



Pearl City High School

ESSA REPORT • EVERY STUDENT SUCCEEDS ACT • SCHOOL YEAR 2016-17

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ABOUT THIS REPORT

Hawaii's public schools are striving to prepare all students for success in college, careers, and citizenship in the 21st century. To meet this ambitious goal we must set high expectations, regularly review our progress, and provide customized support to every student, educator, and school.

In 2015, the Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act (ESEA) of 1965, replacing No Child Left Behind as the primary federal law for K-12 education. ESSA provides funding and establishes requirements such as academic standards and statewide assessments to ensure all students are provided with an opportunity to receive a fair, equitable, and high-quality education. Included in ESSA is a requirement that the Hawaii Department of Education (HIDOE) prepare and publish an annual report on various data at school and state levels.

This report is designed to provide information to parents, communities, educators, and policy makers to help them better understand school performance. It also helps system leaders tailor rewards, support, and interventions for schools based on their individual needs. For more information, go to <http://bit.ly/StriveHISystem>.

Each year, the Department will publish the ESSA Report to provide Hawaii stakeholders with important statewide and school-by-school data.

The ESSA State report can be found at: <http://arch.k12.hi.us/PDFs/strivehi/2017/999ESSARpt.pdf>.

Pearl City High School 2100 Hookiekie Street Pearl City, Hawaii 96782 Phone: 808-454-5500	Official Enrollment (August 2016)	Title I School
	1561	No

ESSA REPORTS: KEY TERMS

STUDENT GROUP PROFICIENCY RESULTS disaggregate the number and percentage of students at each level of achievement for mathematics, language arts, and science assessments.

ALTERNATE ASSESSMENT (AA) PARTICIPATION includes the number and percentages of students with the most significant cognitive disabilities who participate in alternate assessments standards by grade and subject.

MEDIAN GROWTH PERCENTILES (MGP) summarize how well a school's students are performing relative to students across the state who performed similarly the year(s) prior. The MGP indicates a school's median (middle) student growth percentile (SGP). An English Language Arts MGP of 60 shows half of its students had a growth percentile of 60 or higher.

GRADUATION RATES are calculated by dividing the number of students who graduate in four years with a regular high school diploma by the number of students who form the adjusted cohort for the graduating class. This federally-defined cohort is created in the earliest high school grade and is "adjusted" by adding students who subsequently transfer in and subtracting students who subsequently transfer out, emigrate to another country, or are deceased. Special Education students receiving certificates of completion and students taking more than four years to complete high school are not included as graduates.

COLLEGE-GOING RATES are based on students who enroll in an institution of higher education the Fall following graduation (from late May of the graduation year through October of that same year).

CHRONIC ABSENTEEISM measures the percentage of students absent 15 days or more in the school year.

MEASUREMENTS OF INTERIM PROGRESS REPORT disaggregate progress toward interim goals across student subgroups for academic achievement in language arts and math, graduation rates, and progress to English language proficiency for English Language Learners.

CIVIL RIGHTS DATA COLLECTION (CRDC) is a federal report, gathered biennially, on student enrollment and school characteristics, college and career readiness, and discipline, bullying, and harassment.

EDUCATOR QUALIFICATIONS

- Inexperienced Educators are teachers, principals, and school-level educational officers with one year or less of experience.
- Teachers Not Teaching in Field of Licensure/Certification are teachers who are not licensed or State-certified for all subjects or grade levels taught.
- Emergency Hires are teachers who have not met the full requirements of licensure.

PER-PUPIL EXPENDITURES include Federal, State, and Local spending amounts per student, disaggregated by source of funds.

SCHOOL IMPROVEMENT FUNDS list all schools that received funds to improve quality of instruction and increase academic achievement, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) is an assessment of students in grades 4 and 8 that provides a comparison of the performance of students in Hawaii with the performance of students nationally in mathematics, reading, and science.

STUDENT GROUP PROFICIENCY RESULTS

The Student Group Proficiency Results disaggregate key outcomes across student subgroups that include economically disadvantaged students, students with disabilities, English learners, and major race and ethnic groups. In addition, ESSA requires further breakdowns for homeless students, migratory students, students in foster care, and students with parents in the armed forces.

The FSY Participation Rate is based on students enrolled at a school for the Full School Year (FSY). An FSY Participation Penalty is applied when the All Students or any subgroup meeting the minimum n-size of 20 FSY students does not achieve a participation rate of at least 95%. In this situation the number of non-participating students that reduced the rate below 95% are coded as Not Meeting Standard (Non-Proficient).

	LANGUAGE ARTS											
	FSY Number Tested	FSY Percent Tested	FSY Participation Penalty		Number and Percent in Each Standard Level							
					Did Not Meet		Nearly Met		Met		Exceeded	
All Students	350	100%	0	0%	41	12%	49	14%	133	38%	127	36%
Disadvantaged	80	100%	0	0%	20	25%	18	23%	24	30%	18	23%
Disabled (SPED)	31	100%	*	*	*	*	*	*	*	*	*	*
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian (Excluding Filipino)	111	99%	*	*	*	*	*	*	*	*	*	*
Black	n/a	n/a	*	*	*	*	*	*	*	*	*	*
Filipino	108	100%	*	*	*	*	*	*	*	*	*	*
Hispanic	n/a	n/a	*	*	*	*	*	*	*	*	*	*
Native Hawaiian	63	100%	*	*	*	*	*	*	*	*	*	*
Pacific Islander	20	100%	*	*	*	*	*	*	*	*	*	*
White	27	100%	*	*	*	*	*	*	*	*	*	*
Male	174	100%	*	*	*	*	*	*	*	*	*	*
Female	176	99%	*	*	*	*	*	*	*	*	*	*
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes: Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

STUDENT GROUP PROFICIENCY RESULTS

The Student Group Proficiency Results disaggregate key outcomes across student subgroups that include economically disadvantaged students, students with disabilities, English learners, and major race and ethnic groups. In addition, ESSA requires further breakdowns for homeless students, migratory students, students in foster care, and students with parents in the armed forces.

