 accommodation plan. Students who have IEPs or 504 accommodation plans also may use designated supports and universal tools.

What Tools Are Available for My Student?

	All Students	English learners (ELs)	Students with disabilities	ELs with disabilities
Universal Tools	✔	✔	✔	✔
Designated Supports	✔[1]	✔[1]	✔	✔
Accommodations			✔	✔

[1] *Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.*

3. *What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?*

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations. It is important to note that although print on demand is a non-embedded accommodation, permission for students to request printing must first be set in the Administration and Registration Tools (ART) or the member's comparable platform.

4. *Who determines how non-embedded accommodations (such as read aloud) are provided?*

   IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Members are responsible for ensuring that districts and schools follow Smarter Balanced guidance on the implementation of these accommodations.

5. *Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?*

   For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member's laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting (also see FAQ 45).

6. *Why are some accommodations that were allowed on previous assessments not listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*

   After examining the latest research and conducting numerous discussions with external and member experts, Smarter Balanced members approved a list of universal tools, designated supports, and accommodations applicable to the current design and constructs being measured by its tests and items within them. Upon review of new research findings or other evidence applicable to accessibility and accommodations considerations, the list of specific universal tools, designated supports, and accommodations approved by Smarter Balanced may be subject to change. The Consortium has established a standing committee, including members from Governing members, to review suggested adjustments to the list of universal tools, designated supports, and accommodations to determine whether changes are warranted.

   Proposed changes to the list of universal tools, designated supports, and accommodations will be brought to Governing members for review, feedback, and approval. Furthermore, members may issue temporary approvals (i.e., one summative assessment administration) for individual students.

   Member leads will evaluate formal requests for temporary approvals and determine whether the request poses a threat to the measurement of the construct. The formal requests will include documentation of the student need, the specific nature of the universal tools, designated supports, or accommodations, and the plan for follow-up monitoring of use. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium. The Consortium will consider all member-approved temporary accommodations as part of the Consortium's accommodations review process. The Consortium will provide to members a list of the temporary accommodations issued by members that are not Consortium-approved accommodations. In subsequent years, members will not be able to offer

as a temporary accommodation any temporary accommodation that has been rejected by the Consortium.

7. *Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?*

   The Consortium recognizes that there should be a careful balance between the need for uniformity among members and the need for members to maintain their autonomy. To maintain this balance, individual members may elect not to make available an accommodation that is in conflict with the member's laws, regulations, or policies.

8. *Can members allow additional universal tools, designated supports, or accommodations to individual students on a case by case basis?*

   Yes, only in certain restricted and emergent circumstances. To address emergent issues that arise at the local level, authorized staff members will have the authority to provide temporary approvals for individual students. Authorized staff members include only those individuals who are familiar with the constructs the Smarter Balanced assessments are measuring, so that students are not inadvertently provided with universal tools, designated supports, or accommodations that violate the constructs being measured.

   The temporary approvals for individual students will be submitted to Smarter Balanced for review. Temporary approvals accepted by Smarter Balanced will be incorporated into the official guidelines released by Smarter Balanced in the following year or continue to be investigated for acceptance. Authorized staff members are not to add any universal tools, designated supports, or accommodations to the Smarter Balanced Guidelines; only the Smarter Balanced Consortium may do so.

9. *What is to be done for special cases of "sudden" physical disability?*

   One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the speech-to-text or scribe accommodations (if deemed appropriate based on the student having had sufficient experience with the use of the accommodations).

10. *Who reviewed the Smarter Balanced Guidelines?*

    In addition to individuals and officials from the Smarter Balanced Governing members, several organizations and their individual members provided written feedback during the creation of the guidelines. Furthermore, Smarter Balanced facilitates an annual process to solicit feedback from membership. This feedback includes both feedback from each member in addition to stakeholder feedback provided to members.

11. *Where can a person go to get more information about making decisions on the use of designated supports and accommodations?*

    Practice and training tests provide students with experiences that are critical for success in navigating the platform easily. The practice and training tests may be particularly important for those students who will be using designated supports or accommodations, because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular designated support or accommodation. It is important that students have ample opportunities to use selected designated supports and accommodations in daily instruction. Smarter Balanced practice and training tests are available at Practice Tests and Sample Questions.

    In addition, it is recommended that decision makers refer to professional development materials provided by Smarter Balanced or state offices on the *Individual Student Assessment Accessibility Profile (ISAAP)* or member-developed process, as well as other member-developed materials consistent with the *Smarter Balanced Implementation Guide*.

    Additional information on the decision-making process, and ways to promote a thoughtful process rather than an automatic reliance on a checklist or menu, is available through materials developed by groups of members.[1]

12. *What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?*

    Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the Internet while they are taking the assessment, and (c) students are not able to access any externally-saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When

[1] These materials were developed by collaboratives of members to address decision making for students with disabilities, ELs, and ELs with disabilities:

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners*. Washington, DC: Assessing English Language Learners State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities*. Washington, DC: Assessing Special Education Students and English Language Learners State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers.

a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

Printed test items/stimuli, including embossed braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

The following test materials must be securely shredded immediately after each testing session and may not be retained from one testing session to the next:

- Scratch paper and all other paper handouts written on by students during testing;
    - Please note, for mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security. If the student is using an assistive technology device, the test administrator must ensure that all test materials are deleted from the device.
- Any reports or other documents that contain personally identifiable student information;
- Printed test items or stimuli.

Additional information on this topic is provided in the *Test Administration Manual* (TAM).

13. *Who is supposed to input information about designated supports and accommodations into the Administration and Registration Tools (ART) or into a member's comparable platform? How is the information verified?*

Generally a school or district will designate a person to enter information into the ART or the member's comparable platform. Often this person is a test coordinator. For those students for whom an IEP team (or educator developing the 504 plan) is identifying designated supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school or district to enter data into the ART. For students who are ELs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the ART.

14. *Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?*

    Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded universal tools (e.g., thesaurus), designated supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table) for students. An alternative is to identify these as items that students will provide on their own.

15. *What happens when accommodations listed in the Usability, Accessibility, and Accommodations Guidelines do not match any accommodations presented in the student's IEP or 504 plan?*

    IEP or 504 teams should consider accommodations a student needs in light of the *Smarter Balanced Guidelines*. If it is decided that a specific accommodation is needed that is not included in the *Guidelines*, the team should submit a request for a temporary approval to the member. The member contact will judge whether the proposed accommodation poses a threat to the constructs measured by the Smarter Balanced assessments; based on that judgment the member contact will either issue a temporary approval or will deny the request.

    Temporary approvals will be forwarded to a standing committee; this committee makes a recommendation to the Governing members about future incorporation of new accommodations into the *Smarter Balanced Guidelines*.

16. *Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?*

    There are several accessibility resources that members discussed with external experts, discussed with members, and agreed not to include in the Smarter Balanced test:

    - Translated 'word list' for ELA tests
    - Bilingual dictionary for all ELA items except for the full write portion of the ELA Performance Task; the full write is the second part of a Performance Task
    - Calculator on mathematics items in grades 3-5
    - External protractor/ruler for online mathematics tests
    - Multiplication table for mathematics items in grade 3
    - Members also agreed to keep the current scribing policy; members agreed not to restrict it
    - Members also agreed not to change the font style

Universal Tools and Designated Supports FAQs (Available to All Students)

17. *What are the process and timeline for updating and making changes to the Usability, Accessibility, and Accommodations Guidelines?*

    Smarter Balanced asks members to request changes to the *Guidelines* once each year. The process for making changes to the *Usability, Accessibility, and Accommodations Guidelines* is initiated by a survey that Smarter Balanced

administers in March and April. Member leads or designees then submit requests via the survey. Upon collecting the survey results, Smarter Balanced engages in a process during April and May to examine research, solicit feedback from external experts and advisory committees, and discuss the requests with the UAAG Committee. Any new policy and/or change to existing policy that the UAAG committee recommends is brought to member leads for a vote. Smarter Balanced then updates the *Guidelines* as necessary and posts the updated version the last week of June.

18. *Is the digital notepad universal tool fully available for ELA and math? Will a student's notes be saved if the student takes a 20-minute break?*

    The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

19. *For the global notes universal tool, if a student takes a break of 20 minutes, do the notes disappear?*

    Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

20. *For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?*

    If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

21. *How are students made aware that the spell check universal tool is available when moving from item to item?*

    When appropriate, items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

22. *For the zoom universal tool, is the default size specific to certain devices? Will the test administration manual provide directions on how to do this adjustment?*

    The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification and an enlarged mouse pointer, which are non-embedded designated supports.

23. *For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?*

    Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it.

24. *For the mark for review universal tool, will selections remain visible after a 20-minute break?*

    If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

25. *Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?*

    Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to or are unable to use them, that universal tool can be turned off. This information must be noted in the ART prior to test administration.

FAQs Pertaining to English Learners (ELs)

26. *How are the language access needs of ELs addressed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*

    The language access needs of ELs are addressed through the provision of numerous universal tools and designated supports. These include universal tools such as English dictionaries and thesauri for full writes and English glossaries, and designated supports such as translated test directions and glossaries. These are not considered accommodations in the Smarter Balanced assessment system.

27. *Why are resources to support English language proficiency needs classified as universal tools and designated supports?*
    - Resources that support students' needs regarding English language proficiency are different from resources that support students' needs associated with disabilities. Historically, assessment systems have confounded these two types of student needs.
    - Students who are not formally classified as English learners may benefit from access to language supports on Smarter Balanced assessments. Therefore, associating language supports exclusively with formal English learner classification is unnecessarily limiting and potentially harmful.
    - Smarter Balanced makes available resources to support English language proficiency needs as embedded universal tools and designated supports to ensure that the greatest number of students has access to these resources.
    - English learners who also have disabilities can be provided access to accommodations as identified in their IEPs/504 plans.

28. *Is text-to-speech available for ELs to use?*

    Text-to-speech is available as a designated support to all students (including ELs) for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for an EL in all grades only if the student has an IEP or 504 plan. For text-to-speech to be available for an EL, it must be entered into the ART.

29. *What languages are available to ELs in text-to-speech?*

    Text-to-speech is currently available only in English. However, the translated glossaries include an audio component automatically available to any student with the translated glossaries embedded designated support.

30. *For which content areas will the Consortium provide translation supports for students whose primary language is not English?*

    For mathematics, the Consortium will provide full translations in American Sign Language, stacked translations in Spanish (with the Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian. For the Listening portion of the English Language Arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered digitally through the test delivery system.

    Only translations that have gone through the translation process outlined in the *Smarter Balanced Translation Accommodations Framework for Testing English Language Learners in Mathematics* would be an accepted support.

31. *Does a student need to be identified as an English learner in order to receive translation and language supports? What about foreign language exchange students?*

    Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an EL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

32. *For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader of directions in the native language be provided?*

    If a student needs a read aloud/text-to-speech accommodation in another language, then the test directions should be provided in that other language. The reader or text-to-speech device must be able to provide the directions in the student's language without difficulty due to accent or register. To ensure quality and standardized directions, the reader or text-to-speech device should only use directions that have undergone professional translation by the Consortium prior to testing. Smarter Balanced is providing a PDF of the translated test directions in: Arabic, Burmese, Cantonese, Dakota, French, Haitian-Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup'ik.

33. *How is the translations glossary non-embedded designated support different from the bilingual dictionary?*

    The translations glossary non-embedded designated support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English learners. The translation of the terms is context-specific and grade-appropriate. Bilingual dictionaries often do not provide context-specific information nor are they customized. In addition, the translated glossary includes an audio support.

34. *Will translations be available in language dialects/variants?*

    Translated glossaries are available in different languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

FAQs Pertaining to Students with Disabilities

35. *What accommodations are available for students with disabilities (including ELs with disabilities)?*

    Students with disabilities (including those who are ELs) can use embedded accommodations (e.g., American Sign Language, braille) and non-embedded accommodations (e.g., abacus, alternate response options, speech-to-text, word prediction) that have been documented on an IEP or 504 accommodations plan. These students also may use universal tools and designated supports. A full list of accommodations can be found in the *Guidelines* document, tables 5 and 6.

36. *Is an embedded ASL accommodation available on ELA items that are not part of the Listening test?*

    The embedded ASL accommodation is not currently available on any ELA items that are not part of the Listening claim. For the Listening test, a deaf or hard of hearing student who has a documented need in an IEP or 504 plan may use the embedded ASL.

37. *Will sign languages other than ASL (including signing in other languages) be available?*

    Currently, only ASL is available.

38. *Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?*

    Smarter Balanced has consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality.

39. *What options do districts have for administering Smarter Balanced assessments to students who are blind?*

    Students who are blind and who prefer to use braille should have access to either screen reader support with refreshable braille (only for ELA) or screen reader support with on-site embosser-created braille (for ELA or math). Students who are blind may also take a paper-pencil form of the assessment in braille. Various braille codes are offered for both online and paper-pencil braille.

    For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test, and for ELA items only (text-to-speech is not available on ELA reading passages without a specific documented need in the student's IEP or 504 plan).

    Non-embedded read aloud accommodation in all grades is available for students who have an indicated need on ELA reading passages in their IEP or 504 plan. Students should participate in the decision about the accommodation they prefer to use, and should be allowed to change during the assessment if they ask to do so. Students

can have access to both braille and text-to-speech that are embedded in the Smarter Balanced assessment system.

40. *Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?*

    An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus has to have an understanding of number sense and must know how to do calculations with an abacus.

41. *Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?*

    Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 plan is started, test administrators should contact their district test coordinator or other authorized individuals to ensure the test registration system accurately describes the student's status and any accommodations that the student requires.

42. *How will the test administrator know prior to testing that the print on demand accommodation may be needed?*

    The test administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations – including both embedded and non-embedded accommodations – need to be entered into the ART. The print on demand accommodation applies to either passages/stimuli or items, or both.

43. *For the print on demand accommodation, how are student responses recorded – by a scribe or some other method?*

    The method of recording student responses depends on documentation in the IEP or 504 plan (e.g., after first recording responses on the paper version, the student could enter responses into the computer or the scribe could enter responses into the computer). All individuals acting as a scribe must have read, agreed to, and signed a test security agreement.

44. *How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?*

    Members will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the read aloud accommodation when text-to-speech is not appropriate for a student. Member officials can use the Smarter Balanced ELA Audio Guidelines and Mathematics Audio Guidelines available online to obtain additional information about recommended processes to follow. Members can also use the *Smarter Balanced Read Aloud Guidelines* (see Appendix D).

45. *For students taking the paper-pencil test, can read aloud be provided in small groups?*

    For a paper-pencil test, read aloud can be administered to a small group of students as long as the students are taking the same test (e.g., grade, content area) and students have experience testing under this condition. The number of students in the small group should allow a student to ask the reader to slow down or to repeat text without the request distracting others. For online assessments, readers should be provided to students on an individual basis.

46. *If students are using their own devices that incorporate word prediction, will this impact their score?*

    Word prediction is an allowable non-embedded accommodation. The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

47. *How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?*

    Assistive technology device manufacturers may use the Smarter Balanced practice test through a secure browser as a method of determining if a device works with the assessment. In addition, schools and districts can use the practice test through a secure browser to evaluate devices to ensure their functions are consistent with those allowed in the UAAG.

48. *What kind of medical supports may be used by students? What monitoring is needed?*

    Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.

APPENDIX D: READ ALOUD GUIDELINES

June 27, 2019

(Available at: https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf)

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Smarter Balanced Read Aloud Guidelines* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On Smarter Balanced Assessments, test readers are allowable across all grades as a **designated support** for mathematics stimuli and items and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a **documented accommodation** in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). For information on documentation requirements and decision-making criteria for use of test readers and all other Smarter Balanced resources, please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

QUALIFICATIONS FOR TEST READERS

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with member policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.

PREPARATION

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.

- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations Guidelines*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 below).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the *Read Aloud Guidelines*.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written and as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Smarter Balanced and Consortium member policies and procedures.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'dot, dot, dot.'

- **Quotations:** Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **Emphasis**: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

IMAGES/GRAPHICS/DIAGRAMS

- Before describing a image or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image or graphic will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. Typically diagrams are imperative to student understanding and should be read in a logical order.
- Describe the image/graphic/diagram as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic/diagram.
- Read the title or caption, if available.
- Any text that appears in the body of the image/graphic/diagram may be read to a student. Read text in images/graphics/diagrams in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

PASSAGES

- Read the passage in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the item.

MATHEMATICAL EXPRESSIONS

- The test reader must read mathematical expressions precisely and with care to avoid misrepresentation for a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.

- Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Additional examples may be found in the table below.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters" or "centimeters cubed."

Table 1. Test Reader Guidance for Mathematics

Numbers		
Description	**Example(s)**	**Read as:**
Large whole numbers	632,407,981 45,000,689,112	"six hundred thirty two million, four hundred seven thousand, nine hundred eighty one" "forty five billion, six hundred eighty nine thousand, one hundred twelve"
Decimal numbers	0.056 4.37	"zero point zero five six" "four point three seven"
Fractions - common Fractions - not common - read as "numerator over denominator"	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths" "fourteen over twenty five" "four hundred eighty seven over six thousand nine hundred seventy two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	"three and one-half" "fifty seven and three fourths"
Percents	62% 7.5% 0.23%	"sixty two percent" "seven point five percent" "zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	$4.98 $0.33 $5368.00	"four dollars and ninety eight cents" "thirty three cents" "five thousand three hundred sixty eight dollars"
Negative numbers - do NOT read	- 3	"negative three"

negative sign as “minus”	$-\frac{5}{8}$ -7.56	“negative five eighths” “negative seven point fifty six”
Dates (years)	1987 2005	“nineteen eighty seven” “two thousand five”
Roman Numerals	I II III IV	“Roman Numeral one” “Roman Numeral two” “Roman Numeral three” “Roman Numeral four”
Ratios	$x: y$	“x to y”
Square roots and cube roots	$\sqrt{6}$ $\sqrt[3]{16}$	“the square root of six” “the cube root of sixteen”
Operations		
Description	**Example(s)**	**Read as:**
Addition	$\begin{array}{r} 13 \\ \underline{+\ 27} \end{array}$ 13 + 27 = 13 + 27 =?	“thirteen plus twenty seven equals” “thirteen plus twenty seven equals question mark”
Subtraction	$\begin{array}{r} 487 \\ \underline{-\ 159} \end{array}$ 487 - 159 = 487 - 159 =?	“four hundred eighty seven minus one hundred fifty nine equals” “four hundred eighty seven minus one hundred fifty nine equals question mark”
Multiplication	$\begin{array}{r} 63 \\ \underline{\times\ 49} \end{array}$ 63 x 49 = 63 x 49 =?	“sixty three times forty nine equals” “sixty three times forty nine equals question mark”
Division – Vertical or Horizontal	$\frac{120}{15}=8$ 120 ÷ 15 = 8	“one hundred twenty divided by fifteen equals eight”
Operations with boxes	3 + □ = 8	“three plus box equals eight”
Expressions		
Description	**Example(s)**	**Read as:**

Expressions containing variables (any letter may be used as a variable)	$N + 4$	"'N' plus four"
	$8x - 3$	"eight 'x' minus three"
	$4(y - 2) + 5 = 7$	"four open parenthesis 'y' minus two close parenthesis plus five equals seven"
	$V = \frac{4}{3}\pi r^3$	"'V' equals four thirds pi 'r' cubed"
	$\frac{\lvert t\rvert - 2}{6} \leq 15$	"the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen"
	$x^2y^3 = -36$	"'x' squared 'y' cubed equals negative thirty six" or "'x' to the second power times 'y' to the third power equals negative thirty six"
	$156x \geq 4$	"one hundred fifty six 'x' is greater than or equal to four"
Functions and inverse functions (Read "of" instead of parentheses)	$f(x)$ $f(x+2)$ $f(g(x))$	"F of x" "F of x plus 2" "F of g of x"
Coordinate pairs	the point (-1, 2)	"the point (pause) negative one comma two"
Answer choices with no other text	the point A is at (6, 3)	"the point 'A' is at (pause) six comma three"
	A. (-3, -4)	"'A' (pause) negative three comma negative four"

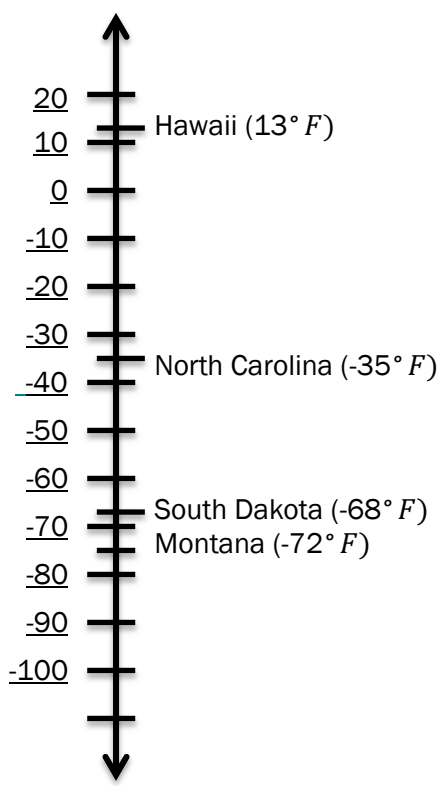
Comparing Lines, Shapes, and Angles

Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	"line segment AB is parallel to line segment CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"line segment AB is perpendicular to line segment CD"
Similar and congruent	$\Delta ABC \sim \Delta DEF$ $\angle ABC \cong \angle DEF$	"triangle A B C is similar to triangle D E F" "angle A B C is congruent to angle D E F"
Lines, line segments, rays, arcs	$\overleftrightarrow{BC}$ $\overline{CD}$	"line B C" "line segment C D"

	$\overrightarrow{BC}$ $\overset{\frown}{BC}$	"ray B C" "arc B C"
Trigonometry		
Description	**Example(s)**	**Read as:**
Sine	sin25°	"sine twenty five degrees"
Cosine	cos35°	"cosine thirty five degrees"
Tangent	tan10°	"tangent ten degrees"

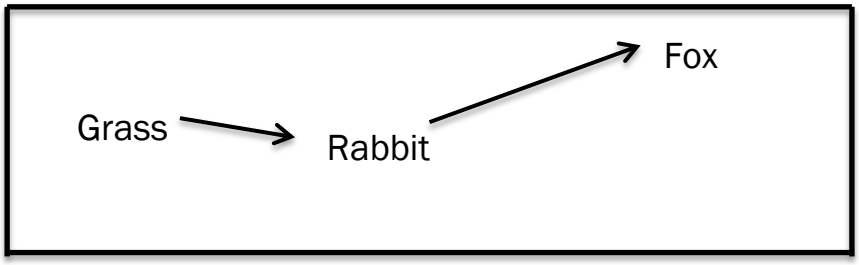
IMAGES/GRAPHICS/DIAGRAMS/TABLES

FROM TOP TO BOTTOM



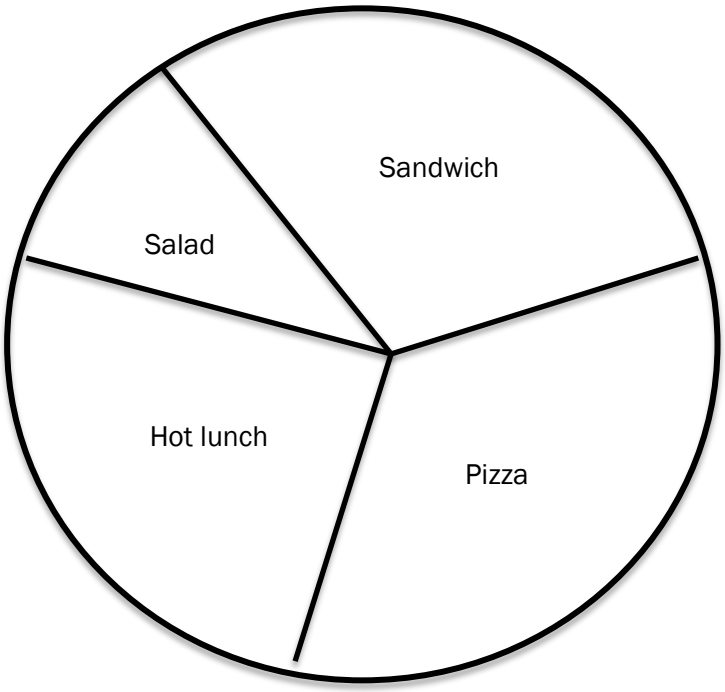
"From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty five degrees Fahrenheit, South Dakota negative sixty eight degrees Fahrenheit, Montana negative seventy two degrees Fahrenheit"

FROM LEFT TO RIGHT



"From left to right, the figure reads: Grass, Rabbit, Fox"

CLOCKWISE (START WHEREVER MAKES SENSE.)



"Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad"

Read Aloud Guidelines

TABLES

1. Read title.
2. Total up the columns and rows.
3. Read column/row headings
4. Read cell values (only as directional language for the first one)

Results from School Walk-a-Thon

NUMBER OF STUDENTS	NUMBER OF MILES WALKED
30	112
46	214
37	98
41	189

"The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty six, two hundred fourteen. The third row reads thirty seven, ninety eight. The forth row reads forty one, one hundred eighty nine."

SUGGESTED TEST READER SCRIPT (TO BE USED WITH STUDENT IN ADVANCE OF THE DAY OF TESTING)

Hi_____,

I'm the person who will be reading your test to you when you take your Smarter Balanced assessment next week in [math/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything on the screen.[1]
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [**or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your [**list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

[1] A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

Read Aloud Guidelines

REFERENCES

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Measured Progress / ETS. (2012, April 16). *Mathematics Audio Guidelines.* Retrieved from Smarter Balanced Assessment Consortium: https://portal.smarterbalanced.org/library/en/mathematics-audio-guidelines.pdf

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Scribing Protocol

APPENDIX E: SCRIBING PROTOCOL FOR SMARTER BALANCED ASSESSMENTS

June 27, 2019

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on Smarter Balanced Assessments as a **documented accommodation** for ELA performance task full writes, and a **designated support** for mathematics and ELA items (except ELA performance task full writes). For information on documentation requirements and decision-making criteria for use of scribes and all other Smarter Balanced supports please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.*

QUALIFICATIONS FOR SCRIBES

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation.

PREPARATION

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.
- Scribes should review the *Scribing Protocol for Smarter Balanced Assessments* with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

Scribing Protocol

GENERAL GUIDELINES

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

CONTENT AREA SPECIFIC GUIDELINES

Content Area	Guidelines
English Language Arts	<u>Selected Response Items (Single and Multiple Answer)</u> • The student must point to or otherwise indicate his/her selection(s) from the options provided. • Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item. • The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item. <u>Constructed Response Items (Short-Text)</u> • The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view. • The scribe will correctly spell all words as dictated. • The scribe will **not** capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.

	• The student will proofread to add punctuation, capitalization, spacing, and make other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item. <u>Long Essay (Full Write)</u> • The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view. • The scribe will correctly spell all words as dictated. • The scribe will **not** capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*. • The student will proofread to add punctuation, capitalization, spacing, and other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item. • Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.
Mathematics	<u>Selected Response Items (Single and Multiple Answer)</u> • The student must point to or otherwise indicate his/her selection from the options provided. • The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. • The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item. <u>Constructed/Equation Response Items</u> • The student must point or otherwise direct the scribe in developing his/her response. • The scribe will input student work directly onscreen and in view of the student. • For responses requiring equations, the student must specify where to place figures and operands. • For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. • For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits. • The scribe will make student requested changes, even if incorrect.

	• The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item.

CONSIDERATIONS FOR STUDENTS ALSO USING ASL OR OTHER SIGN SYSTEM

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system, as determined by the Consortium member.
- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
    - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

CONSIDERATIONS FOR STUDENTS USING BRAILLE

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student, as determined by the Consortium member.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

POST-ADMINISTRATION

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Consortium and member policies and procedures.

Scribing Protocol

REFERENCES

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Revision Log

APPENDIX F: REVISION LOG

Updates to the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* are captured in this Revision Log. Updates are based on requests from Members that do not impact policy. Any changes impacting policy require discussion and vote by Governing Members. Updates captured in the Revision Log are separated into two categories:

- **Clarification:** Updates of this type add details to existing information included in the *Guidelines*.
- **Increased Flexibility:** Updates of this type reflect explicatory information included in the *Guidelines* that result in augmented access to Smarter Balanced assessments.

Revisions are captured in tracking tables according to category. In cases where both **Clarification** and **Increased Flexibility** edits are made, changes to the *Guidelines* will be captured in the **Increased Flexibility** tracking table.

Revision Log

Section	Page	Clarification: Description of Changes	Date	Version
Table 3	9	Consistently used the term "ELA reading passages" instead of "ELA passages" to clarify availability of text-to-speech as an embedded designated support.	03/12/14	1.2
Table 4	12	Consistently used the term "ELA reading passages" instead of "ELA passages" to clarify availability of read aloud as a non-embedded designated support.	03/12/14	1.2
Table 5	17	Consistently used the term "ELA reading passages" instead of "ELA passages" to clarify availability of text-to-speech as an embedded accommodation.	03/12/14	1.2
Table 6	19	Consistently used the term "ELA reading passages" instead of "ELA passages" to clarify availability of read aloud as a non-embedded accommodation.	03/12/14	1.2
Table 3	10	Added verbiage clarifying the audio component of translated glossaries.	08/01/14	2.1
Table 3	10	Added clarifying language for the translated test directions embedded designated support, "As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support."	11/5/14	2.2
Appendix C	32	Added question 16 to FAQs, which reflects information about a state vote addressing accessibility resources discussed and not included.	11/5/14	2.2
Global		References to Consortium "states" were changed to "members."	6/1/15	3.1
Global		References to TIDE were changed to ART.	6/1/15	3.1
Figure 1	4	Updated graphic to reflect new resources.	6/1/15	3.1
Introduction	5	Updated to include all appendices (A-E) and descriptions.	6/1/15	3.1
Table 1 Table 6 Appendix A	6 19 23	Inserted grade levels for which calculators are permitted.	6/1/15	3.1

Revision Log

Table 4	15	Updated the description of non-embedded Translations (Glossaries) to reflect that it is a resource available only for paper-pencil tests.	6/1/15	3.1
Appendix C	36	Add question 43 to FAQs to clarify small group administration of the Read Aloud.	6/1/15	3.1
Appendix D	39	Example added to guidance regarding misspellings in the Read Aloud Protocol.	6/1/15	3.1
Table 4	14	Updated description of Separate Setting to include, "or to use a device requiring voicing (e.g., a Whisper Phone)."	8/15/15	3.2
Appendix C	32	Added FAQ 17 to describe the process for updating the UAAG.	8/15/15	3.2
Introduction	9	Elementary and Secondary Education Act (ESEA) (reauthorized as the No Child Left Behind Act of 2001 – NCLB) replaced with: Every Student Succeeds Act (ESSA) of 2016and/or ESSA	7/1/16	4.1
Introduction FAQ 2	3 27	To maintain consistency throughout the document, the description of DS updated to: Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student).	7/1/16	4.1
Section Introductory Text	6 9 16	Added verbiage to introductory text to clarify impact of using accessibility resources: "The following [Universal Tools/Designated Supports/Accommodations] are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines."	7/1/16	4.1
Table 4 Table 6	13 20	Read Aloud policy clarified and updated for consistency through document to indicate use of separate setting may be needed	7/1/16	4.1
Table 5	18	Incorrect reference to 'Read Aloud' corrected to Text to speech.	7/1/16	4.1
Table 6	21	To maintain consistency in the document, a footnote referencing appendix a was added	7/1/16	4.1
FAQ 1	26	Formatting updated to increase readability	7/1/16	4.1
FAQ 10	29	Verbiage updated to more clearly reflect current process for soliciting feedback	7/1/16	4.1

Revision Log

FAQ 11	29	Updated link to the Practice test	7/1/16	4.1
FAQ 12	30	Update verbiage to align with new policy on scratch paper which includes use of white boards and assistive technology devices	7/1/16	4.1
FAQ 29	35	Updated the link to the translations accommodation framework	7/1/16	4.1
Global		English language learner updated to English learner	6/30/17	4.2
Global		Formatting updates to increase readability. Editorial changes to increase consistency within and across documentation and to include updated information and references.	6/30/17	4.2
Table 4	14	Added verbiage to Magnification, "Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support."	6/30/17	4.2
Table 3, Table 4	11, 14	To Read aloud and Text to speech, added clarifying verbiage, "for math stimuli and items"	6/30/17	4.2
Table 4	15	To Separate Setting, added verbiage, "use Amplification" and "It may also include a calming device or support as recommended by educators and/or specialists."	6/30/17	4.2
Table 4,	15	For Scribe, added clarifying verbiage, "(for all items except ELA performance task full write. (See Accommodations for ELA performance task full write)"	6/30/17	4.2
Table 5	18	Included updated verbiage on technology, "Due to limitations with refreshable braille technology and math" and "Alternative text descriptions are embedded in the assessment for all graphics."	6/30/17	4.2
Table 6	20	Inserted grade levels to the 100s Number Table	6/30/17	4.2
Table 6	20	For Scribe, added clarifying verbiage, "(for ELA performance task full write. (See Designated Supports for all items except ELA performance task full write)"	6/30/17	4.2
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/28/18	6.1

