

Hawaiian Focused Charter School Culturally Relevant Assessment Pilot Findings

ESSA Team

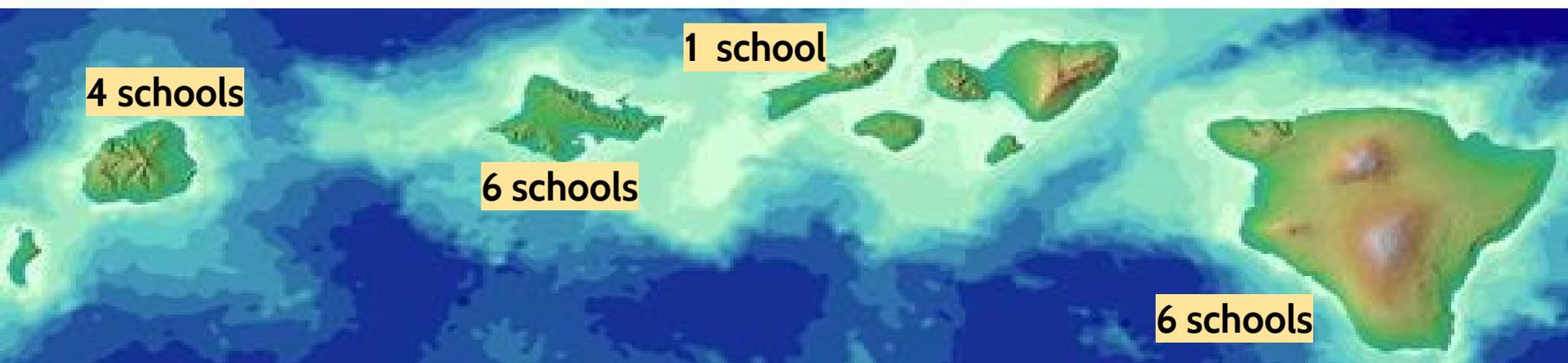
September 10, 2016

9:00-9:30 am

Introductions

- Mahina Paishon Duarte, Kanu o ka 'Āina
- Charlene Hoe, Hakipu'u Learning Center
- Dr. Meahilahila Kelling, Ke Kula 'o Samuel M. Kamakau
- Dr. Denise Espania, Mālama Honua

