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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 support and improvements 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 percentage of students with the most significant cognitive disabilities who participate in alternate assessments standards by grade and subject.

ENGLISH LEARNER (EL) WAIVER PARTICIPATION includes the number and percentage of first-time in U.S. English learner students that were exempt from taking the language arts assessment.

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.

HSA-ALT AND KAE0 ACADEMIC GROWTH determine growth for students taking the HSA-Alt and KAE0 (Kaiapuni Assessment of Educational Outcomes) assessments. Hawaii uses the percentage of students demonstrating one year of growth based on their prior and current year achievement levels.

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 disaggregates 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	93,990	98%	22,089	24%	20,036	22%	27,526	30%	21,034	23%
Disadvantaged	45,894	98%	15,361	35%	11,148	25%	11,725	26%	6,062	14%
Disabled (SPED)	9,508	95%	6,326	68%	1,820	20%	807	9%	357	4%
English Learner (EL)	7,963	97%	4,124	60%	1,739	25%	859	12%	202	3%
Asian (Excluding Filipino)	14,361	99%	1,704	12%	2,198	16%	4,657	33%	5,469	39%
Black	2,700	98%	482	20%	575	24%	839	34%	543	22%
Filipino	21,643	99%	4,030	19%	4,893	23%	7,230	34%	4,884	23%
Hispanic	2,490	98%	635	27%	562	24%	750	32%	431	18%
Native Hawaiian	22,539	97%	8,146	37%	5,840	26%	5,785	26%	2,486	11%
Pacific Islander	9,605	97%	3,962	44%	2,360	26%	1,912	21%	857	9%
White	19,278	98%	2,845	16%	3,348	18%	5,941	33%	6,023	33%
Male	48,639	98%	13,808	29%	10,685	23%	13,183	28%	9,276	20%
Female	45,351	98%	8,281	19%	9,351	21%	14,343	33%	11,758	27%
Migrant	1,282	98%	600	48%	307	24%	261	21%	91	7%
Military Dependents	5,423	99%	592	11%	907	17%	1,818	34%	1,990	37%
Homeless	1,805	96%	798	48%	420	25%	320	19%	131	8%
Foster Care	463	95%	216	48%	101	22%	92	20%	45	10%

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	94,169	98%	28,295	31%	24,152	26%	20,322	22%	18,480	20%
Disadvantaged	45,995	98%	18,522	41%	12,542	28%	8,293	19%	5,306	12%
Disabled (SPED)	9,537	96%	6,840	73%	1,516	16%	647	7%	353	4%
English Learner (EL)	8,034	98%	4,313	59%	1,745	24%	921	13%	368	5%
Asian (Excluding Filipino)	14,391	99%	2,007	14%	2,911	21%	3,788	27%	5,397	38%
Black	2,707	99%	759	31%	750	31%	571	23%	370	15%
Filipino	21,684	99%	5,520	26%	5,952	28%	5,214	25%	4,577	22%
Hispanic	2,487	98%	902	38%	708	30%	464	19%	316	13%
Native Hawaiian	22,593	97%	9,990	45%	6,416	29%	3,872	17%	2,033	9%
Pacific Islander	9,638	98%	4,746	51%	2,394	26%	1,341	15%	748	8%
White	19,291	98%	3,979	22%	4,669	26%	4,784	26%	4,768	26%
Male	48,745	98%	15,570	33%	12,000	25%	10,027	21%	9,665	20%
Female	45,424	98%	12,725	29%	12,152	28%	10,295	23%	8,815	20%
Migrant	1,281	98%	678	54%	346	28%	155	12%	79	6%
Military Dependents	5,420	99%	779	15%	1,309	25%	1,536	29%	1,716	32%
Homeless	1,810	96%	976	57%	415	24%	202	12%	109	6%
Foster Care	464	95%	243	53%	120	26%	63	14%	29	6%

