Nā Wai Ola Public Charter School

ESSA REPORT | EVERY STUDENT SUCCEEDS ACT | SCHOOL YEAR 2023-24

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ABOUT THIS REPORT

Hawai‘i’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 Hawai‘i 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 https://hawaiipublicschools.org/about/organization/strive-hi-dashboard/.

Each year, HIDOE will publish the ESSA Report to provide Hawai‘i stakeholders with important statewide and school-by-school data.

The ESSA State report can be found at:
https://arch.k12.hi.us/reports/essa.

ESSA STATUS

This School's ESSA Status: Not Identified as Comprehensive or Targeted Support and Improvement.

Nā Wai Ola Public Charter School	Official Enrollment (August 2023)	Title I School
18-1355 Volcano Highway **Mountain View, Hawai‘i 96771** **Phone: 808-968-2318**	97	Yes

03/2026

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.

ENGLISH LEARNER (EL) PROFICIENCY RESULTS includes the number and percentage of English Learner students proficient on the English language proficiency test.

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.

HSA-ALTERNATE (HSA-Alt) ASSESSMENT PARTICIPATION includes the number and percentage of students with the most significant cognitive disabilities who participate in alternate assessments standards.

STUDENT GROWTH PERCENTILES (SGP) summarize how well a school's students are performing relative to students across the state with similar scoring histories. Baselined SGPs are the same measure, but instead compare current students to students from 2019 (the baseline year). This allows the state to measure changes in student growth over time. An SGP of 40 or higher is considered to equate to a year's worth of learning or better.

HSA-ALT AND KĀʻEO ACADEMIC GROWTH determine growth for students taking the HSA-Alt and KĀʻEO (Kaiapuni Assessment of Educational Outcomes) assessments. Hawaiʻi 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).

REGULAR ATTENDANCE measures the percentage of students who regularly attend school (17 or fewer days absent) in the school year.

LONG-TERM GOALS (LTG) disaggregates progress toward long-term goals across student subgroups for academic achievement in language arts and math, graduation rates, and progress to English language proficiency for English 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 provide an overview of educator experience, certification, and licensure status. 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 Hawaiʻi with the performance of students nationally in mathematics and reading.

PARTICIPATION RATES

How many students participated in testing?

These tables display participation rates for language arts, math, and science across student subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates should always be taken into consideration when reviewing proficiency results, and especially so, when students' modes of learning, instruction, and test-taking options are disrupted or altered during the school year; (B) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (C) Participation rates allow readers to judge the extent proficiency and other test derived results are representative of all students eligible to test; and (D) When participation rates drop below 95%, one should ask, "To what extent are these results reflective of all students eligible to test?" "Are certain student subgroups over- or under-represented?" "Do those differences skew achievement results?".

	Language Arts				
	Percent Tested			2024 Complex Area	2024 State
	2022	2023	2024		
All Students	98%	100%	100%	n/a	97%
Disadvantaged	100%	100%	100%	n/a	97%
Not Disadvantaged	92%	100%	100%	n/a	98%
Special Education (SPED)	n/a	100%	100%	n/a	94%
Not Special Education	98%	100%	100%	n/a	97%
English Learner (EL)	n/a	n/a	n/a	n/a	96%
High Needs	100%	100%	100%	n/a	96%
Non-High Needs	92%	100%	100%	n/a	98%
Asian (Excluding Filipino)	n/a	100%	n/a	n/a	99%
Black	n/a	n/a	n/a	n/a	98%
Filipino	n/a	n/a	n/a	n/a	98%
Hispanic	n/a	n/a	n/a	n/a	97%
Native Hawaiian	100%	100%	100%	n/a	95%
Pacific Islander	n/a	n/a	n/a	n/a	96%
White	96%	100%	100%	n/a	97%
Male	97%	100%	100%	n/a	97%
Female	100%	100%	100%	n/a	97%
Migrant	n/a	n/a	n/a	n/a	97%

Notes: Cells with too few students (less than 5) 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).