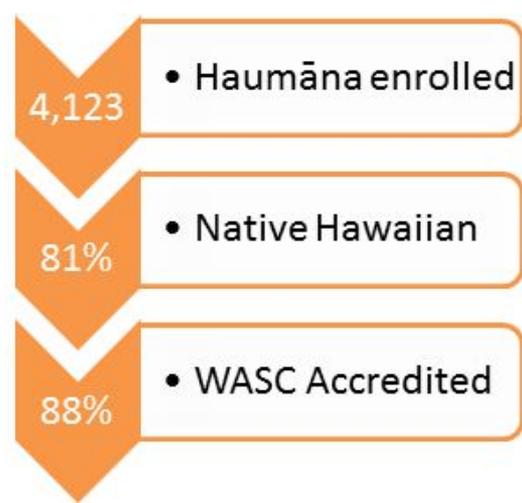
Hawaiian-Focused Charter Schools



4 islands

14 Hawaiian-Focused

3 Conversion



Hawaiian Culture-Based Education

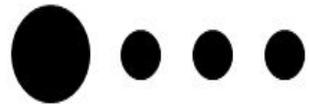
Language



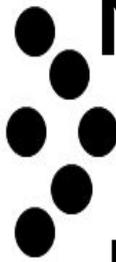
Culture



Identity



Native
Well
Being

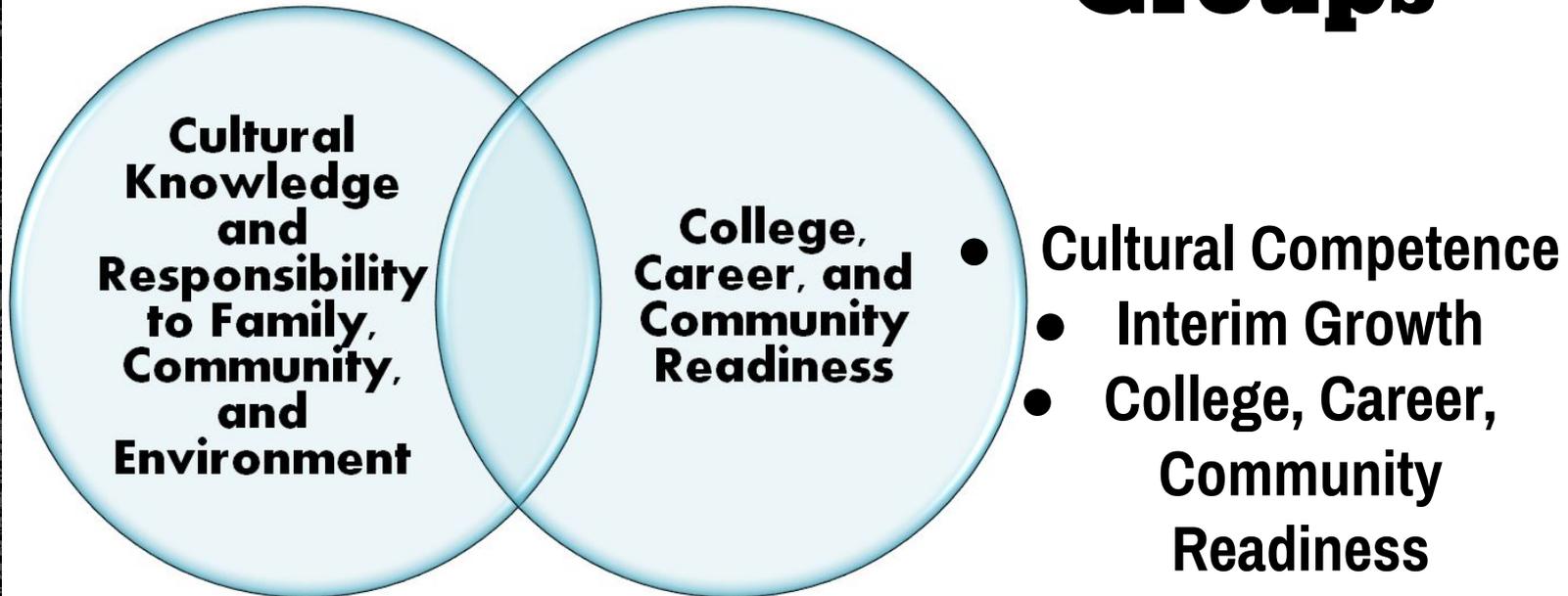


HFCS Vision of the Graduate

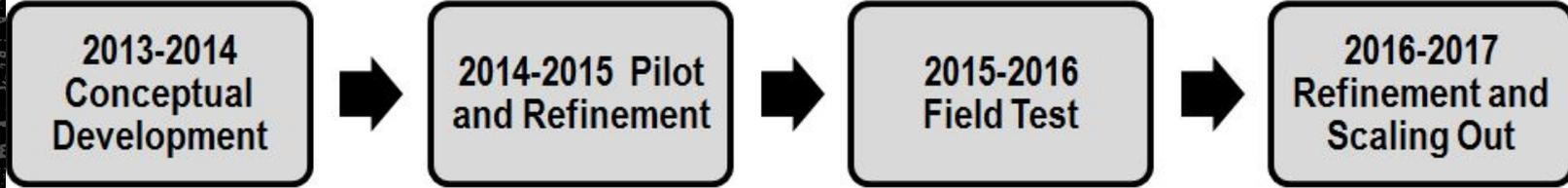
2013



3 CRA Working Groups



CRA Pilot Project



Managed by CRA Steering Committee and facilitated by Ho'olako Like School Improvement Specialists



CRA Steering Committee Po'okumu,
CRA Retreat, July 2016

Allyson Tamura, Kanu o ka 'Āina, Charlene Hoe, Hakipu'u Learning Center, Denise Espania, Mālama Honua, Kaleihōkū Kala'i, Ke Kula 'o Nāwahīokalani'ōpu'u, Mahina Paishon-Duarte, Kanu o ka 'Āina, Meahilahila Kelling, Ke Kula 'o Samuel M. Kamakau

Recommendations

Student success is measured and communicated through the use of multiple forms of assessment instead of a single standardized state assessment.

