

Hawaii State Board of Education

Building Capacity for Effective Leadership and
Governance Through Strategic Planning

OCTOBER 20, 2022

ROBERT E. HULL

NASBE

National Association of
State Boards of Education

Session Objectives

1. To examine sample language to revise and refine the Board's vision and mission statements
1. To review briefly national student learning data for context and consistency with state-specific data
1. To review state-level student learning data to inform and guide developing strategic plan goals, objectives, and measures

Consensus Priorities for Strategic Planning

1. High-Quality Learning for All

- Improving student achievement and success
- Enhanced learning opportunities and high-quality instruction

2. High-Quality Educator Workforce in All Schools

- Teacher workforce (preparation, recruitment, retention, professional learning, etc.)
- Principal workforce (leader preparation, recruitment, retention, professional learning, etc.)

3. Effective and Efficient Operations at All Levels

- Fiscal responsibility and equity
- Facilities
- Department of Education effectiveness and organization

Foundation Statements

A vision statement focuses on tomorrow and what an organization wants to ultimately become. A **mission statement** focuses on today and **what** an organization does to achieve it. Both are vital in directing goals.



Are these the correct
constructs
for the mission and vision?



Our Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Our Vision

Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Vision

Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

1. STATE will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.
2. Our vision is that all children in STATE will become educated and productive citizens.
3. To Create A World-Class Educational System That Gives Students The Knowledge And Skills To Be Successful In College And The Workforce, And To Flourish As Parents And Citizens
4. All STATE students of the 21st century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.
5. The vision of the STATE Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equity of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.
6. All STATE students are engaged in learning that provides a foundation for success, preparing them to transition into postsecondary education and careers, engage with their communities, and continue to learn throughout their lives.
7. Each and every student empowered and equipped to pursue a successful future.
8. Each student receives a world-class education to prepare them for success in college, career, and life.

9. The STATE Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.
10. Each and every child is equipped to make meaningful contributions to society and live life to its fullest potential.
11. STATE's schools are hubs of innovative teaching and learning that support, engage, and prepare all students to thrive. By exploring multiple pathways and real-life, project-based experiences that spark an interest and curiosity in the world around them, STATE's students are developing the critical thinking, problem solving, and relationship building skills they need to succeed in work, college, life, and as citizens of our great state. STATE's schools foster a safe and welcoming environment that supports the wellbeing of all students so that they are ready to learn. Through partnerships with community, whether it is with parents, career exploration with STATE businesses, or organizations that engage students in learning through the great outdoors, our schools allow students to participate in all of the advantages and opportunities unique to STATE. The STATE Department of Education supports a culture of innovation, excellence, and equity to ensure a bright future for all students.
12. Rooted in our Strengths:
Students in STATE are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.
13. STATE leads the world in the success of each student.
14. STATE learners will be prepared for meaningful engagement in postsecondary education; in workforce training; in career pathways; and to be responsible, involved citizens.
15. The STATE Board of Education supports learners and learning in STATE.
16. Every learner in STATE's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence STATE and the world beyond.
17. To lead and support the preparation of all STATE STUDENTS for learning, earning, and living.

Our Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

1. Embracing our diversity to educate STATE's youth, ensure academic achievement and empower tomorrow's leaders. We are STATE.
2. Our mission is to provide all of STATE's children equal access to quality, thorough, uniform, well-rounded educational opportunities in a safe and civil learning environment.
3. To Provide Leadership Through The Development Of Policy And Accountability Systems So That All Students Are Prepared To Compete In The Global Community
4. Create strong, effective schools that provide a wholesome learning environment through incentives that cause a high standard of student accomplishment as measured by a valid, reliable accountability system.
5. The STATE Board of Education and the STATE Department of Education work collaboratively to establish policies and procedures to promote equitable implementation of the STATE's education goals and the general supervision, oversight, and monitoring of a thorough, efficient, and effective system of free public schools.
6. To provide effective and equitable access to high-quality learning opportunities to empower STATE students to:
 - Develop and demonstrate the knowledge and skills to maximize their intellectual and personal potentials;
 - Encourage and promote a culture of responsibility, personal health, and social-emotional well-being to become engaged community members; and
 - Anticipate and prepare for the future with a pathway to workforce readiness.
7. The mission of the STATE Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to develop policies and provide leadership that improve student achievement and prepare students to succeed in postsecondary education and the workplace, and to become engaged and enlightened citizens.