How many students participated in testing? (continued)

	Mathematics				
	Percent Tested			2024 Complex Area	2024 State
	2022	2023	2024		
All Students	98%	100%	98%	n/a	97%
Disadvantaged	100%	100%	98%	n/a	97%
Not Disadvantaged	92%	100%	100%	n/a	98%
Special Education (SPED)	n/a	100%	100%	n/a	95%
Not Special Education	98%	100%	98%	n/a	98%
English Learner (EL)	n/a	n/a	n/a	n/a	97%
High Needs	100%	100%	98%	n/a	97%
Non-High Needs	92%	100%	100%	n/a	98%
Asian (Excluding Filipino)	n/a	100%	n/a	n/a	99%
Black	n/a	n/a	n/a	n/a	98%
Filipino	n/a	n/a	n/a	n/a	99%
Hispanic	n/a	n/a	n/a	n/a	97%
Native Hawaiian	100%	100%	100%	n/a	95%
Pacific Islander	n/a	n/a	n/a	n/a	96%
White	96%	100%	97%	n/a	97%
Male	97%	100%	97%	n/a	97%
Female	100%	100%	100%	n/a	97%
Migrant	n/a	n/a	n/a	n/a	97%

Notes: Cells with too few students (less than 5) are designated "n/a" due to reliability concerns or not applicable.
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How many students participated in testing? (continued)

	Science				
	Percent Tested			2024 Complex Area	2024 State
	2022	2023	2024		
All Students	100%	100%	100%	n/a	96%
Disadvantaged	100%	100%	100%	n/a	95%
Not Disadvantaged	n/a	n/a	n/a	n/a	97%
Special Education (SPED)	n/a	n/a	n/a	n/a	92%
Not Special Education	100%	100%	100%	n/a	96%
English Learner (EL)	n/a	n/a	n/a	n/a	93%
High Needs	100%	100%	*	n/a	95%
Non-High Needs	n/a	n/a	n/a	n/a	97%
Asian (Excluding Filipino)	n/a	n/a	n/a	n/a	99%
Black	n/a	n/a	n/a	n/a	96%
Filipino	n/a	n/a	n/a	n/a	98%
Hispanic	n/a	n/a	n/a	n/a	96%
Native Hawaiian	100%	n/a	100%	n/a	93%
Pacific Islander	n/a	n/a	n/a	n/a	93%
White	n/a	100%	100%	n/a	96%
Male	100%	100%	100%	n/a	96%
Female	100%	100%	100%	n/a	96%
Migrant	n/a	n/a	n/a	n/a	97%

Notes: Cells with too few students (less than 5) are designated "n/a" due to reliability concerns or not applicable.
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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 FSY Participation Rate is based on students enrolled at a school for the Full School Year (FSY). An FSY Participation Penalty is applied when the All Students or any subgroup meeting the minimum n-size of 11 FSY students does not achieve a participation rate of at least 95%. In this situation, the number of non-participating students that reduced the rate below 95% are coded as Not Meeting Standard (Not Proficient).

	Language Arts									
Student Subgroups	**FSY Number Tested**	**FSY Percent Tested**	**FSY Participation Penalty**		**School Not Proficient**		**School Proficient**		**State Proficient**	
All Students	*	*	*	*	*	*	*	*	*	52%
Disadvantaged	*	*	*	*	*	*	*	*	*	39%
Not Disadvantaged	*	*	*	*	*	*	*	*	*	65%
Special Education (SPED)	*	*	*	*	*	*	*	*	*	12%
Not Special Education	*	*	*	*	*	*	*	*	*	57%
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17%
Asian (Excluding Filipino)	*	*	*	*	*	*	*	*	*	71%
Black	*	*	*	*	*	*	*	*	*	53%
Filipino	*	*	*	*	*	*	*	*	*	58%
Hispanic	*	*	*	*	*	*	*	*	*	47%
Native Hawaiian	*	*	*	*	*	*	*	*	*	34%
Pacific Islander	*	*	*	*	*	*	*	*	*	30%
White	*	*	*	*	*	*	*	*	*	61%
Male	*	*	*	*	*	*	*	*	*	47%
Female	*	*	*	*	*	*	*	*	*	57%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31%
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70%
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28%
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26%

Notes: Cells with too few students (less than 11) 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 (continued)