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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	37,350	97%	7,877	22%	12,608	35%	11,803	32%	4,198	12%
Disadvantaged	17,247	96%	5,042	30%	6,416	38%	4,368	26%	1,000	6%
Disabled (SPED)	3,821	93%	2,062	55%	1,186	32%	409	11%	100	3%
English Learner (EL)	2,991	96%	1,413	51%	1,020	37%	340	12%	20	1%
Asian (Excluding Filipino)	5,722	99%	593	11%	1,574	28%	2,256	40%	1,201	21%
Black	1,033	98%	170	18%	363	38%	343	36%	82	9%
Filipino	8,892	98%	1,775	20%	3,163	36%	2,955	34%	884	10%
Hispanic	1,042	97%	217	21%	410	40%	306	30%	80	8%
Native Hawaiian	9,363	95%	2,920	31%	3,682	40%	2,246	24%	426	5%
Pacific Islander	3,541	94%	1,384	40%	1,284	37%	676	20%	99	3%
White	7,213	98%	738	11%	1,961	29%	2,828	41%	1,353	20%
Male	19,476	97%	4,353	23%	6,388	34%	5,990	31%	2,297	12%
Female	17,874	97%	3,524	20%	6,220	36%	5,813	33%	1,901	11%
Migrant	502	98%	210	43%	192	39%	82	17%	10	2%
Military Dependents	1,874	100%	126	7%	458	25%	847	46%	420	23%
Homeless	645	93%	235	38%	225	37%	132	22%	19	3%
Foster Care	176	87%	57	33%	72	41%	34	20%	11	6%

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

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ALTERNATE ASSESSMENT (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	136	1%	133	1%	n/a	n/a
4	116	1%	114	1%	106	1%
5	174	1%	172	1%	n/a	n/a
6	145	1%	148	1%	n/a	n/a
7	123	1%	124	1%	n/a	n/a
8	149	1%	148	1%	143	1%
11	125	1%	124	1%	121	1%

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ENGLISH LEARNER (EL) WAIVER PARTICIPATION RESULTS

First-time in U.S. English learner exemption rates are based on the number of first-time in U.S. English learners who took the English language proficiency test and are in a tested grade for the state's summative English language arts assessment, divided by the number of all English learners in tested grades.

English Learners Exempted from Language Arts Assessments	
#	%
764	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).

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	43
English Learner (EL) + EL Exits	51	52
Asian (Excluding Filipino)	55	57
Black	51	51
Filipino	53	53
Hispanic	49	49
Native Hawaiian	46	46
Pacific Islander	46	46
White	52	52

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HSA-ALT AND KAE0 ACADEMIC GROWTH

To determine growth for students taking the HSA-Alt and KAE0 (Kaiapuni Assessment of Educational Outcomes) assessments. Hawaii uses the percentage of students demonstrating one year of growth based on their prior and current year achievement levels.

	Language Arts/Literacy	Mathematics
All Students	45%	47%
Disadvantaged	43%	45%
Disabled (SPED)	36%	44%
English Learner (EL) + EL Exits	31%	40%
Asian (Excluding Filipino)	42%	42%
Black	n/a	n/a
Filipino	35%	46%
Hispanic	46%	54%
Native Hawaiian	50%	50%
Pacific Islander	30%	37%
White	45%	45%

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, 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.

	GRADUATION CLASS OF 2019
	%
All Students	85%
Disadvantaged	81%
Disabled (SPED)	63%
English Learner (EL)	70%
Asian (Excluding Filipino)	93%
Black	83%
Filipino	91%
Hispanic	85%
Native Hawaiian	82%
Pacific Islander	70%
White	84%
Homeless	77%
Foster Care	44%

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 2017-2018 school year.

	COLLEGE-GOING CLASS OF 2018			
	High School Diploma	Enrolled in IHE, In-state Public	Enrolled in IHE, Private and Out-of-State	College-Going Rate
All Students	11,299	3,754	2,440	55%
Disadvantaged	6,393	1,935	958	45%
Disabled (SPED)	1,053	255	59	30%
English Learner (EL)	878	287	65	40%
Asian (Excluding Filipino)	1,942	973	551	78%
Black	310	59	104	53%
Filipino	3,097	1,215	581	58%
Hispanic	370	95	74	46%
Native Hawaiian	2,786	742	424	42%
Pacific Islander	784	146	129	35%
White	1,827	474	538	55%

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	21%
Disabled (SPED)	23%
English Learner (EL) + EL Exits	16%
Asian (Excluding Filipino)	7%
Black	10%
Filipino	9%
Hispanic	17%
Native Hawaiian	23%
Pacific Islander	26%
White	13%