The FSY Participation Rate is based on students enrolled at a school for the Full School Year (FSY). An FSY Participation Penalty is applied when the All Students or any subgroup meeting the minimum n-size of 20 FSY students does not achieve a participation rate of at least 95%. In this situation the number of non-participating students that reduced the rate below 95% are coded as Not Meeting Standard (Non-Proficient).

	MATHEMATICS											
	FSY Number Tested	FSY Percent Tested	FSY Participation Penalty		Number and Percent in Each Standard Level							
					Did Not Meet		Nearly Met		Met		Exceeded	
All Students	350	100%	0	0%	98	28%	91	26%	105	30%	56	16%
Disadvantaged	80	100%	*	*	*	*	*	*	*	*	*	*
Disabled (SPED)	31	100%	*	*	*	*	*	*	*	*	*	*
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian (Excluding Filipino)	111	99%	*	*	*	*	*	*	*	*	*	*
Black	n/a	n/a	*	*	*	*	*	*	*	*	*	*
Filipino	108	100%	*	*	*	*	*	*	*	*	*	*
Hispanic	n/a	n/a	*	*	*	*	*	*	*	*	*	*
Native Hawaiian	63	100%	*	*	*	*	*	*	*	*	*	*
Pacific Islander	20	100%	*	*	*	*	*	*	*	*	*	*
White	27	100%	*	*	*	*	*	*	*	*	*	*
Male	174	100%	0	0%	61	35%	40	23%	48	28%	25	14%
Female	176	99%	0	0%	37	21%	51	29%	57	32%	31	18%
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes: Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable. If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

STUDENT GROUP PROFICIENCY RESULTS

The Student Group Proficiency Results disaggregate key outcomes across student subgroups that include economically disadvantaged students, students with disabilities, English learners, and major race and ethnic groups. In addition, ESSA requires further breakdowns for homeless students, migratory students, students in foster care, and students with parents in the armed forces.

The Science participation rate is based on students enrolled at a school on the Participation Rate Count date. No Participation Penalty is applied to Science.

	SCIENCE											
	Number Tested	Percent Tested	Participation Penalty		Number and Percent in Each Standard Level							
					Did Not Meet		Nearly Met		Met		Exceeded	
All Students	374	98%	0	0%	72	19%	158	42%	97	26%	47	13%
Disadvantaged	110	97%	*	*	*	*	*	*	*	*	*	*
Disabled (SPED)	27	100%	*	*	*	*	*	*	*	*	*	*
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian (Excluding Filipino)	107	100%	*	*	*	*	*	*	*	*	*	*
Black	n/a	n/a	*	*	*	*	*	*	*	*	*	*
Filipino	103	98%	*	*	*	*	*	*	*	*	*	*
Hispanic	n/a	n/a	*	*	*	*	*	*	*	*	*	*
Native Hawaiian	74	96%	*	*	*	*	*	*	*	*	*	*
Pacific Islander	27	96%	*	*	*	*	*	*	*	*	*	*
White	37	97%	*	*	*	*	*	*	*	*	*	*
Male	184	97%	0	0%	29	16%	82	45%	49	27%	24	13%
Female	190	99%	0	0%	43	23%	76	40%	48	25%	23	12%
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes: Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable. If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

ALTERNATE ASESSMENT (AA) PARTICIPATION RESULTS

Alternate Assessment (AA) participation results include the number and percentages of students with the most significant cognitive disabilities who participate in alternate assessments aligned with alternate academic achievement standards by grade and subject. The rate is based on the number of students administered the Alternate Assessment over the total number of students enrolled on the Participation Rate Count (PRC) Date who were assessed in that subject.

Grade	Language Arts		Mathematics		Science	
	#	%	#	%	#	%
11	*	*	*	*	*	*

Notes: Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable. If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

GRADUATION RATES

All states, including Hawaii, are required to calculate graduation rates using a four-year adjusted cohort rate as defined in federal 2008 regulations.

This federally-defined cohort rate is calculated by dividing the number of students who graduate in four years with a regular high school diploma by the number of students who form the adjusted cohort for the graduating class. This cohort is created in the earliest high school grade and is "adjusted" by adding students who subsequently transfer in and subtracting students who subsequently transfer out, emigrate to another country, or are deceased. Special Education students receiving certificates of completion and students taking more than four years to complete high school are not included as graduates.

Subgroup designations for Hawaii’s high needs subgroups (Disadvantaged, Disabled [SPED], English Learner [EL]) are based on a “once always” criterion. Students eligible for any of these subgroup services at any time during the four-year cohort period are designated as part of that respective subgroup when reporting disaggregated graduation rates.

