

**SPP/APR Educational/Community Partner Meeting
FFY 2022**

Breakout Discussion Group 2: Indicator 3 Statewide Assessments
December 8, 2023 - 9:40-10:40 AM

Indicator 3 Slides Presentation Link:

<https://drive.google.com/file/d/1L28nZtwNvpytS8PccKbh1GqnaOqCfk4W/view?usp=sharing>

Summary of Presentation

INDICATOR 3A: 95% Participation in Statewide Assessments

INDICATOR 3A: GRADE 4, 8 & 11 Reading & Math
Indicator 3A: Participation Rates for Children with IEPs

What does the data show since the establishment of the baseline? (Slide 9)

Targets:

- Reading and Math Target is **95%**

Reading 2022-2023:

- Grade 4 Reading with IEP (97%), Grade 4 Reading with nonIEPs (98%)
- Grade 8 Reading with IEP (92%), Grade 8 Reading with nonIEPs (96%)
- Grade 11 Reading with IEP (84%), Grade 11 Reading with nonIEPs (93%)

Math 2022-2023:

- Grade 4 math with IEPs (97%), Grade 4 math with nonIEPs (99%)
- Grade 8 math with IEPs (93%), Grade 8 math with nonIEPs (97%)
- Grade 11 math with IEPs (85%), Grade 11 math with nonIEPs (94%)

Indicator 3A: Current Improvement Strategies to Increase Participation Rate

- Annual Statewide Assessment Training for Test Coordinators and Test Administrators to ensure understanding and compliance with assessment timelines, due dates, processes, and procedures.
- Statewide professional development of accessibility support to ensure understanding of accessibility tools available on statewide assessment, timelines, and procedures.
- Statewide professional development and demonstration of accommodations for low-incidence populations such as students with hearing or visual impairments.

Indicator 3A: Are there any other ideas to Increase Participation for Students with Disabilities in Statewide Assessments?

- Create awareness of all the accessibility features available for students among IEP members and families. Recommend that the approved accommodations for statewide assessment training be available not just to DOE but extended to other IEP team members including the families. Link to [Accessibility and Accommodations Training](#).
- Parent and Family Engagement to learn about statewide assessments. Hold events throughout the year.
- Infographics and social media campaigns to increase participation.
- Increase parent engagement, including students' voices in the statewide participation and proficiency rate improvement.
- Strengthen parent engagement overall so we are a team all year round. Parents may not send students to school due to a lack of information on the importance of statewide assessment.

- Provide information to parents and students that the student will not be graded, but the statewide assessment is to see how the state is doing. Students may not want to come to school because they don't want to fail when taking the statewide assessment.

INDICATOR 3B: GRADE 4, 8 and 11 Reading & Math

Indicator 3B: *Proficiency rate for children with IEPs against grade-level academic achievement standards.*

What does the data show since the establishment of the baseline?

Reading 2022-2023:

- 4th grade reading target is $\geq 14\%$, state rate is 9.40%
- 8th grade reading target is $\geq 12\%$, state rate is 8.32%
- 11th grade reading target is $\geq 19\%$, state rate is 12.86%
- Reading proficiency is below the target.

Math 2022-2023:

- 4th grade math target is $\geq 16\%$, state rate is 11.48%
- 8th grade math target is $\geq 10\%$, state rate is 4.60%
- 11th grade target is $\geq 7\%$, state rate is 1.92%
- Math proficiency is below the target.

Indicator 3B: Current Improvement Strategies to Proficiency Rate for Students with IEPs Against Grade Level Achievement Standards

- The Assessment Section provides professional development for accessibility support available for statewide assessment that includes the universal tool, designated support, and accommodations.
- SBA interim assessment is available to support formative practices.
- Standard-based IEP supports students in acquiring skills and concepts that are essential to meet grade-level expectations.
- Inclusive practices support the students with IEP to receive grade-level instruction and participate in peer activities.

Indicator 3B: Are there any other Ideas to Increase Proficiency Rates for Students with Disabilities in Statewide Assessments?

Last Year's Discussion:

- Increase the number of students who receive instruction with support in the general education classroom for most of the day.
- Literacy coaches at Complex Areas and school levels, including an emphasis on disciplinary literacy.
- Addressing chronic absenteeism.
- Appropriate testing accommodations and modifications for students.
- Revisit targets to move Hawaii from the bottom one-third of states.

Non-IEP peers are also struggling. Look at a larger holistic approach.

INDICATOR 3C: GRADE 4, 8 & 11 Reading & Math

Indicator 3C: *Proficiency rate for children with IEPs against alternate academic achievement standards.*

What does the data show since the establishment of the baseline?

The baseline was established on SY 18-19. Because of pandemic school closure, no data is available on SY 20-21.

Reading 2022-2023:

- 4th grade reading target is $\geq 56\%$, state rate is 41%
- 8th grade reading target is $\geq 48\%$, state rate is 31%
- 11th grade reading target is $\geq 41\%$, state rate is 37%
- Reading proficiency is below the target.

Math 2022-2023:

- 4th grade math target is $\geq 55\%$, state rate is 37%
- 8th grade math target is $\geq 46\%$, state rate is 31%
- 11th grade target is $\geq 43\%$, state rate is 37%
- Math proficiency is below the target.

Indicator 3C: Current Improvement Strategies to Proficiency Rate for Students with IEPS Against HSA-Alt Assessment:

- The Assessment Section is making HSA-Alt Classroom Embedded Assessment available to support formative assessment opportunities for HSA-Alt eligible students.
- The Assessment Section is providing professional development to the special education teachers through HSA-Alt item authoring workshops to ensure a deeper understanding of the HSA-Alt Performance Level Descriptors.
- The Exceptional Support Branch is piloting the curriculum for students with severe disabilities to support instruction aligning with grade-level standards.

Indicator 3C: Are there any other ideas to increase proficiency rates for students who participate in HSA-Alt Assessment?

- Inclusive practices support students with severe disabilities in being exposed to grade-level concepts and skills.
- Align instruction to the grade level standards.
- Improve Awareness and understanding of HSA-Alt Performance Level Descriptors, which is the performance level expectation for the HSA-Alt

INDICATOR 3D: GRADE E4, 8 & 11 Reading & Math

Indicator 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

What does the data show since the establishment of the baseline?

Reading 2022-2023:

- Grade 4 Reading baseline $\leq 37\%$, state rate is 45%
- Grade 8 Reading baseline $\leq 39\%$, state rate is 44%
- Grade 11 Reading baseline $\leq 40\%$, state rate is 46%

Math 2022-2023:

- Grade 4 Math baseline $\leq 32\%$, state rate is 38%
- Grade 8 Math baseline $\leq 28\%$, state rate is 26%

- Grade 11 Math baseline \leq 23%, state rate is 23%

Indicator 3D: Current Improvement Strategies to Decrease the Gap for Children with IEPs on Statewide Assessments on Reading and Math

- Standard Based IEP supports students with IEP to acquire skills required to meet the grade level expectation.
- Inclusive Practices supports students with IEP to receive grade-level instruction by strengthening tier 1 instruction.
- SBA Interim Assessment is available for all students to support formative practices.

Indicator 3D: Ideas to Decrease the Gap for Children with IEPs on Statewide Assessments in Reading and Math

- Strengthening Family Engagement

Questions during Assessment Break Out Sessions:

- Follow-up question regarding Indicator 3B: Are there any other ideas to increase proficiency rates for students with disabilities in statewide assessments? Last year's discussion results → were they implemented, and what were the results?