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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	43%	54%
Disadvantaged	98%	Met	40%	53%	98%	Met	30%	46%
Disabled (SPED)	95%	Met	13%	32%	96%	Met	11%	31%
English Learner (EL) + EL Exits	97%	Met	24%	39%	98%	Met	24%	39%
Asian (Excluding Filipino)	99%	Met	72%	77%	99%	Met	65%	72%
Black	98%	Met	57%	64%	99%	Met	38%	51%
Filipino	99%	Met	58%	64%	99%	Met	46%	58%
Hispanic	98%	Met	50%	60%	98%	Met	33%	49%
Native Hawaiian	97%	Met	37%	50%	97%	Met	26%	44%
Pacific Islander	97%	Met	30%	45%	98%	Met	23%	39%
White	98%	Met	66%	73%	98%	Met	52%	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.

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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 2018	
	On-track to English Language Proficiency		Statewide MIP	Graduation Rate	Statewide MIP
	#	%	%	%	%
All Students	n/a	n/a	n/a	84%	86%
Disadvantaged	n/a	n/a	n/a	79%	79%
Disabled (SPED)	n/a	n/a	n/a	64%	73%
English Learner (EL)	4769	38%	63%	68%	78%
Asian (Excluding Filipino)	n/a	n/a	n/a	92%	91%
Black	n/a	n/a	n/a	82%	83%
Filipino	n/a	n/a	n/a	90%	89%
Hispanic	n/a	n/a	n/a	80%	81%
Native Hawaiian	n/a	n/a	n/a	81%	84%
Pacific Islander	n/a	n/a	n/a	64%	78%
White	n/a	n/a	n/a	86%	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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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	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	489	61	1,680

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	1,058	226	3,796
Received 1 or more Suspensions	Preschool	*	n/a	*
	K-12 grades	523	143	1,338

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	52
students who received an expulsion without educational services	*
students who had received a school-related arrest	563
students referred to law enforcement	626

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	
	#	%	#	%	#	%
Inexperienced Educators	113	4%	107	5%	482	4%
Teachers Not Teaching in Field of Licensure/Certification	341	3%	365	3%	1,547	14%
Teacher with Emergency/Provisional Credentials	107	1%	118	1%	438	4%

PER-PUPIL EXPENDITURES

Per-pupil expenditures (PPE) 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 (city or county) monies as a source of funding.

The State PPE calculation includes the following:

- (1) School Level Expenditures: Amounts spent by School Principals.
- (2) Complex and State Level Expenditures: Amounts paid for at the Complex and State offices to support schools (e.g. curriculum development, information technology, fiscal services, talent management, utilities, facilities repair & maintenance, etc.)
- (3) State of Hawaii Fringe: Employer "fringe" benefit costs paid centrally by the State of Hawaii for all State departments.

State & Local PPE	Federal PPE	Total PPE
\$14,396	\$1,412	\$15,808

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
Dole Middle School	\$110,000	Instructional coaching
Kaimuki High School	\$466,673	Professional development on instructional strategies, personnel, curriculum materials, technology
Nanakuli High & Intermediate School	\$520,000	Professional development on instructional strategies, personnel, program materials, progress monitoring dashboard
Kamaile Academy	\$484,248	Personnel, teacher mentoring
Kau High & Pahala Elementary School	\$418,242	Professional development on instructional strategies, personnel, curriculum materials, technology, blended learning
Laupahoehoe Community Public Charter School	\$366,790	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	\$572,000	Professional development on instructional strategies, personnel, curriculum materials, technology
Olomana School	\$821,105	Professional development, intervention software, Project-Based Learning equipment
Halau Ku Mana Public Charter School	\$78,000	Professional development on instructional strategies and curricular programs
Hawaii Technology Academy	\$786,444	Instructional coaches, counselors, course redesign, parent involvement, Career Tech Education/STEM
Ke Kula Niihau o Kekaha Public Charter School	\$339,500	Professional development on curriculum design, design and produce Niihau language curriculum, parent involvement activities
Kua o Ka La New Century Public Charter School	\$385,648	Professional development on PBIS, personnel, intervention software and supplies
Kanuikapono Public Charter School & Learning Center	\$312,000	Personnel, ELA curriculum, professional development on ELA curriculum
Kona Pacific Public Charter School	\$202,626	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

	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 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

	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.

