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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 HIDOE will publish the ESSA Report to provide Hawaii stakeholders with important statewide and school-by-school data.

## 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 and reading.

## 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 State participation rate is based on all students enrolled statewide on the Participation Rate Count Date. No Participation Penalty is applied to State results.

	LANGUAGE ARTS									
	Number Tested	Percent Tested	Number and Percent in Each Standard Level							
			Did Not Meet		Nearly Met		Met		Exceeded	
All Students	93,571	98%	21,302	24%	19,571	22%	27,627	31%	20,705	23%
Disadvantaged	46,722	98%	15,009	34%	11,076	25%	12,225	27%	6,205	14%
Disabled (SPED)	9,301	96%	5,903	65%	1,667	18%	1,007	11%	470	5%
English Learner (EL)	6,735	97%	3,609	64%	1,235	22%	599	11%	194	3%
Asian (Excluding Filipino)	14,426	99%	1,649	12%	2,200	16%	4,680	33%	5,550	39%
Black	2,685	99%	506	21%	539	23%	788	33%	558	23%
Filipino	21,475	99%	3,932	19%	4,884	24%	7,317	35%	4,633	22%
Hispanic	2,744	99%	694	27%	596	23%	815	31%	494	19%
Native Hawaiian	23,100	98%	7,925	36%	5,822	26%	5,965	27%	2,477	11%
Pacific Islander	9,227	97%	3,741	43%	2,189	25%	1,975	23%	781	9%
White	18,582	98%	2,587	15%	3,093	18%	5,705	33%	5,866	34%
Male	48,325	98%	13,362	29%	10,438	23%	13,249	29%	9,036	20%
Female	45,246	98%	7,940	18%	9,133	21%	14,378	33%	11,669	27%
Migrant	1,012	98%	469	47%	253	26%	200	20%	66	7%
Military Dependents	5,938	99%	642	11%	952	17%	1,967	34%	2,181	38%
Homeless	1,572	95%	675	46%	363	25%	296	20%	125	9%
Foster Care	358	96%	177	51%	77	22%	65	19%	30	9%

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 State participation rate is based on all students enrolled statewide on the Participation Rate Count Date. No Participation Penalty is applied to State results.

	Mathematics									
	Number Tested	Percent Tested	Number and Percent in Each Standard Level							
			Did Not Meet		Nearly Met		Met		Exceeded	
All Students	93,660	98%	27,419	31%	24,370	27%	20,359	23%	17,493	20%
Disadvantaged	46,772	98%	18,211	41%	12,839	29%	8,562	19%	5,169	12%
Disabled (SPED)	9,313	96%	6,458	71%	1,520	17%	829	9%	263	3%
English Learner (EL)	6,771	98%	3,627	61%	1,387	23%	707	12%	271	5%
Asian (Excluding Filipino)	14,436	99%	2,055	15%	3,027	21%	3,814	27%	5,262	37%
Black	2,670	98%	709	30%	766	32%	537	23%	370	16%
Filipino	21,481	99%	5,490	26%	6,001	29%	5,264	25%	4,197	20%
Hispanic	2,740	99%	955	37%	733	28%	592	23%	324	12%
Native Hawaiian	23,166	98%	9,835	44%	6,543	29%	3,895	18%	1,979	9%
Pacific Islander	9,262	98%	4,419	50%	2,358	27%	1,367	16%	624	7%
White	18,571	98%	3,618	21%	4,587	27%	4,575	26%	4,500	26%
Male	48,361	98%	15,261	33%	12,012	26%	10,043	22%	8,982	19%
Female	45,299	99%	12,158	28%	12,358	29%	10,316	24%	8,511	20%
Migrant	1,014	98%	542	55%	268	27%	126	13%	56	6%
Military Dependents	5,928	99%	840	15%	1,476	26%	1,649	29%	1,805	31%
Homeless	1,589	96%	832	56%	354	24%	202	14%	92	6%
Foster Care	362	97%	208	59%	87	25%	43	12%	15	4%

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## 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 State participation rate is based on all students enrolled statewide on the Participation Rate Count Date. No Participation Penalty is applied to State results.