8. In collaboration with community stakeholders, the STATE Board of Education provides voice and leadership for STATE citizens to ensure that the education system meets the needs of each STATE student.
9. To partner with districts, schools, families, students, business and industry, and communities to provide leadership and support to ensure success for each and every student.
10. Provide a foundation for learning that acknowledges diverse needs and common goals to prepare students for success in college and in the global workforce.
11. The mission of the State Board of Education is to provide transparent leadership in K-12 education policy-making; effective oversight of schools serving STATE K-12 students; and assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.
12. Provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.
13. To promote the best learning opportunities for all STATE students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.
14. Increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:
 - Highest student achievement
 - Seamless articulation and maximum access
 - Skilled workforce and economic development
 - Quality efficient services
15. Equity, Excellence and Relevance

16. The STATE Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.
17. The mission of the State Board of Education is to prepare STATE students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.
18. To develop successful citizens through robust public education.
19. The mission of the Board of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Board seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.
20. STATE will:
 - Create a dynamic vision that drives change through proactive leadership to support learning
 - Build connections amongst stakeholders to take action in support of success for all learners
 - Provide all STATE RESIDENTS significant opportunity to receive fair, equitable, and high-quality education and services to close achievement gaps
 - Allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life
 - Ensure all educators are effective in instructional strategies and monitoring student progress using multiple measures of proficiency
 - Prepare all learners to be college, career, and civic ready

Our Vision

Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

- Is the goal *just* educated? - needs a qualifier (highly, effectively, etc.)
- Does not portray excellence that inspires to make public schools the #1 choice of citizens
- A unique cultural aspect is needed – the idea of malama (taking care of your home first)
- Not just educated but also recognize their kuleana (responsibility) to communities, both Hawai'i and the world beyond

Vision Statements

**What words,
phrases, or
concepts resonate
with you?**



Words – Phrases – Concepts



What additional words, phrases, or concepts would you like to offer for consideration for Vision language?

Our Mission

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- **“Terrible...Confusing...Weak...Just words”**
- **Not reflective of what we should be doing**
- **States just minimal attempts – nothing to aspire to**
- **Not actionable**
- **Doesn’t frame the work of the board and department**
- **Community needs to see what the system is doing for their students**

Mission Statements

**What words,
phrases, or
concepts resonate
with you?**



Words – Phrases – Concepts



What additional words, phrases, or concepts would you like to offer for consideration for Mission language?

Quick National Data Overview

NASBE

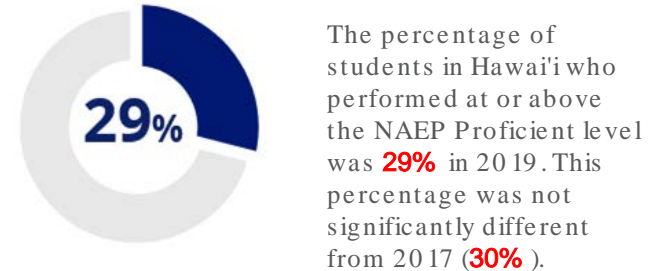
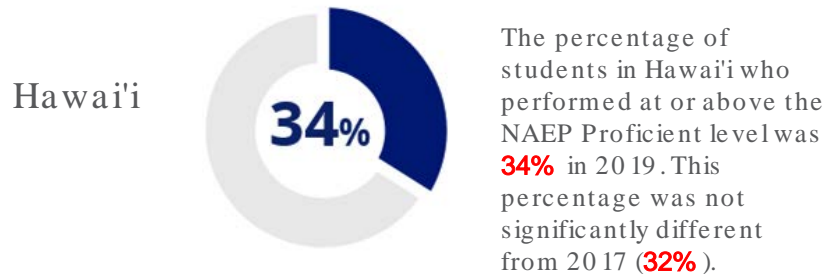
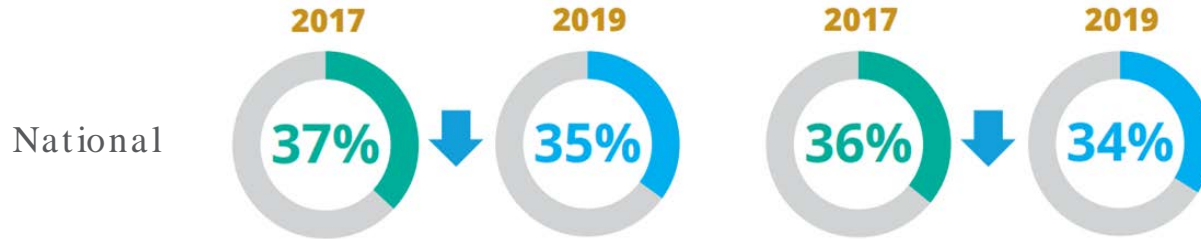
National Association of
State Boards of Education