Revision Log

FAQ 27	41	Added FAQ, Why are resources to support English language proficiency needs classified as universal tools and designated supports?	6/28/18	6.1
Read Aloud Protocol	49-53	Removed “numbers greater than 99, however, should be read as individual numbers” and updated the examples that follow for this removal	6/28/18	6.1
Read Aloud Protocol	50-52	Added examples for square roots, functions, comparing lines, shapes and angles, trigonometry, and images/graphics, diagrams. Removed example for graphic organizer.	6/28/18	6.1
Read Aloud Protocol	60	Updated reference links	6/28/18	6.1
Scribing Protocol	61	From the section guiding scribing for selected responses, removed “Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.”	6/28/18	6.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization	6/27/19	7.1
Table 4	15	Changed “Medical Device” to “Medical Supports” and updated the verbiage to reflect the change	6/27/19	7.1
Table 5	20	Updated verbiage for Braille, “Contracted and non-contacted Braille is available; Nemeth and UEB technical code(s) are available for math.”	6/27/19	7.1
Appendix A	28	Changed “Medical Device” to Medical Supports”	6/27/19	7.1
FAQ 11	39	Removed reference links	6/27/19	7.1
FAQ 32	44	Added Burmese, Hmong, and Somali	6/27/19	7.1
FAQ 34	46	Added Burmese, Hmong, and Somali; removed Tagalog and Ilokano	6/27/19	7.1
Appendix C	48	Added FAQ, What kind of medical supports may be used by students? What monitoring is needed?	6/27/19	7.1
Scribing Protocol		Updated reference links	6/27/19	7.1

Revision Log

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 2	8	Scratch paper, the non-embedded universal tool, description has additional details regarding the performance task testing sessions: "For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security."	03/12/14	1.2
Table 4	17	Added information regarding the availability of translated test directions in PDF format. New accessibility resource also added to Figure 1 and Appendix A.	08/01/14	2.1
Table 4	14	To separate setting, added that, "A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it."	08/01/14	2.1
Table 4	15	Added information regarding the availability of noise buffers. New accessibility resource also added to Figure 1 and Appendix A.	08/01/14	2.1
Appendix C	26	Added the FAQs section.	08/01/14	2.1
Table 4	13	Moved noise buffers from non-embedded accommodations to non-embedded designated support. Same change was made to graphic and Appendix A table.	11/5/15	2.2
Table 5	18	Added descriptive information on the Streamline accommodation. Streamline was also added to graphic and Appendix A table.	11/5/14	2.2
Table 6	20	Throughout document, updated the policy on Read Aloud non-embedded Accommodation, per member vote on 3/6/15	3/9/15	2.3
Appendix D	38	Added Read Aloud protocol reflecting change in policy as per member vote on 3/6/15	3/9/15	2.3
Intro, Appendix C	1 28	Added descriptive information regarding temporary approvals for individuals unique student accommodations or designated supports. Language to address this language included in FAQ 6.	6/1/15	3.1
Table 4	13	Added information regarding the availability of Read Aloud in Spanish. New accessibility resource also added to Figure 1 and Appendix A.	6/1/15	3.1
Table 4	14	Updated the information on Translated Test Directions to include ELA	6/1/15	3.1

Revision Log

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 6, Appendix C	20 35	Removed the conditional school year 2014-2015 for the Read Aloud non-embedded accommodation on ELA passages. Language consistent with this change included in FAQ 37.	6/1/15	3.1
Appendix C	34	Added languages to reflect all languages offered for Translated Test Directions to FAQ 30.	6/1/15	3.1
Table 2	9	To Scratch Paper, added verbiage, "A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window) are permitted to make notes."…"Access to internet must be disabled on assistive technology devices." …"All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session." … "whiteboards should be erased, and notes on assistive technology devices erased to maintain test security."	7/1/16	4.1
Table 4	14	Added information regarding the availability of Designated Support, Simplified Test Directions. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1
Table 6	19	Added information regarding the availability of Accommodation, 100s Number Table. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1
Table 1	7	Added information regarding the availability of the embedded Universal Tool, Line reader. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 1	7	Updated information to acknowledge the availability of the embedded Universal Tool, Thesaurus. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 3	11	Added information regarding the availability of the embedded Designated Support, Mouse pointer. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 4	13	Added information regarding the availability of the non-embedded Designated Support, Amplification. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 5	19	Added information regarding the availability of the embedded Accommodation, Braille Transcript. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	20	Added information to acknowledge the availability of the non-	6/30/17	5.1

Revision Log

Section	Page	Increased Flexibility: Description of Changes	Date	Version
		embedded (paper/pencil) Accommodation, Braille. Resource also added to Figure 1 and Appendix A.		
Table 6	23	Added information regarding the availability of the non-embedded Accommodation, Word Prediction. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 2	8	Added to the description for the non-embedded universal tool, scratch paper, "including the use of digital graph paper" and "familiar to the student and/or" and removed "and acceptable to the member".	6/28/18	6.1
Table 3	11	Streamline added as an embedded designated support.	6/28/18	6.1
Table 4	14	Added policy for non-embedded designated support, medical device. New accessibility resource also added to Figure 1 and Appendix A.	6/28/18	6.1
Table 5	20	Added the UEB codes that will be available for embedded braille in the 18-19 school year.	6/28/18	6.1
Table 5	20	Removed the embedded accommodation, streamline. As described above, streamline was added as an embedded designated support.	6/28/18	6.1
Table 6	21	Added "including students with visual impairments or with documented processing impairments" the recommendations for use for the abacus policy.	6/28/18	6.1
Table 3	11	Added information regarding the availability of embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1
Table 4	15	Added information regarding the availability of non-embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1

POLICY E-102

ACADEMIC MASTERY AND ASSESSMENT

A critical dimension of a quality educational program is the extent to which the achievement of students can be measured, compared with progress over time and to standards, and continuously improved.

The Department shall ensure that all students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives by:

- Implementing a standards-based system of education that incorporates high expectations for all students; and
- Developing systems for assessing, measuring, and reporting student progress to provide students with support, for school improvement, and for public reporting.

[Approved: 06/07/2016]

POLICY 102-1

EFFECTIVE SCHOOLS REPORTING

The Department shall develop and make available school-by-school reports to the public at least annually. The reports shall include data in at least the following four (4) areas: levels of student academic achievement; student behavior; student satisfaction with school; and parent satisfaction.

The Board and Department shall acknowledge and recognize effective schools and the Department shall assist schools in need of improvement.

Rationale: Hawaii's public schools need to be constantly engaged in assessment and evaluation in order to improve student learning and become effective schools. Monitoring for quality and continuous improvement is key to promoting standards-based education. It requires an ongoing, systematic change process which relies on assessment data about student achievement, curriculum and instructional practices to make program decisions. The increased authority that has been delegated to schools to make decisions which enhance student learning require greater school accountability for quality outcomes.

[Approved: 11/17/2015 (as Board Policy 102.1); amended: 06/21/2016 (renumbered as Board Policy 102-1)]

Former policy 2005 history: approved: 06/1998; amended: 06/23/2005

POLICY 102-3

STATEWIDE CONTENT AND PERFORMANCE STANDARDS

To ensure high academic expectations, challenging curriculum, and appropriate assessment and instruction for all public school students statewide, including public charter schools, in accordance with Chapter 302A-201 of the Hawaii Revised Statutes, the Board of Education shall adopt statewide content and performance standards that specify what students in all public schools, including charter schools, must know and be able to do. The Department of Education shall implement statewide content and performance standards approved by the Board of Education.

Schools shall articulate and align their curricular, assessment and instructional program—by grade level, subject area, courses, and/or other appropriate units—with the applicable statewide content and performance standards and evaluate the effectiveness of their efforts to help all students attain the standards. The school's articulated curricular, assessment and instructional program shall be shared with parents and students with the intent of involving parents/guardians as partners in the education of their children.

The Superintendent shall develop and implement a plan to create a standards-based and performance-oriented education system that will ensure that all students attain the standards.

[Approved: 10/06/2015 (as Board Policy 102.3); amended: 06/21/2016 (renumbered as Board Policy 102-3)]

Former policy 2015 history: approved: 10/1995; amended: 11/2001; 06/23/2005

POLICY 102-5

COMPREHENSIVE ASSESSMENT AND ACCOUNTABILITY SYSTEM

The Department of Education shall develop and establish a Comprehensive Assessment and Accountability System that integrates information from statewide student assessment, staff evaluation, school evaluation, and system-level evaluation functions. The development and operation of the Comprehensive Assessment and Accountability System should meet the highest professional standards to the fullest extent possible. This system shall fulfill requirements of Section 302A-1004, Hawaii Revised Statutes.

The data generated by the Comprehensive Assessment and Accountability System shall be used to drive decision-making related to curriculum, instruction, assessment, and other aspects of student achievement and school improvement.

Rationale: The Board of Education believes that for schools to have appropriate data that provides depth of information to make systematic and comprehensive improvements schools need timely access to data related to student achievement and related information on student progress and performance.

[Approved: 11/17/2015 (as Board Policy 102.5); amended: 06/21/2016 (renumbered as Board Policy 102-5)]

Former policy 2200 history: *approved: 11/1995; amended: 01/05/2006*

POLICY 102-6

STATEWIDE ASSESSMENT PROGRAM

The Department shall establish a statewide assessment program that provides annual data on student, school, and system performance, including public charter schools, at selected benchmark grade levels, showing student performance, relative to the applicable statewide performance standards and relative to nationally representative norms, as applicable. The results of the statewide assessment program shall be reported publicly, at least annually, while maintaining student privacy.

Rationale: Systematic school, curricular, and program improvement efforts directed toward student attainment of the applicable statewide content and performance standards requires the collection and communication of relevant and accurate student assessment information.

[Approved: 11/17/2015 (as Board Policy 102.6); amended: 06/21/2016 (renumbered as Board Policy 102-6)]

Former policy 2520 history: former Code No. 6142; approved: 04/1962 (Title changed from "Testing Program - Group"); amended: 10/1970; 03/1988; 01/1999

POLICY 102-8

STUDENT PROMOTION

The Department of Education shall establish a system of student promotion that is based on academic performance and successful student progress toward identified benchmarks specified in applicable performance standards approved by the Board of Education. Students shall be promoted based on demonstration of proficiency with respect to applicable standards of academic achievement, character development, and socio-emotional progress.

The Department shall provide for successful student progress by offering educational experiences of increasing difficulty and complexity. Each student's progress shall be systematically assessed and reported.

Students shall be provided appropriate remedial, re-teaching and enrichment experiences within the regular classroom as well as through coordinated supplemental services which meet individual student needs.

[Approved: 05/03/2016 (as Board Policy 102.8); amended: 06/21/2016 (renumbered as Board Policy 102-8)]

Former policy 4500 history: approved: 10/1970; amended: 08/1984, effective 09/1985, 05/1986, 03/1988 (renumbered), 12/1996

POLICY 102-12

REPORTING STUDENT PROGRESS AND ACHIEVEMENT

Periodic reports of student progress and achievement shall be provided to both students and parents. The involvement of the student in the evaluative process shall be considered essential, since it is the student's learning and personal growth that are being assessed. Involvement shall be determined by the student's maturity level.

The progress report shall involve an understanding of the instructional objectives and applicable standards appropriate for learning and achieving. The report shall be constructive, enabling the student to understand his/her responsibilities as they relate to performance and attainment of the standards.

The Department shall establish student progress reporting guidelines with the purpose of accurately communicating what each student knows, understands, and can apply. The guidelines shall address utilization of grading, student portfolios, and other measures of student progress.

Grades recorded by teachers must meet the dual criteria of validity and reliability. The test of validity is met when the grades have been based on the applicable statewide content and performance standards. The test of reliability is met when (1) there is sufficient evidence to indicate that a student has been afforded ample opportunities over a grading period to demonstrate competence; and (2) records are maintained accurately and legibly and support the grades given.

Student attendance and General Learner Outcomes performance ratings will appear in student evaluations, but reported separately from academic grades.

Because of the critical role families play in students' learning and achievement, elementary schools shall conduct parent-teacher conferences at least once each year for the purpose of reporting student progress. Schools may dismiss classes for this purpose in accordance with regulations and procedures set forth by the Department. Secondary schools are encouraged to conduct regular parent-teacher-student conferences as a way to update parents on the academic progress of their child.

Rationale: Evaluation and the communication of student progress serve to place a value on learning and are critical to student attainment of applicable standards and the General Learner Outcomes.

[Approved: 05/03/2016 (as Board Policy 102.12); amended: 06/21/2016 (renumbered as Board Policy 102-12)]

Former policy 4501 history: approved: 07/1996; amended: 09/1997, 06/2003
Former policy 4510 history: approved: 10/1970; amended: 03/1988, 04/2002, 06/2003

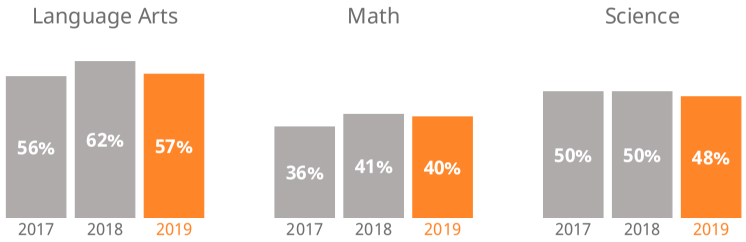
Ewa Makai Middle

91-6291 Kapolei Parkway, Ewa Beach, Hawaii | Oahu | Campbell-Kapolei Complex Area

THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



How are students performing compared to others?

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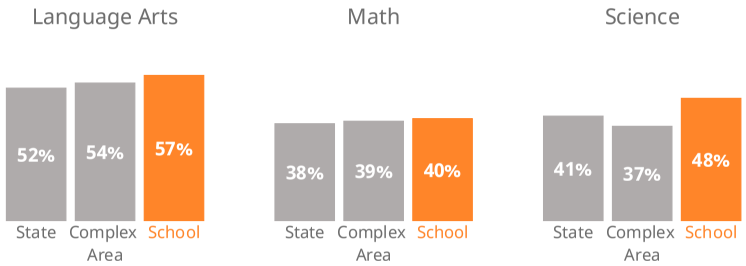


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	68%	35%	33 points
Math	49%	23%	26 points

21% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

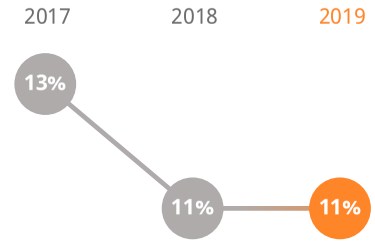
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	55	52
HSA-Alt	--	--
KĀ'EO	--	--

How many 8th graders read on grade level?

76% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 14%

Complex Area: 11%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

74% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system.

Learn more at
http://bit.ly/StriveHISystem

Ewa Makai Middle

91-6291 Kapolei Parkway, Ewa Beach, Hawaii | Oahu | Campbell-Kapolei Complex Area

Our Story

At Ewa Makai Middle, the staff is focused on student engagement, classroom climate, teacher clarity, and quality of teaching as perceived by students. Differentiation and inclusive practices are a priority and allow all students to access their academics with strategic supports and multiple learning strategies.

Our school has a strong academic core program, thriving arts program, developing STEAM programs, and progressive athletics program. The school implements standards-based instruction in all content areas focusing on literacy and numeracy. School initiatives include AVID, Visible Learning, Coveys 7 Habits, Google Classroom, Grade Level Teaming, Project Lead the Way (PLTW), and Naviance.

Students are challenged with rigorous courses of study and social skills that prepare them for high school and college/career readiness. Co-curricular programs include robotics, sports, science fair, history day, math counts, media production, student leadership, theatre, design team, culinary, artist competitions, and AVID Ambassadors.

EMMS creates a student-centered culture with an importance on student voice and choice.

