



**Update**

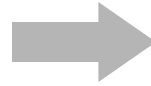
# **Achievement Data in High Needs Categories**

Student Achievement Committee  
State of Hawaii Board of Education  
December 1, 2015



# Strive HI Performance Index

Based on their performance on multiple indicators, schools earn points on the Strive HI Index.



A school's total points and other triggers determine the school's classification on one of the 5 Strive HI Steps – which determines its level of support.

**Achievement** *English Language Arts/Literacy\**  
*Math\**  
*Science*



**Growth** *ELA/Literacy\**  
*Math\**



**Readiness  
(College and Career)** *Chronic Absenteeism\* (elem)*  
*ACT exams (grades 8 and 11\*)*  
*HS graduation rates\**  
*College-going rates\**



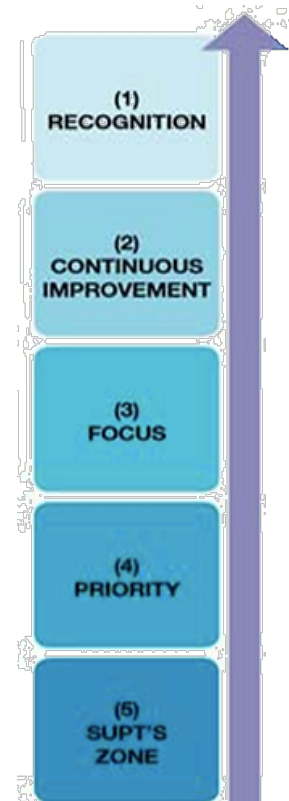
**Achievement Gap** *Current year gap rate on achievement tests\**

**= Up to 400 points possible**

**Total Index Points**  
*(out of 400)*



**Additional Factors**  
*(if applicable)*



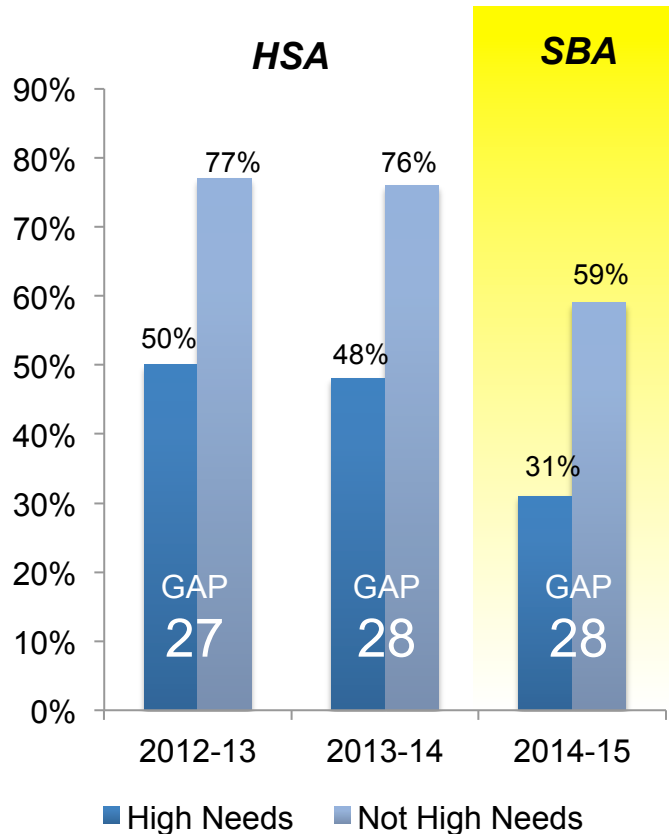
*\*Also a measure on Strategic Plan Scorecard for Goal 1*