	GRADUATION CLASS OF 2017
	%
All Students	83%
Disadvantaged	73%
Disabled (SPED)	67%
English Learner (EL)	52%
Asian (Excluding Filipino)	91%
Black	n/a
Filipino	87%
Hispanic	n/a
Native Hawaiian	82%
Pacific Islander	63%
White	66%
Homeless	n/a
Foster Care	n/a

Notes: Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable. If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

COLLEGE-GOING RATES

Counts are based on students who enroll in an institution of higher education (IHE) the fall following graduation (from late May of the graduation year through October of that same year). Source data are compiled by the National Student Clearinghouse. The cohort represents the 2015-2016 school year.

	COLLEGE-GOING CLASS OF 2016			
	High School Diploma	Enrolled in IHE, In-state Public	Enrolled in IHE, Private and Out-of-State	College-Going Rate
All Students	377	158	70	60%
Disadvantaged	147	45	19	44%
Disabled (SPED)	*	*	*	*
English Learner (EL)	n/a	n/a	n/a	n/a
Asian (Excluding Filipino)	*	*	*	*
Black	*	*	*	*
Filipino	*	*	*	*
Hispanic	*	*	*	*
Native Hawaiian	*	*	*	*
Pacific Islander	*	*	*	*
White	*	*	*	*

Notes: Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

CHRONIC ABSENTEEISM

Chronic Absenteeism measures the percentage of students absent 15 days or more in the school year.

	CHRONIC ABSENTEEISM RATE
All Students	13%
Disadvantaged	21%
Disabled (SPED)	27%
English Learner (EL) + EL Exits	12%
Asian (Excluding Filipino)	7%
Black	7%
Filipino	10%
Hispanic	18%
Native Hawaiian	23%
Pacific Islander	18%
White	17%

Notes: Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable.
 If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

MEASUREMENTS OF INTERIM PROGRESS REPORT

ESSA requires that each state establish ambitious long-term goals and measurements of interim progress (MIP), focused on key indicators within the statewide accountability system. This report disaggregates interim progress across student subgroups that include economically disadvantaged, disabled, English learners, and major race and ethnic groups.

The FSY Participation Rate is based on students enrolled at a school for the Full School Year (FSY). When the All Students or any subgroup meeting the minimum n-size of 20 FSY students does not achieve a participation rate of at least 95%, then the number of non-participating students that reduced the rate below 95% are coded as Not Meeting Standard (Non-Proficient).

	ACADEMIC ACHIEVEMENT							
	LANGUAGE ARTS				MATHEMATICS			
	FSY Participation Target: 95%		Meeting Standard	Statewide MIP	FSY Participation Target: 95%		Meeting Standard	Statewide MIP
	%	Met?	%	%	%	Met?	%	%
All Students	100%	Met	74%	61%	100%	Met	46%	54%
Disadvantaged	100%	Met	53%	53%	100%	Met	31%	46%
Disabled (SPED)	100%	Met	13%	32%	100%	Met	6%	31%
English Learner (EL) + EL Exits	n/a	n/a	n/a	39%	n/a	n/a	n/a	39%
Asian (Excluding Filipino)	99%	Met	88%	77%	99%	Met	60%	72%
Black	n/a	n/a	n/a	64%	n/a	n/a	n/a	51%
Filipino	100%	Met	76%	64%	100%	Met	46%	56%
Hispanic	n/a	n/a	n/a	60%	n/a	n/a	n/a	49%
Native Hawaiian	100%	Met	63%	50%	100%	Met	35%	44%
Pacific Islander	100%	Met	35%	45%	100%	Met	15%	39%
White	100%	Met	70%	73%	100%	Met	48%	63%

Notes: MIP: SY2019-20 state targets as outlined in the ESSA Consolidated State Plan.
 Differences in the percentages between the "All Students" and other subgroups are due to subgroup size and rounding.
 ESSA accountability proficiency results may differ from assessment proficiency results. Only students enrolled in the State public school system for a full school year are included in ESSA accountability results for proficiency.
 Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable.
 If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

MEASUREMENTS OF INTERIM PROGRESS REPORT

ESSA requires that each state establish ambitious long-term goals and measurements of interim progress (MIP), focused on key indicators within the statewide accountability system. This report disaggregates interim progress across student subgroups that include economically disadvantaged, disabled, English learners, and major race and ethnic groups.

Subgroup designations for Hawaii’s high needs subgroups (Disadvantaged, Disabled [SPED], English Learner [EL]) are based on a “once always” criterion. Students eligible for any of these subgroup services at any time during the four-year cohort period are designated as part of that respective subgroup when reporting disaggregated graduation rates.