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 proficiency 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 and percentage of students who attained one year of growth based on statewide assessments	4-8
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 and targeted support and improvement and 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.

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 SUBGROUPS FOR TARGETED SUPPORT AND IMPROVEMENT

Hawaii will identify subgroups 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 subgroup would be identified for targeted support and improvement. Subgroup performance will be compared to the performance of other subgroups within the same grade span.

Subgroups 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. Subgroups needing additional targeted support will be identified based on the following criteria:

- 1) Identify the highest 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 the threshold score for their respective school type identified in Step 1.

Hawaii will identify 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 (CSI), AND (2) SCHOOLS WITH A SUBGROUP IDENTIFIED FOR TARGETED SUPPORT AND IMPROVEMENT (TSI) DUE TO LOW-PERFORMANCE¹

CSI Due to Low Graduation Rate (CSI-Grad)

To exit comprehensive support and improvement due to low graduation rate, a school must have a graduation rate greater than 67 percent the final year of the three-year support and improvement period to exit. Should a school identified for CSI-Grad increase its graduation rate to higher than 67 percent but is identified as one of the lowest-performing five percent of Title I schools in Fall 2020, the school will be treated as a newly identified school for CSI-All.

CSI Based on Lowest Performing Five Percent of Schools (CSI-All)

To exit comprehensive support and improvement in Fall 2017 due to low performance, a school must have a school performance unit score placing them above the highest unit score of the lowest-performing five percent of Title I schools within their grade span during the final school year of the three-year support and improvement period. In addition, the school must demonstrate 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, in this case Fall 2020.

Additional Targeted Support (A-TSI)

To exit additional targeted support, the subgroup identified must have a unit score from the third year or an average unit score from the second and third year of the three-year period that is greater than the highest CSI-All school's performance unit score. Title I schools with at least one subgroup that received additional targeted support that do not meet either of the improvement criteria above will be identified for comprehensive support and improvement consistently underperforming (CSI-CU). Non-Title I schools with at least one subgroup that received additional targeted support that do not meet either of the improvement criteria above will retain their A-TSI status. Should a school with at least one subgroup identified for additional targeted support meet the exit criteria, but another subgroup in that same school becomes identified for additional targeted support, 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, 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 A-TSI.

CSI Consistently Underperforming (CSI-CU)

To exit CSI-CU, the subgroup identified as persistently low-performing in Fall 2023 must have a subgroup performance unit score from the final, or average of the final and prior year of the three-year CSI-CU period, that is higher than the highest CSI-All unit score within the same grade span the year it was initially identified (Fall 2023). In addition, the subgroup 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.

¹ Hawaii will exit schools from CSI and TSI based on the criteria for which they were identified.

HAWAII'S ACCOUNTABILITY SYSTEM

Additional State Exit Measures for CSI

For schools identified for CSI due to low performance or persistently low-performing subgroups who do not meet exit criteria within four years of identification, the state will provide more rigorous interventions as appropriate to meet the needs of the school. The schools, in consultation with the Complex Area Superintendent, are 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 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 CSI. The school must demonstrate sufficient progress prior to the end of the three-year support and improvement period, the school may request to no longer be identified for CSI. 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.

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 2019

Schools identified for Comprehensive Support and Improvement (CSI) - 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 with at least one subgroup identified for Additional Targeted Support and Improvement (A-TSI)- 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 2019

Schools with at least one subgroup identified for Targeted Support and Improvement - Consistently Underperforming (TSI-CU) - 8 Schools

Farrington High
Ka Waihona o ka Naauao
Kailua High
Kohala Elementary
McKinley High
Mountain View Elementary
Waianae Elementary
Waikoloa Elementary & Middle