NAEP National Reading Proficiency

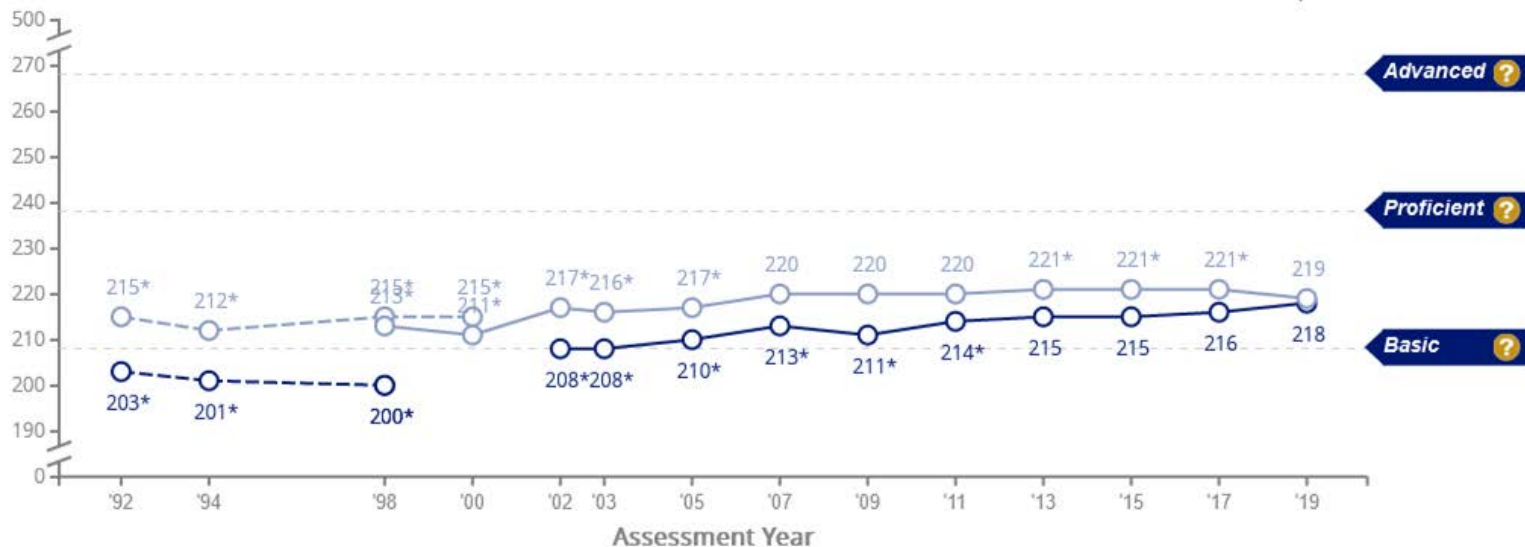
% At or Above *NAEP Proficient*

Grade 4

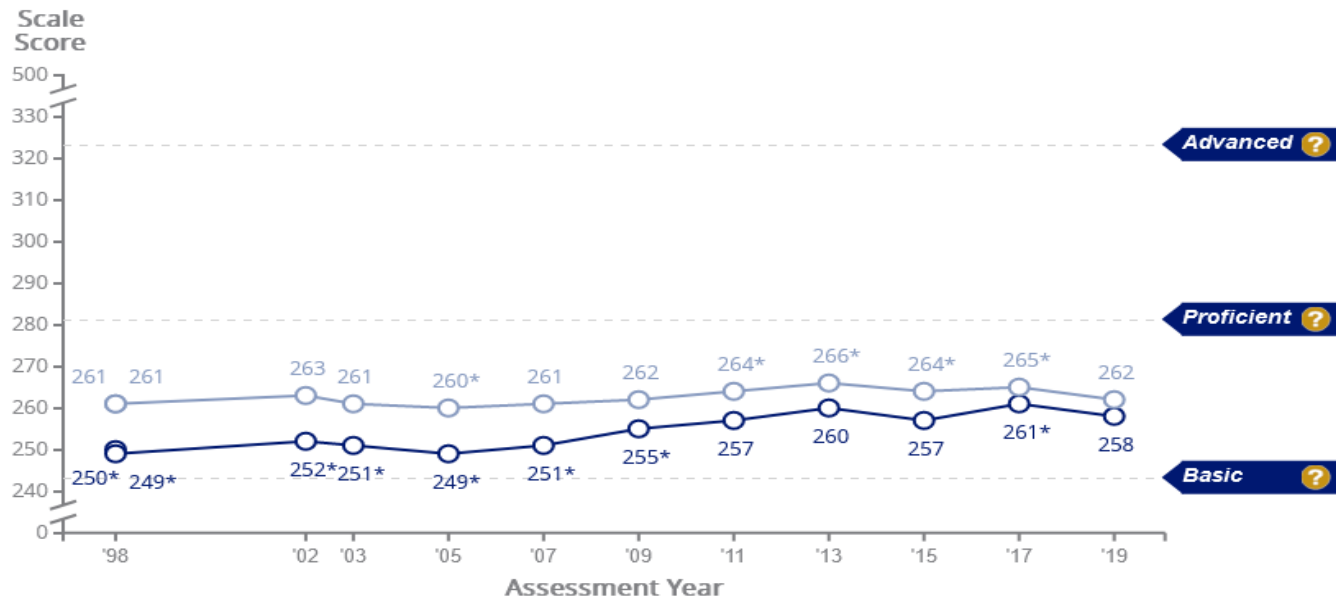
Grade 8



Grade 4 Reading National vs. Hawai'i Scale Scores



Grade 8 Reading National Scores vs. Hawai'i State Scores



HI Hawaii

NP National public

----- Accommodations not permitted
 ————— Accommodations permitted

* Significantly different ($p < .05$) from 2019.

NASBE | National Association of
 State Boards of Education

Source : U.S. Department of Education, Institute of
 Education Sciences, National Center for Education