	Progress to English Language Proficiency		Graduation Rate 2016		
	On-track to English Language Proficiency		Statewide MIP	Graduation Rate	Statewide MIP
	#	%	%	%	%
All Students	n/a	n/a	n/a	83%	86%
Disadvantaged	n/a	n/a	n/a	74%	79%
Disabled (SPED)	n/a	n/a	n/a	74%	73%
English Learner (EL)	*	19%	63%	61%	78%
Asian (Excluding Filipino)	n/a	n/a	n/a	92%	91%
Black	n/a	n/a	n/a	n/a	83%
Filipino	n/a	n/a	n/a	89%	89%
Hispanic	n/a	n/a	n/a	67%	81%
Native Hawaiian	n/a	n/a	n/a	79%	84%
Pacific Islander	n/a	n/a	n/a	56%	78%
White	n/a	n/a	n/a	83%	86%

Notes: MIP: SY2019-20 state targets as outlined in the ESSA Consolidated State Plan.
 Differences in the percentages between the "All Students" and other subgroups are due to subgroup size and rounding.
 Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable.
 If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

CIVIL RIGHTS DATA COLLECTION (CRDC) - School Year 2015-16

The federal Civil Rights Data Collection (CRDC) is collected biennially and reports:

- Student Enrollment and School Characteristics;
- College & Career Readiness; and
- Discipline, Bullying & Harassment.

Chronic Student Absence

Number of students absent 15 or more school days during the school year	240
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Enrollment	#	%	Total
In Preschool	n/a	n/a	n/a
In Advanced Placement Courses	133	8	1,624
In Baccalaureate (IB) Diploma Programme	n/a	n/a	n/a
Are there students in Dual Credit courses?	Yes		

Note: Percentages (%) of enrollment are calculated using associated student total of elementary grade levels for Preschool Programs, and associated student total of high school grade levels for both Advanced Placement and Baccalaureate (IB) Diploma Programme.

Number of Students who had In-school Suspensions	Students with Disabilities		Students without Disabilities
	IDEA	Section 504	
Received 1 or more Suspensions	14	*	38

Number of Instances of Out-Of-School Suspensions	Students with Disabilities		Students without Disabilities
	IDEA	Section 504	
From Preschool Program	n/a	n/a	n/a
K-12 grades	30	*	72

Number of Students who had Out-Of-School Suspensions		Students with Disabilities		Students without Disabilities
		IDEA	Section 504	
Received 1 Suspension	Preschool	n/a	n/a	n/a
	K-12 grades	12	*	36
Received 1 or more Suspensions	Preschool	n/a	n/a	n/a
	K-12 grades	*	*	11

Notes: Mutually exclusive column totals are provided under Students with Disabilities. Students with disabilities receive special education and related services as defined by the Individuals with Disabilities Education Act (IDEA), and under Section 504 of the Rehabilitation Act of 1973, students with a disability may receive related aids and services not under IDEA.

Detailed CRDC district and school data, as well as CRDC data from previous submission years are available from the Office of Civil Rights (OCR) Web site (<http://ocrdata.ed.gov>).

Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

CIVIL RIGHTS DATA COLLECTION (CRDC) - School Year 2015-16, continued**Expulsions, Arrests, & Referrals to Law Enforcement**

students who received an expulsion with educational services	*
students who received an expulsion without educational services	*
students who had received a school-related arrest	*
students referred to law enforcement	*

Allegations of Harassment or Bullying

on basis of sex	*
on basis of race, color, or national origin	*
on basis of disability	*
on basis of sexual orientation	*
on basis of religion	*

Students Reported as Harassed or Bullied

on basis of sex	*
on basis of race, color, or national origin	*
on basis of disability	*

Incidents of Violent Offenses

rape, attempted rape, and other sexual assault	*
robbery (excluding with firearm or explosive device)	*
robbery with a firearm or explosive device	*
physical attack or fight (excluding firearm or explosive device)	17
physical attack or fight with a firearm or explosive device	*
threats of physical attack (excluding with firearm or explosive device)	*
threats of physical attack with a firearm or explosive device	*
possession of a firearm or explosive device	*

Occurrence of Violent Offenses

Has there been at least one incident at this school that involved a shooting (regardless of whether anyone was hurt)?	No
Have any of this school's students, faculty, or staff died as a result of a homicide committed at this school?	No

Notes: Detailed CRDC district and school data, as well as CRDC data from previous submission years are available from the Office of Civil Rights (OCR) Web site (<http://ocrdata.ed.gov>).

Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

EDUCATOR QUALIFICATIONS

Inexperienced Educators

Number and percentage of teachers, principals, and school-level educational officers with one year or less of experience.

Teachers Not Teaching in Field of Licensure/Certification

Number and percentage of teachers who are not licensed or state-certified for all subjects or grade levels taught.

Emergency Hire

Teachers with at least a baccalaureate degree may be hired on an emergency basis when there is a position for which fully licensed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. Emergency hires are teachers who have not met the full requirements of licensure.

	School		State	
	#	%	#	%
Inexperienced Educators				
Teachers Not Teaching in Field of Licensure/Certification				
Teacher with Emergency/Provisional Credentials				

Data will be available in the December 2018 report.

PER-PUPIL EXPENDITURES

Per-pupil expenditures are shown below, in sum as well as disaggregated by source of funds (Federal Funds and State/Local Funds). Hawaii's public schools operate on a budget comprised primarily of state and federal funds and do not use local monies as a source of funding.

Per-pupil Expenditures (In aggregate)	By Federal Funds	By State Funds
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Data will be available in the December 2018 report.

HAWAII'S ACCOUNTABILITY SYSTEM

For more on Hawaii's accountability system as outlined in the tables and descriptions below, please see the Hawaii Consolidated State Plan for the Every Student Succeeds Act at

<http://www.hawaiipublicschools.org/DOE%20Forms/ESSA/HawaiiESSAPlanApproved.pdf>.

