



Hawaii Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Hawaii annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools/all students); however, schools for comprehensive and targeted support and improvement (CSI/TSI) are identified using a composite index.
- Hawaii identifies schools for CSI and additional targeted support (ATS) beginning in the 2017–18 school year based on 2016–17 accountability results.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input checked="" type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
Not applicable		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education		
Persistence		
EXT Extended-year graduation rate(s)		
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence		
CPT College placement test(s)		
CTE Career and technical education or work-based learning		
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability and reporting)	
Major racial/ethnic subgroups	
Asian, not including Filipino	
Black	
Filipino	
Hispanic	
Native Hawaiian	
Pacific Islander	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	




Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science		
Social studies		
Other		



Annual Differentiation System




Hawaii annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools/all students based on all indicators). Schools for CSI/TSI are identified using the following composite index (see also “School Improvement Categories”).

Hawaii Composite Index for Determination of CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	40%	30%
 Other academic	Student growth (SGP for ELA, math)	40%	--
 Graduation rate	4-year graduation rate	--	50%
ELP English language proficiency progress	On-track to ELP	10%	10%
Academic indicators subtotal		90%	90%
SQSS School quality or student success	Chronic absenteeism	10%	10%
SQSS indicator subtotal		10%	10%
Total		100%	100%

Note ELA=English language arts; SGP=student growth percentile

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA, math weighted equally)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades/subjects.
 Other academic	Student growth (ELA, math weighted equally)	Student growth percentile (SGP) that ranks year-to-year change in annual statewide ELP assessment results for each participating student. The mean SGP across all students is used.
 Graduation rate	4-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	On-track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years, based on state ELP test results.
SQSS School quality or student success	Chronic absenteeism	Percentage of students absent for more than 15 days of enrollment.

. Note. ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools (by grade span) as ranked by composite index score Low graduation rate school: 4-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 3 years failure to exit Title I ATS status) 	Any school with consistently underperforming subgroup(s) based on composite index score in the bottom 10% of all subgroups statewide (by grade span), for 2 consecutive years	Any school with subgroup composite index score below threshold for the identification of bottom 5% of Title I schools based on all students (by grade span)
First year and frequency of identification	<ul style="list-style-type: none"> 2017–18 for low-performing and low graduation rate schools and every 3 years thereafter 2020–21 for chronically underperforming subgroup schools and every 3 years thereafter 	2018–19 and annually thereafter	2017–18 and every 3 years thereafter
Years of improvement to exit status	1 year of improvement required to exit (after minimum 3 years CSI status)	States are not required to determine exit criteria for consistently underperforming subgroups	1 year of improvement required to exit (after minimum 3 years ATS status)

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1 (for all recent ELs)	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		