2026 Spring Training Information Sessions

Turning Data into Action: Tools and Deep Dives for School Improvement

April 14th, 2026

Accountability Section
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Session Outcomes

- **Access and (re)familiarize** ourselves with Accountability resources, including the ADC and CNA Data Workbook
- **(Re)organize** school data flows and systems
- **Analyze** Accountability reports and data
- **Identify** actionable school improvement steps, informed by analysis of data
- **Envision** partnership opportunities that support student outcomes

Learning Agenda

- Introductions and Session Objectives
- Accessing Accountability Resources
- Meeting a Need Through Strategic Practic
- Data Systems as Ahupuaʻa
- Data Storytelling Process
- Data Deep Dive Preview
- Opportunities and Updates
- Q&A and Reflection

Accessing Accountability Resources

Accountability Reports Sharing

arch.k12.hi.us

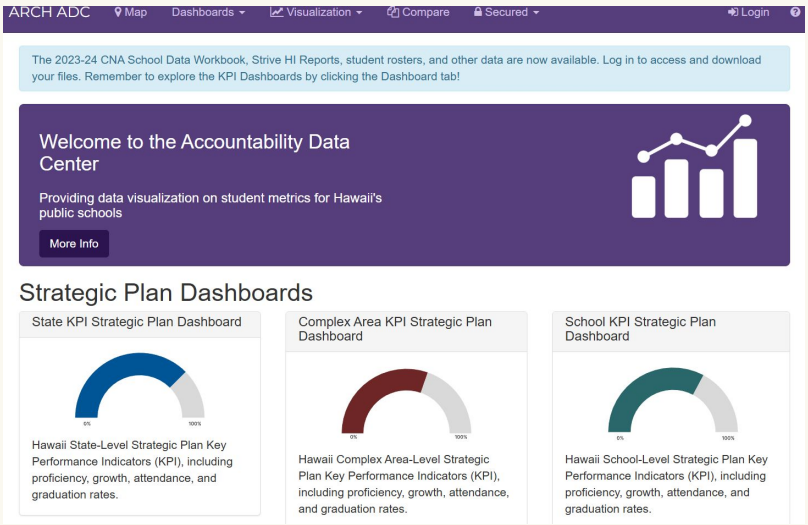
STATE OF HAWAII DEPARTMENT OF EDUCATION

Accountability Resource Center Hawaii

ESSA	Strive HI	Other School, Complex Area, and State

Accountability Data Center (ADC)

https://adc.hidoe.us



CNA Data Workbook

Created in collaboration with the School Improvement Section to help gather and organize data for the Comprehensive Needs Assessment (CNA)

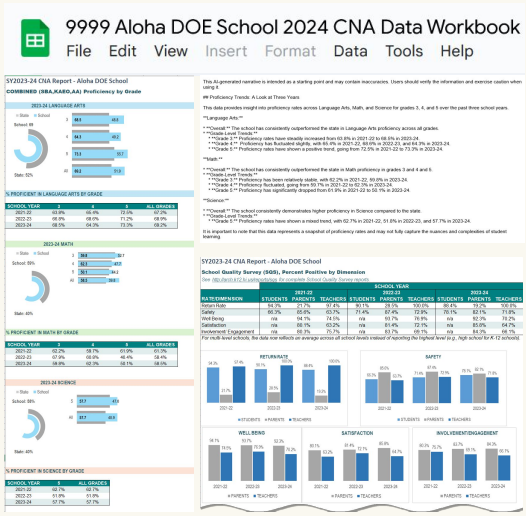
Available in mid-October

Contains the following data:

- Community
- Demographic
- Attendance
- Discipline
- Staff
- Survey (e.g., SQS, SEL)
- Proficiency and Universal Screener
- Graduation and Dropout

New this year:

- Student Perception Survey (SPS)
- Kindergarten Entry Assessment (KEA)
- Advanced Placement (AP)
- Honors Recognition Certificates (Academic, CTE, and STEM)