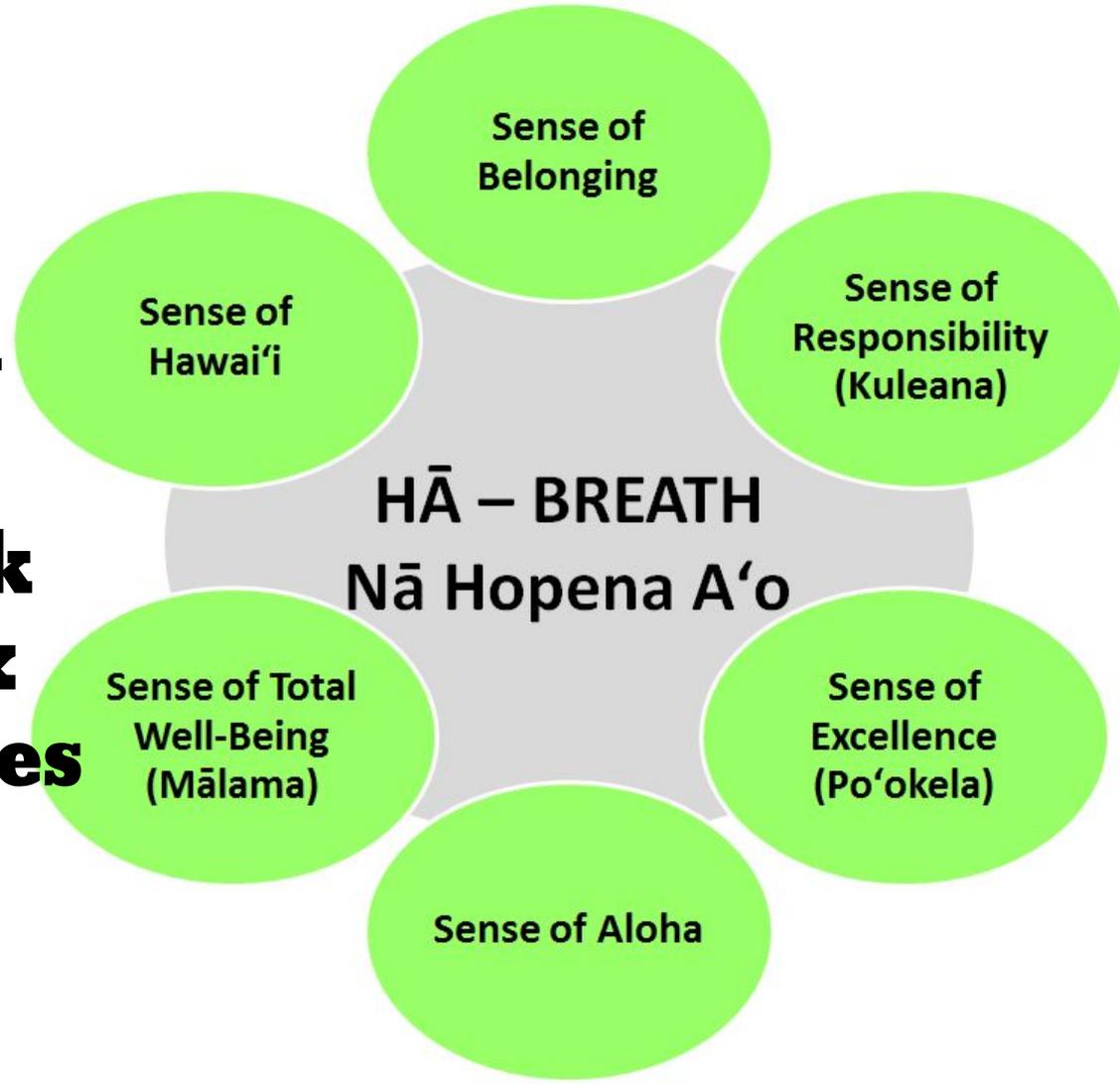
- Growth
- Readiness
- Cultural Competency (performance, artifacts, academic work)
- Individualized Learning Plans

Recommendations

Nā Hopena A'o is foundational to how the proposed global learning outcomes and student learning are assessed.

- Reflection of whole child development
- Contribute to self, family, and community well-being

**CRA
Working
Groups
Crosswalk
Process &
Deliverables**

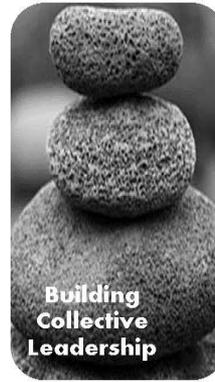


CRA Work Groups Will Share:

1. Process
2. Pilot Deliverables
3. Resources →
 - a. soft & hardcopies
 - b. Hyperlinks
4. Q&A

Hawaiian Focused Charter Schools Culturally Relevant Assessment

14 Hawaiian Focused, 6 Immersion, 3 Conversion, 4111 haumāna, 81% Native Hawaiian, 88% Accredited, **receive 34% less funding from HI DOE**