	Language Arts							
	Number and Percent in Each Standard Level							
	Did Not Meet		Nearly Met		Met		Exceeded	
All Students	*	*	*	*	*	*	*	*
Disadvantaged	*	*	*	*	*	*	*	*
Not Disadvantaged	*	*	*	*	*	*	*	*
Special Education (SPED)	*	*	*	*	*	*	*	*
Not Special Education	*	*	*	*	*	*	*	*
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian (Excluding Filipino)	*	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Native Hawaiian	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*
Male	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes: Cells with too few students (less than 11) 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 (continued)

Student Subgroups	Mathematics									
	FSY Number Tested	FSY Percent Tested	FSY Participation Penalty		School Not Proficient		School Proficient		State Proficient	
All Students	*	*	*	*	*	*	*	*	*	40%
Disadvantaged	*	*	*	*	*	*	*	*	*	28%
Not Disadvantaged	*	*	*	*	*	*	*	*	*	52%
Special Education (SPED)	*	*	*	*	*	*	*	*	*	9%
Not Special Education	*	*	*	*	*	*	*	*	*	44%
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15%
Asian (Excluding Filipino)	*	*	*	*	*	*	*	*	*	62%
Black	*	*	*	*	*	*	*	*	*	37%
Filipino	*	*	*	*	*	*	*	*	*	44%
Hispanic	*	*	*	*	*	*	*	*	*	31%
Native Hawaiian	*	*	*	*	*	*	*	*	*	23%
Pacific Islander	*	*	*	*	*	*	*	*	*	20%
White	*	*	*	*	*	*	*	*	*	48%
Male	*	*	*	*	*	*	*	*	*	41%
Female	*	*	*	*	*	*	*	*	*	39%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19%
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	61%
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19%
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17%

Notes: Cells with too few students (less than 11) 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 (continued)

	Mathematics							
	Number and Percent in Each Standard Level							
	Did Not Meet		Nearly Met		Met		Exceeded	
All Students	*	*	*	*	*	*	*	*
Disadvantaged	*	*	*	*	*	*	*	*
Not Disadvantaged	*	*	*	*	*	*	*	*
Special Education (SPED)	*	*	*	*	*	*	*	*
Not Special Education	*	*	*	*	*	*	*	*
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian (Excluding Filipino)	*	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Native Hawaiian	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*
Male	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes: Cells with too few students (less than 11) 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 (continued)

Student Subgroups	Science									
	FSY Number Tested	FSY Percent Tested	FSY Participation Penalty		School Not Proficient		School Proficient		State Proficient	
All Students	*	*	*	*	*	*	*	*	*	41%
Disadvantaged	*	*	*	*	*	*	*	*	*	29%
Not Disadvantaged	*	*	*	*	*	*	*	*	*	52%
Special Education (SPED)	*	*	*	*	*	*	*	*	*	9%
Not Special Education	*	*	*	*	*	*	*	*	*	45%
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8%
Asian (Excluding Filipino)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	61%
Black	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43%
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45%
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31%
Native Hawaiian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23%
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19%
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53%
Male	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41%
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18%
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66%
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23%
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18%

Notes: Cells with too few students (less than 11) 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 (continued)

	Science							
	Number and Percent in Each Standard Level							
	Did Not Meet		Nearly Met		Met		Exceeded	
All Students	*	*	*	*	*	*	*	*
Disadvantaged	*	*	*	*	*	*	*	*
Not Disadvantaged	*	*	*	*	*	*	*	*
Special Education (SPED)	*	*	*	*	*	*	*	*
Not Special Education	*	*	*	*	*	*	*	*
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian (Excluding Filipino)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Military Dependents	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Care	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes: Cells with too few students (less than 11) 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).

ENGLISH LEARNER (EL) PROFICIENCY RESULTS

English Learners (EL) proficiency rates are based on the number of English Learners proficient on the English language proficiency test, divided by the number of English Learners who took the English language proficiency test.

English Learners Proficient on the English Language Proficiency Test	
#	%
n/a	n/a

Notes: Cells with too few students (less than 11) 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).

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	
#	%
n/a	n/a

Notes: Cells with too few students (less than 11) 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).