About Our School

Principal | Kim Sanders
Grades | 7-8
808-687-9500
www.ewamakai.org

869
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Highlands Intermediate

1460 Hoolaulea Street, Pearl City, Hawaii | Oahu | Pearl City-Waipahu Complex Area

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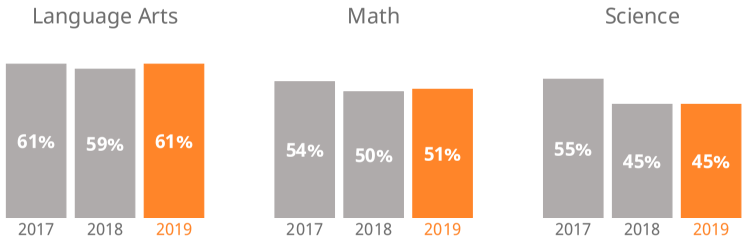
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



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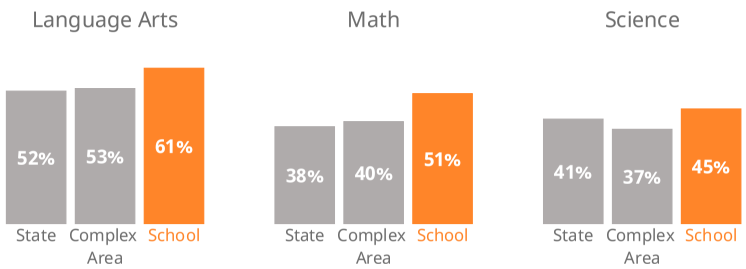


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	77%	40%	37 points
Math	65%	31%	34 points

14% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

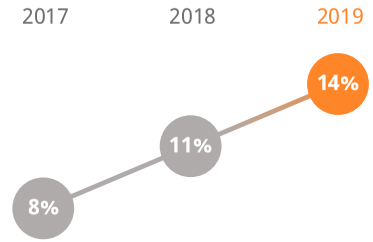
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	46	43
HSA-Alt	--	--
KĀ'EO	--	--

How many 8th graders read on grade level?

76% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 14%

Complex Area: 15%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

80% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

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Learn more at
http://bit.ly/StriveHISystem

Highlands Intermediate

1460 Hoolaulea Street, Pearl City, Hawaii | Oahu | Pearl City-Waipahu Complex Area

Our Story

With a stable staff, Highlands Intermediate offers a broad range of courses, from remedial to those for the gifted and talented. Teachers in core subjects are teamed and share common students to provide a nurturing environment with positive relationships.

Highlands Intermediate has implemented standards-based instruction in all subject areas with a focus on reading, writing and math. Students are challenged with rigorous and relevant courses of study that prepare them for high school, post-secondary education and careers. Science, technology, engineering and math (STEM) skills are emphasized through studies in robotics, 3D Computer Assisted Design, Aquaponics, and Global Leadership.

About Our School

Principal | Amy Martinson
Grades | 7-8
808-307-5000
www.highlands.k12.hi.us

883
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Hilo Union Elementary

506 Waianuenue Avenue, Hilo, Hawaii | Hawaii | Hilo-Waiakea Complex Area

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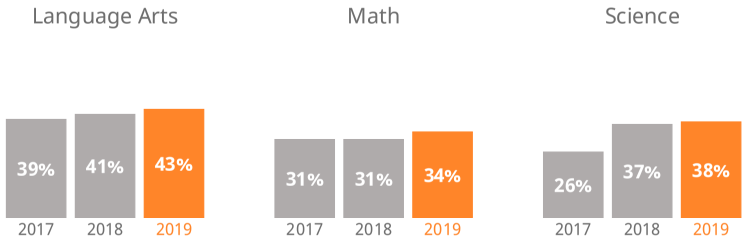
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



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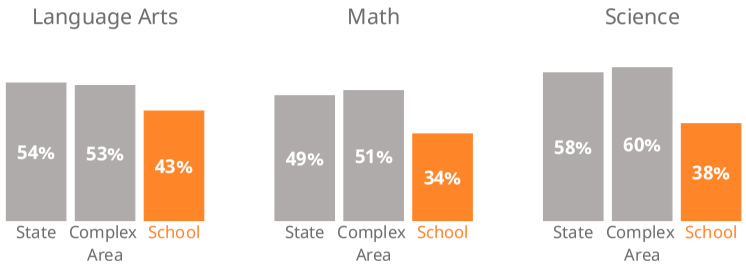


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	83%	39%	44 points
Math	74%	30%	44 points

69% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

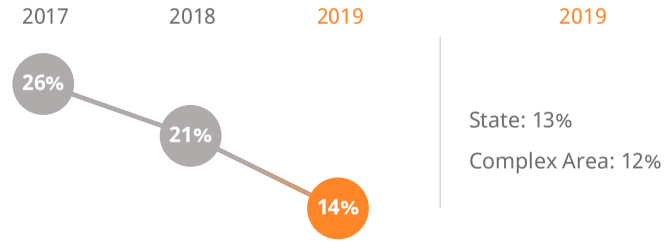
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	55	64
HSA-Alt	--	--
KĀ'EO	--	--

How many 3rd graders read on grade level?

53% of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

82% of students feel positively about their school

SY 2018-2019 | Learn more at http://bit.ly/StriveHISystem | Run date: September 11, 2019

STRIVE HI
Our Students • Our Future • Our Promise

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Learn more at
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Hilo Union Elementary

506 Waianuenue Avenue, Hilo, Hawaii | Hawaii | Hilo-Waiakea Complex Area

Our Story

Hilo Union School teachers deliver standards based instruction aligned with common core standards they are utilizing Reading Wonders (K-5) and SpringBoard Curriculum (6) to support students' ability to apply reading, writing, speaking, and listening skills in ways that support their transition to middle, high school, and beyond. Usage of complex text helps students to build strong content knowledge, supports their understanding of different cultures from a variety of perspectives, and allows them opportunities to both comprehend and critique pieces independently along their developmental journey.

We are proud to have three preschool classrooms on campus. Two of these classrooms provide instructional support for special needs students from a variety of schools in our complex area. We work in partnership with Head Start to provide the space for them to operate on campus in an inclusive preschool setting. Research shows that early support and intervention has the greatest impact on student success. We will continue to provide opportunities to get our keiki off to a positive start in their early educational years.

Outside of the classroom, we continue to provide opportunities for students to interact with counselors, teachers, student service coordinators, school safety attendants, tutors and administrators during recess, at lunch, on field trips, and during quarterly celebrations in an effort to provide the positive climate and environment that our students need. The goal is simple, improve absenteeism by providing students a safe place to learn and a reason to attend on a daily basis in the hope that they will value and maximize this gift that sets the foundation for the rest of their educational experience.

Hilo Union Elementary School

"Together WE Achieve!"

About Our School

Principal | Bryan Arbles
Grades | K-6
808-933-0900
hilounion.weebly.com

431
students enrolled

of students are English language learners

--

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Holomua Elementary

91-1561 Keaunui Drive, Ewa Beach, Hawaii | Oahu | Campbell-Kapolei Complex Area

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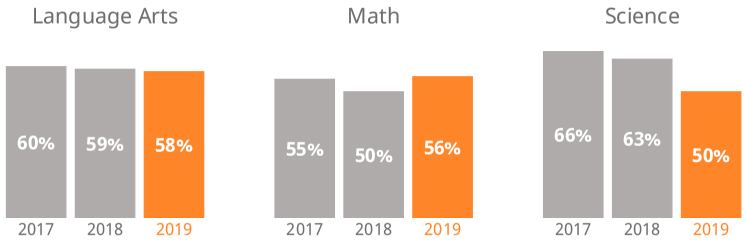

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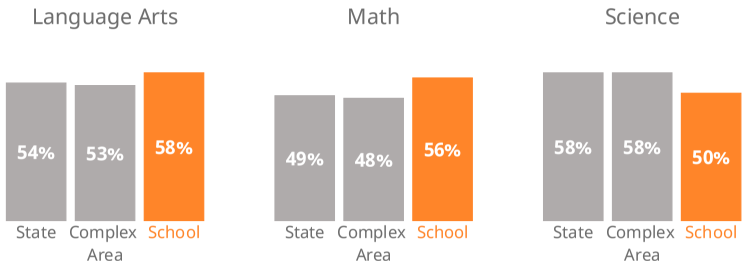


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	71%	41%	30 points
Math	68%	39%	29 points

45% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

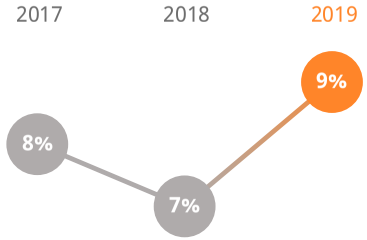
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	47	55
HSA-Alt	--	--
KĀ'EO	--	--

How many 3rd graders read on grade level?

83% of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 13%

Complex Area: 13%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

82% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

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Learn more at
http://bit.ly/StriveHISystem

Holomua Elementary

91-1561 Keaunui Drive, Ewa Beach, Hawaii | Oahu | Campbell-Kapolei Complex Area

Our Story

Holomua Elementary School is one of three multi-track schools in the Hawaii Department of Education with grades kindergarten through sixth. In 2016, Holomua Elementary School was awarded a six year accreditation by the Western Association of Schools and Colleges.

Holomua Elementary School has made the commitment to strive to provide a positive learning environment in which all students can reach their full potential in academics, as well as their physical and emotional development.

Holomua Elementary School is celebrating its 21st year in existence and prides itself in maintaining the physical plant with safety being the top priority.

Technology continues to be an integral part of the curriculum, evidenced by desk tops or iMacs in each classroom, three computer labs, seven mobile labs, five iPad labs and interactive boards.

Holomua Elementary School continues to build parent/community partnerships through various activities such as: Ohana Fair, Curriculum Night, PLTW Night, and parent /child workshops. The School Community Council ensures that all school stakeholders are involved in the planning and development of the school's academic and financial plan.

About Our School

Principal | Gary Yasui
Grades | K-6
808-685-9100
holomuael.blogspot.com

1,137
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Inouye Elementary

1 Ayres Avenue, Wahiawa, Hawaii | Oahu | Leilehua-Mililani-Waialua Complex Area

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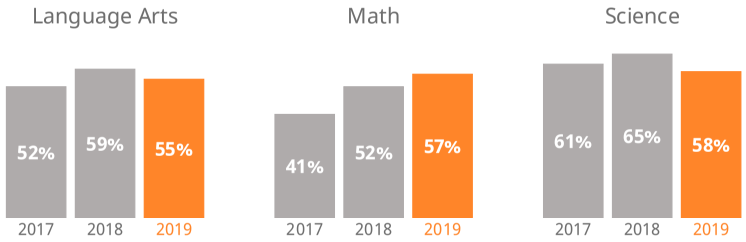

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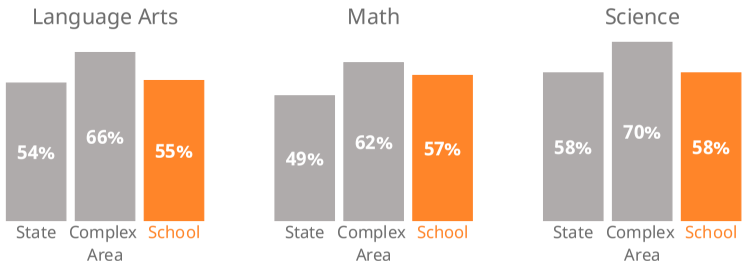


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	66%	38%	28 points
Math	69%	40%	29 points

43% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

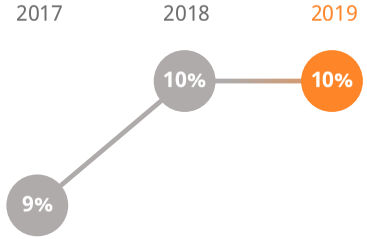
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	49	41
HSA-Alt	--	--
KĀ'EO	--	--

How many 3rd graders read on grade level?

76% of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 13%

Complex Area: 9%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

75% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

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Learn more at
http://bit.ly/StriveHISystem

Inouye Elementary

1 Ayres Avenue, Wahiawa, Hawaii | Oahu | Leilehua-Mililani-Waialua Complex Area

Our Story

Daniel K. Inouye Elementary School empowers learners to explore, discover, create, and share. In today's world, students need more than just academic knowledge and skills. A positive school culture focused on the whole child is an important component of an effective teaching and learning environment. A whole child approach promotes the development of all students to prepare them for long-term success. Students need to be safe, healthy, engaged, challenged, exposed to a variety of opportunities, and supported by the school community. Our students apply knowledge and skills to manage their emotions, develop empathy, and establish positive relationships with others. Social-emotional learning as well as project-based learning are important components of teaching and learning at Daniel K. Inouye Elementary School.

We believe in providing our students with an education that focuses not only on grade level standards but also allows them to work collaboratively as problem-solvers to meet the challenges of their world. Through project-based learning, students take responsibility and build their confidence to make a difference. Students work collaboratively to discuss and propose solutions to problems, communicate ideas, and manage their responsibilities more effectively in order to deepen their understanding of their world.

98% of our students are military dependents, and at least a third of them transition in and/or out of our school during the school year; therefore, we believe it is imperative to equip our students with lifelong transferrable skills which will positively impact them throughout their lives not just now, but in the future.

About Our School

Principal | Yuuko Arikawa
Grades | K-5
808-305-3400
www.inouye.k12.hi.us

707
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Jarrett Middle

1903 Palolo Avenue, Honolulu, Hawaii | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

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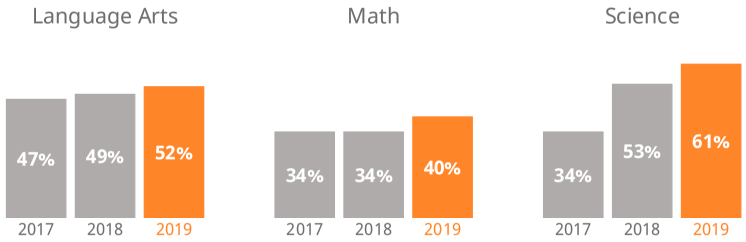
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



How are students performing compared to others?

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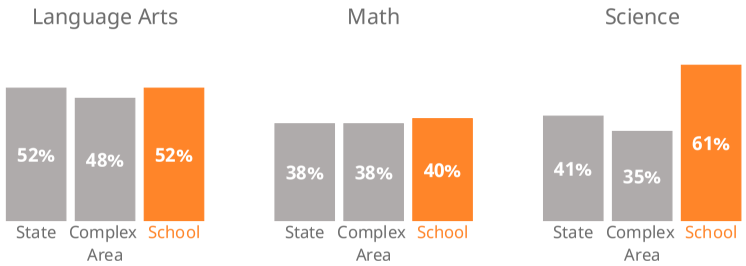


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

Language Arts

81% Non-High Needs — 43% High Needs

Achievement gap: 37 points

Math

61% Non-High Needs — 34% High Needs

Achievement gap: 28 points

8% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

Smarter Balanced

52 Language Arts

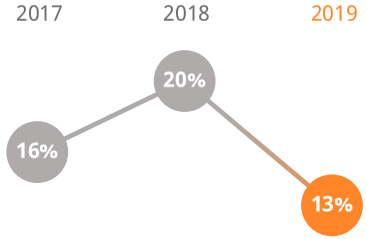
49 Math

	Language Arts	Math
HSA-Alt	73%	50%
KĀ'EO	--	--

How many 8th graders read on grade level?

75% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 14%

Complex Area: 12%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

78% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

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Learn more at
http://bit.ly/StriveHISystem

Jarrett Middle

1903 Palolo Avenue, Honolulu, Hawaii | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

Our Story

Jarrett Middle School (JMS) is a small learning community that strives to help our students navigate their middle level adolescent years. We understand the emotional, physical, intellectual, and social changes that our students are going through; and we challenge students to reach beyond what they believe is their potential.

JMS strives to provide a robust middle school experience with an elementary-like atmosphere. Our small learning community allows us to really get to know and support our kids. In addition, our community partnerships give our students added experiences beyond the school day. Some of these experiences include before and after school programs and summer opportunities.