 Statistics, NAEP, Reading Assessment, 2019, [URL](https://nces.ed.gov/ipeds/data/naep/2019/reading/).

www.nasbe.org

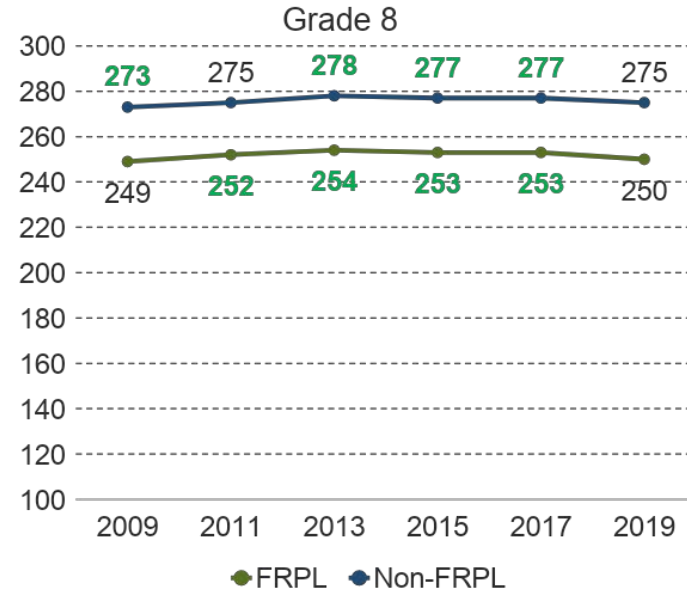
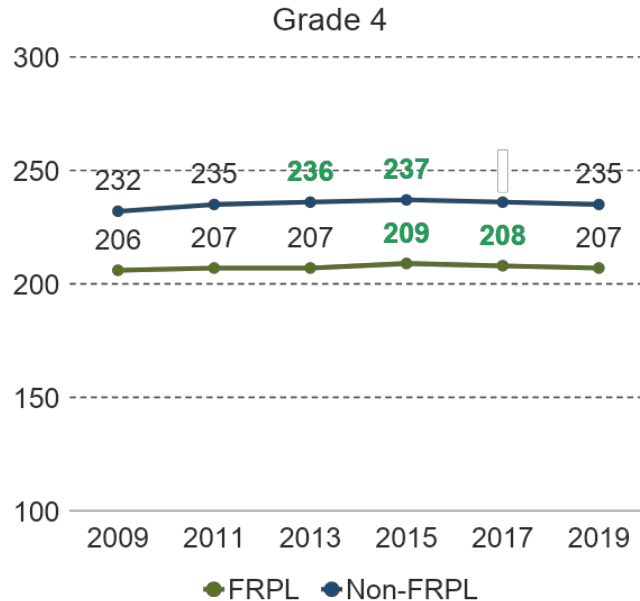
National Reading Scores by Race and Ethnicity

READING		Grade 4				Grade 8				
Student Group	2019 average score	2019 compared to				2019 average score	2019 compared to			
		2017	2009	1998	1992		2017	2009	1998	1992
White	230	↓	◆	↑	↑	272	↓	◆	◆	↑
Black	204	↓	◆	↑	↑	244	↓	↓	◆	↑
Hispanic	209	◆	↑	↑	↑	252	↓	↑	↑	↑
Asian/Pacific Islander	237	◆	◆	↑	↑	281	◆	↑	◆	↑
American Indian/Alaska Native	204	◆	◆	‡	‡	248	↓	◆	‡	‡
Two or More Races	226	◆	◆	‡	‡	267	↓	◆	‡	◆