MINIMUM NUMBER FOR SUBGROUPS

Hawaii has selected a minimum number of 20 students as necessary to meet the requirements under Title I, Part A of ESEA that require disaggregation of information by each subgroup of students for accountability purposes, including annual meaningful differentiation and identification of schools. This number is the same for all students and for each subgroup of students in the state for accountability purposes.

LONG-TERM GOALS AND MEASUREMENTS OF INTERIM PROGRESS

HIDOE's long-term goals reflect our belief that all students can achieve college- and career-readiness while providing schools with challenging but attainable targets that reflect their current performance.

Table 1a. State Long-term Goals for Academic Achievement

	Language Arts (% proficient on statewide assessments)		Mathematics (% proficient on statewide assessments)	
	Baseline SY 2015-16	Long-term Goal SY 2024-25	Baseline SY 2015-16	Long-term Goal SY 2024-25
All Students	51%	76%	42%	71%
Disadvantaged	39%	70%	31%	66%
Disabled (SPED)	13%	57%	11%	56%
English Learner (EL)	21%	61%	22%	61%
Asian (Excluding Filipino)	71%	86%	64%	82%
Black	54%	77%	37%	69%
Filipino	54%	77%	44%	72%
Hispanic	49%	75%	35%	68%
Native Hawaiian	36%	68%	28%	64%
Pacific Islander	29%	65%	22%	61%
White	65%	83%	53%	77%

HAWAII'S ACCOUNTABILITY SYSTEM

Table 1b. State Measurements of Interim Progress for Academic Achievement

	Language Arts (% proficient on statewide assessments)		Mathematics (% proficient on statewide assessments)	
	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20
All Students	51%	61%	42%	54%
Disadvantaged	39%	53%	31%	46%
Disabled (SPED)	13%	32%	11%	31%
English Learner (EL)	21%	39%	22%	39%
Asian (Excluding Filipino)	71%	77%	64%	72%
Black	54%	64%	37%	51%
Filipino	54%	64%	44%	56%
Hispanic	49%	60%	35%	49%
Native Hawaiian	36%	50%	28%	44%
Pacific Islander	29%	45%	22%	39%
White	65%	73%	53%	63%

HAWAII'S ACCOUNTABILITY SYSTEM

Table 2a. State Long-Term Goals for Graduation Rate

	Baseline Class of 2016	Long-term Goal Class of 2025
All Students	83%	90%
Disadvantaged	78%	90%
Disabled (SPED)	59%	90%
English Learner (EL)	69%	90%
Asian (Excluding Filipino)	91%	>91%*
Black	77%	90%
Filipino	89%	90%
Hispanic	74%	90%
Native Hawaiian	79%	90%
Pacific Islander	68%	90%
White	82%	90%

* Long-term goal was adjusted to exceed the baseline rate of 91% due to the baseline rate exceeding the state goal of 90%

HAWAII'S ACCOUNTABILITY SYSTEM

Table 2b. State Measurements of Interim Progress for Graduation Rate

	Baseline Class of 2016	Measurement of Interim Progress Class of 2020
All Students	83%	86%
Disadvantaged	78%	79%
Disabled (SPED)	59%	73%
English Learner (EL)	69%	78%
Asian (Excluding Filipino)	91%	>91%*
Black	77%	83%
Filipino	89%	89%
Hispanic	74%	81%
Native Hawaiian	79%	84%
Pacific Islander	68%	78%
White	82%	86%

* Measurement of Interim Progress and Long-term goal was adjusted to exceed the baseline rate of 91% due to the baseline rate exceeding the state goal of 90%

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Table 3a. State Long-Term Goals for English Language Proficiency

	Baseline SY 2016-17	Long-term Goal SY 2024-25
English Learner (EL)	38%	75%

Table 3b. State Measurements of Interim Progress for English Language Proficiency

	Baseline SY 2016-17	Measurement of Interim Progress SY 2019-20
English Learner (EL)	38%	63%

INDICATORS TO DIFFERENTIATE AMONG ALL PUBLIC SCHOOLS IN THE STATE

a) Academic Achievement Indicator

The Academic Achievement indicator is based on the annual Hawaii Statewide Assessment Program achievement results for language arts/literacy and mathematics and will provide data to measure progress towards the long-term goals and measurements of interim progress for all student groups. The achievement results for language arts/literacy and mathematics will be weighted equally in the determination of schools needing comprehensive or targeted support and improvement. Beginning School Year 2014-15, all students are required to take one of the following assessments in language arts/literacy and mathematics: The Smarter Balanced Assessment (SBA); the Hawaii State Alternate Assessment (HSA-Alt) for students with significant cognitive disabilities; or the Kaiapuni Assessment on Educational Outcomes (KAEO), the Hawaiian language state assessment. Students who were enrolled in the school for the full school year – from the Official Enrollment Count date at the beginning of the school year to the Participation Rate Count date (May 1 of each school year) – and were in a tested grade level will be included for the school’s Academic Achievement indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

b) Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator)

The Other Academic, or Academic Progress, indicator in the statewide accountability system is student growth as measured by the annual statewide assessments. Growth is based on the school’s median growth percentile in language arts/literacy and mathematics, the calculation of which is derived from the Hawaii Growth Model. The median growth percentile will be calculated for elementary and middle schools only and continues a measure from under the ESEA Flexibility Waiver.