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

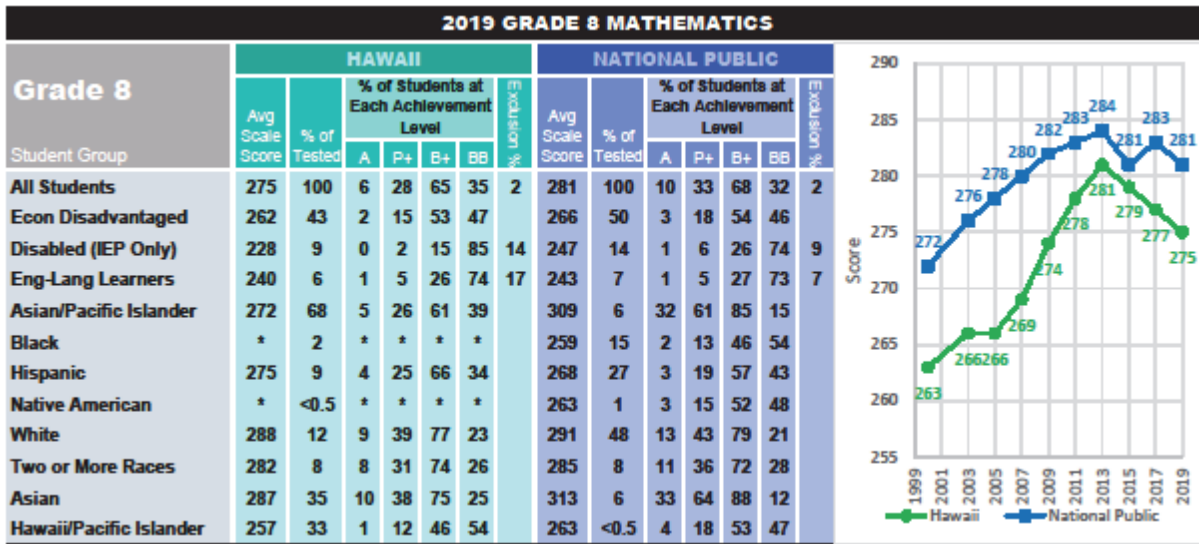
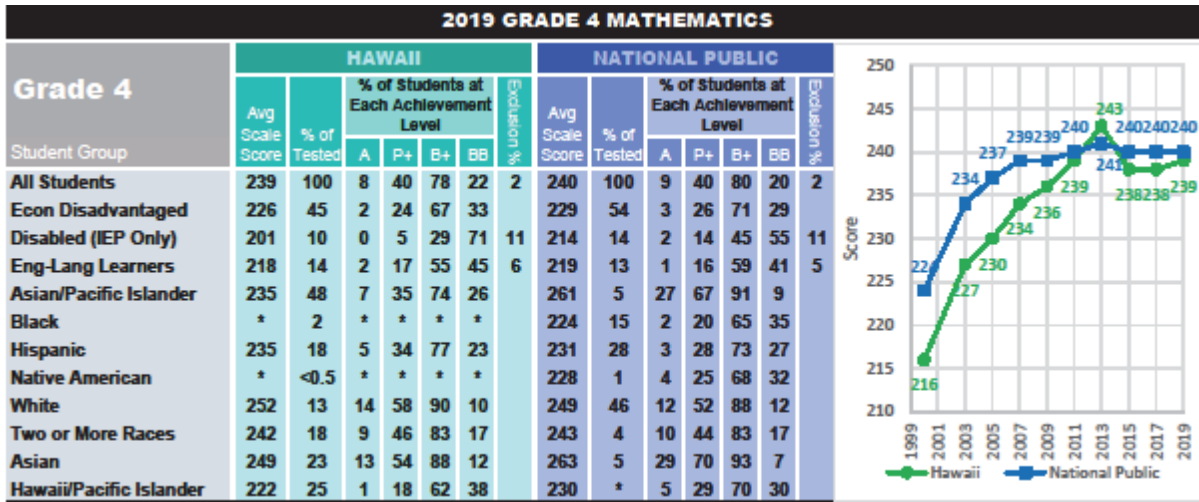
The National Assessment of Educational Progress (NAEP) is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides a comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2018-19 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.

