

# Ilima's Friday Bulletin

## "So What ARE the Targets?"



### Academic Plan Development- Strategic Plan School-Level Target Setting Guidance (Specific to Middle/Intermediate Schools)

In our school's continuing effort to craft the three-year academic plan due on May 2, 2017 the following information is being shared with everyone. The information is intended to help inform everyone about how school success will be measured with the new three-year academic plan. This information will help guide schools set targets to be documented in the new three-year academic plan.

#### **Chronic Absenteeism:**

Chronic absenteeism is defined as the percent of students who are absent for 15 or more school days a year excluding long-term documented medical emergencies.

#### **School Climate:**

School climate is defined as percentage of **students** reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS).

#### **Inclusion Rate:**

Inclusion rate is defined as the percentage of students receiving special education services who are in general education classes for 80% or more of the school day.

#### **Academic Achievement:**

Academic achievement is defined as the percentage of students meeting achievement standards/proficiency on statewide assessments in English Language Arts/Literacy (ELA), Mathematics and Science.

#### **Achievement Gap:**

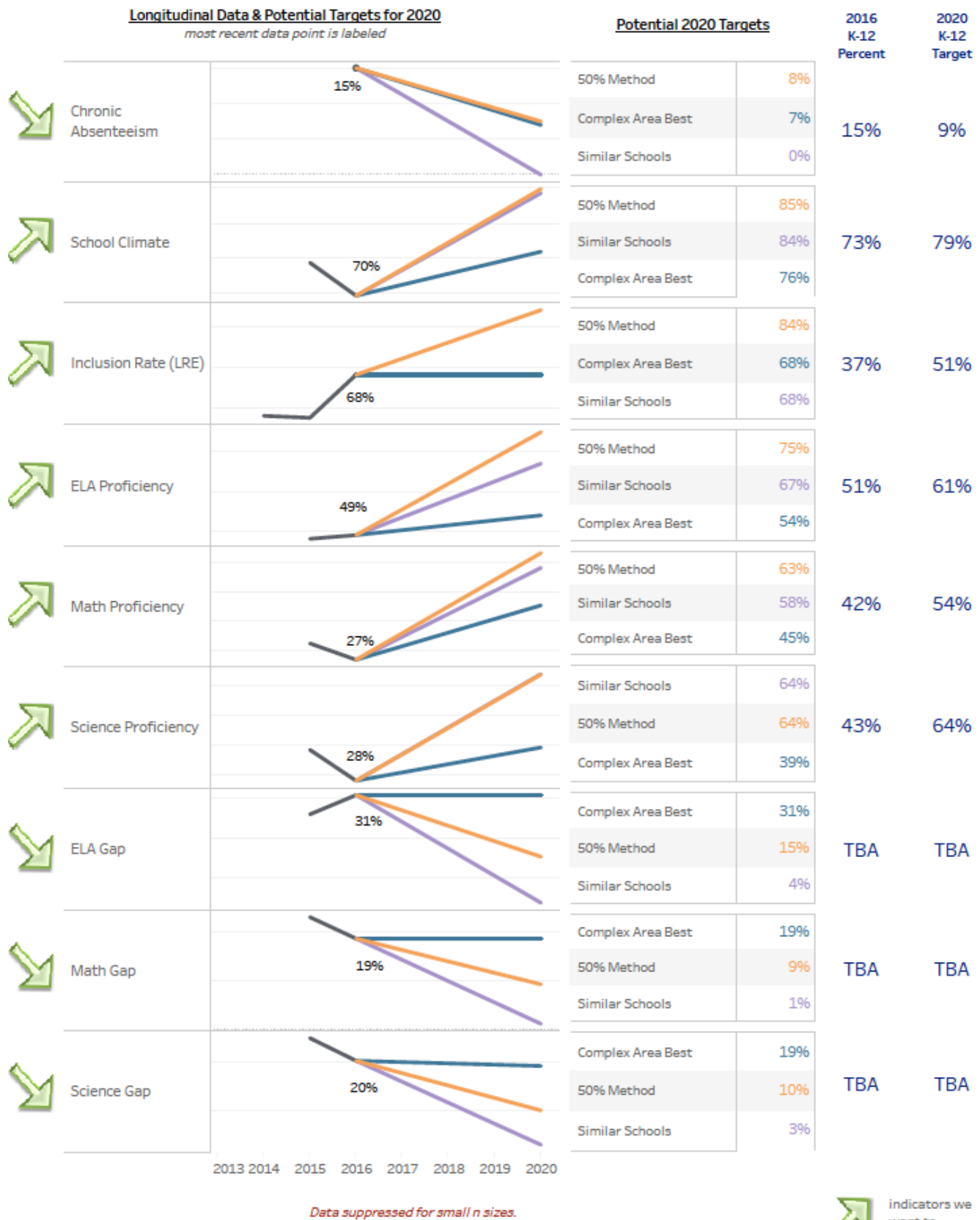
Achievement gap is the difference (percentage points) between High Need students and Non-High Need students meeting achievement standard/proficiency on statewide assessments. **High needs include economically disadvantaged, special needs and English Language Learners.**