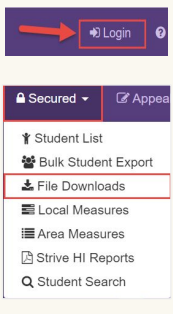
Note: Contains unsuppressed data

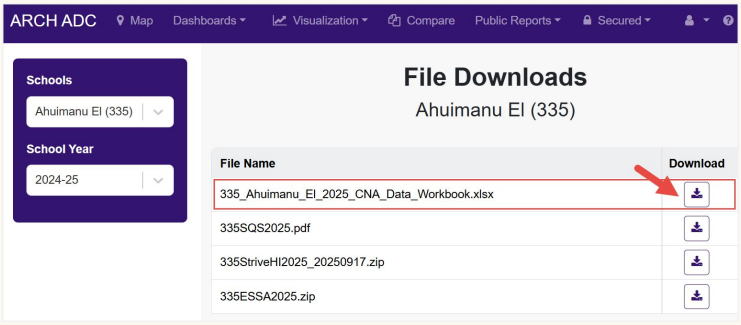
How to download the CNA Data Workbook

For ADC access, have your principal email: ***osip-accountability.support@k12.hi.us***

Sample CNA Data Workbook

https://tinyurl.com/8ft3zewy

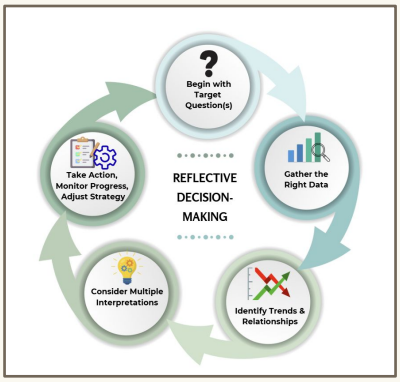


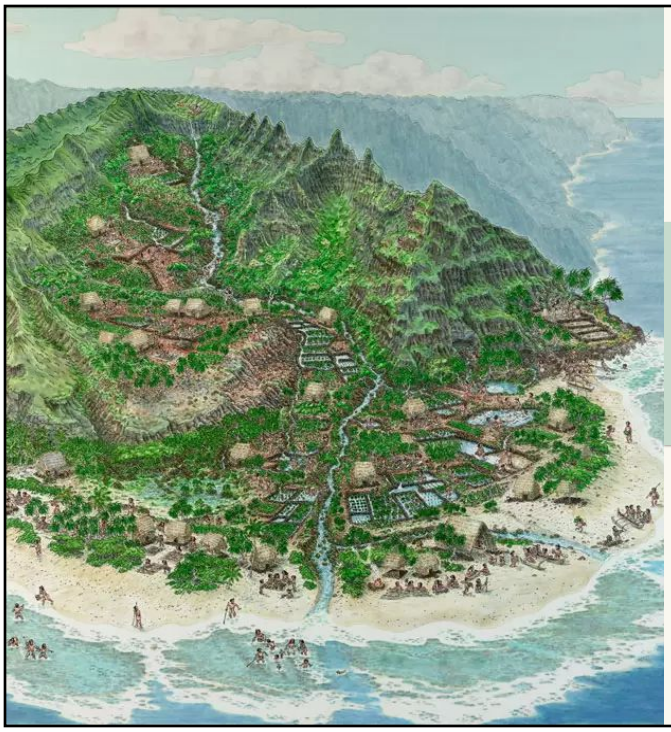


Walkthrough: Meeting a need through strategic practice

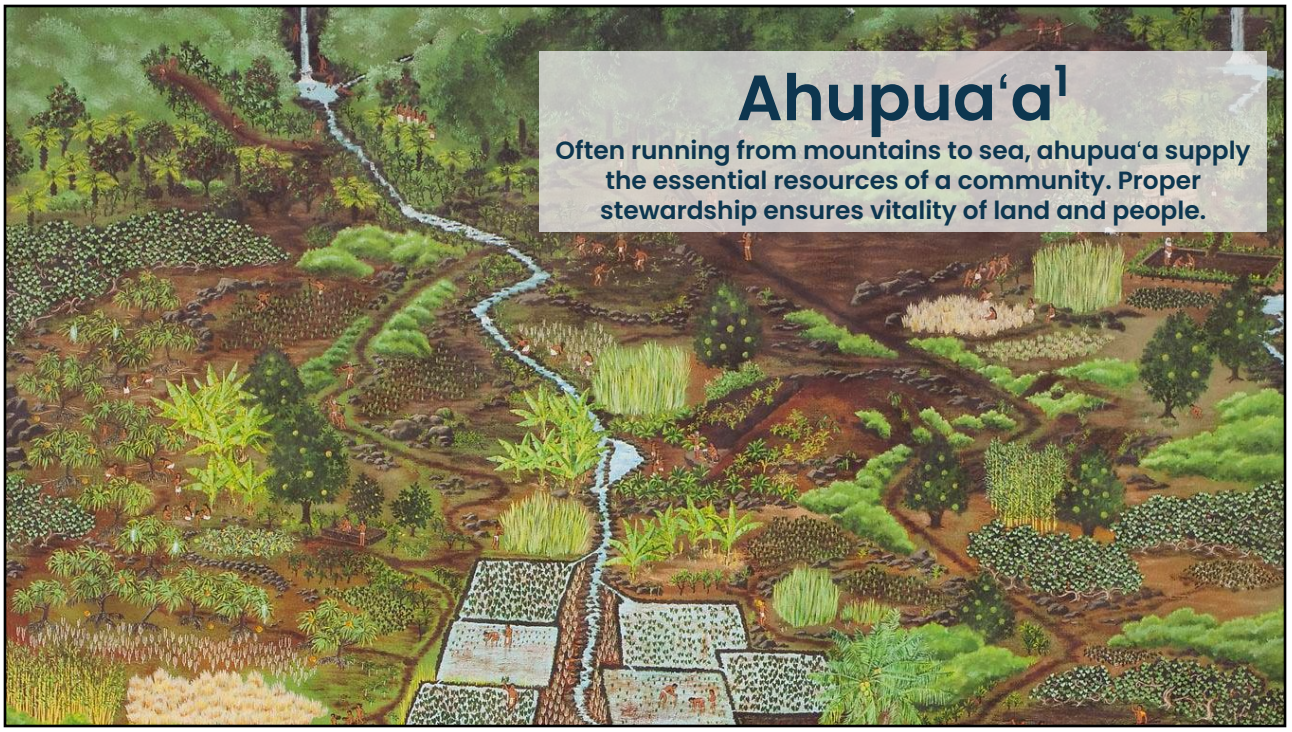
A Model of Strategic Data Practice

1. Your Targeted Question
2. The "Right" Data
3. Your Hypothesis
4. Other Possible Explanations
5. Action Steps
6. What Would Impact Look Like/ How it Would be Measured
7. Adjustment Example





Data Systems as Ahupua‘a



Ahupua‘a[1]

Often running from mountains to sea, ahupua‘a supply the essential resources of a community. Proper stewardship ensures vitality of land and people.

Data System Stewardship

A **konohiki** stewards an ahupua‘a. With deep knowledge of resources, relationships, and seasons, konohiki nurture the conditions for a sustainable and thriving watershed system.

- Gather data (Direct observation and conversation with others)
- Reflect (Alone and with others)
- Identify trends (i.e. What works well; what could be improved)
- Multiple interpretations (i.e. Why trends exist)
- Take action, monitor progress, adjust strategy

Mapping Your Data System

Blue (Source)
The places where data come from.

Examples: ADC, LEI, Panorama, *Infinite Campus*

Black (Irrigation)
The paths created for analysis and strategic use of interpretation.

Examples: School Spreadsheet, Complex Area Dashboard

Brown (People)
The people who input, organize and make sense of data streams.

Examples: Teachers, Counselors, Principals *Everyone*

Green (Crops)
The school decision made, based on analysis of data streams.