	Science									
	Number Tested	Percent Tested	Number and Percent in Each Standard Level							
			Did Not Meet		Nearly Met		Met		Exceeded	
All Students	40,747	98%	7,551	19%	13,998	35%	13,576	34%	4,569	12%
Disadvantaged	19,677	97%	5,049	26%	7,621	40%	5,332	28%	1,167	6%
Disabled (SPED)	4,115	94%	2,096	52%	1,293	32%	574	14%	89	2%
English Learner (EL)	3,060	96%	1,369	48%	1,106	39%	333	12%	26	1%
Asian (Excluding Filipino)	6,322	99%	584	9%	1,689	27%	2,623	42%	1,356	22%
Black	1,128	99%	162	15%	372	35%	413	39%	105	10%
Filipino	9,672	99%	1,495	16%	3,625	38%	3,484	37%	906	10%
Hispanic	1,191	97%	211	18%	432	37%	397	34%	114	10%
Native Hawaiian	10,366	96%	2,891	28%	4,238	42%	2,609	26%	436	4%
Pacific Islander	3,827	96%	1,378	37%	1,458	39%	769	21%	97	3%
White	7,619	98%	740	10%	1,995	27%	3,063	42%	1,458	20%
Male	21,110	97%	4,210	20%	6,898	34%	6,929	34%	2,506	12%
Female	19,637	98%	3,341	17%	7,100	37%	6,647	35%	2,063	11%
Migrant	434	96%	137	32%	189	44%	85	20%	14	3%
Military Dependents	2,205	100%	134	6%	544	25%	1,032	48%	458	21%
Homeless	636	94%	214	35%	251	41%	125	21%	18	3%
Foster Care	137	88%	*	*	*	*	*	*	*	*

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	
	#	%	#	%	#	%
3	126	1%	124	1%	n/a	n/a
4	177	1%	176	1%	176	1%
5	165	1%	162	1%	n/a	n/a
6	116	1%	115	1%	n/a	n/a
7	159	1%	159	1%	n/a	n/a
8	163	1%	162	1%	157	1%
11	123	1%	120	1%	118	1%

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### MEDIAN GROWTH PERCENTILES

English Language Arts (ELA) and Math median growth percentiles (MGP) indicate a school's median (middle) student growth percentile (SGP). Therefore, an ELA MGP of 60 means half of its students had a growth percentile of 60 or higher. Alternatively stated, half of the students had a growth percentile of less than 60.

	English Language Arts/Literacy	Mathematics
All Students	51	51
Disadvantaged	48	48
Disabled (SPED)	42	44
English Learner (EL) + EL Exits	50	51
Asian (Excluding Filipino)	55	57
Black	52	51
Filipino	52	53
Hispanic	49	47
Native Hawaiian	46	45
Pacific Islander	47	48
White	54	51

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### 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, as are the designations for homeless students. 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.

	<b>GRADUATION CLASS OF 2018</b>
	%
All Students	84%
Disadvantaged	79%
Disabled (SPED)	64%
English Learner (EL)	68%
Asian (Excluding Filipino)	92%
Black	82%
Filipino	90%
Hispanic	80%
Native Hawaiian	81%
Pacific Islander	64%
White	86%
Homeless	66%
Foster Care	57%

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 2016-2017 school year.

	COLLEGE-GOING CLASS OF 2017			
	High School Diploma	Enrolled in IHE, In-state Public	Enrolled in IHE, Private and Out-of-State	College-Going Rate
All Students	10,795	3,725	2,234	55%
Disadvantaged	6,116	1,913	864	45%
Disabled (SPED)	1,094	249	64	29%
English Learner (EL)	959	327	35	38%
Asian (Excluding Filipino)	1,842	918	506	77%
Black	271	56	81	51%
Filipino	2,824	1,156	477	58%
Hispanic	367	102	85	51%
Native Hawaiian	2,754	775	412	43%
Pacific Islander	841	178	131	37%
White	1,671	463	494	57%

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

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### CHRONIC ABSENTEEISM

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

	CHRONIC ABSENTEEISM RATE
All Students	15%
Disadvantaged	20%
Disabled (SPED)	24%
English Learner (EL) + EL Exits	16%
Asian (Excluding Filipino)	7%
Black	10%
Filipino	10%
Hispanic	17%
Native Hawaiian	23%
Pacific Islander	24%
White	14%

Notes: Cells with too few students (less than 20) are designated "n/a" due to reliability concerns or not applicable.  
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**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 State participation rate is based on all students enrolled statewide on the Participation Rate Count Date. No Participation Penalty is applied to State results.