Our faculty and students strive to be better than ordinary and are challenged to strive for extra-ordinary. A list of extra-ordinary student and faculty examples are located on our website:

jarrettmiddleschool.org

About Our School

Principal | Reid Kuba
Grades | 6-8
808-733-4888
www.jmshi.org

275
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Kahalu'u Elementary

47-280 Waihee Road, Kaneohe, Hawaii | Oahu | Castle-Kahuku Complex Area

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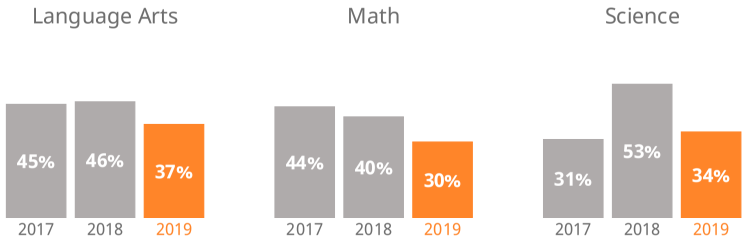
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



How are students performing compared to others?

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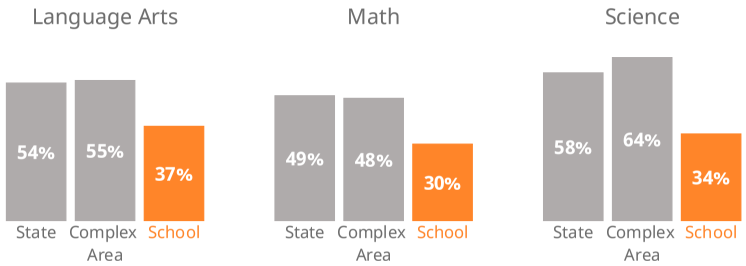


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	57%	32%	25 points
Math	54%	25%	29 points

58% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

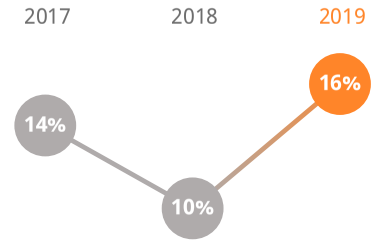
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	40	30
HSA-Alt	--	--
KĀ'EO	--	--

How many 3rd graders read on grade level?

65% of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 13%

Complex Area: 15%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

75% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

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Learn more at
http://bit.ly/StriveHISystem

Kahalu'u Elementary

47-280 Waihee Road, Kaneohe, Hawaii | Oahu | Castle-Kahuku Complex Area

Our Story

Kahalu'u Elementary School is located in a rural, agricultural setting, situated in peaceful Waihe'e Valley at the base of the Koolau Mountains. Established in 1963, the school is considered an integral part of the community.

In order to support the students, parents, and community, Kahalu'u is focused on providing academic, emotional, and social supports to provide enrichment opportunities to become successful 21st century learners.

Kahalu'u is focused on constant improvement in meeting our student's needs and providing a well-rounded education. The school is in the process of providing one-to-one computers for all students in grades K-6. Kahalu'u is also focused on best instructional strategies in the classroom to meet the needs of all students. Our well-known Ukulele Band also performs at various events in the community and travels annually to California to share the Aloha with various mainland schools. Students in all grades focus on the use of Thinking Maps for higher-level thinking and multimedia technology-rich classrooms and library.

Following the rigorous WASC Focus on Learning self-study process, Kahalu'u School was awarded the maximum six-year accreditation. This achievement is due to the concerted efforts of the teachers, staff members and the School Community Council to raise the level of academic performance of students as documented in the school's Academic and Financial plan. Kahalu'u School's success is everyone's concern in the Kahalu'u community.

About Our School

Principal | Walter Santiago
Grades | K-6
808-239-3101
www.kahaluuelementary.com

267
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Kanu o ka ʻĀina NCPCS

64-1043 Hi'iaka St., Kamuela, Hawaii | Hawaii | Charter Schools

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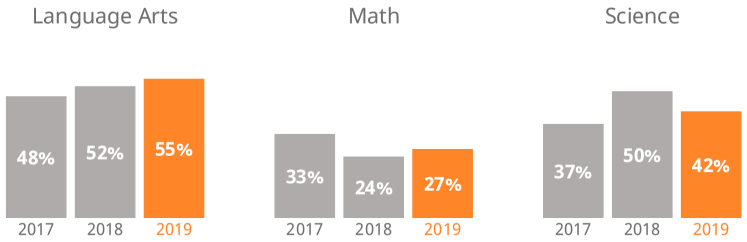
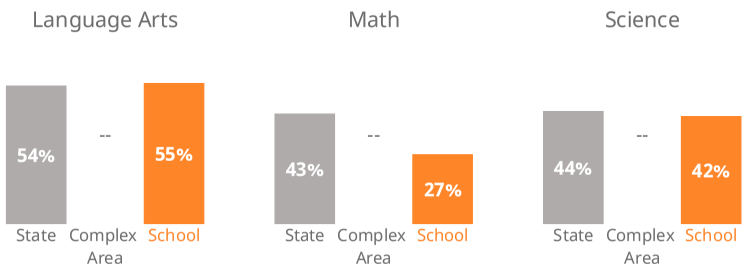
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

Language Arts

66% Non-High Needs | 48% High Needs

Achievement gap: 18 points

Math

36% Non-High Needs | 21% High Needs

Achievement gap: 15 points

--

of students learning English are on-track to English language proficiency

How are students' academic progress measured?

The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀʻEO tests show the percent of students making academic growth each year.

Smarter Balanced

57 Language Arts

38 Math

	Language Arts	Math
HSA-Alt	--	--
KĀʻEO	--	--

How many students are prepared for transition?

73% of 3rd graders read near, at, or above grade level

78% of 8th graders read near, at, or above grade level

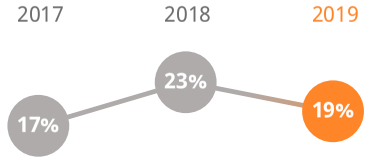
84% of 9th graders are promoted to 10th grade on-time

-- of students completed a Career & Technical Education program by 12th grade

30% of students graduated on-time

-- of students enrolled in postsecondary institutions the fall after graduation

How many students missed 15 or more days of school this year?



2019

State: 15%

Complex Area: --

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

-- of students feel positively about their school

STRIVE HI
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Learn more at
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Kanu o ka ʻĀina NCPCS

64-1043 Hi'iaka St., Kamuela, Hawaii | Hawaii | Charter Schools

Our Story

Kanu o ka ʻAina's mission is to kulia i ka nuʻu, or strive for the highest. A philosophy of excellence guides KANU as we collectively design, implement and continuously evaluate a quality, culturally-driven, intergenerational Hawaiian model of education with Aloha.

Kanu's K-12 program is WASC accredited and continues to be in demand as a school of choice with almost 200 students on a waitlist. As a community-based learning ʻohana, Kanu is steadfast in cultivating compassionate, empowered, highly competent learners of all ages, grounded in Native Hawaiian culture and language.

Kanu utilizes a strengths-based approach that embraces the whole child and believes that student progress should be measured through multiple measures, both quantitative and qualitative, as well as authentic culturally relevant assessments, such as hoʻike.

The 2017-2018 academic year marks the opening of a renewed and redesigned high school academy that is focused on strengthening well-being of its students, families, community and ʻaina through active learning that will prepare students to be college, career, community, and culturally ready.

About Our School

Principal | Allyson Tamura
Grades | K-12
808-890-8144
kanu.kalo.org

548
students enrolled

--
of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Lokelani Intermediate

1401 Liloa Drive, Kihei, Hawaii | Maui | Baldwin-Kekaulike-Maui Complex Area

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How are students performing in each subject?

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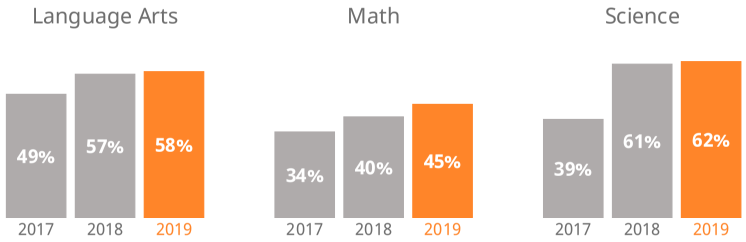

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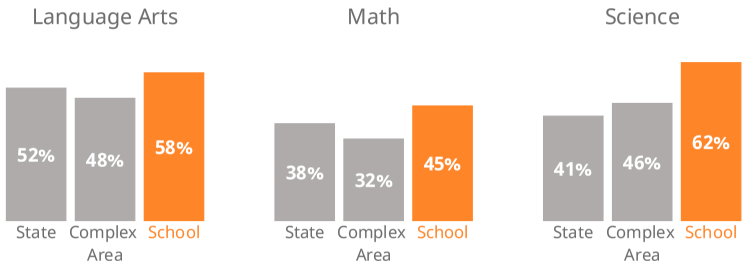


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	71%	48%	23 points
Math	57%	36%	22 points

9% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

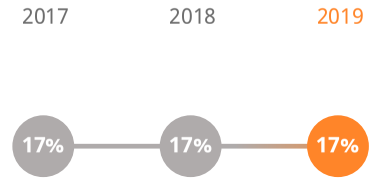
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	57	55
HSA-Alt	--	--
KĀ'EO	--	--

How many 8th graders read on grade level?

82% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 14%

Complex Area: 15%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

81% of students feel positively about their school

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Learn more at
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Lokelani Intermediate

1401 Liloa Drive, Kihei, Hawaii | Maui | Baldwin-Kekaulike-Maui Complex Area

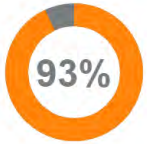
Our Story

Lokelani's vision is to enrich the heart, mind and spirit and to meet the unique developmental and learning needs of students. Students participate in a variery of activites such as the Spelling Bee, History Day, Math Bee, Math Counts, robotics, band and uku'lele concerts, and a variety of mathematics, writing, art and language arts contests. The school has an active Student Council. The goal for Lokelani Intermediate is to continue to maintain a safe and secure campus where respect and kindness are the norm.

In school year 2015-16, Lokelani and Kalama Intermediate are recipients of free iPads and 5-GB-per-month data plans from Verizon via the Digital Promise program to create innovative learning environments. View story. The video below shows how that technology is being put to use: an interactive and collaborative PE, Science and Math learning opportunity between Lokelani and a San Diego school 2,500 miles away.

Student Digital Portfolio

Students will complete a digital portfolio showcasing their work and monitoring their progress.



About Our School

Principal | Francoise Wittenburg
Grades | 6-8
808-875-6800
www.lokelani.k12.hi.us

551
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Mālama Honua PCS

41-054 Ehukai Street, Waimanalo, Hawaii | Oahu | Charter Schools

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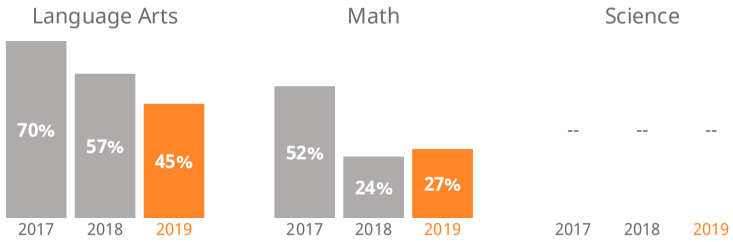

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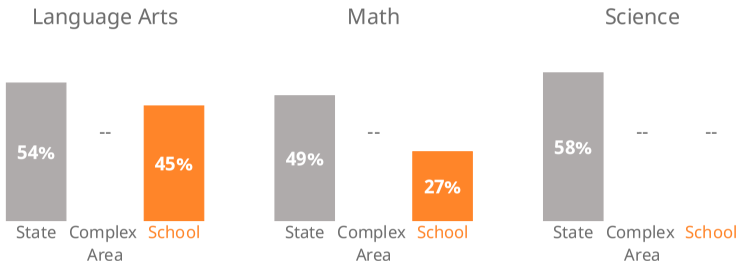


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	67%	33%	33 points
Math	33%	23%	10 points

--

of students learning English are on-track to English language proficiency

How are students' academic progress measured?

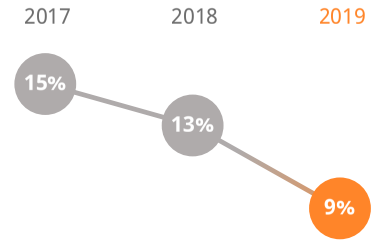
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	33	27
HSA-Alt	--	--
KĀ'EO	--	--

How many 3rd graders read on grade level?

-- of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 13%

Complex Area: --

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

71% of students feel positively about their school

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Learn more at
http://bit.ly/StriveHISystem

Mālama Honua PCS

41-054 Ehukai Street, Waimanalo, Hawaii | Oahu | Charter Schools

Our Story

To provide an education that cultivates the caring, compassionate, and astute "mind of the navigator" in students and teachers alike by the appropriate application of indigenous Hawaiian values, inclusive of 21st century skills.

All haumana and kumu will become caring and compassionate and loving navigators that show Aloha, Malama, 'Imi 'Ike, Lokomaika'i, Na'au Pono, Olakino Maka'i with the skills of a 21st century learner.

One day, students will possess the skills, values, capacities and empowerment to fulfill their potential and positively impact society's most pressing social and environmental challenges.

About Our School

Principal | Denise Espania
Grades | K-6
808-259-5522
www.malamahonuapcs.org

126
students enrolled

--
of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

--
of students receiving Special Education services are in general education classes most of the day

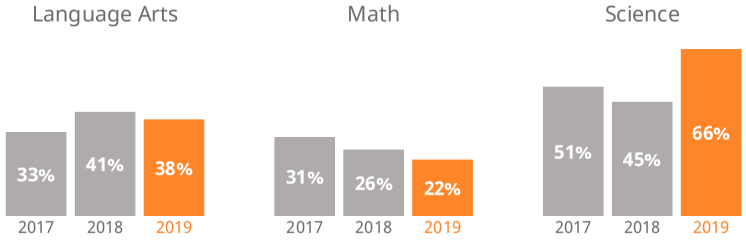
Pāʻia Elementary

955 Baldwin Avenue, Paia, Hawaii | Maui | Baldwin-Kekaulike-Maui Complex Area

THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



How are students performing compared to others?

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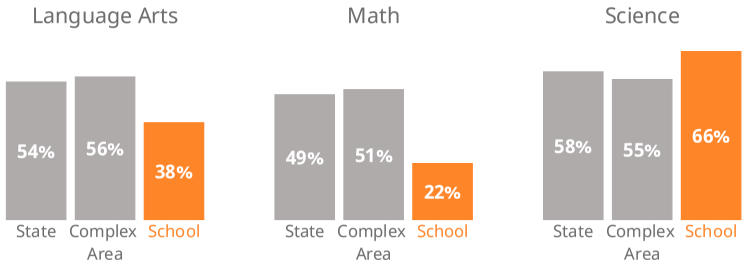


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

Language Arts

45% Non-High Needs — 33% High Needs

Achievement gap: 12 points

Math

32% Non-High Needs — 17% High Needs

Achievement gap: 15 points

--

of students learning English are on-track to English language proficiency

How are students' academic progress measured?

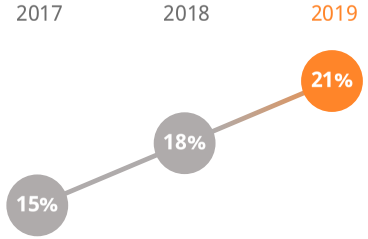
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀʻEO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	56	63
HSA-Alt	--	--
KĀʻEO	58%	40%

How many 3rd graders read on grade level?

-- of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 13%

Complex Area: 13%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

72% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system.

Learn more at
http://bit.ly/StriveHISystem

Pāʻia Elementary

955 Baldwin Avenue, Paia, Hawaii | Maui | Baldwin-Kekaulike-Maui Complex Area

Our Story

Paia Elementary uses data analysis to inform instruction and focuses on the Common Core State Standards to meet the diverse needs of students.

In addition to the general education program, the school is one of two Maui elementary sites for the Hawaiian language immersion program from kindergarten through grade 5. It also includes a preschool servicing students with special needs. The school has an inclusion model program through which special needs students attend general education classes.

The School Community Council, which includes administrators, educators, parents and students, reviews Paia Elementary's academic and financial plan.

About Our School

Principal | Kehau Luuwai
Grades | K-5
808-727-3800
paiaelementary.com

432
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

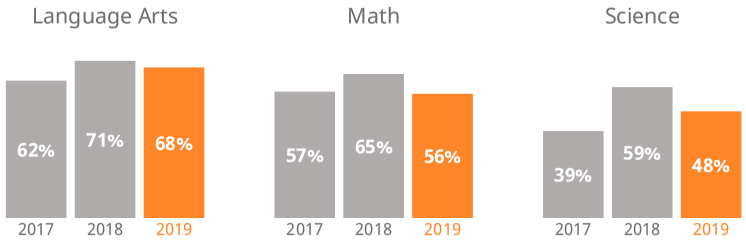
Voyager PCS

2428 Wilder Avenue, Honolulu, Hawaii | Oahu | Charter Schools

THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



How are students performing compared to others?