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The small subset of students with significant cognitive disabilities who take the HSA-Alt and Kaiapuni students who take the KAEO – totaling less than 2% of all students participating in the annual statewide assessments – are not included in the median growth percentile calculation as the score scales are not comparable. To include these students in the Academic Progress indicator, Hawaii will use the percentage of students demonstrating one year of growth based on their prior and current-year achievement levels. Pending the results of the peer review of the KAEO assessment and the revised standard setting on the HSA-Alt, Hawaii will incorporate this methodology using SY 2017-18 assessment data. The Academic Progress indicator will be comprised of the percentage of students who attained one year of growth as measured by the HSA-Alt and the KAEO and the median growth percentile of the students who participated in the SBA proportionally. Students who were enrolled in the school for the full school year and were in a tested grade level will be included for the school's Academic Progress indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

c) Graduation Rate Indicator

Hawaii will continue to include the four-year adjusted cohort graduation rate as a high school indicator in the statewide accountability system. Data will be disaggregated by all subgroups meeting the minimum number of 20 students. Only students who receive a Hawaii High School Diploma will be included in the graduation rate. Students with the most significant cognitive disabilities who receive a certificate and students who enroll in an alternative education program and receive a Hawaii Adult Community School Diploma will be included as part of the graduation cohort but will not be counted as a graduate.

d) Progress in Achieving English Language Proficiency (ELP) Indicator

To support our students' English Language Proficiency with standards and assessments, Hawaii participates in the WIDA consortium, which consists of 39 state education agencies and more than 200 international schools. To measure English learners' progress in achieving English language proficiency, HIDOE uses a "growth-to-target" model. The growth-to-target model will identify the percentage of English learners who are on target to acquire the skills necessary to access school and exit the language instruction education program within an appropriate timeframe. The growth-to-target model considers three factors of student performance on the English language proficiency assessment – (1) the student's initial proficiency level, (2) the timeframe, in annual increments, a state educational agency determines adequate to attain English language proficiency, and (3) the English language proficient level where English learners could be considered no longer needing specific language instruction education program services. Hawaii will use a timeframe of up to five years for students to achieve English language proficiency, dependent on the level in which the student enters the language instruction education program.

Hawaii uses the percentage of students who are on target to achieve English language proficiency within their given timeframe and meeting growth expectations in the statewide accountability system as the measure for the progress in achieving English language proficiency indicator. HIDOE will include all students assessed for English language proficiency from Kindergarten through Grade 12 in this measure to ensure all English learners are supported in school so that they can fully engage in high-quality educational opportunities and are transitioning successfully throughout their educational experiences.

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e) School Quality or Student Success Indicator(s)

Hawaii includes a measure of attendance – chronic absenteeism rate, which is defined as 15 or more days absent – as its state-selected measure of “school quality or student success.” This continues a measure introduced by Strive HI under the ESEA Flexibility Waiver for elementary schools and expands the measure to apply to all schools in all grade spans based on the HIDOE/BOE Strategic Plan and the BOE’s aggressive goals to reduce chronic absenteeism by 2020. School attendance is critically important to student success and the chronic absenteeism rate is widely viewed as an indicator of whether a school has struggling students. Students who are enrolled in the school for the full school year will be included for the school’s “School Quality or Student Success” indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

Table 4. Statewide Accountability Indicators and Measures

ESSA-required Indicators	Measures	Grades
Academic Achievement	Percentage of students who are proficient on the annual statewide assessments for Language Arts and Mathematics	3-8, 11
Other Academic Indicator: Academic Progress (elementary and middle school)	Language Arts and Mathematics Median Growth Percentile, based on statewide assessments	3-8
Graduation Rate (high school)	4-year Adjusted Cohort Graduation Rate	High School
Progress in Achieving English Language Proficiency	Percentage of English learners on-target to English language proficiency	K-12
State-selected Measure of School Quality or Student Success	Percentage of students who are chronically absent (15 or more days absent)	K-12

SYSTEM FOR MEANINGFUL DIFFERENTIATION AMONG SCHOOLS

For ESSA purposes of identifying schools for support and improvement, Hawaii calculates a school performance unit score. The HIDOE Accountability Section produces ESSA-required unit scores for all public schools. The school performance measures will generate a composite score which will be used to identify schools for comprehensive support and improvement.

The HIDOE Accountability Section will also produce subgroup performance unit scores for each subgroup within a school that meets the minimum number of 20 students. The subgroup performance unit score will identify the subgroups that need targeted support and improvement. The subgroup performance data will enable the state, complex areas, and schools to identify what the subgroup needs are to determine how best to close the achievement gaps.

When identifying schools for comprehensive support and improvement, should the number of students for a measure be less than the minimum number of 20 students, Hawaii will use multi-year pooling for up to three years to represent students’ results at the school. In these situations, Hawaii will seek to pool data for two years, although a third year may be necessary for HIDOE’s smallest schools. If, after three years of data (current and prior two years), a minimum number of 20 students cannot be reached, a score for the indicator will not be calculated due to lack of sufficient data. Hawaii believes this approach accounts for every full-school-year student across the state.