	ACADEMIC ACHIEVEMENT							
	LANGUAGE ARTS				MATHEMATICS			
	Participation Target: 95%		Meeting Standard	Statewide MIP	Participation Target: 95%		Meeting Standard	Statewide MIP
	%	Met?	%	%	%	Met?	%	%
All Students	98%	Met	54%	61%	98%	Met	42%	54%
Disadvantaged	98%	Met	41%	53%	98%	Met	31%	46%
Disabled (SPED)	96%	Met	16%	32%	96%	Met	12%	31%
English Learner (EL) + EL Exits	97%	Met	20%	39%	98%	Met	21%	39%
Asian (Excluding Filipino)	99%	Met	73%	77%	99%	Met	64%	72%
Black	99%	Met	56%	64%	98%	Met	38%	51%
Filipino	99%	Met	58%	64%	99%	Met	45%	58%
Hispanic	99%	Met	50%	60%	99%	Met	35%	49%
Native Hawaiian	98%	Met	38%	50%	98%	Met	26%	44%
Pacific Islander	97%	Met	32%	45%	98%	Met	23%	39%
White	98%	Met	67%	73%	98%	Met	53%	63%

Notes: MIP: Reflects proficiency towards the SY 2019-2020 Measurement of Interim Progress.  
 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.  
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## 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, as are the designations for homeless students. 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 2017	
	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	78%	79%
Disabled (SPED)	n/a	n/a	n/a	65%	73%
English Learner (EL)	--	--	63%	69%	78%
Asian (Excluding Filipino)	n/a	n/a	n/a	91%	91%
Black	n/a	n/a	n/a	79%	83%
Filipino	n/a	n/a	n/a	89%	89%
Hispanic	n/a	n/a	n/a	78%	81%
Native Hawaiian	n/a	n/a	n/a	79%	84%
Pacific Islander	n/a	n/a	n/a	67%	78%
White	n/a	n/a	n/a	81%	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.

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-- English Language Proficiency results are forthcoming in January 2019.

## 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

<b>Number of students absent 15 or more school days during the school year</b>	28,218
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Enrollment	#	%	Total
In Preschool	2,300	3	87,606
In Advanced Placement Courses	6,605	14	47,805
In Baccalaureate (IB) Diploma Programme	124	3	4,123
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	450	86	1,580

Number of Instances of Out-Of-School Suspensions	Students with Disabilities		Students without Disabilities
	IDEA	Section 504	
From Preschool Program	*	n/a	*
K-12 grades	3,861	703	10,909

Number of Students who had Out-Of-School Suspensions		Students with Disabilities		Students without Disabilities
		IDEA	Section 504	
Received 1 Suspension	Preschool	*	n/a	*
	K-12 grades	597	122	2,299
Received 1 or more Suspensions	Preschool	*	n/a	*
	K-12 grades	864	157	2,478

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.

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

### Expulsions, Arrests, & Referrals to Law Enforcement

students who received an expulsion with educational services	96
students who received an expulsion without educational services	*
students who had received a school-related arrest	539
students referred to law enforcement	600

### Allegations of Harassment or Bullying

on basis of sex	279
on basis of race, color, or national origin	307
on basis of disability	101
on basis of sexual orientation	135
on basis of religion	*

### Students Reported as Harassed or Bullied

on basis of sex	126
on basis of race, color, or national origin	106
on basis of disability	44

### Incidents of Violent Offenses

rape, attempted rape, and other sexual assault	*
robbery (excluding with firearm or explosive device)	20
robbery with a firearm or explosive device	*
physical attack or fight (excluding firearm or explosive device)	2,153
physical attack or fight with a firearm or explosive device	*
threats of physical attack (excluding with firearm or explosive device)	459
threats of physical attack with a firearm or explosive device	*
possession of a firearm or explosive device	79