HSA-ALTERNATE (HSA-ALT) ASSESSMENT PARTICIPATION RESULTS

HSA-Alternate (HSA-Alt) Assessment 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	*	*	*	*	n/a	n/a
4	*	*	*	*	n/a	n/a
5	*	*	*	*	*	*
6	*	*	*	*	n/a	n/a

Notes: Cells with too few students (less than 11) 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 GROWTH PERCENTILES

English Language Arts (ELA) and Math student growth percentiles (SGP) indicate how much growth a student made from the prior year. The accountability measure will consider the percent of students in a school who receive an SGP of 40 or higher, as this equated to one year's worth of learning or better.

	English Language Arts/Literacy	Mathematics
All Students	53%	50%
Disadvantaged	49%	46%
Special Education (SPED)	n/a	n/a
English Learner (EL) + EL Exits	n/a	n/a
Asian (Excluding Filipino)	n/a	n/a
Black	n/a	n/a
Filipino	n/a	n/a
Hispanic	n/a	n/a
Native Hawaiian	31%	46%
Pacific Islander	n/a	n/a
White	80%	47%

Notes: Cells with too few students (less than 11) 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).

HSA-ALT AND KĀʻEO ACADEMIC GROWTH

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

	Language Arts	Mathematics
All Students	n/a	n/a
Disadvantaged	n/a	n/a
Special Education (SPED)	n/a	n/a
English Learner (EL) + EL Exits	n/a	n/a
Asian (Excluding Filipino)	n/a	n/a
Black	n/a	n/a
Filipino	n/a	n/a
Hispanic	n/a	n/a
Native Hawaiian	n/a	n/a
Pacific Islander	n/a	n/a
White	n/a	n/a

Notes: Cells with too few students (less than 11) are designated "n/a" due to reliability concerns or not applicable.
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REGULAR ATTENDANCE RATES

Regular attendance measures the percentage of students who regularly attend school (17 or fewer days absent) in the school year.

	Regular Attendance
All Students	55%
Disadvantaged	57%
Special Education (SPED)	64%
English Learner (EL) + EL Exits	n/a
Asian (Excluding Filipino)	n/a
Black	n/a
Filipino	n/a
Hispanic	n/a
Native Hawaiian	52%
Pacific Islander	n/a
White	52%

Notes: Cells with too few students (less than 11) 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).

Long-Term Goals

ESSA requires that each state establish ambitious long-term goals (LTG) focused on key indicators within the statewide accountability system. Measurements of interim progress sunsetted following SY 2021-22. This report disaggregates long-term goals across student subgroups that include economically disadvantaged, disabled, English Learners, and major race and ethnic groups.

The FSY Participation Rate is based on students enrolled at a school for the Full School Year (FSY). When the All Students or any subgroup meeting the minimum n-size of 11 FSY students does not achieve a participation rate of at least 95%, then the number of non-participating students that reduced the rate below 95% are coded as Not Meeting Standard (Not Proficient).

	ACADEMIC ACHIEVEMENT							
	Language Arts				Mathematics			
	FSY Participation Target: 95%		Meeting Standard	Statewide LTG *	FSY Participation Target: 95%		Meeting Standard	Statewide LTG *
	%	Met?	%	%	%	Met?	%	%
All Students	100%	Met	26%	76%	98%	Met	16%	71%
Disadvantaged	100%	Met	27%	70%	98%	Met	12%	66%
Special Education (SPED)	100%	Met	*	57%	100%	Met	*	56%
English Learner (EL) + EL Exits	n/a	n/a	n/a	61%	n/a	n/a	n/a	61%
Asian (Excluding Filipino)	n/a	n/a	n/a	86%	n/a	n/a	n/a	82%
Black	n/a	n/a	n/a	77%	n/a	n/a	n/a	69%
Filipino	n/a	n/a	n/a	77%	n/a	n/a	n/a	72%
Hispanic	n/a	n/a	n/a	75%	n/a	n/a	n/a	68%
Native Hawaiian	100%	Met	10%	68%	100%	Met	5%	64%
Pacific Islander	n/a	n/a	n/a	65%	n/a	n/a	n/a	61%
White	100%	Met	42%	83%	96%	Met	26%	77%

Notes: 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 11) 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).