Examples: CNA, AcPlan, Curriculum, Classroom Intervention

Discussion

Reflect on the data systems at your schools:

- How are your data systems designed similarly/how are they different?
- What challenges do you face around organizing your data (from harvesting, to feeding, storing and making sense of your data)?
- How might you reorganize your data system to better support a sense-making process that leads to *strategic* decision-making?

Data Storytelling Process

Organize Data System	Engage in Strategic Practice	Share Stories
• Steward system where data flows from sources to sense-making • Group people with complementary skills	• Practice, practice, practice • Fold in multiple perspectives and track impacts	• Center shared goals • Match strengths to reach specific audiences • Ground in school values

Beyond Short-Term Performance (2015-2025)

A Decade of SBA Achievement

Insights from 10 Years of Data

What the Decade Reveals

Single Year = Status (Where Students Are)

10 Years = Progress (Did Actions Matter)

MATH

• Flat Before COVID	41% - 43%	(2015-2019)
• Grade 11 Continued Decline	30% - 26%	(2019-2025)

Math challenges started before COVID

ELA

• Real Growth	48% - 54%	(2015-2019)

Insights from 10 Years of Data

Why This Matters

COVID = Evidence, Not Excuse	Signal vs Noise	Accountability to Trajectory
• Shows disruption, defines recovery baseline • Reveals which students returned, and how to direct resources	• ***Short-term =*** Unreliable to identify trends/anomaly • ***Long-term =*** Surface patterns/areas of action needed	• The goal is not a report card • Perspective to decide where to invest, sustain, change

Key insight:
Long-term trends, not COVID, explain current performance

What Longitudinal Data Lets Us Ask

Trends & Trajectory

- Is proficiency improving over time, or fluctuating
- Did we have momentum before COVID, or were we already stalled
- Where has growth been durable vs. a one-year blip

What Longitudinal Data Lets Us Ask

Grade-Level Patterns

- At what grade do Math proficiency rates begin to decline, and it is consistent across years
- Which transitions—elementary to middle, middle to high–show the sharpest drops
- Are there grades that are persistently strong or weak regardless of year-to-year variation

What Longitudinal Data Lets Us Ask

COVID and Recovery

- How large was the disruption across grades and subjects
- Which grades have genuinely recovered, and which have not
- Is “recovery” real improvement or just return to an insufficient baseline

What Longitudinal Data Lets Us Ask

Do Early Gains Hold

- Do strong early elementary outcomes predict strong middle and high school outcomes
- Are students in early grades during COVID showing different patterns

What Works

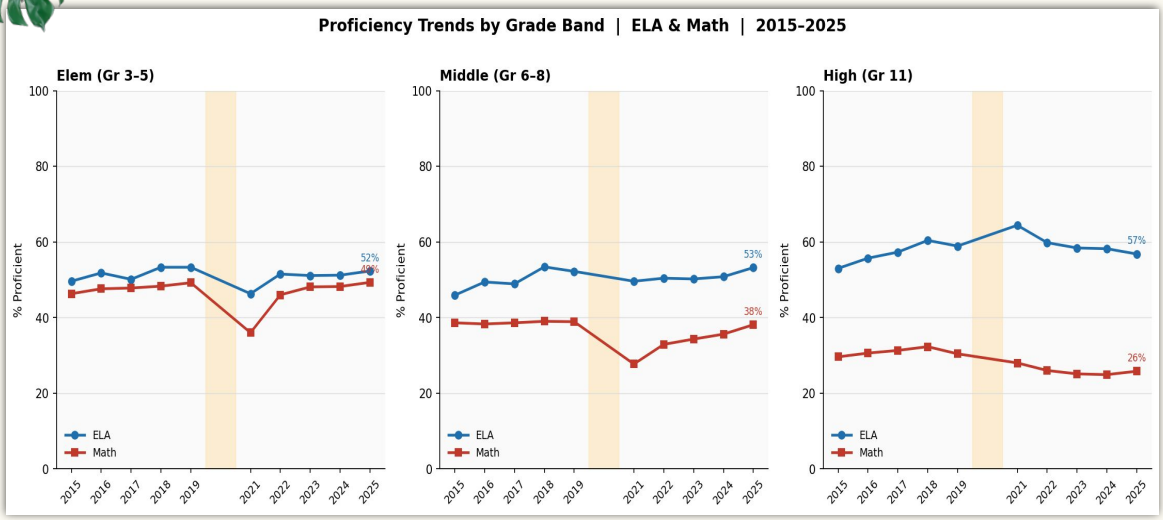
- Did proficiency improve broadly or only in certain schools
- Did investments work
- Did any subgroup show consistent improvement or remained flat