### 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.

	Lowest Poverty		Highest Poverty		State	
	#	%	#	%	#	%
<b>Inexperienced Educators</b>	269	9%	288	14%	1,007	9%
<b>Teachers Not Teaching in Field of Licensure/Certification</b>	386	4%	385	4%	1,752	16%
<b>Teacher with Emergency/Provisional Credentials</b>	93	1%	96	1%	417	4%

**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.

<b>Per-pupil Expenditures (In aggregate)</b>	<b>By Federal Funds</b>	<b>By State Funds</b>
\$14,943	\$1,442	\$13,501



## SCHOOL IMPROVEMENT FUNDS

The School Improvement Funds section includes a list of all schools that received school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

School Name	Amount (in dollars)	Implementation of Funds
Kaimuki High School	\$302,597	Professional development on instructional strategies, personnel, curriculum materials, technology
Nanakuli High & Intermediate School	\$320,000	Professional development on instructional strategies, personnel, program materials, progress monitoring dashboard
Kau High & Pahala Elementary School	\$243,521	Professional development on instructional strategies, personnel, curriculum materials, technology, blended learning
Laupahoehoe Community Public Charter School	\$142,509	Professional development on PBIS/SEL, personnel
Maunaloa Elementary School	\$120,000	Professional development on instructional strategies, personnel, resources and materials
Hawaii School for the Deaf and the Blind	\$235,000	Professional development on instructional strategies, personnel, curriculum materials, technology
Olomana School	\$127,499	Professional development, intervention software, Project-Based Learning equipment
Halau Ku Mana Public Charter School	\$5,000	Professional development on instructional strategies and curricular programs
Hawaii Technology Academy	\$494,852	Instructional coaches, counselors, course redesign, parent involvement, Career Tech Education/STEM
Ke Kula Niihau o Kekaha Public Charter School	\$161,500	Professional development on curriculum design, design and produce Niihau language curriculum, parent involvement activities
Kua o Ka La New Century Public Charter School	\$357,816	Professional development on PBIS, personnel, intervention software and supplies
Kanuikapono Public Charter School & Learning Center	\$85,500	Personnel, ELA curriculum, professional development on ELA curriculum
Kona Pacific Public Charter School	\$216,770	Professional development on instructional strategies, personnel, after school programs, curriculum supplies and resources

### 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 were 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**

	<b>Baseline Class of 2016</b>	<b>Measurement of Interim Progress Class of 2020</b>
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 were adjusted to exceed the baseline rate of 91% due to the baseline rate exceeding the state goal of 90%

**HAWAII'S ACCOUNTABILITY SYSTEM**

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

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

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

	<b>Baseline SY 2016-17</b>	<b>Measurement of Interim Progress SY 2019-20</b>
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.

## HAWAII'S ACCOUNTABILITY SYSTEM

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.

## HAWAII'S ACCOUNTABILITY SYSTEM

### 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.



### HAWAII'S ACCOUNTABILITY SYSTEM

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
<b>Total</b>	<b>100</b>	<b>100</b>

### 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.

## HAWAII'S ACCOUNTABILITY SYSTEM

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.

## HAWAII'S ACCOUNTABILITY SYSTEM

### **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.

## HAWAII'S ACCOUNTABILITY SYSTEM

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.

## ESSA SCHOOL STATUS - September 2018

### Schools Identified for Comprehensive Support and Improvement - 18 Schools

Dole Middle  
Hakipuu  
Halau Ku Mana  
Hawaii School for the Deaf and the Blind  
Hawaii Technology Academy  
Kaimuki High  
Kamaile Academy PCS  
Kanuikapono  
Kau High & Pahala Elementary  
Ke Ana Laahana PCS  
Ke Kula Niihau o Kekaha  
Ke Kula o Nawahiokalaniopuu  
Kona Pacific  
Kua o ka La New Century  
Laupahoehoe Community PCS  
Maunaloa Elementary  
Nanakuli High & Intermediate  
Olomana

### Schools Identified for Additional Targeted Support and Improvement - 11 Schools

Barbers Point Elementary  
Central Middle  
Kahuku Elementary  
Kaumana Elementary  
Kawananakoa Middle  
Kealakehe Intermediate  
Kohala Middle  
Lanai High & Elementary  
Pahoa High & Intermediate  
Volcano School  
Waimanalo Elementary & Intermediate