* Long-term goals were pushed forward an additional year due to flexibility offered to states by the U.S. Department of Education. Long-term goals are now targeted for SY 2026-27.

Long-Term Goals

ESSA requires that each state establish ambitious long-term goals (LTG) focused on key indicators within the statewide accountability system. Measurements of interim progress sunsetted following the 2021-22 school year. This report disaggregates long-term goals across student subgroups that include economically disadvantaged, special education, English Learners, and major race and ethnic groups.

	Progress to English Language Proficiency		
	On-track to English Language Proficiency		Statewide LTG *
	#	%	%
All Students	n/a	n/a	n/a
Disadvantaged	n/a	n/a	n/a
Special Education (SPED)	n/a	n/a	n/a
English Learner (EL) + EL Exits	n/a	n/a	48%
Asian (Excluding Filipino)	n/a	n/a	n/a
Black	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a
Native Hawaiian	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a
White	n/a	n/a	n/a

Notes: 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 11) 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).

* Long-term goals were pushed forward an additional year due to flexibility offered to states by the U.S. Department of Education. Long-term goals are now targeted for SY 2026-27.

CIVIL RIGHTS DATA COLLECTION (CRDC) - School Year 2020-21

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

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

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

Beginning in SY 2023–24, the CRDC section includes subgroup data to align with overall Hawaii ESSA reporting. However, because CRDC submissions do not require Hawaii-specific ESSA subgroup elements, the derived subgroup data may not match the overall totals.

Enrollment	In Preschool	In Advanced Placement Courses	In Baccalaureate (IB) Diploma Programme
All Students	5	n/a	n/a
Special Education (SPED)	0	n/a	n/a
English Learner (EL)	0	n/a	n/a
Hispanic	3	n/a	n/a
Native American	0	n/a	n/a
Asian	0	n/a	n/a
Pacific Islander	1	n/a	n/a
Black	0	n/a	n/a
White	0	n/a	n/a
Multiple	1	n/a	n/a
Male	3	n/a	n/a
Female	2	n/a	n/a

Are there students in Dual Credit courses?	No

CIVIL RIGHTS DATA COLLECTION (CRDC) - School Year 2020-21 (continued)

Chronic Absenteeism	#	%
All Students	56	48%
Special Education (SPED)	11	52%
English Learner (EL)	n/a	n/a
Hispanic	*	*
Native American	*	*
Asian	*	*
Pacific Islander	*	*
Black	*	*
White	*	*
Multiple	*	*
Male	38	54%
Female	18	39%

Notes: Chronic Absenteeism is the number and percent of students absent 15 or more days during the school year.

Students Who had Suspensions	In School		Out of School	
	#	%	#	%
All Students	0	0%	0	0%
Special Education (SPED)	0	0%	0	0%
English Learner (EL)	n/a	n/a	n/a	n/a
Hispanic	0	0%	0	0%
Native American	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Pacific Islander	0	0%	0	0%
Black	n/a	n/a	n/a	n/a
White	0	0%	0	0%
Multiple	0	0%	0	0%
Male	0	0%	0	0%
Female	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) - School Year 2020-21 (continued)

Expulsions, Arrests, & Referrals to Law Enforcement	Students Who Received an Expulsion		Students Who Had Received a School-related Arrest		Students Referred to Law Enforcement	
	#	%	#	%	#	%
All Students	0	0%	0	0%	0	0%
Special Education (SPED)	0	0%	0	0%	0	0%
English Learner (EL)	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	0	0%	0	0%	0	0%
Native American	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	0	0%	0	0%	0	0%
Black	n/a	n/a	n/a	n/a	n/a	n/a
White	0	0%	0	0%	0	0%
Multiple	0	0%	0	0%	0	0%
Male	0	0%	0	0%	0	0%
Female	0	0%	0	0%	0	0%

Allegations of Harassment or Bullying	On Basis of Sex	On Basis of Race, Color, or National Origin	On Basis of Disability	On Basis of Sexual Orientation	On Basis of Religion
All Students	0	0	0	0	0
Special Education (SPED)	0	0	0	0	0
English Learner (EL)	n/a	n/a	n/a	n/a	n/a
Hispanic	0	0	0	0	0
Native American	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a
Pacific Islander	0	0	0	0	0
Black	n/a	n/a	n/a	n/a	n/a
White	0	0	0	0	0
Multiple	0	0	0	0	0
Male	0	0	0	0	0
Female	0	0	0	0	0