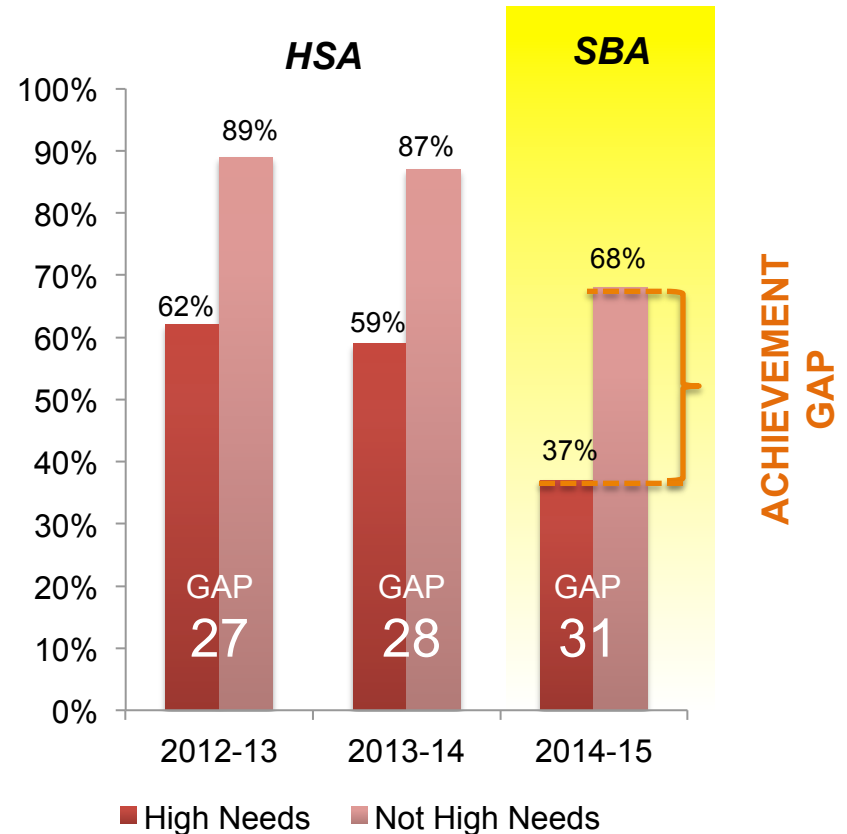
# Performance difference between “High Needs” and “Non-High Needs”

Performance differential for high-needs students: Low income, special education, English Language Learners: Percent of students proficient (HSA) or met achievement standard (SBA)