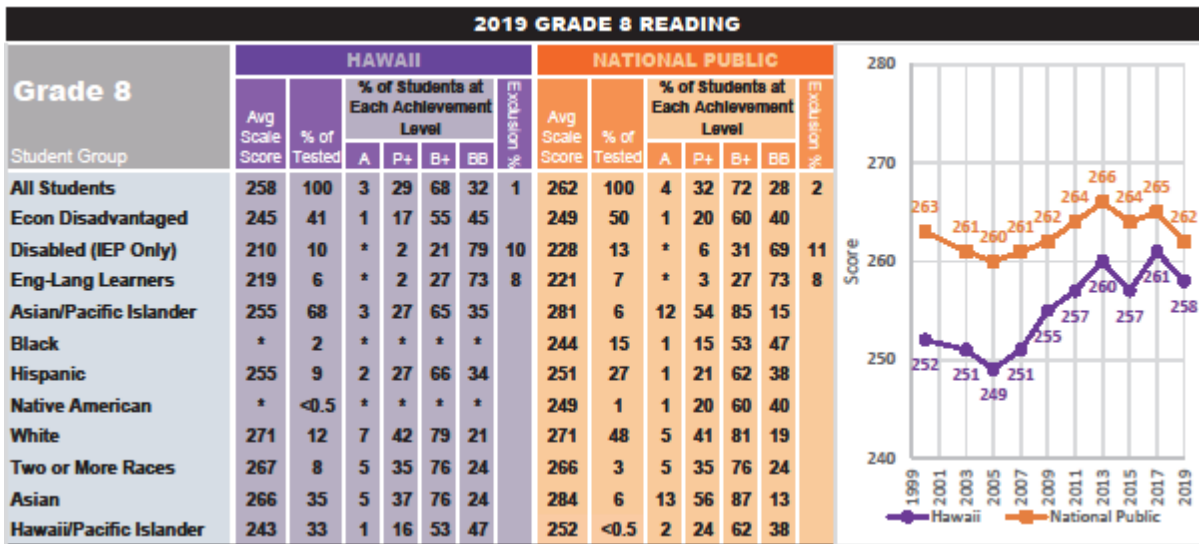
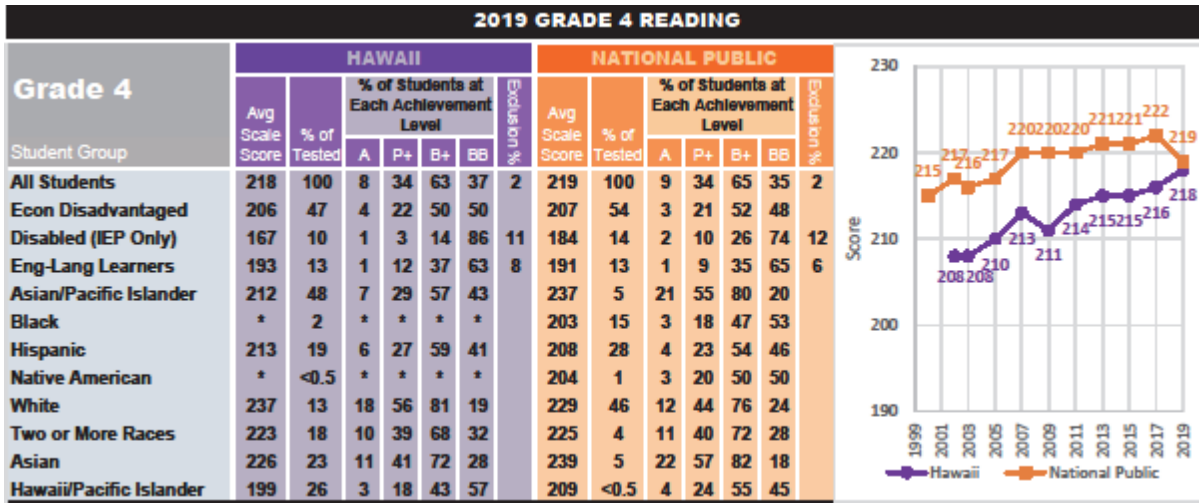
For both the reading and mathematics assessments, the proportion of grade 4 students who were Proficient increased in 2019, with no significant changes in grade 8 reading and mathematics. In 2019, for the first time during the past 20+ years of NAEP, Hawaii's performance in 4th grade reading has increased to be on par with the national average. From 2009 – 2019, Hawaii's 4th graders showed a steady increase (a gain of 7 points) while the national average remained essentially flat (a decrease of 1 point). Additionally, in 4th grade mathematics, Hawaii's students continue to perform on par with the national average, as they have since 2011. Hawaii's students' average scale 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).

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).