## ESSA SCHOOL STATUS - September 2018

### Schools Identified for Targeted Support and Improvement - Consistently Underperforming - 84 Schools

Ala Wai Elementary	King Intermediate
Anuenue	Kohala Elementary
Baldwin High	Kula Elementary
Campbell High	Lahaina Intermediate
Castle High	Lahainaluna High
Connections	Maemae Elementary
Ehunuikaimalino	Mali Elementary
Eleele Elementary	Makakilo Elementary
Ewa Beach Elementary	Makawao Elementary
Farrington High	Maui High
Hilo High	Maui Waena Intermediate
Hilo Union Elementary	McKinley High
Hookena Elementary	Mokapu Elementary
Iao Intermediate	Molokai Middle
Inouye Elementary	Mountain View Elementary
Jefferson Elementary	Naalehu Elementary
Ka Umeke Kaeo	Nahienaena Elementary
Ka Waihona o ka Naauao	Nanaikapono Elementary
Kaahumanu Elementary	Pahoa Elementary
Kaala Elementary	Pukalani Elementary
Kailua Elementary	Pu'u Kukui Elementary
Kaimiloa Elementary	Roosevelt High
Kainalu Elementary	Scott Elementary
Kaiulani Elementary	SEEQS
Kalakaua Middle	Solomon Elementary
Kalama Intermediate	Stevenson Middle
Kalani High	Wahiawa Middle
Kalaniana'ole Elementary & Intermediate	Waiakeawaena Elementary
Kaleiopuu Elementary	Waialua Elementary
Kalihi Elementary	Waialua High & Intermediate
Kamiloiki Elementary	Waianae Elementary
Kapaa Elementary	Waianae High
Kapaa Middle	Waianae Intermediate
Kapunahala Elementary	Waihee Elementary
Kaunakakai Elementary	Waikoloa Elementary & Middle
Keaau Elementary	Wailuku Elementary
Keaau High	Waimea Elementary
Keaau Middle	Waimea Middle
Kealakehe Elementary	Waipahu Elementary
Keaukaha Elementary	Waipahu High
Keonepoko Elementary	Waipahu Intermediate
Kihei Elementary	Wilcox Elementary

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) MATHEMATICS AND READING RESULTS FOR HAWAII

The National Assessment of Educational Progress (NAEP) is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides a comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2016-17 being the most recent year for the NAEP.