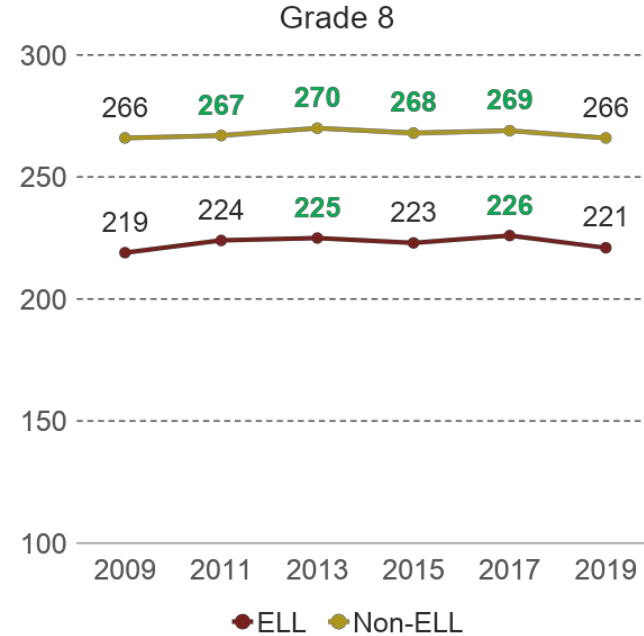
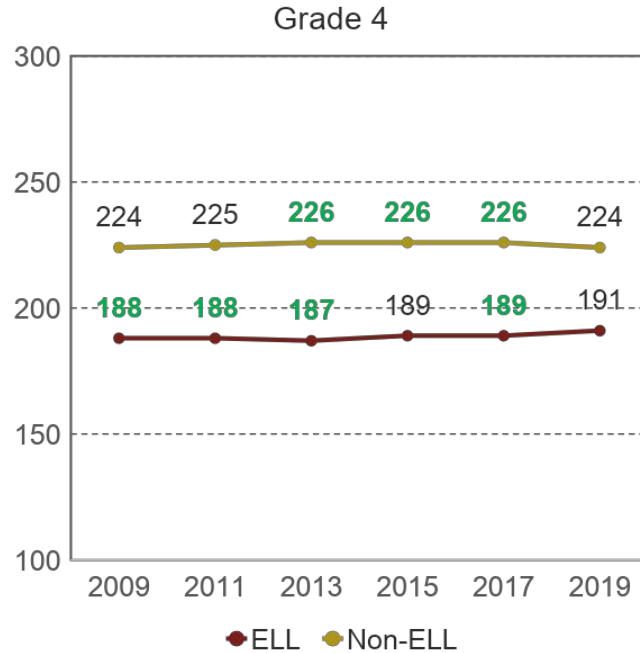
↑ Score increase ↓ Score decrease ◆ No significant change

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

Students Eligible for Free and Reduced-Price Lunch

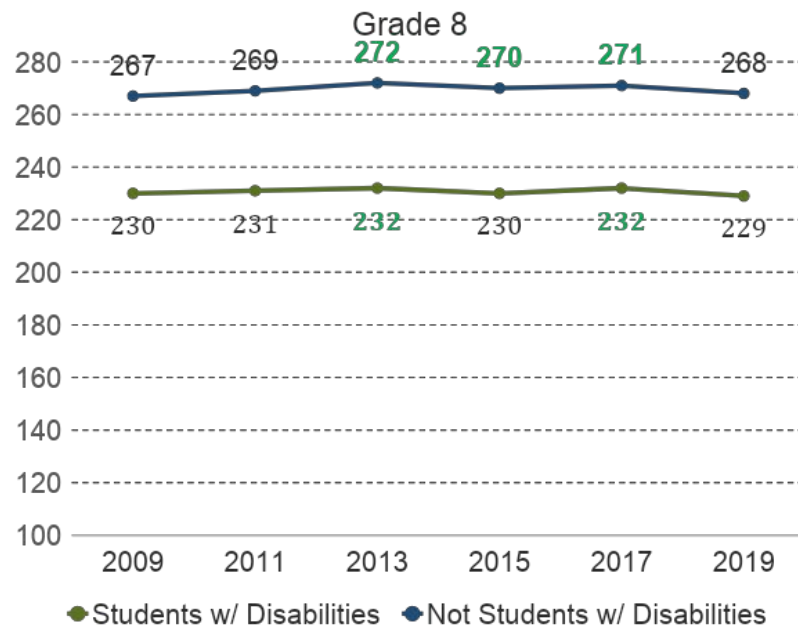
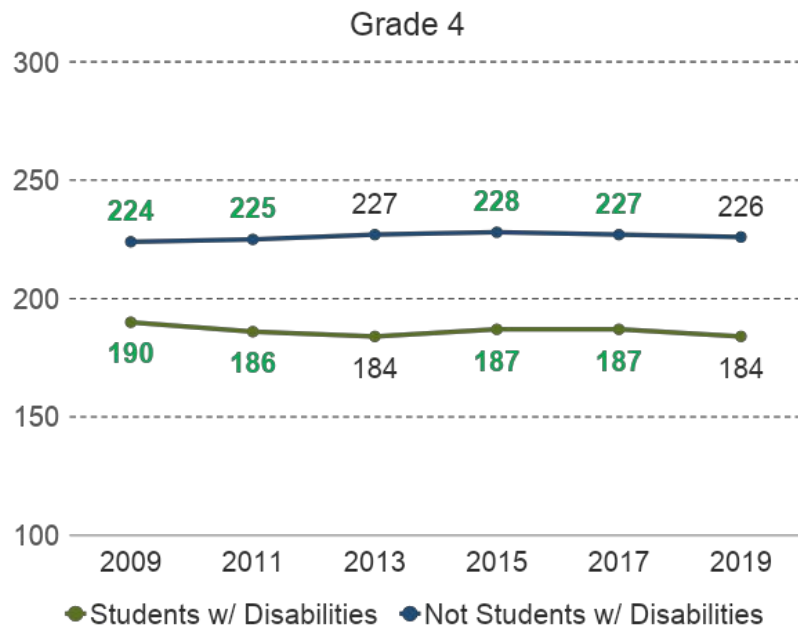