Achievement  
Growth  
Readiness  
(College and Career)  
Achievement Gap



Mathematics

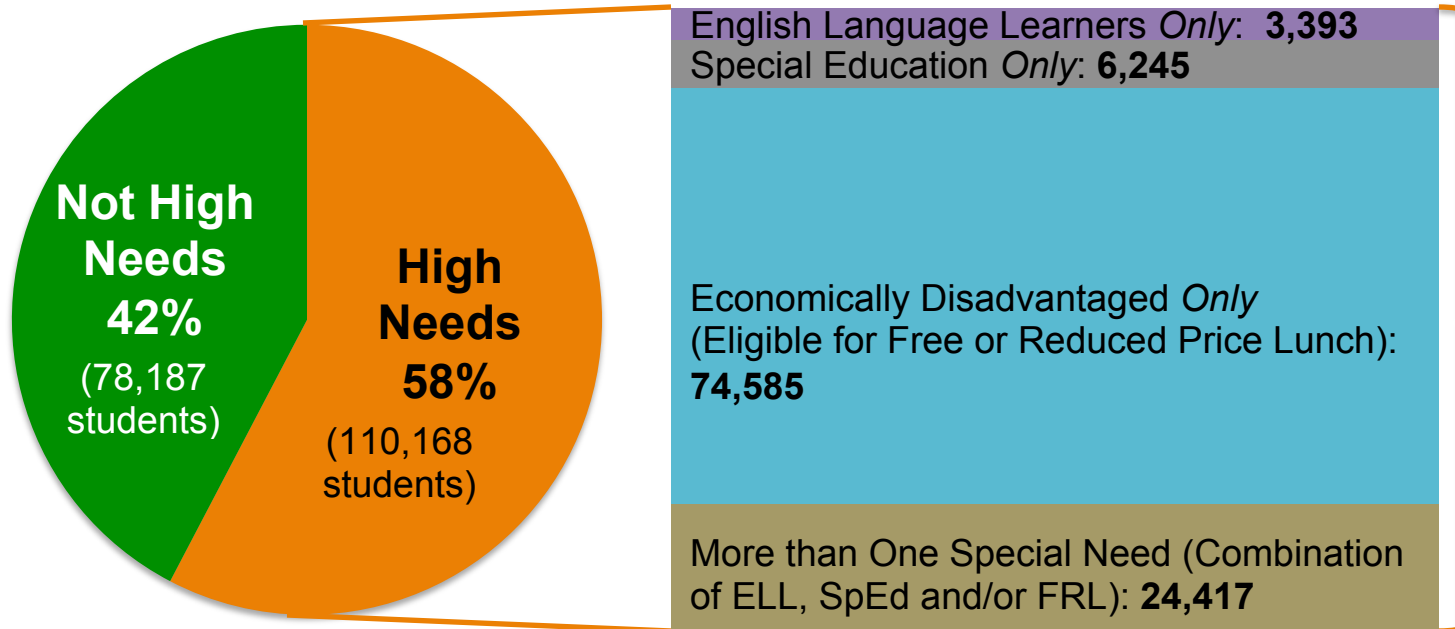


ELA/Literacy



# High needs students are a majority

2013-14 Student