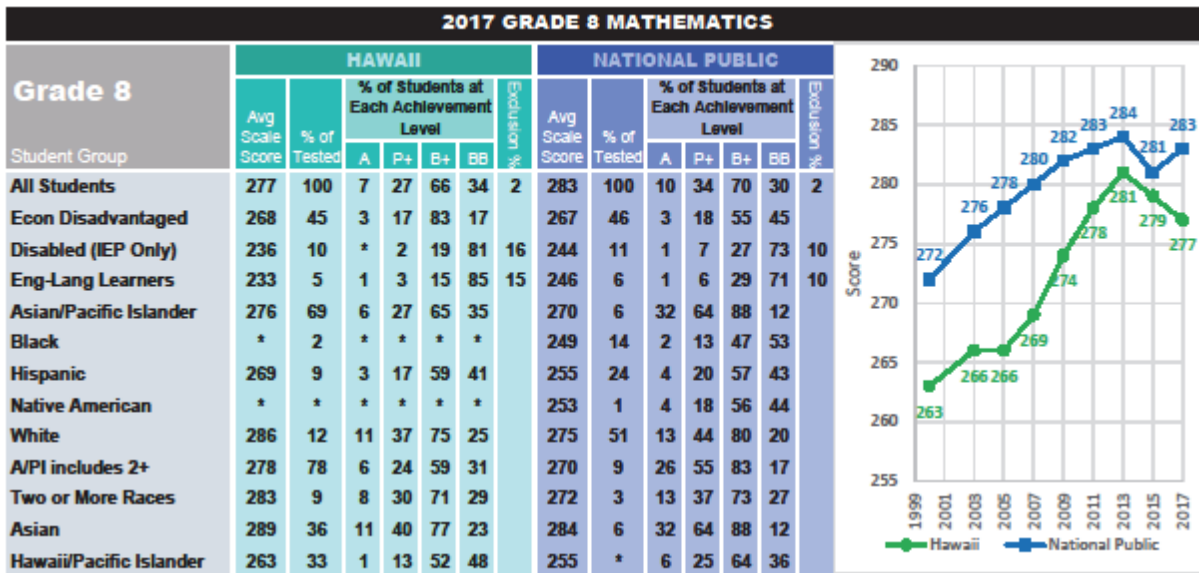
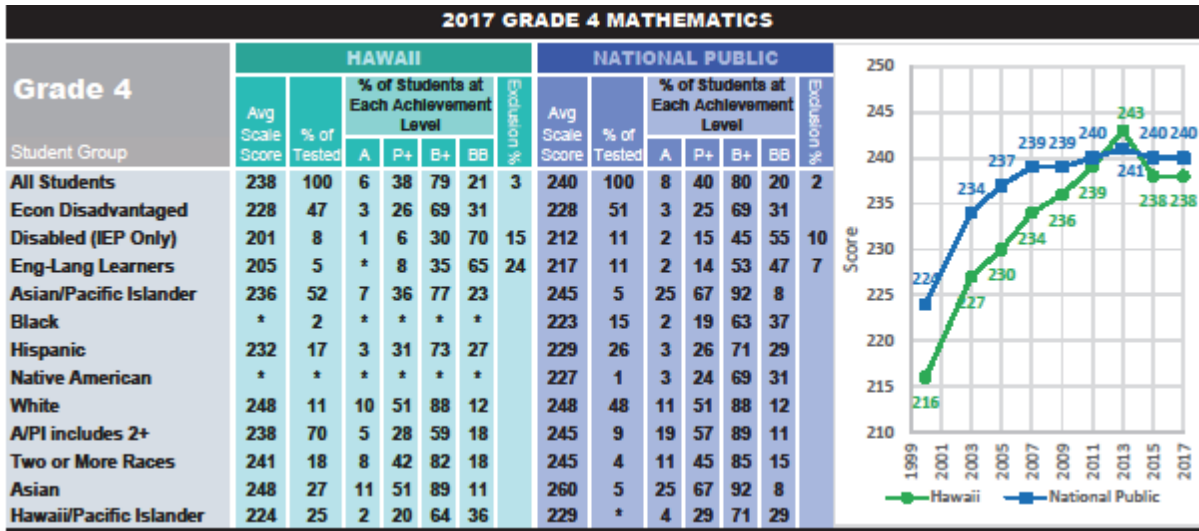
NAEP differs in several ways from the Smarter Balanced Assessments which serve as the main state assessments for Hawaii. While the majority of the content that is targeted in the NAEP Framework and the Common Core Standards are similar, there is some misalignment between the content assessed in NAEP and the grade 4 and 8 learning expectations in Hawaii's standards. Furthermore, NAEP results are based on samples of students across Hawai'i public and public charter schools rather than including all grade 4 and grade 8 students.

The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). In addition to data pertaining to All Students, there are student subgroups that include economically disadvantaged, disabled or students with an Individual Education Plan or 504 Plan, English language learners, and students grouped by placement in one of the federal ethnicity/race categories. This year's report also includes exclusion rates.

The proportion of grade 8 students who were Proficient in reading increased in 2017, with no significant changes in grade 4 reading and grades 4 and 8 math. While Hawaii followed a national drop in test results between 2013 and 2015, Hawaii's percentage of students scoring Proficient in reading and math has increased steadily over the last decade. Additionally, Hawaii's students' average scores in reading and math in both grade levels have significantly increased over the past two decades resulting in a decrease in the gap between Hawaii's average scores and the national averages.