NAEP Reading: English Language Learners (ELL)

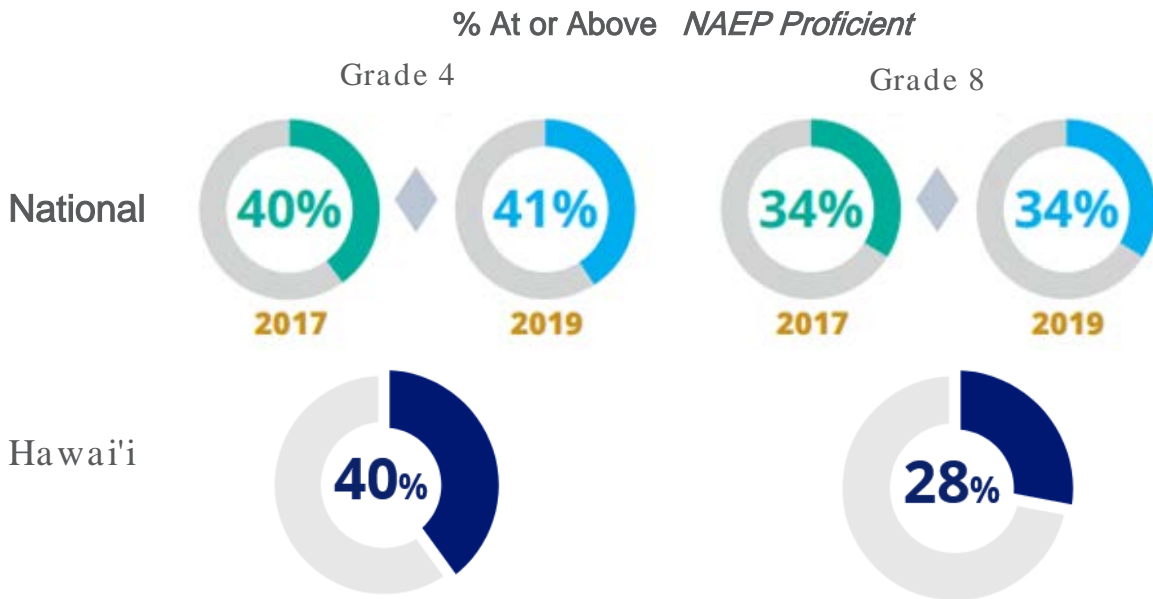


NAEP Reading: Students with Disabilities

Note: Scores in **green** indicate a statistically significant difference ($p < .05$) from 2019.