2002: individual HFCS leaders meeting at KS po'okumu PLCs

2013: crafted collective HFCS Vision of the Graduate

2014: began the CRA Project and formed CRA Steering Committee comprised of po'okumu, HLD, and S&I

PROJECT PRINCIPLES

- Led by HFCS po'okumu [2014-2017 Project Work Plans](#) (click to view)
- Supported by KS Ho'olako Like Dept. (HLD)
- Facilitated by HLD School Improvement Specialists
- Honors unique school missions
- Celebrates school similarities

CRA 3 Working Groups:

developing assessments designed to document progress toward achieving the Vision of the HFCS graduate



HFCS Culturally Relevant Assessment: Cascades from the Vision of the HFCS Graduate and builds a stronger case for the use of School-Specific Success Measures to tell a richer story of success. Crosswalked with [Nā Hopena A'o \(Hā\) DOE Policy E3](#) (click to view). Shares individual and collective stories through student focused evidence.

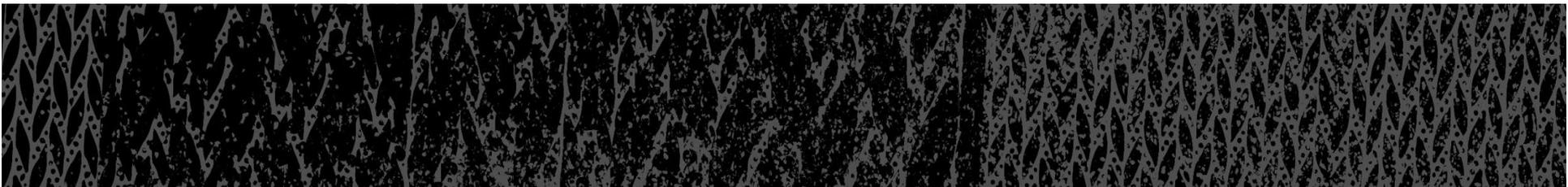


Hawaiian Focused Charter School Vision of the Graduate

Cultural Knowledge, Responsibility to 'Ohana, Community and Environment: Demonstrate, understand, apply Hawaiian values, respect and honor genealogy, recognize and accept leadership roles to manifest cultural knowledge, know a place (history, resources) as a piko and a foundation for making larger connections, understand importance of reciprocal relationships and responsibilities in a cultural context

College & Career Readiness: Communicate effectively (verbal, oral, technologies), a lifelong learner for future competence, able to plan to attain current and future goals, provide adequately for self and family

Hawaiian Focused Charter Schools: Cultivating Native Hawaiian Identity



Cultural
Knowledge
and
Responsibility
to Family,
Community,
and
Environment

College,
Career, and
Community
Readiness

CRA WORK GROUP

College, Career, Community Readiness

- Hakipu'u grades 4-12
- Ka Waihona grades K-8
- Kamaile grades PK-12
- Kanuikapono grades K-12
- Kanu o ka 'Āina grades K-12
- Ke Ana La'ahana grades 7-12
- Waimea Middle grades 6-8



Kanu o ka 'Āina



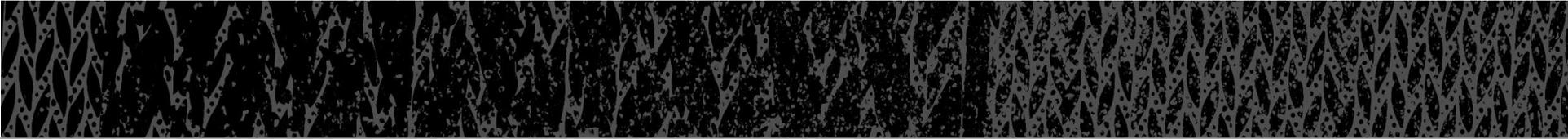
Ka 'Umeke Kaieo

READINESS for
the next level within
community, formal
schooling,
post-secondary
education and
training, and career

Readiness Process



Student Focus Groups, April 2016 →



Inventory of HFCS Readiness processes	Readiness Literature Review	Student Success Plan Rubric draft	17 HFCS po'okumu self-assessed	70 HFCS staff self-assessed	48 HFCS student focus groups	36 HFCS Graduate Surveys
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HFCS Student Success Plan Process Rubric revisions were based on feedback from a variety of stakeholders

Readiness Deliverable:

HFCS Student Success Plan Process Rubric

- grounded in Readiness definition
- processes
- school-wide perspective
- 3 strands crosswalk with Nā Hopena A‘o
- 13 dimensions
- 70 staff & 16 principals self-assessed
- Student Focus Groups

PO‘OKELA <i>excellence</i> : demonstrates skills and knowledge through a variety of assessments that communicate progress and achievement in meaningful ways.				
School Process Dimension	EMERGING	DEVELOPING	IMPLEMENTING (Satisfactory)	EXEMPLARY
Developing a Positive Future Story	process engages students in developing initial ideas about about his/her future story	process supports students connecting initial ideas about his/her future story to long term goals	process includes a current school year plan for students to connect current choices to realizing long-term goals	process includes a long term plan and support mechanisms for implementation for students to connect current choices to realizing long-term goals and successful transitions
Student Communicative Learning (Hō‘ike) <small>Click to view exemplars</small>	school has evidence of isolated student hō‘ike in classroom settings (teacher led in classroom)	school has regular opportunities for student hō‘ike in classroom settings (grade level team)	school provides regular scheduled opportunities for all students to communicate learning through schoolwide hō‘ike inclusive of families and community members (school level with ‘ohana) connected to the school’s vision of a graduate	school provides routine opportunities for all students to communicate learning through schoolwide hō‘ike inclusive of families and community members (systematic, institutionalized) connected to the school’s vision of a graduate. Hō‘ike process is embedded in program, includes post hō‘ike staff reflection and impacts curriculum
Use of Data	process utilizes only quantitative data collected in a central location and accessible to teachers	process utilizes quantitative and qualitative individual student data to inform instruction and student success plans	process utilizes individual student data from a variety of sources to inform student success plans in active collaboration between staff, students, and ‘ohana	process utilizes individual student data from a variety of sources to inform collaborative student success plans and transition to continuous learning.
Assessment Process	process utilizes only state mandated standardized assessments.	process utilizes teacher generated assessments that have a generic connection to student outcomes and gives generic feedback.	process utilizes multiple assessments including teacher generated and student self assessments that are aligned to student outcomes and gives individual student feedback.	process utilizes multiple assessments including teacher, student self and peer generated assessments that are aligned to student outcomes and includes individual student feedback developed collaboratively.
Authentic Assessment	process utilizes only text based summative assessments.	process includes formative assessments but does not build toward summative assessments	process includes authentic assessments that incorporate formative and summative methods.	process includes authentic assessments that incorporate formative and summative methods and tools and are mapped so students can successfully complete the summative assessment.
KULEANA <i>responsibility</i> : makes decisions and uses a variety of assessments to develop and achieve short and long term goals.				
School Process Dimension	EMERGING	DEVELOPING	IMPLEMENTING (Satisfactory)	EXEMPLARY
Behaviors to Reach Full Potential	process includes minimal focus on supporting students building strategies for perseverance.	process includes a focus on supporting students building strategies for perseverance.	process includes a variety of methods that support students building strategies for perseverance to apply to challenging work.	process includes a variety of methods for providing advice and a variety of strategies that support students building strategies for perseverance and seeing challenging work as opportunities for growth
Setting Career Goals	process includes little or no tools and resources for career exploration	process includes tools and resources for career exploration	process includes support to help all students articulate areas of interest, explore career options and pathways selected by students.	process moves all students toward implementation of career options and pathways selected by students.
Supporting Successful Transitions	process includes minimal attention to transition planning	process includes elements of transition plan within the school but not between schools.	transition process aligned with program model for sending/receiving students within and across grade levels and schools (ES, MS, HS, post high)	transition process is documented and includes student reflections
Self Assessment and Goal Setting Process (from Short Term to Long Term Goals)	process focuses on short term goals and/or goals driven by others’ expectations	process engages students in guided self-assessment using performance rubrics and other sources of information to set relevant goals	process engages students in identifying goals and strategies using a variety of assessments to monitor progress and meet learning goals.	process engages students in meeting short-term goals that lead to long term goals
MĀLAMA <i>total well being</i> : identifies and uses adequate support systems to achieve short and long term goals that contribute to self, family, ‘āina, community and world.				
School Process Dimension	EMERGING	DEVELOPING	IMPLEMENTING (Satisfactory)	EXEMPLARY
Student Voice & Advocacy	process is primarily school/teacher directed and static	process includes students in Student Success Plan development	process includes students active role in Student Success Plan development and is responsive to student and ‘ohana input and is revised regularly.	process supports students initiating and leading implementation of Student Success Plan
Community Well-Being Kuleana	process includes defining and directing students’ roles and responsibilities to self	process helps students to recognize their responsibility and the importance of their choices to others.	process helps students to recognize and carry out their roles and responsibilities to promote greater community well-being.	process helps students initiate and lead community projects to promote greater community well-being.
Resiliency	process includes minimal focus on supporting students building strategies for resilience.	process includes a focus on supporting students building strategies for resilience.	process includes a variety of methods that support students building strategies for resilience	Inspire others to reach their very best via example and selflessness process includes a variety of methods for providing advice and a variety of strategies that support students building strategies for resilience and seeing challenges as opportunities for growth
Supportive Relationships and Access to Resources	process assumes learning is dependant on support of the educational staff	process supports groups of learners and is primarily reliant on educational staff	process engages students in identifying resources beyond the classroom to support learning	process supports students in building a network of resources, peers, experts, and teachers to guide and support learning