Enrollment (K-12 including charters)



**High Needs Students**  
Duplicated Head Count

**ELL: 13,501**  
(7% of students)

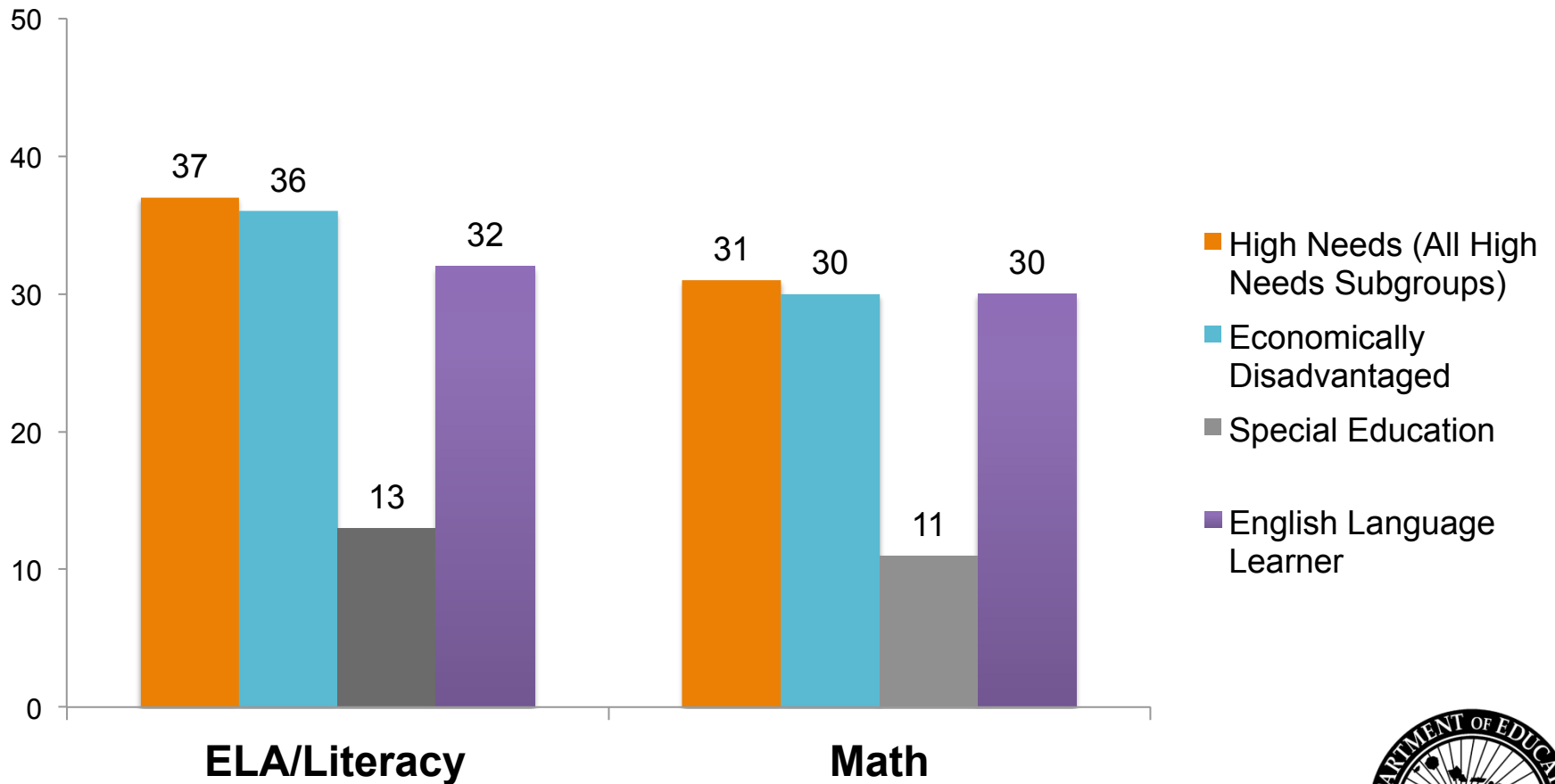
**SpEd: 17,741**  
(10% of students)