Sample Examples of Longitudinal Analyses (2015-2025)

Proficiency by Grade Band
Grades 3–5 | Grades 6–8 | High School

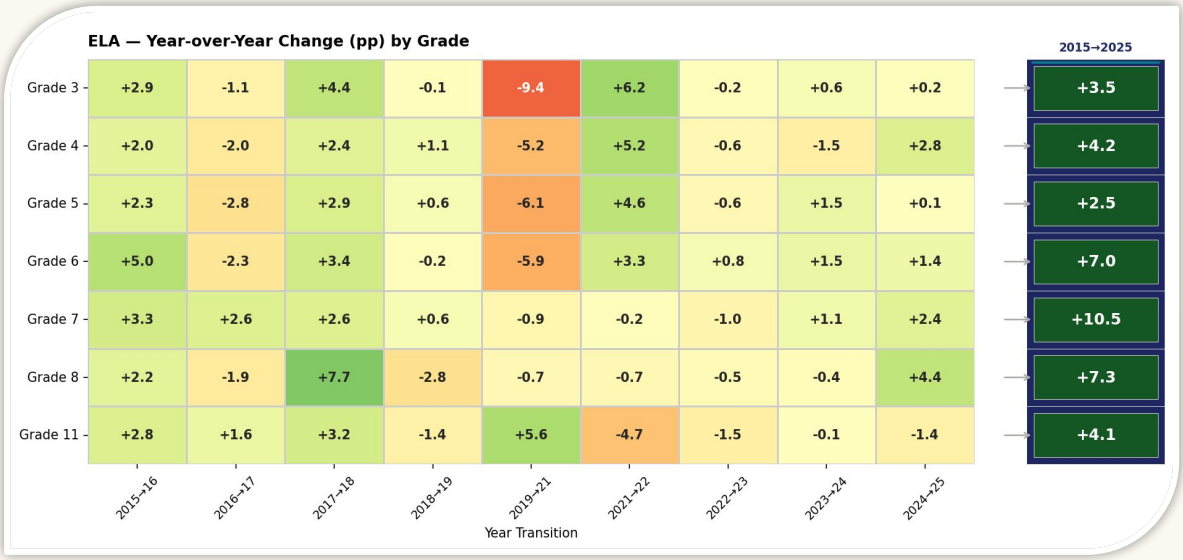
Note: *All data for the following examples are preliminary and should not be shared as actual.*