Readiness Ideas for Measures

- School Student Success Planning Rubric
- Hō'ike Capstone Project Rubric
- HFCS Graduate Surveys



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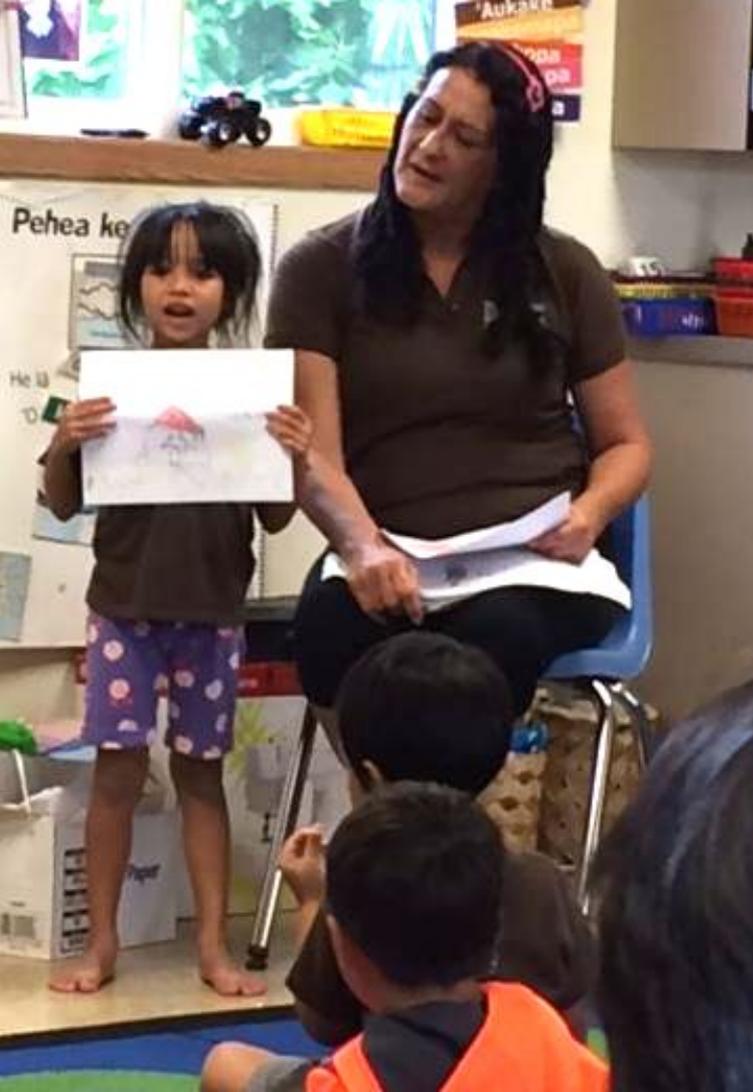
CRA WORK GROUP

Interim Growth

- Hālau Kū Mana (4-12)
- Ke Kula 'O Nāwahīokalani'ōpu'u (PK-8)
- Ke Kula 'O Samuel M. Kamakau, LPCS (PK-12)
- Kualapu'u Public Conversion Charter School (PK-6)
- Kula Aupuni Niihau a Kahelelani Aloha (KANAKA) (K-12)
- Kawaikini NCPCS (K-12)