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The school and subgroup performance unit scores will identify schools that require comprehensive supports and improvement and targeted supports and improvement as well as identify schools that do not require additional Title I supports consistent with the requirements of ESSA. Each school's school performance unit score and each subgroup's subgroup performance unit score will be comprised of scores from four of the five school accountability system indicators: Academic Achievement, Academic Progress (for elementary and middle schools), Graduation Rate (for high schools), Progress in Achieving English Language Proficiency, and School Quality/Student Success. The measures of each indicator are the data sources for the unit. Thus, the score of each indicator will be determined by the results for each measure. The subgroup performance unit score would be calculated in the same manner using the subgroup performance data.

SPECIFIC WEIGHT OF THE ACCOUNTABILITY INDICATORS

Table 5. Weights for the ESSA indicators

ESSA-required Indicators	Weights (Elementary Middle School)	Weights (High School)
Academic Achievement	40	30
Academic Progress (elementary and middle school)	40	--
Graduation Rate (high school)	--	50
Progress in Achieving English Language Proficiency	10	10
Student Success	10	10
Total	100	100

METHOD OF IDENTIFYING SCHOOLS FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT

Hawaii views schools identified for comprehensive support and improvement as schools with performance challenges that warrant the extensive support from federal and state resources to improve. The lowest-performing 5 percent of all schools receiving Title I, Part A funds will be identified as follows:

- 1) Identify the number of Title I schools statewide that is necessary to meet the minimum 5 percent comprehensive support and improvement school requirement.
- 2) Identify the proportion to which elementary, middle, and high schools comprise of all Title I schools statewide.
- 3) Based on the proportion that each school type comprises determined in Step 2, identify the corresponding count of Title I schools required for each school type.
- 4) Select the Title I schools, excluding the schools identified based on low graduation rate, with the lowest school performance unit score to equal the number of schools identified in Step 3 for each school type.
 - a) Multi-level schools will be separated into grade spans and each grade span will be compared to the schools within the respective school type for identification purposes. For example, a K-12 school would be divided into three grade spans – K-5, 6-8, and 9-12. The K-5 grade span will be compared to elementary schools, the 6-8 grade span will be compared to middle schools, and the 9-12 grade span will be compared to high schools. Should a multi-level school be identified for comprehensive support and improvement in more than one school type, the school will be identified for comprehensive support and improvement as the school type of the lowest performing grade span.

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Hawaii will identify all schools with a graduation rate of 67 percent or lower for comprehensive support and improvement. The graduation rate will be calculated using the four-year adjusted cohort graduation rate methodology as required.

Hawaii will identify schools for comprehensive support and improvement once every three years beginning in Fall 2017 using the graduation data from the previous year. For Fall 2017 identification, the graduation rate of the class of 2016 will be used.

Hawaii will also identify schools previously identified for additional targeted support for comprehensive support and improvement once every three years beginning Fall 2020. Title I schools identified for additional targeted support due to at least one low-performing subgroup of students that have not satisfied the statewide exit criteria for schools identified for additional targeted support within three years will be identified for comprehensive support and improvement. Schools identified for additional targeted support would no longer require additional support to improve if the subgroups that led to the identification improved enough to exceed the threshold score set by the lowest-performing Title I school in their grade span in the year they were initially identified.

METHOD OF IDENTIFYING SCHOOLS AS CONSISTENTLY UNDERPERFORMING, INCLUDING TIME PERIOD THE STATE USES TO DETERMINE CONSISTENT UNDERPERFORMANCE

Hawaii will identify schools for targeted support and improvement based on the performance of each school's subgroups that have a minimum of 20 students. Hawaii defines a "consistently underperforming" subgroup as a subgroup of students with a subgroup performance unit score that falls in the lowest 10% of all subgroups for at least two consecutive years. If at least one subgroup in a school has a subgroup performance unit score in the lowest 10% of all subgroups' unit scores in both Year 1 and Year 2, the subgroup would be considered consistently underperforming and the school would be identified for targeted support and improvement. Subgroup performance will be compared to the performance of other subgroups within the same grade span.

Schools with "consistently underperforming" subgroups will be identified for targeted support and improvement based on the following criteria:

- 1) [Year 1] Of the schools not identified for comprehensive or additional targeted support, identify the schools with at least one subgroup with a subgroup performance unit score that falls in the lowest 10% of all subgroups for their respective school type identified. These schools will be notified that they may be identified for targeted support and improvement should their underperforming subgroup's performance fall in the lowest 10% of all subgroups the following year.
- 2) [Year 2] Of the schools identified in Step 1 the previous school year, select the schools in which the previously identified underperforming subgroups continue to have a subgroup performance unit score in the lowest 10% of all subgroups for their respective school type identified in Step 1. These schools will be identified for targeted support and improvement based on at least one consistently underperforming subgroup.

Hawaii will identify schools with at least one low-performing subgroup of students for additional targeted support. Schools needing additional targeted support will be identified based on the following criteria:

- 1) Identify the lowest school performance unit score of the schools identified for comprehensive support and improvement due to low performance for each school type (elementary, middle, and high school). This will serve as the threshold for the identification of schools for additional targeted support.
- 2) Of the schools not identified for comprehensive support and improvement, select the schools with at least one subgroup with a subgroup performance unit score that is equal to or lower than score for their respective school type identified in Step 1.

Hawaii will identify schools with low-performing subgroups of students for additional targeted support beginning Fall 2017, using SY 2016-17 student outcomes, and will identify schools with low-performing subgroups of students for additional targeted support every three years. For additional targeted support identification, subgroups must have a minimum of 20 students.