CIVIL RIGHTS DATA COLLECTION (CRDC) - School Year 2020-21 (continued)

Students Reported as Harassed or Bullied	On Basis of Sex	On Basis of Race, Color, or National Origin	On Basis of Disability
All Students	0	0	0
Special Education (SPED)	0	0	0
English Learner (EL)	n/a	n/a	n/a
Hispanic	0	0	0
Native American	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Pacific Islander	0	0	0
Black	n/a	n/a	n/a
White	0	0	0
Multiple	0	0	0
Male	0	0	0
Female	0	0	0

Incidents of Violent Offenses	Rape, Attempted Rape, and Other Sexual Assault	Robbery	Physical Attack or Fight	Threats of Physical Attack	Possession of a Firearm or Explosive Device
All Students	0	0	0	0	0
Special Education (SPED)	0	0	0	0	0
English Learner (EL)	n/a	n/a	n/a	n/a	n/a
Hispanic	0	0	0	0	0
Native American	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a
Pacific Islander	0	0	0	0	0
Black	n/a	n/a	n/a	n/a	n/a
White	0	0	0	0	0
Multiple	0	0	0	0	0
Male	0	0	0	0	0
Female	0	0	0	0	0

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 Hawai'i teacher license. Emergency hires are teachers who have not met the full requirements of licensure.

	School		State Lowest Poverty		State Highest Poverty		State Overall	
	#	%	#	%	#	%	#	%
Inexperienced Educators	*	*	362	12%	305	13%	1,467	13%
Teachers Not Teaching in Field of Licensure/Certification	*	*	530	5%	489	4%	2,363	22%
Teacher with Emergency/Provisional Credentials	*	*	233	2%	248	2%	1,138	10%

Note: If asterisked, results are suppressed to protect educator identity.

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). Hawai'i'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 School PPE calculation begins with School Level Expenditures, which are amounts spent by School Principals, as reported by the Public Charter School.

Added to School Level Expenditures are "attributed" costs, as follows:

Complex and State Level Expenditures: Amounts paid for by the Hawai'i State Public Charter School Commission ("Commission") to support Public Charter Schools, as reported by the Commission.

Note: Employer "fringe" benefit costs paid centrally by the State of Hawai'i for all State departments are assumed to be included in the School Level Expenditures reported by the Public Charter School.

Level of Funding	State & Local PPE	Federal PPE	Total PPE
School Level	$10,389	$2,803	$13,192
Complex and State Level	$145	$55	$200
Grand Total	**$10,534**	**$2,858**	**$13,392**

HAWAIʻI'S ACCOUNTABILITY SYSTEM

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

https://drive.google.com/file/d/1meKmLzaUkA3b3g8WSSmQxH-NhLWvlxt5/view?usp=drive_link

MINIMUM NUMBER FOR SUBGROUPS

Hawaiʻi has selected a minimum number of 11 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.

* Long-term goals and Measurements of Interim Progress (MIPs) were pushed forward an additional year due to flexibility offered to states by the U.S. Department of Education. Long-term goals are now targeted for SY 2026-27. MIPs sunsetted following the 2021-22 school year.

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 2026-27	Baseline SY 2015-16	Long-Term Goal SY 2026-27
All Students	51%	76%	42%	71%
Disadvantaged	39%	70%	31%	66%
Special Education (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%

HAWAIʻI'S ACCOUNTABILITY SYSTEM

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

Measurements of interim progress sunsetted following the 2021-22 school year.

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

	Baseline Class of 2016	Long-Term Goal Class of 2027
All Students	83%	90%
Disadvantaged	78%	90%
Special Education (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 goals were pushed forward an additional year due to flexibility offered to states by the U.S. Department of Education. Long-term goals are now targeted for SY 2026-27.

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

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

Measurements of interim progress sunsetted following the 2021-22 school year.