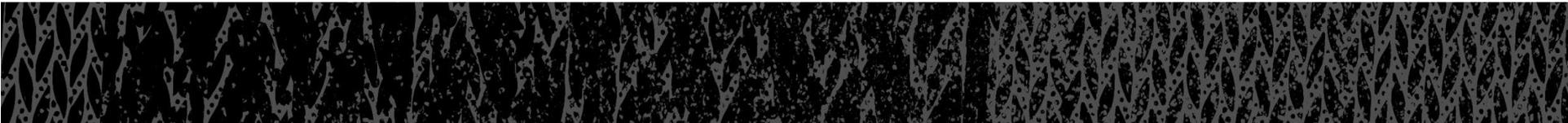
PC: Ka 'Umeke





INTERIM GROWTH
measures that are rigorous,
relevant, and vision and
mission driven, and provide
a unique portrait of each
school's work with the
communities they serve

Interim Growth Process



Inventory of HFCS assessments	Inventory of HFCS data analysis needs	Development of the Interim Growth Validation and Process Review Tool	Engaged Charter School Commissioner /Staff with tool development	Revisions to the tool	Pilot tool with 6 committee member schools
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The Interim Growth Validation and Process Review was developed to guide schools through a reflective process in identifying an assessment that is rigorous, relevant and vision/mission aligned.

Interim Growth Deliverable:

Interim Growth Validation and Process Review

I. Interim Growth Assessment Rationale

The State of Hawai'i relies on a single state assessment to measure the achievement of our students. This presents a challenge for our schools for various reasons-

- The current state assessment does not measure the effectiveness of the vision and mission of the individual charter schools to impact valued school performance
- 17 of the existing 34 charter schools are Hawaiian Focused Charter Schools (HFCS). The current state assessment is not culturally relevant. Additionally, 6 of the 17 HFCS are Hawaiian Immersion schools whose students are expected to test in English during the first year they receive formal English instruction (pg 5).
- A single state assessment presents limited data on the types of student achievement, performance and outcomes.

Therefore, collectively, the Hawaiian Focused Charter Schools wanted to:

- share our stories through student data
- include various types of student achievement, performance and outcomes
- show a more holistic picture of our students and the communities we serve through additional data that are rigorous, relevant and vision and mission driven

The Interim Growth group specifically aims to measure student progress throughout the school level assessments, however, we wanted to develop some guidelines for our schools that student charter schools range from the "off the shelf" assessments such as the Association) assessment and STAR to school developed assessments such as in well as Hawaiian Language proficiency and subject proficiency assessments.

II. Assessment Guidelines

- Criteria
- Minimum two years, ideally 3-5 years (using the same assessment)
 - Administered consistently each year (the number of schools' vision and mission)
 - Complete the reflective process developer assessment
 - Assessment is focused on student and mission
 - Measures "academic" data, ir
 - Data used to drive and inform
 - Data used will be shared

VI. End of Year Schoolwide Data cont.

What do we expect to achieve by the end of our second year? Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your second year.

Rating	Target
Rating 4 Exceeds standard	71% of K-12 students demonstrate the skills of an excellent reader for their grade level (earning a rating of "meets" or "exceed") in the Hawaiian Language Reading Benchmarks
Rating 3. TARGET Meets standard	65%-70% of K-12 students demonstrate the skills of an excellent reader for their grade level (earning a rating of "meets" or "exceed") in the Hawaiian Language Reading Benchmarks.
Rating 2 Approaching standard	55% to 64% of K-12 students demonstrate the skills of an excellent reader for their grade level (earning a rating of "meets" or "exceed") in the Hawaiian Language Reading Benchmarks.
Rating 1 Does not meet standard	fewer than 53% of K-12 students demonstrate the skills of an excellent reader for their grade level (earning a rating of "meets" or "exceed") in the Hawaiian Language Reading Benchmarks.

Kamakau's Second Year Student Data
 Ka Kula 'o Samuel M. Kamakau, LPCS has met its Rating 4 Targets with 73% of all students "meeting" or "exceeding" the Hawaiian Language Reading Benchmarks at the end of Year 2, 2015-2016. The raw student data is provided below along with a graph of student growth of all three assessment collection periods.