**Economically Disadvantaged: 94,315**  
(51% of students)



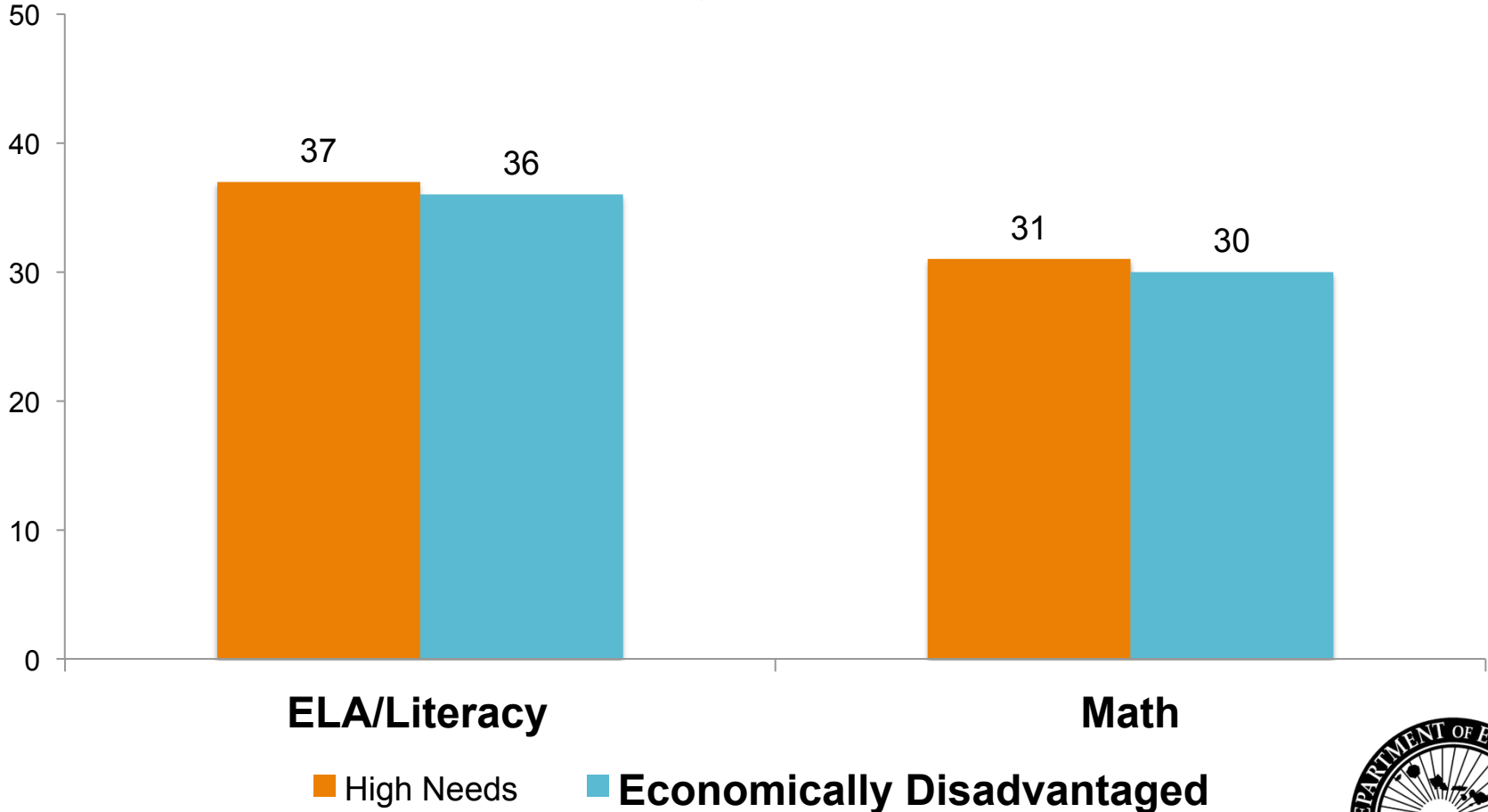
# Performance differences among “High Needs” subgroups