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EXIT CRITERIA ESTABLISHED BY THE STATE FOR (1) SCHOOLS IDENTIFIED FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT AND (2) TITLE I SCHOOLS IDENTIFIED FOR TARGETED SUPPORT AND IMPROVEMENT DUE TO LOW- PERFORMING SUBGROUP(S)

Hawaii will exit schools from comprehensive support and improvement based on the criteria for which they were identified. Schools that were identified due to their graduation rate must show improvement and must have a graduation rate greater than 67 percent the final year of the three-year support and improvement period to exit.

Schools identified for comprehensive support and improvement due to low performance must have a school performance unit score placing them above the lowest-performing 5 percent of Title I schools within their grade span the final school year of the three-year support and improvement period and must demonstrate significant improvement to exit. To demonstrate improvement, the school must show increases in its language arts achievement rate, mathematics achievement rate, On-Target to English Language Proficiency rate, and graduation rate (if applicable) and must show a decrease in its chronic absenteeism rate in the final year of the three-year support and improvement period. A school identified for comprehensive support and improvement in Fall 2017 must have a school performance unit score high enough to no longer be among the lowest-performing 5 percent of Title I schools within its school type and must demonstrate improvement in its language arts achievement, mathematics achievement, On-Target to English Language Proficiency, and graduation (if applicable), and chronic absenteeism rates in Fall 2020.

For schools identified for comprehensive support and improvement due to persistently low-performing subgroups, the subgroups which led to the identification must have a subgroup performance unit score greater than the threshold score that led to their identification for additional targeted support and must demonstrate improvement in its language arts achievement, mathematics achievement, On-Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates the final year of the three-year comprehensive support and improvement period. Thus, to exit in Fall 2023, the subgroups identified as persistently low-performing in Fall 2020 must have subgroup performance unit scores higher than the threshold score of their grade span that led to their identification for additional support the year they were initially identified (Fall 2017) and demonstrate significant improvement in its language arts achievement, mathematics achievement, On-Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates.

Schools identified for comprehensive support and improvement due to low performance or persistently low-performing subgroups will also be required to select additional measures from a state-created menu to demonstrate school improvement and will be evaluated by a school improvement review committee. The menu of measures will be created with stakeholder input and will reflect the priorities of our schools. The school improvement review committee, with oversight by the Deputy Superintendent, will review and approve the use of the additional measures and will conduct multiple school visitations to assess the progress the school has made. The school would also provide evidence of the progress made for the committee to review prior to the beginning of each school year for an annual review and should substantial progress be demonstrated prior to the end of the three-year support and improvement period, the school may request to no longer be identified for comprehensive support and improvement. The school must demonstrate sufficient progress by the end of the three-year support and improvement period to exit comprehensive support and improvement status. The school improvement review committee will determine if the school demonstrated sufficient progress and will submit its recommendation on whether the school should exit or continue to receive support to the Deputy Superintendent, who will make the final decision.

Should a school identified for comprehensive support and improvement for graduation rate increase its graduation rate to higher than 67 percent but is identified as one of the lowest-performing 5 percent of Title I schools in Fall 2020, the school will be treated as a newly identified school for comprehensive support and improvement.

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For schools identified for additional targeted support as a result of low-performing subgroups, the subgroups which led to the identification must have a subgroup performance unit score greater than the threshold score that led to their identification for additional targeted support and must demonstrate improvement by showing increases in their language arts achievement rate, mathematics achievement rate, On-Target to English Language Proficiency rate, and graduation rate (if applicable) and must show a decrease in chronic absenteeism in the final year of the three-year support and improvement period. Thus, to exit in Fall 2020, the subgroups that led a school to be identified for additional targeted support in Fall 2017 must demonstrate significant improvement in their language arts achievement, mathematics achievement, On-Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates and must have a subgroup performance unit score higher than the threshold score that led to their identification.

Should a school identified for additional targeted support due to the low-performance of its subgroups meet the exit criteria so that they are no longer considered low-performing, but another subgroup in that same school becomes low-performing, the school will be treated as newly identified for additional targeted support. For example, if Subgroup A and B achieve a subgroup performance unit score greater than the threshold score that led to their identification and demonstrate improvement in their language arts achievement, mathematics achievement, On-Target to English Language Proficiency, and chronic absenteeism rates but Subgroup C has a subgroup performance unit score lower than the new threshold score, the school will be treated as a newly identified school for additional targeted support.

ANNUAL MEASUREMENT OF ACHIEVEMENT

Hawaii continues to require schools to have a minimum participation rate of 95 percent for the annual statewide assessments. Hawaii proposes to apply a non-proficient outcome to any non-participant in each student group – all students and each subgroup – not meeting the 95 percent participation requirement up to 95 percent of such group. For example, if 85 of 100 students participated in the assessments, 10 students would be added to the denominator to total 95 students, or 95 percent of the student group. Thus, the number of students who met proficiency of the 85 who participated would be divided by 95 when calculating the school's academic achievement rate. For example, if 50 of the 85 students were proficient, the academic achievement rate for this school would be 50/95 or 52.6 percent. The addition of the 10 students to the denominator lowers the academic achievement rate.

HIDOE will require schools that do not meet the 95 percent participation requirement to create a plan for corrective action to increase student participation in statewide academic assessments.