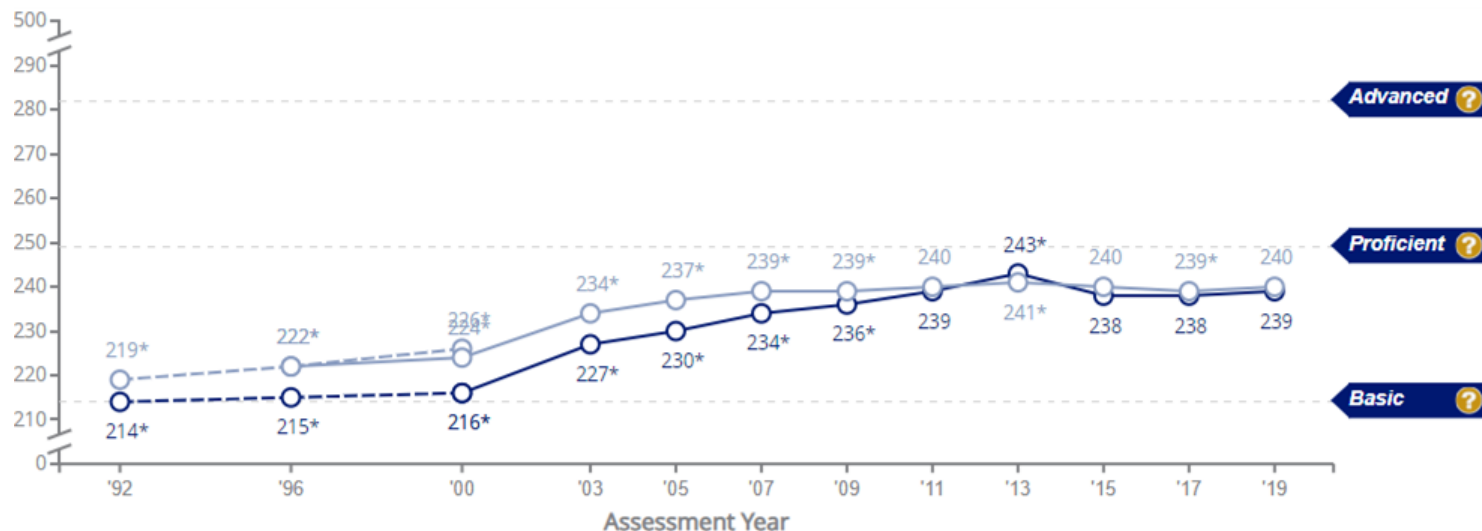
Math Proficiency in the U.S. and Hawai'i



The percentage of students in Hawai'i who performed at or above the NAEP Proficient level was **34%** in 2019. This percentage was not significantly different from 2017 (38%).

The percentage of students in Hawai'i who performed at or above the NAEP Proficient level was **28%** in 2019. This percentage was not significantly different from 2017 (**27%**).