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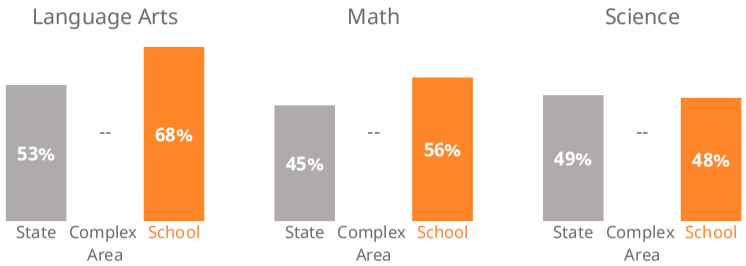


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

Language Arts

79% Non-High Needs — 37% High Needs

Achievement gap: 42 points

Math

63% Non-High Needs — 37% High Needs

Achievement gap: 26 points

--

of students learning English are on-track to English language proficiency

How are students' academic progress measured?

The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

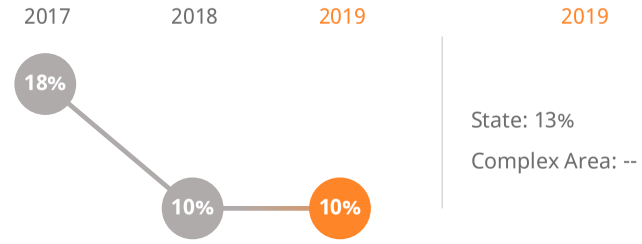
	Language Arts	Math
Smarter Balanced	61	57
HSA-Alt	--	--
KĀ'EO	--	--

How many 3rd & 8th graders read on grade level?

78% of 3rd graders read near, at, or above grade level

81% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

73% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

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Learn more at
http://bit.ly/StriveHISystem

Voyager PCS

2428 Wilder Avenue, Honolulu, Hawaii | Oahu | Charter Schools

Our Story

The mission of Voyager: A Public Charter School is to transform education in Hawaii by demonstrating that Hawaii educators, working with a diverse population of our community's children can achieve high expectations as articulated in the Hawaii Content and performance Standards and Common Core State Standards. Voyager uses state of the art methods founded on ancient principles and the latest scientific knowledge to help every student achieve and perform beyond expectations. Voyager forms and utilizes a variety of partnerships to share its philosophy and methods with other public schools.

Students are enthusiastic partners in their own learning.

Students' performance levels and self-esteem rise and remain high.

Teaching is the enjoyable and rewarding career it was meant to be.

Our community reaps the rewards of an improved educational system as our graduates excel in college, career and service.

Hawaii's school system becomes a model for the rest of America.

About Our School

Principal | Evan Anderson
Grades | K-8
808-521-9770
voyagerschool.com

291
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

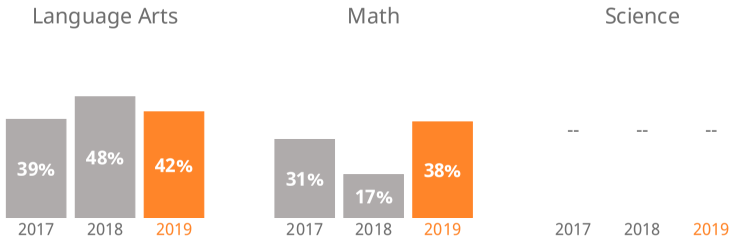
Waiahole Elementary

48-215 Waiahole Valley Road, Kaneohe, Hawaii | Oahu | Castle-Kahuku Complex Area

THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

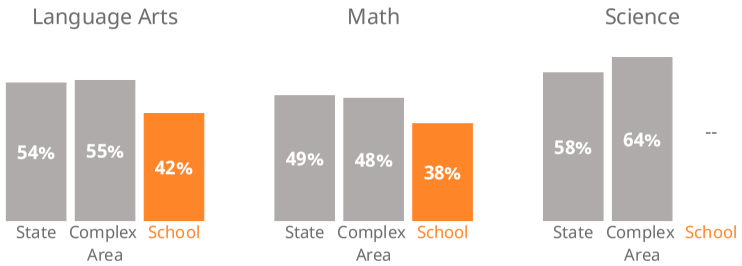
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



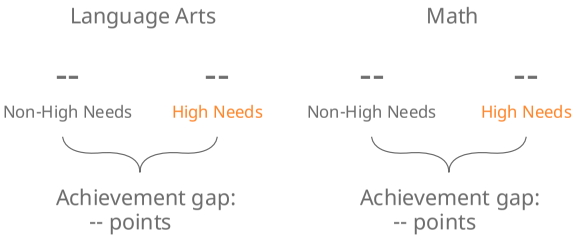
How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.



--

of students learning English are on-track to English language proficiency

How are students' academic progress measured?

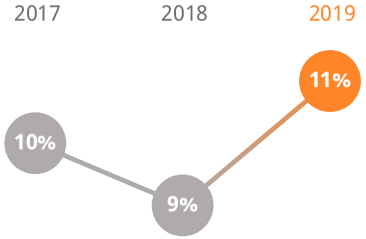
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	50	39
HSA-Alt	--	--
KĀ'EO	--	--

How many 3rd graders read on grade level?

-- of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 13%

Complex Area: 15%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

85% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

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Learn more at
http://bit.ly/StriveHISystem

Waiahole Elementary

48-215 Waiahole Valley Road, Kaneohe, Hawaii | Oahu | Castle-Kahuku Complex Area

Our Story

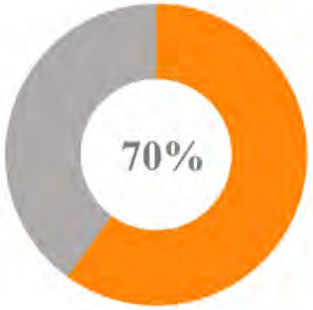
Waiāhole Elementary School (WES) is a special school rich in history, tradition and culture. Established in 1883 during the reign of King David Kalākaua, WES is one of the oldest and smallest schools on O'ahu and is a fully accredited school through the Western Association of Schools and Colleges (WASC).

We believe that all students can learn and thrive in a safe, nurturing environment. Students are supported and challenged daily to excel in English Language Arts (ELA) and Mathematics and are given numerous opportunities to apply their knowledge and skills to real world situations.

Benchmark Assessment System

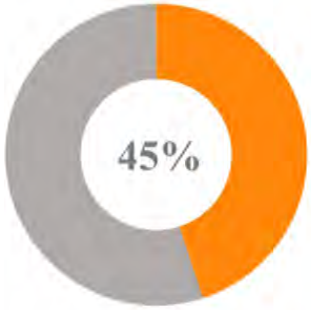
Our local measure, Benchmark Assessment System measures students' reading abilities. We looked at the percent of students in kindergarten through Grade 6 who are reading on grade level and the progress that they have made throughout the year for our local measure. Additional supports in ELA and Math are provided to students during the day. Seventy percent of students in Grades K-6 are reading on grade level and forty-five percent have made at least one year's growth according to BAS.

On Grade Level Reading



Seventy percent of students in Grades K-6 are reading on grade level.

One Year Growth



Forty-five percent of students in Grades K-6 have made at least one year's worth of growth.

About Our School

Principal | Alexandra Obra
Grades | K-6
808-239-3111
www.waiahole.org

67
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

--

of students receiving Special Education services are in general education classes most of the day

Wai'alae Elementary PCS

1045 19th Avenue, Honolulu, Hawaii | Oahu | Charter Schools

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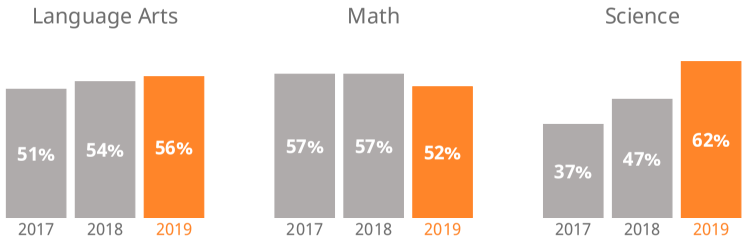

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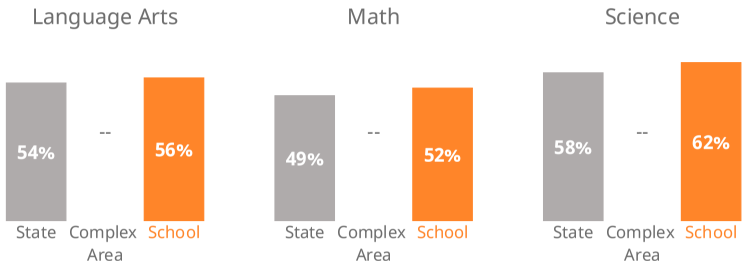


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	64%	29%	35 points
Math	58%	28%	30 points

52% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

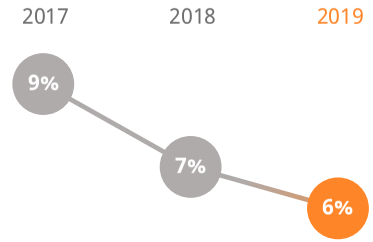
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	51	62
HSA-Alt	--	--
KĀ'EO	--	--

How many 3rd graders read on grade level?

75% of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 13%

Complex Area: --

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

76% of students feel positively about their school

SY 2018-2019 | Learn more at http://bit.ly/StriveHISystem | Run date: September 11, 2019

STRIVE HI
Our Students • Our Future • Our Promise

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http://bit.ly/StriveHISystem

Wai'alae Elementary PCS

1045 19th Avenue, Honolulu, Hawaii | Oahu | Charter Schools

Our Story

Waialae Public Charter school is a student-centered school that honors the whole child. It is committed to nurturing a community of learners who strive for excellence and innovation, empowering all members of the community to actively engage in a democratic society.

The vision of Waialae School is to prepare children for the 21st century as well rounded individuals capable of multi-dimensions, self-confident risk-takers, creative problem solvers and socially responsible to others and the world (Waialae School subscribes to the theory of social constructivism. This philosophy will be reflected in the following observable and measurable essential terms).

About Our School

Principal | John Constantinou
Grades | K-5
808-733-4880
www.waialae.edu

505
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

Waimea Canyon Middle

9555 Huakai Road, Waimea, Hawaii | Kauai | Kapaa-Kauai-Waimea Complex Area

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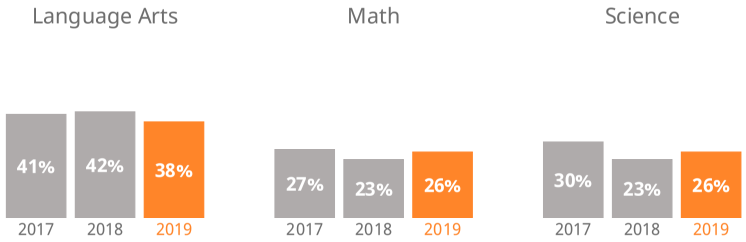

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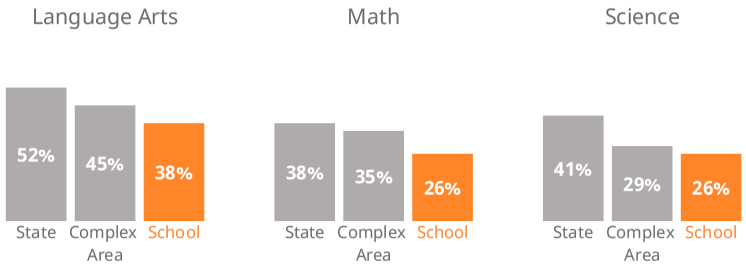


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

	Non-High Needs	High Needs	Achievement gap
Language Arts	59%	26%	33 points
Math	43%	16%	27 points

29% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

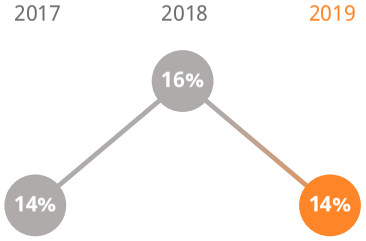
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

	Language Arts	Math
Smarter Balanced	40	32
HSA-Alt	--	--
KĀ'EO	--	--

How many 8th graders read on grade level?

57% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2019

State: 14%

Complex Area: 13%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

71% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

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Learn more at
http://bit.ly/StriveHISystem

Waimea Canyon Middle

9555 Huakai Road, Waimea, Hawaii | Kauai | Kapaa-Kauai-Waimea Complex Area

Our Story

At Waimea Canyon Middle School (WCMS), we empower all students to navigate the present and to shape the future.

WCMS provides all its students with a robust standards-based education in all subject areas. In their core content classes, all students are provided rigorous coursework coupled with high-leverage instructional strategies to maximize engagement and learning. Elective courses at WCMS include art, AVID. band, Hawaiian/Hula, health/transitions, leadership, media, physical education, team sports, ukulele, and 20%.

WCMS is a 1:1 technology school, in which all students are provided Chromebooks to support their learning needs. After successfully piloting a Week of Innovation in 2016-17 follow with its Design Week in 2017-18, WCMS maintained a focus on innovative teaching and learning practices through school redesign and 20% Genius Hour in 2018-19. Looking ahead into the 2019-20 school year, WCMS continues its focus on Design Thinking, project-based learning, and best teaching practices to foster unique student inquiry.

About Our School

Principal | Melissa Speetjens
Grades | 6-8
808-338-6830
www.waimeacanyonms.org

501
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

HAWAIʻI DEPARTMENT OF EDUCATION – ASSESSMENT AND ACCOUNTABILITY BRANCH
Technical Advisory Committee Meeting
Sheraton Waikiki Hotel – Lanai Meeting Room
November 14 - 15, 2019
AGENDA

Thursday, November 14, 2019 (8:00 a.m. – 4:30 p.m.)

Time	Topic	Materials	Presenter(s)	Questions for TAC Members
7:00 – 8:00	**Breakfast (Lanai Meeting Room)**			
8:00 – 8:15	**1. Welcome, Introductions, and Overview** a. Overview of meeting agenda and materials b. HIDOE Response to TAC (March 2019) recommendations c. Next TAC meeting: March/April 2020	Agenda HIDOE Response to March 2019 TAC Recommendations	Brian Reiter	1c. When should we schedule our next TAC meeting?
8:15 – 8:30	**2. Updates - USED Peer Review**	USED Decision Letter (Jan. 2019)	Brian Reiter	
8:30 – 10:30	**3. Science (NGSS)** a. NGSS Science: An Overview of the Current Status and the Next Six Months b. Item Pool - Data Review/Pool Snapshot - Strength and Potential Challenges (esp. with HS EOC) c. Test Blueprints including the Matrix Design d. Adaptive Testing with NGSS Cluster Items e. Reporting: Planned Reporting and "Extracting" information for the Science and Engineering Practices.	Item Pool and Data Review PPT Test Design PPT LOFT and Adaptive Testing PPT Reporting and Reporting Scale PPTs	Paul Dumas Frank Rijmen (remote) Dandan Liao (remote) Frank Rijmen (remote) Toni Deoudes (remote)	3b. Are there any concerns regarding the breadth and depth of the item pool, particularly for the Biology EOC? 3c. Are the characteristics of the simulated test events acceptable? 3d. Is the modified item selection algorithm appropriate for a cluster-based assessment? 3e1. For grade 5 and 8, Hawaiʻi will be similar to other states for the Biology EOC; the report will be based on the Life Science DCIs. Is that appropriate? 3e2. What type of evidence would be necessary to enable reporting (similar to SB Target Reports) by Performance Expectation at classroom and higher aggregation levels?
10:30 – 10:45	**Break**			

10:45 – 12:15	**3. Science (NGSS) (Continued)** f. Standard Setting - Process g. Preliminary Results of Alignment Study: General Results and Next Steps for Hawai'i	Standard Setting Overview PPT	Gary Phillips / Frank Rijmen (remote) Sara Christoph-erson / Toni Deoudes (remote)	3f. At what point in the standard setting process should the committee be provided with impact and benchmark data? 3g. What concerns, if any, arise from the "general results" of the alignment study?
12:15 – 1:00	**Lunch (Lanai Meeting Room)**			
1:00 – 2:45	**4. HSA-ALT - 2018-19** a. Standard Setting Report b. 2018-19 (OFT) Results ❑ Scoring Penalty c. Early Stopping Rule (ESR) Data d. Cog Lab Results	Standard Setting Report 2018-19 HSA-Alt Technical Report Early Stopping Rule PPT Cog Lab PPT 2019 Cog Lab Report	Gary Phillips (remote) Chao Xie Susan Forbes Susan Forbes	4a. To what extent would the omission of the ESR (Early Stopping Rule) student data impact item calibration, benchmark data interpretations, and cut scores? 4b1. To what extent should HIDOE be concerned about the low reliability scores for math in grades 6-8, & 11? 4b2. What recommendations, if any, does the TAC have for HIDOE on the incomplete test score penalty for students who do not respond to all 50 items? 4c. What recommendations, if any, does the TAC have for HIDOE on the Early Stopping Rule enactment? 4d. What recommendations, if any, does the TAC have regarding conducting a follow-up Cog Lab of lower-performing students? What implications, if any, are suggested by the Cog Lab findings?
2:45 – 3:00	**Break**			
3:00 – 4:30	**4. HSA-ALT (Continued) - 2019-20** e. Test Design - Segments 1-3 f. Science Alt ❑ Science Simulation Results for 2019-20 ❑ Linking legacy items to MOU Scale g. Translator Support Proposal (CE 5.2, 5.3) h. WIOA Appendix i. Alignment Study Proposal ❑ Test Blueprints ❑ LCI/HIORA	HSA-Alt Test Design PPT HSA-Alt Science PPT Translator Support PPT 2019 WIOA Appendix WebbAlign Alignment Study Proposal	Bokhee Yoon Bokhee Yoon Susan Forbes Brian Reiter Susan Forbes	4g. What recommendations, if any, does the TAC have for HIDOE on the proposed translator support? 4i. Does the proposed Alignment Study Proposal adequately address peer review requirements? To what extent could the LCI and HIORA data be used to address Critical Elements (CE) 3.4?