*The first attachment specifically lists Ilima Intermediate's longitudinal data and potential targets for 2020. Campbell-Kapolei Complex principals received their school's data and potential targets on February 17, 2017.*

*The second attachment provides guidance when trying to understand the following terms:*

- 1. 50% Method**
- 2. Complex Area Best**
- 3. Similar Schools**

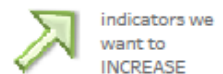
PLEASE REFER TO THE MIDDLE SCHOOL INDICATOR APPENDIX FOR DETAILS ON DEFINITIONS AND CALCULATIONS.



**Federally Required Accountability Measures**

	2015	2016
ELA Growth (MGP)	62.0	53.5
Math Growth (MGP)	52.0	41.0

English Language Proficiency (ELP) will also be included in Strive HI as a federally required indicator. The definition of this measure will be finalized soon, and preliminary data will be shared with schools for planning purposes.



Middle/Intermediate School Indicator Appendix

	DEFINITION/CALCULATION	POTENTIAL TARGETS	
Chronic Absenteeism	% of “Full School Year” students who are absent for 15 or more school days a year (excluding long-term documented medical emergencies).	50% Method	Reducing your school’s chronic absenteeism rate by half by 2020, based on your school’s rate for SY 15-16.
		Complex Area Best	Lowest chronic absenteeism rate among middle/intermediate schools in your complex area.
		Similar Schools	Lowest chronic absenteeism rate among other Title I or Non-Title I middle/intermediate schools, based on your school’s Title I status in SY 15-16.
		<i>Original attendance data pulled from SIS, validated, and filtered for FSY students (consistent with previous Strive HI definitions)</i>	
School Climate	% of students reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS).	50% Method	Reducing the percentage of students who do <u>not</u> report a positive school climate by half by 2020.
		Complex Area Best	Highest school climate rate among middle/intermediate schools in your complex area.
		Similar Schools	Highest school climate rate among other Title I or Non-Title I middle/intermediate schools, based on your school’s Title I status in SY 15-16.
		<i>Includes all student survey responses from Elem, Middle, and/or High School Student Surveys</i>	
Inclusion Rate	% of students receiving special education services who are in general education classes for 80% or more of the school day.	50% Method	Reducing the percentage of students who are <u>not</u> in general ed classes for 80% or more of the school day by half by 2020.
		Complex Area Best	Highest inclusion rate among middle/intermediate schools in your complex area.
		Similar Schools	Highest inclusion rate among other Title I or Non-Title I middle/intermediate schools, based on your school’s Title I status in SY 15-16.
		<i>Data source: Least Restrictive Environment (LRE) data provided by OCISS Based on “Child Count” data from Dec 1 of each year and includes all students with disabilities/IEPs</i>	
Academic Achievement	% of students meeting achievement standards/proficiency on statewide assessments in English Language Arts/Literacy (ELA), Mathematics, and Science.	50% Method	Reducing the percentage of students who are <u>not</u> meeting achievement targets by half by 2020.
		Complex Area Best	Highest achievement level among middle/intermediate schools in your complex area.
		Similar Schools	Highest achievement rate among other Title I or Non-Title I middle/intermediate schools, based on your school’s Title I status in SY 15-16.
		<i>Data source: OSIP – Assessment &amp; Accountability Branch Consistent with Strive HI definitions and business rules (e.g. filtered for FSY students)</i>	
Achievement Gap	Difference (% points) between High Need students and Non-High Need students meeting achievement standard/proficiency on statewide assessments. High Needs include economically disadvantaged, special needs, and English Learners. Based on FSY students.	50% Method	Reducing the achievement gap by half by 2020.*
		Complex Area Best	Lowest achievement gap (greatest equity) among middle/intermediate schools in your complex area.*
		Similar Schools	Lowest achievement gap (greatest equity) among other Title I or Non-Title I middle/intermediate schools, based on your school’s status in SY 15-16.*
		<i>Note that this indicator is DIFFERENT from the Strive HI indicator that has been reported in the past – the Achievement Gap Rate. Schools are highly encouraged to analyze overall achievement (proficiency) alongside achievement gap while making decisions/assumptions about student needs. Data source: OSIP – Assessment &amp; Accountability Branch *In the event of a negative gap (i.e. HN students with higher proficiency than NHN students), the potential target was set to 0.</i>	

*School data was not reported for an indicator if the student count (denominator) was less than 10. School percentages were not identified as potential targets for the “Complex Area” or “Similar Schools” methodologies if the student count was less than 20.*