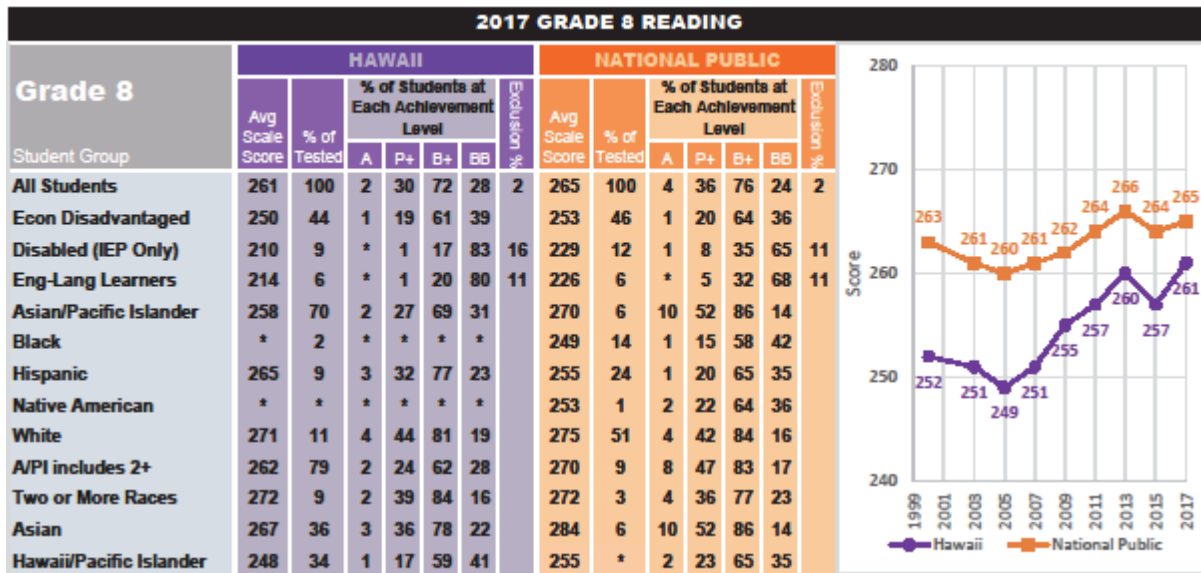
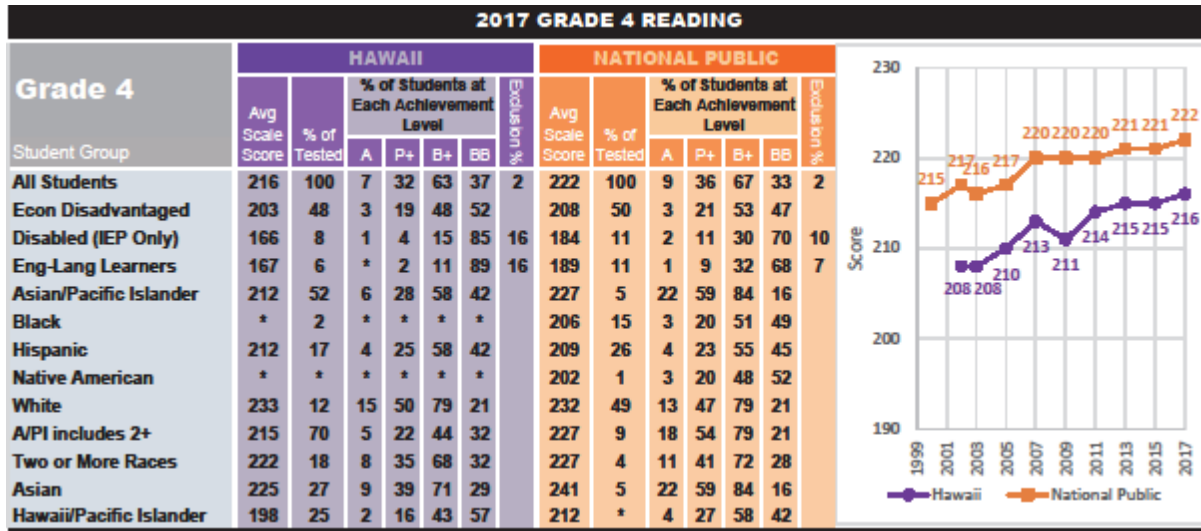
## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) MATHEMATICS AND READING RESULTS FOR HAWAII



Notes. (A) \* = Reporting standards not met. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels).



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