

LEGISLATIVE REPORT

SUBJECT: Accountability System

REFERENCE: Section 302A-1004, Hawaii Revised Statutes

ACTION REQUESTED: The department shall submit a report on the specifics of the implementation of the comprehensive accountability system, as well as the fiscal requirements and legislative actions necessary to maintain and improve the accountability system.

DOE REPORT: Please see attached report.

The Department of Education has a comprehensive accountability system that provides clear, concise, and actionable information on the Department's work in monitoring and improving student achievement, ensuring their safety and well-being, and promoting their civic responsibility.

Recent processes and publications include an Accountability Framework pursuant to 302A-1004, Hawaii Revised Statutes, published in November 2003. The framework was an effort to coordinate state and federal accountability initiatives into a holistic product that contained and explained department-wide strategic goals and key performance measures. It also sought to bring the state and federal accountability expectations into congruence with various state program planning, budgeting, and evaluation requirements. Finally, it represented the promotion of an accountability model that is essential to continuous improvement at all levels in the educational system.

Also, in May 2003, the United States Department of Education (USDOE) approved Hawaii's Consolidated State Application Accountability Workbook that incorporated the myriad accountability requirements of the No Child Left Behind Act. That Accountability Workbook was amended with the approval of the USDOE in August 2003. It is annually amended with the approval of the federal government. The most recent set of amendments took place in July 2005. The following is a summary of the July 2005 revisions:

- **Accountability for schools which do not have tested grades.** Virtually all of Hawaii's public schools have at least one grade level (3, 4, 5, 6, 7, 8, or 10) assessed under the state assessment program. Those schools, which do not have grade levels that are tested under Hawaii's system-wide assessment program, will be held accountable for their students' proficiency based on one or more of the following:
 1. School-selected assessments of math and reading proficiency.
 2. The results of the first tested grade in the next school that their students attend.
 3. The results of last tested grade in the previous school that their students attended.
 4. State-selected assessments of math and reading proficiency.

- **Calculation of the safe harbor provision.** This provision may be used when the percentage of students in the subgroup, school, or LEA/SEA who are *not proficient* decreases (improves) by at least 10% over one year (e.g., from Spring 2004 to Spring 2005), by at least 19% over two years (e.g., from Spring 2003 to Spring 2005), or by at least 27% over three years (e.g., from Spring 2002 to Spring 2005).

- **Increasing the minimum n-count from thirty (30) students to forty (40) students to make inferences regarding student proficiency.** For accountability purposes (i.e., determining AYP), the minimum number of students is 40 for making inferences about student proficiency and 40 for making inferences about the assessment participation rate. These minimum n-count criteria are applied consistently across the State for reporting and accountability purposes.
- **Adding the standard error of the proportion.** The Department will apply the standard error of the proportion to subgroups at the school and LEA/SEA level, if a subgroup at the school or the LEA/SEA level is deemed to have not met the annual measurable objective for reading or math. The Department will limit the standard error of the proportion to not more than five percentage points.

If the sum of "the proportion of students who *are* proficient" and "the standard error of the proportion" is greater than or equal to the annual measurable objective for reading or math (i.e., $p + SE \geq AMO$), then the subgroup will be deemed to have met the annual measurable objective for reading or math. If the sum of "the proportion of students who *are* proficient" and "the standard error of the proportion" is less than the annual measurable objective for reading or math (i.e., $p + SE < AMO$), then the subgroup will be deemed to have not met the annual measurable objective for reading or math. The standard error of the proportion will **not** be applied to participation rate, graduation rate, retention rate, or safe harbor calculations.

Act 51, Session Laws of Hawaii 2004, as amended by Act 221, Session Laws of Hawaii 2004, provided an additional impetus to clarify and enhance the Department of Education's accountability system and processes. One of the most fundamental changes in that system is the publication of annual Educational and Fiscal Accountability Trend Reports on every school and complex as well as for the system as a whole. These trend reports provide the most recent three years of data on a broad set of indicators measuring student achievement as well as the Department's efforts to ensure their safety and well-being, and promote their civic responsibility. These reports, designed to be simple, accessible, and easy to read, are being produced in hard copy format and are being placed on the Department's website. The Department first published these reports in December 2004 and has recently published another set.