Performance differential among low income, special education, English Language Learners:  
Percent of students met achievement standard, Smarter Balanced 2015



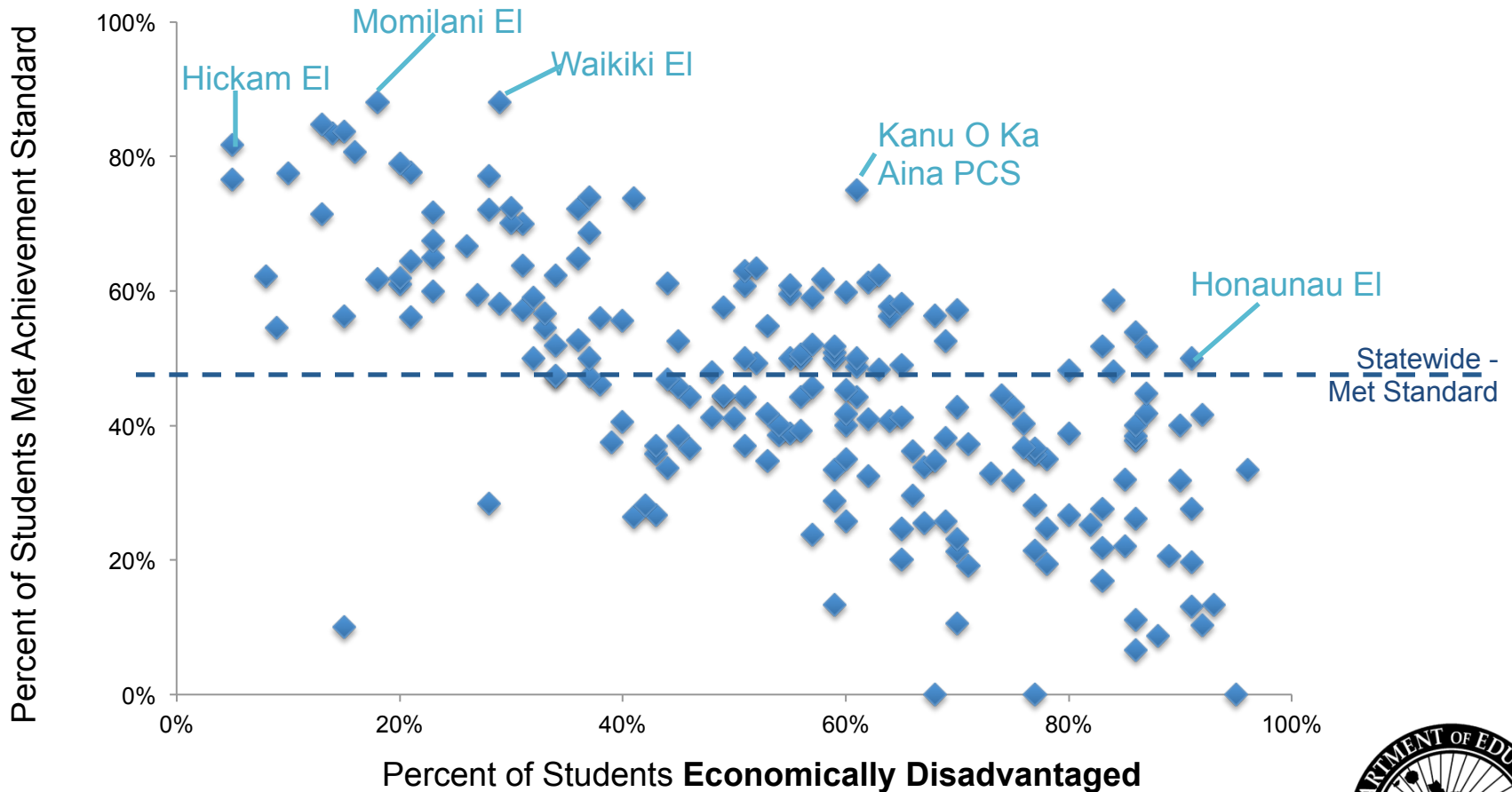
# Performance differences between all “High Needs” and economically disadvantaged students