HAWAIʻI DEPARTMENT OF EDUCATION – ASSESSMENT AND ACCOUNTABILITY BRANCH
Technical Advisory Committee Meeting
Sheraton Waikiki Hotel – Lanai Meeting Room
November 14 - 15, 2019
AGENDA

Friday, November 15, 2019 (8:00 a.m. – 4:00 p.m.)

Time	Topic	Materials	Presenter(s)	Questions for TAC Members
7:00 – 8:00	**Breakfast (Lanai Meeting Room)**			
8:00 - 8:30	**5. The ACT** - Impact of scoring multiple ACT administration opportunities per student; modular testing and superscoring		Krista Mattern (remote)	5a. What are the technical and political implications of modular testing and superscoring?
8:30 - 10:15	**6. Smarter Balanced**			6a/b. Are the methodologies used for training the AI scoring engines for the a) summative (MI PEG) and b) interims (AIR AI Scoring) acceptable?
	a. Measurement Incorporated PEG Scoring - Summative Assessments		Cory Palermo (remote)	6c. To what extent does the plan to develop cluster items address technical concerns?
	b. AIR AI Scoring - Interim Assessments	Automated Scoring for SB Interims PPT	Sue Lottridge (remote)	6d. Is reporting for math claims 2/4 and 3 appropriate?
	c. ELA/Mathematics Cluster Development Plan			6e. What are some of the technical considerations of a hybrid approach to innovative assessments?
	d. Math Claims 2 & 4 and 3 Reporting	Math Claims PPT Math Claims Results	Dianne Morada Bokhee Yoon	6f. What recommendations, if any, does the TAC have for HIDOE regarding its current interpretation of the Smarter Balanced guidelines for accommodation provision?
	e. Innovative Assessments	Hawaiʻi Innovative Assessment PPT	Brian Reiter Elaine Lee	
	f. Accommodations Policies/ Provision Rate	Accommodations Update PPT	Sue Forbes	
10:15 - 10:30	**Break**			
10:30 – 12:15	**7. KĀʻEO Hawaiian Language Assessments**			7b. Given the reliability data, does the TAC have feedback on the decision to report only overall score?
	a. Follow-Up on Previous TAC Comments	TAC Response PPT		

	b. 2018-19 KĀʻEO Overview c. Draft KĀʻEO Technical Manual for Grades 3-8 HLA, Math, and Science Operational Tests d. Standard Setting e. Draft Alignment Study f. USDOE Peer Review (Jan. 2019 letter) a. 3 and 4 re-submission b. 5-8 submission	TAC Summary of Activities and Findings PPT 2019 Technical Manuals for Operational & Field Tests USED Decision Letter	Pohai Kukea Shultz Kerry Englert Karla Egan Pono Fernandez ʻĀnela Iwane	7c. Does the TAC have any feedback on the reliability data for 2019? 7d. Does the TAC have any feedback on the technical manuals? 7e. Does the standard setting study provide sufficient evidence for peer review? 7f1. Does the draft alignment study provide sufficient evidence for peer review? 7f2. Does the TAC have any feedback for the KĀʻEO peer review package?
12:15 – 1:00	**Lunch (Lanai Meeting Room)**			
1:00 – 3:00	TAC Caucus to generate Recommendations HIDOE and AIR Management Meeting		TAC HIDOE/AIR	
3:00 – 4:00	HIDOE/TAC Debrief to Review and Discuss TAC Recommendations			

DAVID Y. IGE
GOVERNOR

DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

STATE OF HAWAI`I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI`I 96804

OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE

December 6, 2019

DEADLINE: December 31, 2019

TO: Deputy Superintendent
Complex Area Superintendents
State Public Charter School Commission
Principals (All)
Public Charter School Directors (All)

FROM: Rodney Luke
Assistant Superintendent

SUBJECT: **Accepting Applications for the Innovative Assessment Pilot Program**

The Assessment Section, in the Office of Strategy, Innovation and Performance, is accepting applications from school teachers and principals to participate in the Innovative Assessment Pilot Program. Grade 4 teachers of English Language Arts ("ELA") and grade 8 teachers of Mathematics are being recruited to participate in the first year of the pilot program, SY 2020-21.

The Every Student Succeeds Act ("ESSA") grants states by application to develop alternative approaches to assessment that supports student-centered or personalized learning. Pursuant to Section 1204 of the ESSA, states may apply to the Innovative Assessment and Accountability Demonstration Authority ("IADA") to develop alternative or *innovative* assessments that possess technical qualities matching those of standardized instruments now used for evaluating student college and career readiness. Teachers who participate in the Innovative Assessment Pilot Program will assist in the development of the Hawai'i innovative assessment model. Subject to approval by the USDOE, student participants in the Innovative Assessment Pilot Program are exempt from the statewide summative assessment in the content area(s) being assessed.

Attached are the *Hawai'i Innovative Assessment Hybrid Model Overview* and the *Hawai'i Innovative Assessment Annual Timeframe* that describe the model for implementation during the first year of the pilot program. Teacher participants are expected to administer authentic assessments aligned to the Hawai'i Common Core standards throughout the school year. Authentic assessments include, but are not limited to, performance assessments, portfolios, project-based learning assessments, interim assessments, presentations, learning logs, etc. Professional development will be provided that support the types of authentic assessments selected by participating teachers as well as formative assessment practices and differentiation strategies that meet students' needs.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Participating teachers will be expected to use an online system for standards-based grading and reporting. The reporting feature will allow for data mining of authentic assessment results (e.g., item analysis) in order to inform instruction. The system will also allow for teachers to create test questions and to administer teacher-created assessments aligned to the Hawai‘i Common Core. Professional development will be provided for participating teachers and support staff on how to use the online system to develop and administer authentic assessments as well as how to analyze the results of those assessments.

At the end of the school year a shortened, summative, computer adaptive test (CAT) will be administered to the participating teachers' students. The shortened CAT is designed to be completed in one class period and will utilize the current delivery system used to administer the Smarter Balanced and other statewide assessments. The test window will be the last three months of the school year and students will have up to three opportunities to complete the assessment.

The Innovative Assessment Pilot Program will rely on the use of technology by both teachers and students. The Assessment Section will work with school level staff to ensure that participating teachers and their students have access to computers that have a reliable Internet connection and can be used during daily instruction throughout the school year.

Teacher participants are expected to attend a full-day, in-person training in Honolulu that will be scheduled during the spring semester at a time that is convenient for the majority of participants. Complex area support staff, principals and other school level leaders of the teacher participants will also be invited to attend. Additional professional development opportunities will be scheduled during the summer, fall, and spring breaks that pilot program participants will be invited to attend. Substitutes will be provided for teachers who need them or stipends will be provided when trainings occur during a break. The Assessment Section will cover all travel costs for neighbor island participants. Webinars and virtual meetings may be scheduled on an as-needed basis throughout the school year.

Grade 4 ELA and grade 8 Mathematics teachers who are interested in participating in the Innovative Assessment Pilot Program should discuss the possibility with their principals and apply no later than **Tuesday, December 31, 2019.** The online application can be accessed via this *link* or through the *alohahsap.org* website. All applicants will receive a confirmation email within 24 hours of application. Please note this email message is NOT a confirmation of participation in the program. Applicants who do not receive the automated confirmation email within 24 hours of submission should notify Elaine Lee, Ph.D., by email at *Elaine.Lee@k12.hi.us.* Student participants will be selected based on their representation of the student population. All applicants selected to participate in the pilot program will receive a second email confirming their participation by Friday, January 3, 2020.

Please share this memo with grade 4 ELA and grade 8 Mathematics teachers who may be interested in participating in the Innovative Assessment Pilot Program. If you have further questions regarding this program, please contact Elaine Lee, Ph.D., Test Development Specialist, Assessment Section, at (808) 307-3636 or by email at *Elaine.Lee@k12.hi.us.*

RL:br
Attachments: Hawaii Innovative Assessment Hybrid Model Overview
Hawaii Innovative Assessment Annual Timeframe

c: Assessment and Accountability Branch

Hawaii Innovative Assessment Hybrid Model Overview

The Hawaii Innovative Assessment design model is one that combines the technical quality of a standardized, summative, computer adaptive test (CAT) that is administered at the end of the school year with the results of classroom-based assessments administered throughout the school year that are used to inform instruction. This 'hybrid' approach focuses on alignment of all assessments to the full breadth and depth of the content standards that is necessary for students to master those learning expectations.

Classroom-based Assessments

Teacher-created and/or common assessments administered throughout the school year will be used to generate standards-based grades (i.e., proficiencies such as "Meets Proficiency" or "MP") for each grade-level content standard. Teachers may use any type of authentic assessment that is aligned to the content standards. Authentic assessments include, but are not limited to, performance assessments, portfolios, project-based learning assessments, interim assessments, presentations, learning logs, etc. Grades will be entered into a web-based application (WBA) that includes a grading and reporting system specifying student proficiencies at the standards level and in real time. Teachers may enter any type of classroom based assessment grade/proficiency into the standards based grade book which will interface with Infinite Campus in order to avoid double entry.

The WBA will also include an item development system so that teachers may create their own test questions and administer online assessments. The system will also allow teachers to select test questions from an item bank of peer reviewed test questions. The system will allow teachers to create their own test blueprints by simply selecting the standards to be assessed. The test delivery system will allow for both online and paper delivery. When administered online, the results will automatically populate the standards based grade book and reporting system. This approach eliminates the need for teacher test creation, scoring and inputting of grades.

Shortened Summative Assessment

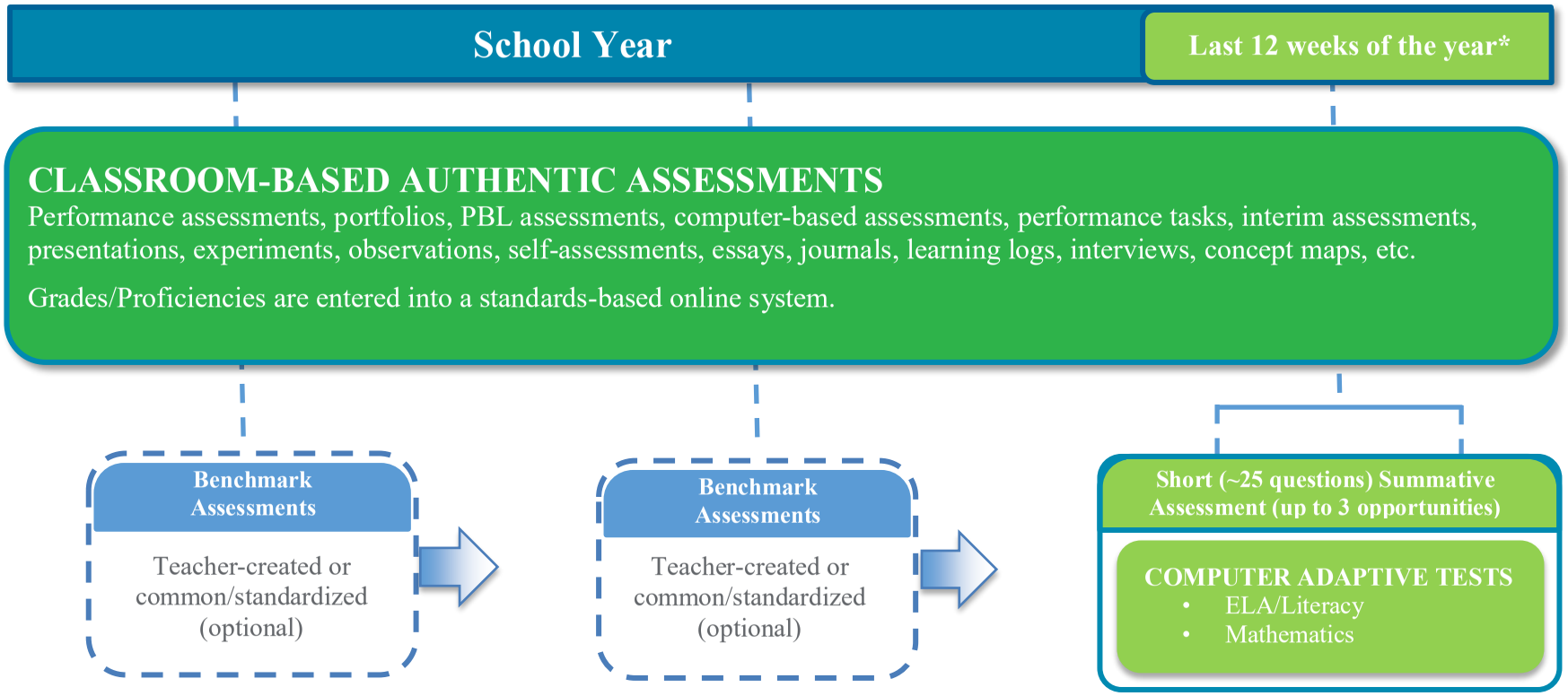
The shortened summative assessments in ELA/Literacy and Mathematics will consist of Smarter Balanced test questions. The item banks will be filtered to eliminate test questions that require much time to answer. The entire test will be designed so that it can be completed in one sitting, i.e., one class period of approximately 50 minutes. The test blueprints will mirror the Smarter Balanced summative test blueprints but will include fewer items for each reporting category. The Test Information Delivery System (TIDE) will be used to administer the assessments and students will have up to three opportunities during an extended testing window. The assessments will be machine scored and results will be made available immediately upon completion of the assessment. The results will be used to generate the overall scale score and proficiency level which will be used for accountability purposes, e.g. Strive HI calculation.

Hybrid Model Reporting

The Hybrid Model Family Report will contain the same information as the current Smarter Balanced Family Reports. The overall score will be generated by the shortened CAT and the claim level scores will be generated by the classroom-based assessments. Next steps, longitudinal information will also be included on the family report. The online reporting system will include this same information for students. In the aggregate, the claim and target reports will be generated by the shortened summative assessment. The online reporting system will include student specific, class and grade level information as well as gap and item analysis capabilities.

Hawaii Innovative Assessment Model: A Balanced Assessment System

SY 2020-21: Grade 4 English Language Arts/Literacy and Grade 8 Mathematics



Scope, sequence, number and timing of benchmark assessments locally determined

***SY 2020-21 Testing Window: February 22 - May 28, 2021**

DAVID Y. IGE
GOVERNOR

DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

STATE OF HAWAI`I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI`I 96804

OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE

September 18, 2019

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

FROM: Rodney Luke
Assistant Superintendent

SUBJECT: **Quality Assurance and Assessment Monitoring Site Visits**

The Assessment Section conducts annual Quality Assurance (QA) site visits to meet with school level staff associated with test coordination and administration to identify and discuss best practices and areas in need of support in the coordination and administration of statewide assessments. These visits are informational in nature, and provide opportunities for Assessment Section staff and designees to assess the effectiveness of trainings and to obtain feedback on how support may be improved in the future. Feedback and shared best practices are welcome, as it allows Assessment Section staff members to share these in trainings so that other schools may benefit from these practices. QA site visits are also a great opportunity for school staff to learn about statewide testing requirements and to effectively plan for implementation.