Math and ELA Proficiency Begin to Diverge in Upper Elementary



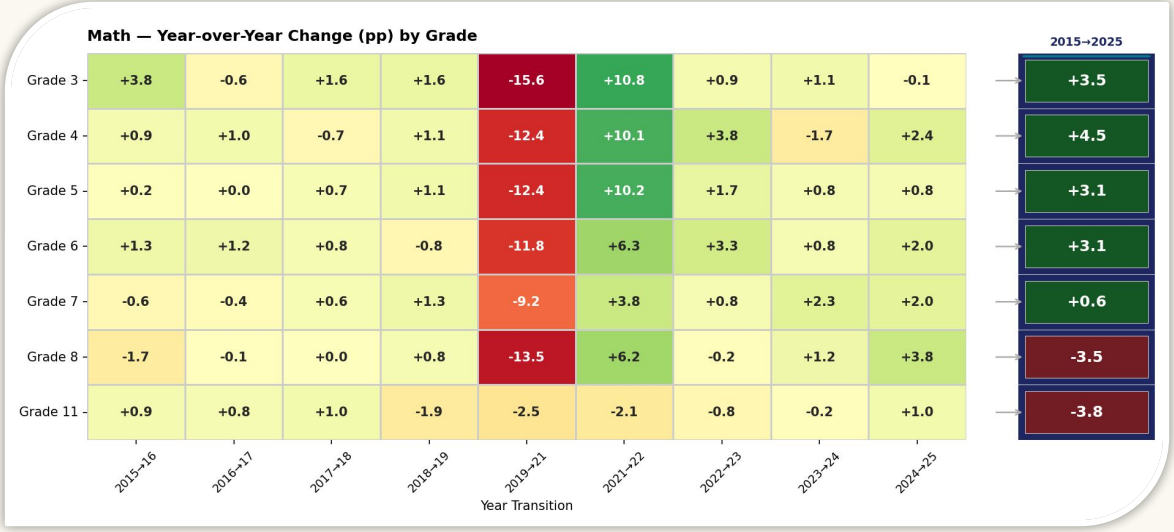
Year-Over-Year Progress

by Grade, ELA, 10-Year Change, Consistent Growth



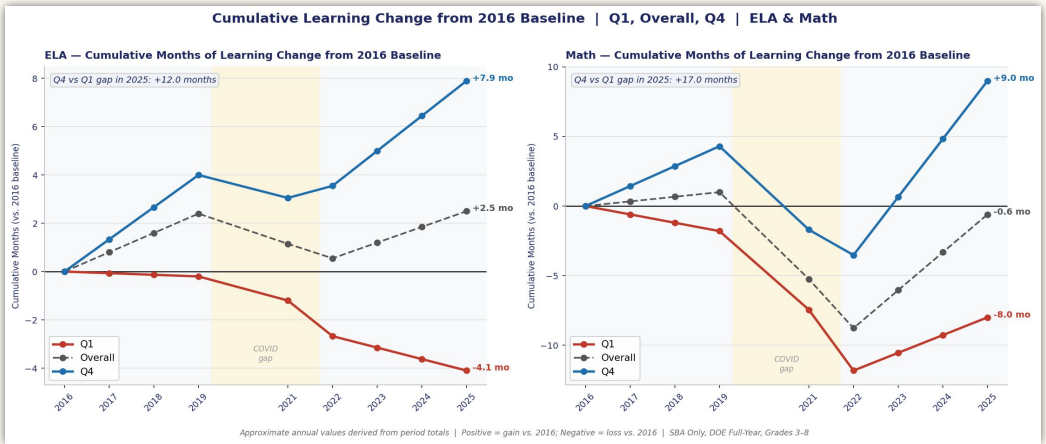
Year-over-Year Progress

by Grade, Math, 10-Year Change, Learning Loss



Cumulative Learning Change from 2016 Baseline | Q1, Overall, Q4

Key insight: *Pre-COVID divergence between Q1 and Q4 widened during recovery. By 2025, Q1 falls below its 2016 baseline in both subjects.*



Q1–Q4 computed directly from student records | 2016 = baseline (0) | SBA Only, DOE Full-Year, Grades 3–8 | Grade 11 excluded — vertical scale not applicable

Reflection

- How has your thinking about data analysis changed after seeing these examples?
- What surprised you most when looking across 10 years of data?
- What is one new type of question you can now ask of your data?

Opportunities to Partner and Provide Input

Opportunities and Updates

- New HĀ-based Student Perception Survey pilot
- Local Measures (ʻĀina Aloha project gathering on the 30th)
- Accountability Office Hours (tinyurl.com/acct26-aprilhours)
- Summer Learning Series (tentative - 1st two weeks in June)
- Changes to On-Time Graduation Reporting

Let's Continue the Conversation

We're interested in partnering with you to explore questions and analyze data to support decision-making.

Your responses will help us understand:

- Your interest in collaboration
- Your preferred ways of working with us
- The analyses most valuable to you

tinyurl.com/26-charter-acct-feedback

Mahalo!

Thank you for your time and attention today and, above all, how you support our keiki.

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