Percent of students met achievement standard, Smarter Balanced 2015



# Schools' level of poverty compared with students' performance

Percent of students in school who met achievement standard, by percent of students who are low income in the school: Grade 4, Mathematics - Smarter Balanced 2015



# Economically disadvantaged students' performance

Highest percent of students Eligible for Free/Reduced Price Lunch who met the standard, Smarter Balanced 2015

## English Language Arts/Literacy

Mililani Ike EI (88%)

Hickam EI (76%)

Waikiki EI (75%)

Hokulani EI (74%)

Moanalua High (71%)

## Mathematics

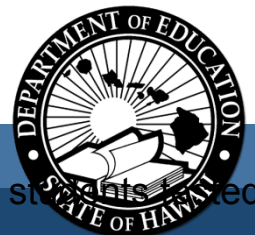
Waikiki EI (77%)

Mililani Ike (75%)

Hokulani EI (74%)

Manoa EI (67%)

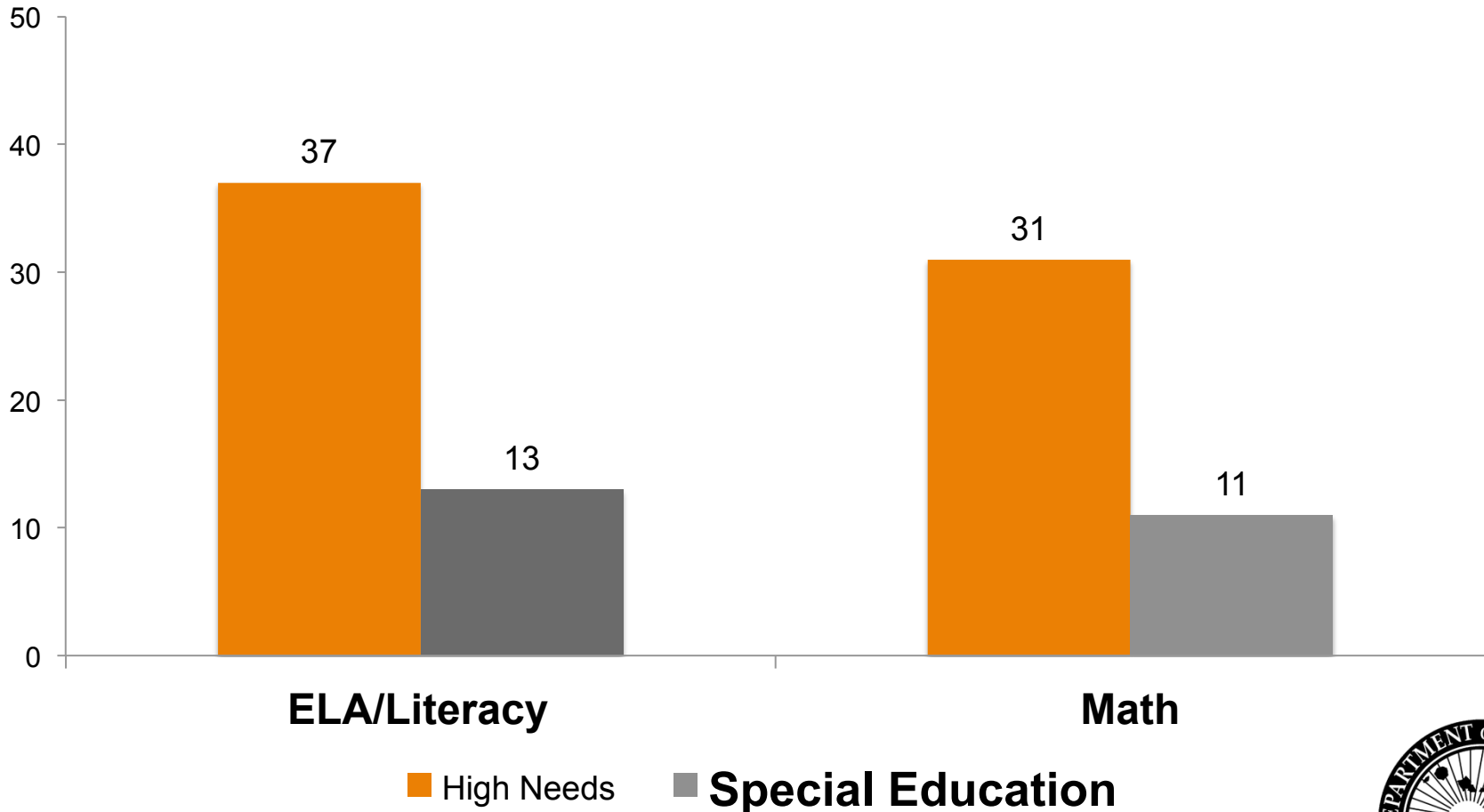
Nimitz EI (67%)