HAWAIʻI'S ACCOUNTABILITY SYSTEM

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

	Baseline SY 2016-17	Long-Term Goal SY 2026-27
English Learner (EL)	38%	48%

* Long-term goals were pushed forward an additional year due to flexibility offered to states by the U.S. Department of Education. Long-term goals are now targeted for SY 2026-27.

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

Measurements of interim progress sunsetted following the 2021-22 school year.

INDICATORS TO DIFFERENTIATE AMONG ALL PUBLIC SCHOOLS IN THE STATE

a) Academic Achievement Indicator

The Academic Achievement indicator is based on the annual Hawaiʻi 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 Hawaiʻi State Alternate Assessment (HSA-Alt) for students with significant cognitive disabilities; or the Kaiapuni Assessment on Educational Outcomes (KĀʻEO), 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 11 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 calculated using the Hawaiʻi Growth Model, and is based on the percent of students in a school who achieve a student growth percentile of 40 or higher in language arts/literacy and mathematics. Student growth percentiles will be calculated for elementary and middle schools only and continues as an academic indicator introduced in 2013 under the ESEA Flexibility Waiver.

HAWAIʻI'S ACCOUNTABILITY SYSTEM

The small subset of students with significant cognitive disabilities who take the HSA-Alt and Kaiapuni students who take the KĀʻEO – totaling less than 2% of all students participating in the annual statewide assessments – are not included in the student growth percentile calculation as the score scales are not comparable. To include these students in the Academic Progress indicator, Hawaiʻi will use the percentage of students demonstrating one year of growth based on their prior and current-year achievement levels. 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 KĀʻEO and the student 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 11 students.

c) Graduation Rate Indicator

Hawaiʻi 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 11 students. Only students who receive a Hawaiʻi 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 Hawaiʻi 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, Hawaiʻi 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. Hawaiʻi will use a timeframe of up to five years (eight years for students with significant disabilities) for students to achieve English language proficiency, dependent on the level in which the student enters the language instruction education program.

Hawaiʻi 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.

HAWAIʻI'S ACCOUNTABILITY SYSTEM

e) School Quality or Student Success Indicator(s)

Hawaiʻi includes a measure of attendance, which is defined as 17 or fewer days absent – as its state-selected measure of "school quality or student success." This continues as a measure introduced by Strive HI under the ESEA Flexibility Waiver for elementary schools and later expanded the measure to apply to all schools across all grade levels. School attendance is critically important to student success and 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 11 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 Student Growth Percentiles 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 regularly attend school (17 or fewer days absent)	K-12

SYSTEM FOR MEANINGFUL DIFFERENTIATION AMONG SCHOOLS

For ESSA purposes of identifying schools for support and improvement, Hawaiʻi 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 11 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 11 students, Hawaiʻi will use multi-year pooling for up to three years to represent students' results at the school. In these situations, Hawaiʻi 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 11 students cannot be reached, a score for the indicator will not be calculated due to lack of sufficient data. Hawaiʻi believes this approach accounts for every full-school-year student across the state.

HAWAIʻI'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 performance unit score and each subgroup's 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	30	30
Academic Progress (elementary and middle school)	50	--
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

Hawaiʻi 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.

HAWAIʻI'S ACCOUNTABILITY SYSTEM

Hawaiʻi 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.

Hawaiʻi 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.

Hawaiʻi 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.

* Identification of all comprehensive support and improvement schools was pushed forward two years based on flexibilities offered to states by the U.S. Department of Education.

METHOD OF IDENTIFYING SUBGROUPS FOR TARGETED SUPPORT AND IMPROVEMENT

Hawaiʻi will identify subgroups for targeted support and improvement based on the performance of each school's subgroups that have a minimum of 11 students. Hawaiʻi 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.

Hawaiʻi 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.

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Hawaiʻi 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 11 students.

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-PERFORMANCE [1]

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, 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 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 an increase in its student growth unit score (if applicable) and overall performance unit score in the final year of the three-year support and improvement period.

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 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. In addition, the subgroup must demonstrate improvement in its student growth unit score (if applicable) and overall performance unit score in the final year of the three-year support and improvement period.

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

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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

Hawaiʻi continues to require schools to have a minimum participation rate of 95 percent for the annual statewide assessments. Hawaiʻi 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.

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