Schools are selected for QA site visits based upon several factors. Some schools are selected randomly while others are selected based upon test administration practices noted in prior years. An Assessment Section staff member works with the school test coordinator to plan the QA site visit that may occur at any time during the school year. A summary of the QA site visit will be made available to the principal upon request.

The Assessment Section also conducts annual assessment monitoring site visits during statewide assessment testing windows to observe test administrations and to gather information from school test coordinators about state assessment administration training, management and practices. These visits provide an opportunity for Assessment Section staff and designees to see the testing process in action as well as to identify practices and policies where improvements can be made. The information gathered during these visits is used to improve the testing experience of all those involved while at the same time ensuring the validity and reliability of the assessments.

During assessment monitoring site visits, Assessment Section staff and designees observe the extent to which school practices align with state assessment policies and guidance. For example, monitors will note whether:

- All cell phones and other electronic devices are stored in a secure location and are not accessed at any time by students or adults during testing;
- Bulletin boards, posters and other materials containing content-related information are not visible in the testing room;
- Students are properly seated in the testing room and engaged in the testing process;
- Test administrator follows guidance provided in the Test Administration Manual (TAM) (e.g., reading the appropriate test directions);
- Documentation of test administrator/proctor trainings such as sign-in sheet lists indicating dates and time of the trainings;
- Students who require testing accommodations are provided those accommodations;
- Students who require designated supports (or other accessibility features, e.g., administrative considerations for the WIDA ACCESS) are provided those supports;
- Test administrators and proctors are not interfering with or prompting student responses in any manner;
- Test administrators and proctors are not restricting student progress during testing sessions (i.e., students should not be told to answer only a limited number of questions within a testing session);
- Test administrator and proctor actively engage in monitoring of students during testing; and
- Proper distribution, collection and storage of secure test materials, such as test tickets and scratch paper.

Schools are selected for assessment monitoring site visits based upon several factors. Some schools are selected randomly while others are selected based upon test administration concerns noted in prior years. Since any school may be selected for a site visit, all public and public charter schools should anticipate the presence of an assessment monitor during the administration of the Smarter Balanced, HSA-Alt, HSA Science (NGSS), Biology 1 (NGSS) EOC Exam, KĀʻEO, The ACT, NAEP and the ACCESS for ELLs assessments at any time during the respective testing windows. Assessment monitoring site visits may be unannounced or arranged with minimal lead time to ensure that observations are made of typical practice. Observations of typical test practice will be used to improve test coordinator and test administrator trainings. A summary of the site visit will be made available to the principal upon request.

If you have any questions, please contact Bruce Hirotsu, Assessment Section, at (808) 307-3636 or via bruce.hirotsu@k12.hi.us.

RL:bh

c: State Public Charter School Commission
Assessment and Accountability Branch

Student Name: Jennifer Doe
School: Aloha Middle School
Complex Area: Ewa
Test Year: 2020–2021

The student's name may have been truncated due to space limitations.

Hawai'i

Hawai'i State Assessment (HSA)

ELA/Literacy & Mathematics

Assessment Results

Dear Doe Family:

We are pleased to provide you this report about Jennifer's performance on the Hawai'i Smarter Balanced English Language Arts (ELA)/Literacy and Mathematics Assessments administered in the Spring of 2021. These assessments measure student understanding of the Hawai'i Common Core standards – rigorous and challenging learning expectations in reading, writing, listening, and mathematics. Students in grades 3-8 and 11 took the end-of-year summative ssessments, which provide you, your child, and your child's teachers with valuable information about their strengths and areas needing attention.

The Hawai'i State Assessments measure the expectations for learning at each grade level. The results will provide an important measure of how well Jennifer is progressing toward graduating ready for college and a career.

This report also describes the content of the assessments that put more emphasis on writing, solving problems and critical thinking. They were created specifically to measure students' progress toward mastery of the Hawai'i academic standards. Hawai'i collaborated with other states to create these more rigorous standards, and over the past few years, teachers have used them to guide and inform their teaching practice.

We encourage you to use this report to start a conversation with Jennifer's teacher about her progress in school. Together we can provide the best education for our students.

Sincerely,

Dr. Christina M. Kishimoto
Superintendent

What is in this report?

- Jennifer's scores on the HSA ELA/Literacy and Mathematics Assessments
- How Jennifer's scores compare
- The areas that make up the HSA ELA/Literacy and Mathematics Assessments
- Whether Jennifer met the standard in the different areas of each subject
- How you can help Jennifer improve her ELA/Literacy and Mathematics skills

For more information about this assessment, go to alohahsap.org

Grade 8

2020–2021

Hawai'i Department of Education

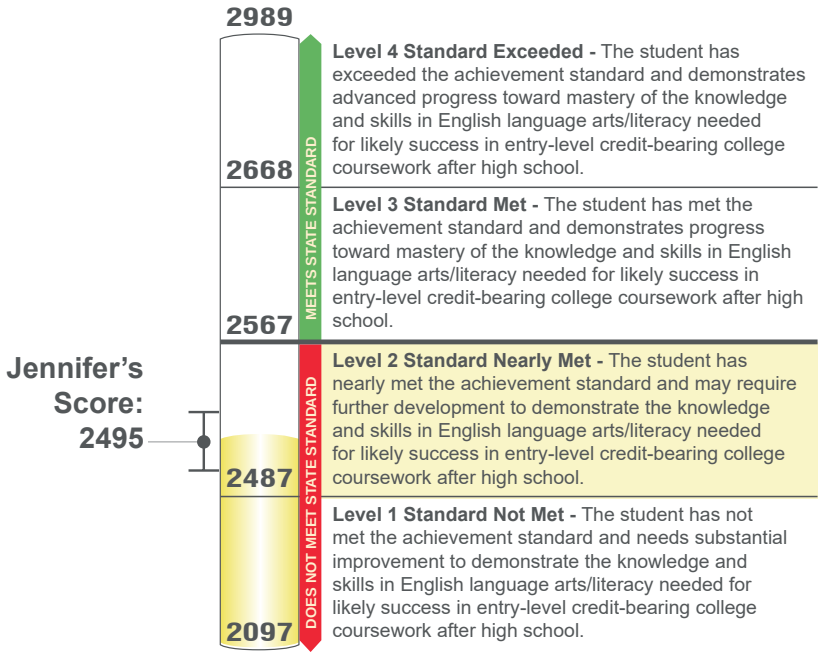
123.1

Jennifer's ELA/Literacy Score

2495
Level 2
Standard Nearly Met

Jennifer's ELA/Literacy score is 2495. This score is lower than the average score of eighth graders in her school, lower than that of eighth graders in her complex area, and lower than that of eighth graders statewide.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jennifer would receive a score between 2490 and 2500.



Lexile® Measure: 480L

How does this compare?

	Average Score
State Average	2651
Complex Area Average	2658
School Average	2605

Has Your Child Met the Standard in the Different Areas of ELA/Literacy?

Reading

At/Near Standard

WHAT THESE RESULTS MEAN: Your child may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

NEXT STEPS: Have your child study dif
same topic. Compare the texts to other ideas (like myths or historical events) and point out analogies (comparing unlike ideas).

Listening

Above Standard

WHAT THESE RESULTS MEAN: Your child can employ effective listening skills for a range of purposes and audiences.

NEXT STEPS: Have your child listen to or watch documentaries or speeches on a topic. Have him or her explain the points presented on the topic using information from the sources. Ask if the sources can be trusted and why.

Research/Inquiry

Below Standard

WHAT THESE RESULTS MEAN: Y
investigate topics, and to analyze, integrate, and present information.

NEXT STEPS: Have your child conduct research on a topic. Have him or her research several sides of the topic, combining data from different sources. He or she needs to include quotations and his or her opinion about the topic.

Writing

Not Enough Evidence

WHAT THESE RESULTS MEAN: Your child may be able to produce effective and well-grounded writing for a range of purposes and audiences, however, the evidence collected was insufficient to make this determination.

NEXT STEPS: Discuss these results with your child's teacher; help your child write argumentative essays, which address opposing views and include a counterclaim, logical reasoning, and support.

Writing Dimensions

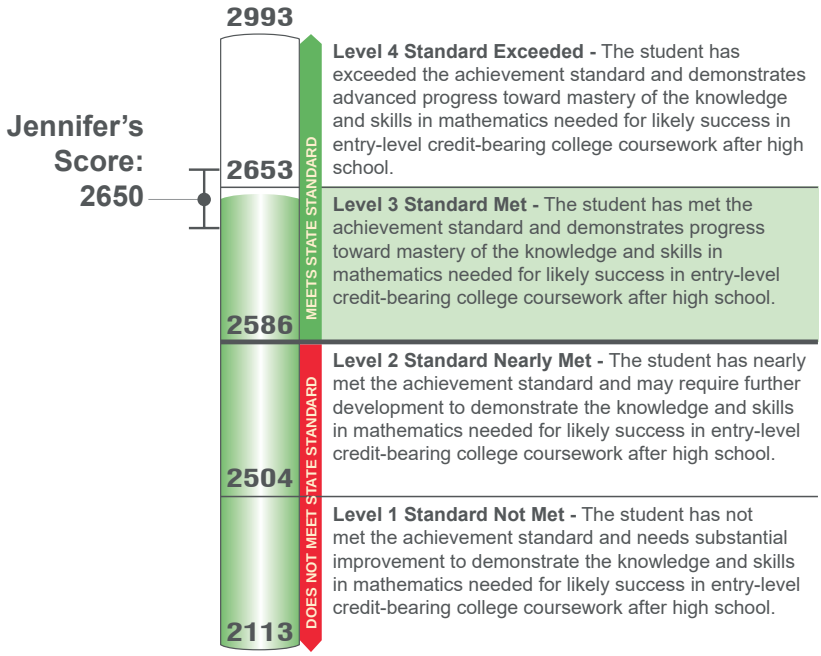
Essay	Organization/Purpose	Evidence/Elaboration	Conventions
Narrative	The narrative response is somewhat sustained and includes an inconsistent plot of real or imagined events, a minimal setting, and limited character development. The events follow an irregular sequence of events and are linked by weak transitions. (Not enough evidence)	The narrative response provides uneven elaboration to support the development of the narrative including vague connections to sources; weak narrative techniques; and partial use of sensory, concrete and figurative language that may not advance the story. (Not enough evidence)	The narrative response shows an adequate understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (Not enough evidence)

Jennifer's Mathematics Score

2650
Level 3
Standard Met

Jennifer's Mathematics score is 2650. This score is higher than the average score of eighth graders in her school, similar to that of eighth graders in her complex area, and similar to that of eighth graders statewide.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jennifer would receive a score between 2630 and 2670.



How does this compare?

	Average Score
State Average	2651
Complex Area Average	2658
School Average	2605

Has Your Child Met the Standard in the Different Areas of Mathematics?

Concepts and Procedures

Above Standard

WHAT THESE RESULTS MEAN: Your child can explain and apply mathematical concepts and

.

NEXT STEPS:

their dimensions were changed. For example, if the radius of the base of a can is doubled, how does that affect the volume of the can? (The can's volume increases.)

Problem Solving and Modeling & Data Analysis

Above Standard

WHAT THESE RESULTS MEAN: Your child can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Your child can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

NEXT STEPS: With your child, explore functions in real-life relationships such as the height of a thrown ball after different amounts of time or the population of a country over time. See that the shape of the function's graphs is not a straight line. Talk about why the rate of change for a function does not stay the same (balls slow down with time).

Communicating Reasoning

At/Near Standard

WHAT THESE RESULTS MEAN: Your child may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

NEXT STEPS:

sides of the triangle.

The table and the graphics above indicate student performance on individual claims. The black line indicates your child's score on each claim. The green rectangle shows the range at which your child will perform if he or she took the test multiple times.

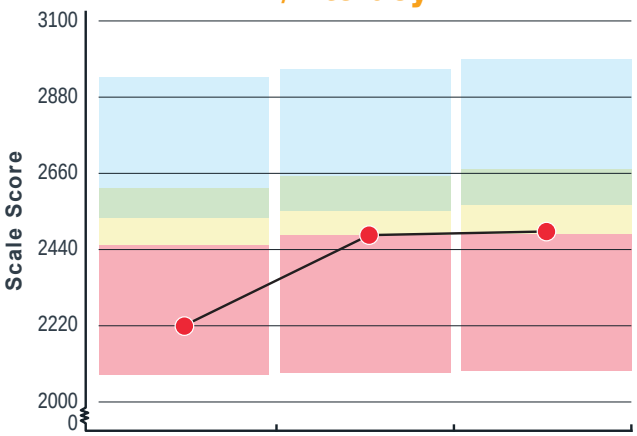
Your Child's Progress

The chart below reports your child's performance for each school year. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.

Legend

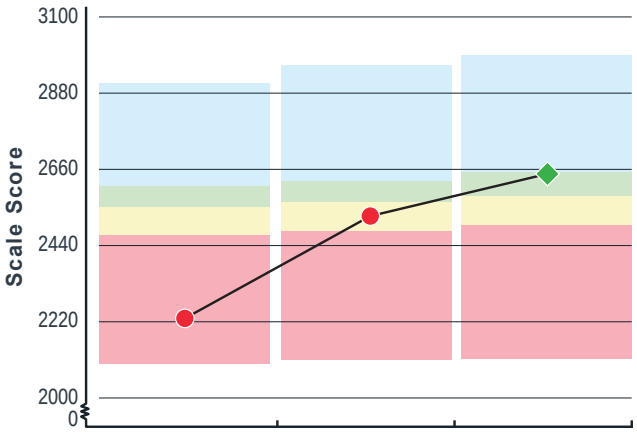
Level 1 | Level 2 | Level 3 | Level 4 | Student Score Met Standards | Student Score Did Not Meet Standards

ELA/Literacy



Year	2017	2018	2019
Grade	Grade 6	Grade 7	Grade 8
Scale Score	2200	2480	2495
Level	1	2	2

Mathematics



Year	2017	2018	2019
Grade	Grade 6	Grade 7	Grade 8
Scale Score	2230	2525	2650
Level	1	2	3

Resources

ELA/Literacy

Parent Roadmaps for CCSS
about the expectations of the Common Core in English Language Arts/ Literacy for Grades K–12. https://www.cgcs.org/Page/328

NEWSELA - This website provides students with high interest . Each article offers a choice of ferent reading levels. https://newsela.com/

LearnZillion - Brief 2-5 minute video lessons provide tricky concepts step-by-step. The videos help struggling learners to build their knowledge and understanding of new concepts. https://learnzillion.com/

Lexile Measure -
approach to measuring reading ability and text complexity on the same developmental scale. This site provides information about how the Lexile measure can be used to support student literacy. http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/Lexile-overview.aspx

Mathematics

Parent Roadmaps for CCSS
about the expectations of the Common Core in Mathematics for Grades K–12. http://www.cgcs.org/site/Default.aspx?PageID=366

Khan Academy - This site provides an extensive library of math content for all grades. Students can practice at their own pace and make use of interactive challenges from any computer with access to the web. https://www.khanacademy.org/math

LearnZillion - Brief 3-10 minute video lessons break down tricky concepts step-by-step. The videos help struggling learners to build their knowledge and understanding of new concepts. https://learnzillion.com/resources/99913-math-instructional-videos/

Illustrative Mathematics - This site provides mathematical tasks, task solutions, and commentary on how the tasks illustrate content standards: http://www.illustrativemathematics.org/

HSAP Assessment Information

What is the purpose of the HSAP?
The Hawai'i Statewide Assessment Program (HSAP) is a statewide standardized testing program tied to the Hawai'i

required for our children to succeed beyond high school. HSAP is designed to:

- help schools and districts determine whether children are making progress on meeting standards; and
- help the state learn how schools and districts are ensuring that children are meeting the standards.

What do the results of the HSAP mean, and how are they used?
HSAP results summarize a student's abilities as they relate to Hawai'i content standards. HSAP is one of the many tools used by teachers to help identify each child's strengths and weaknesses so that they can focus their instruction to meet the

For help in understanding Jennifer's scores and this report, contact Jennifer's teacher or school principal.

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