# Performance differences between all “High Needs” and special education students

Percent of students met achievement standard, Smarter Balanced 2015



# Special Education students' performance

Highest percent of special education students who met the standard, Smarter Balanced 2015

## English Language Arts/Literacy

Kaelepulu EI (67%)

Waianae EI (56%)

Kaala EI (55%)

Mililani Ike EI (52%)

Mililani Uka EI (42%)

## Mathematics

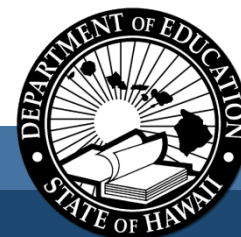
Mililani Ike EI (55%)

Waianae EI (53%)

Kaala EI (50%)

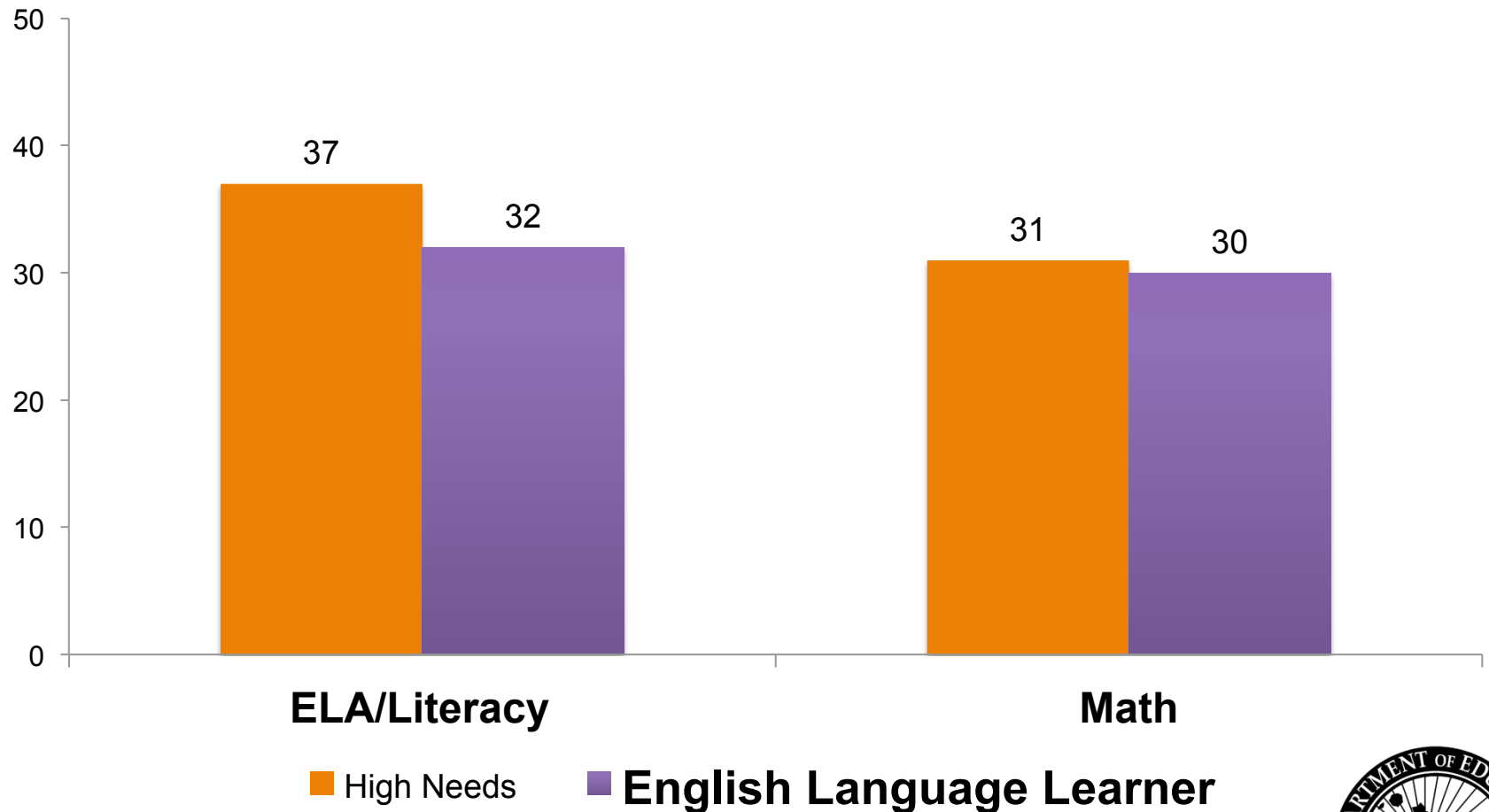
Maunawili EI (45%)

Hickam EI (39%)



# Performance differences between all “High Needs” and ELL students

Percent of students met achievement standard, Smarter Balanced 2015



# English Language Learners' performance

Highest percent of ELL students who met the standard, Smarter Balanced 2015

## English Language Arts/Literacy

Manoa EI (85%)

Hokulani EI (82%)

Momilani EI (81%)

Kamioliki EI (80%)

Haiku EI (80%)

## Mathematics

Waikiki EI (84%)

Hokulani EI (82%)

Manoa EI (81%)

Haiku EI (80%)

Waialua EI (80%)



# Actions being taken to improve equity

1. Priority Strategy of **Comprehensive Student Support/Response to Intervention**
2. Renewed OCISS focus on Comprehensive Student Support to address students' needs
3. **Training for principals and coaches** to emphasize expectations differentiating instruction in classroom teaching
4. Request for increase in **English Language Learners resources** via Weighted Student Formula funding request (FY17 supplemental budget request - \$10 million recommended by Committee on Weights and BOE)
5. Review of **Special Education resource allocation**
6. Coordination with educator preparation programs about need to prepare teachers for reading and differentiated instruction
7. Recruitment of special education teachers
8. Focus of **Deputy Stocktakes** with Complex Area Superintendents
9. Focus of Complex Area Support Team and State Leadership Team Professional Learning Communities
10. Targeted resources, support and intervention in low performing schools, especially **Focus and Priority schools**
11. Learning from “bright spot” schools



# Other equity concerns

- **Performance by ethnicity:**
  - Native Hawaiian
  - Pacific Islander groups
- **Performance in other student success measures:**
  - Attendance/absenteeism
  - Coursetaking
  - On-time graduation
  - College enrollment
  - College persistence and completion
- **Opportunity gaps:**
  - Experienced teachers
  - Rigor of coursework/grading
  - Assignment into challenging courses



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