- Interim Growth Assessment Rationale
- Assessment Guidelines- Setting the Criteria
- School Identified Assessment
- Crosswalk with Nā Hopena A'ō (HĀ)
- Tool for schools that are interested in submitting a School Specific Measure

Cultural
Knowledge
and
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and
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College,
Career, and
Community
Readiness

CRA WORK GROUP

Cultural Competency

- Ka 'Umeke Kā'eo Grades K -8
- Kanu O Ka 'Āina Grades PK - 12
- Ke Kula Ni'ihau O Kekaha Grades PK - 12
- Kua O Ka Lā Grades K - 12
- Mālama Honua Grades K - 4

Mālama Honua

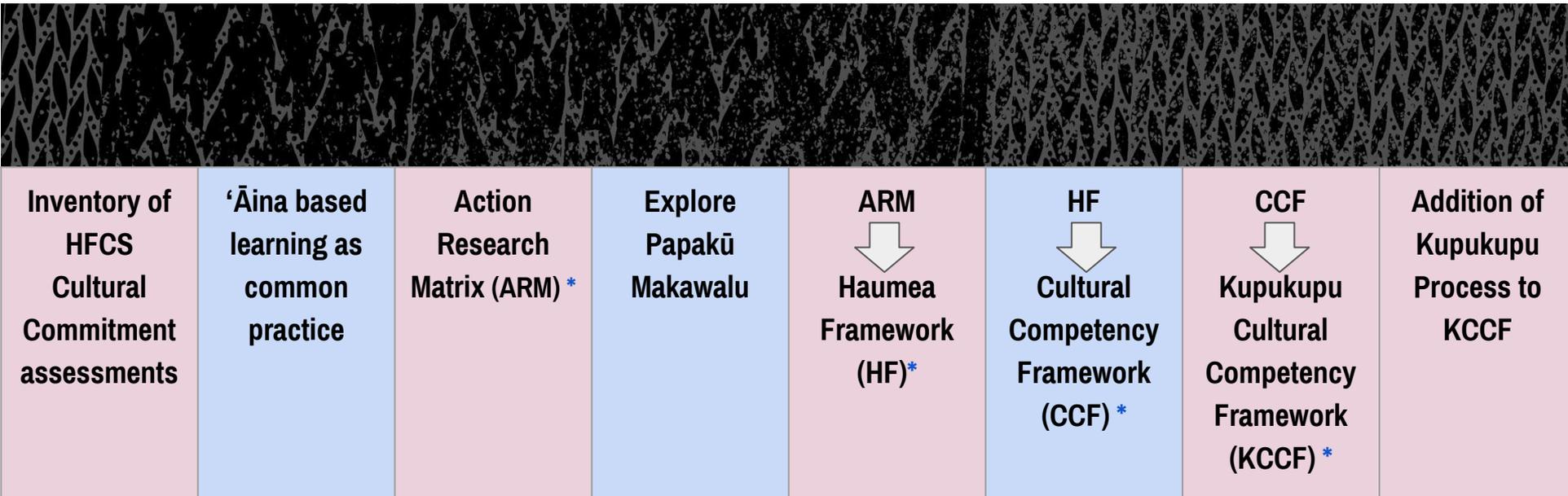


CULTURAL COMPETENCY

Haumāna knowledge, skills, and perspectives aligned to ancestral learning and assessment



Cultural Competency Process



** Followed by kula observation & data collection*

Kupukupu Cultural Competency Framework evolved over the past two years based on input from HFCS

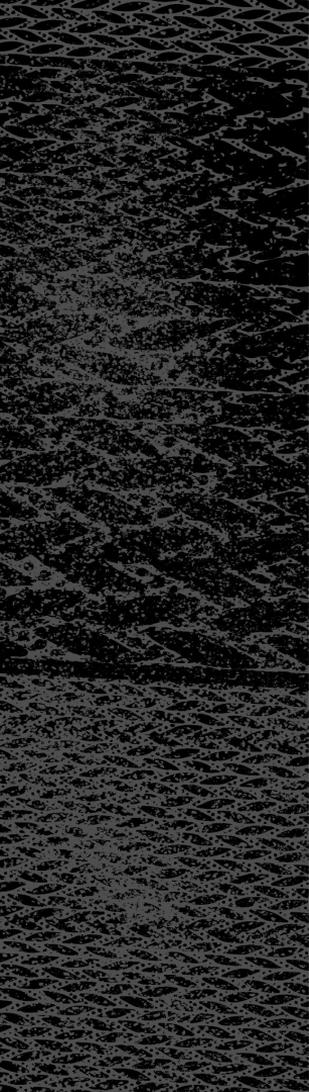
Cultural Competency Ideas for Measures

Composite of evidence of learning in 3 cultural competency areas:

- Performance
- Haumāna Cultural Artifacts
- Haumāna Academic Work

Kanuikapono





He mau nīnau?

Questions?

Mahalo nui loa

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- Charlene Hoe chhoe_hlc@yahoo.com
- Meahilahila Kelling meahilahila@kamakau.com
- Denise Espania despania@malamahonuapcs.org