Grade 4 Math: National vs. Hawai'i Scale Scores



Hawai'i



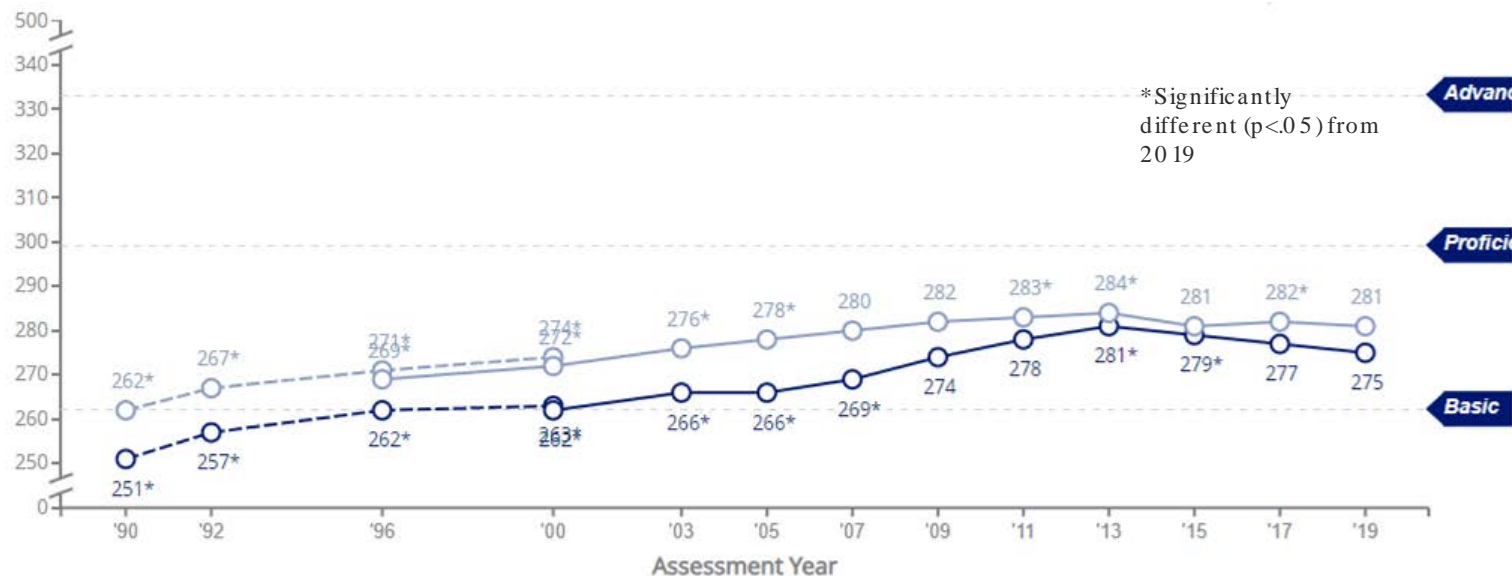
National
public

--- Accommodations not permitted

— Accommodations permitted

* Significantly different ($p < .05$) from 2019.

Grade 8 Math: National vs. Hawai'i Scale Scores



Hawai'i



National
public

----- Accommodations not permitted

————— Accommodations permitted

Gains made in 4th grade math scores from 2017 to 2019

Grade 4 MATHEMATICS

Scores steady in most states; increase in 9 and decrease in 4 states/jurisdictions



Grade 8 MATHEMATICS

Scores steady in most states; increase in 3 and decrease in 7 states/jurisdictions



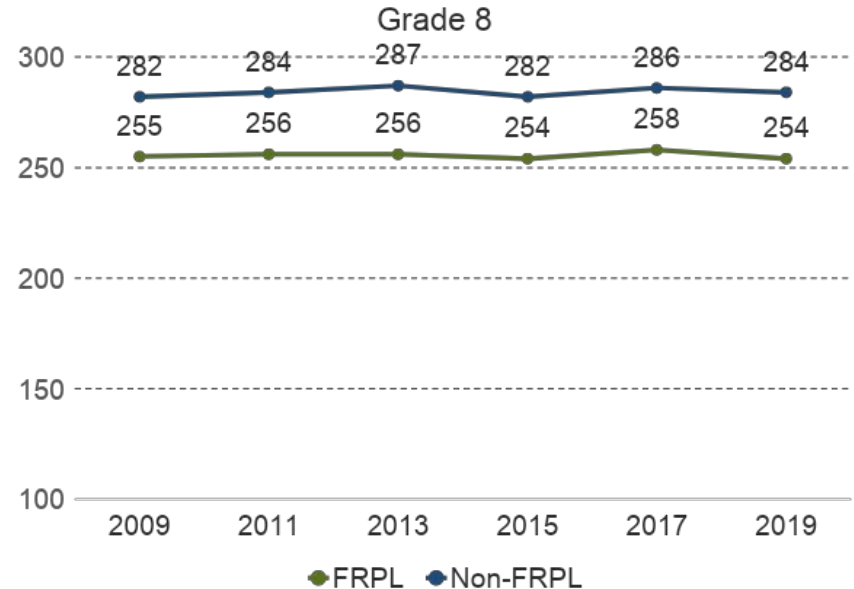
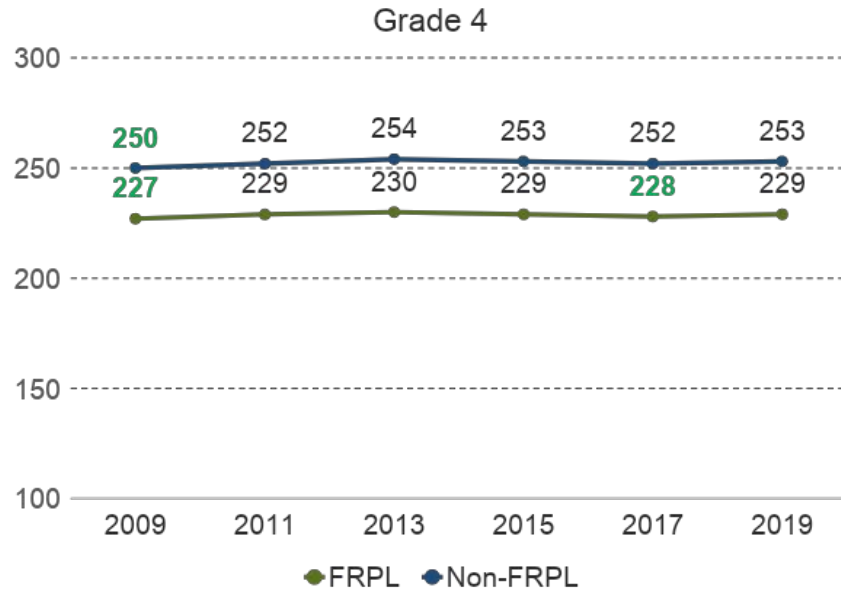
National Math Scores by Race and Ethnicity

MATHEMATICS

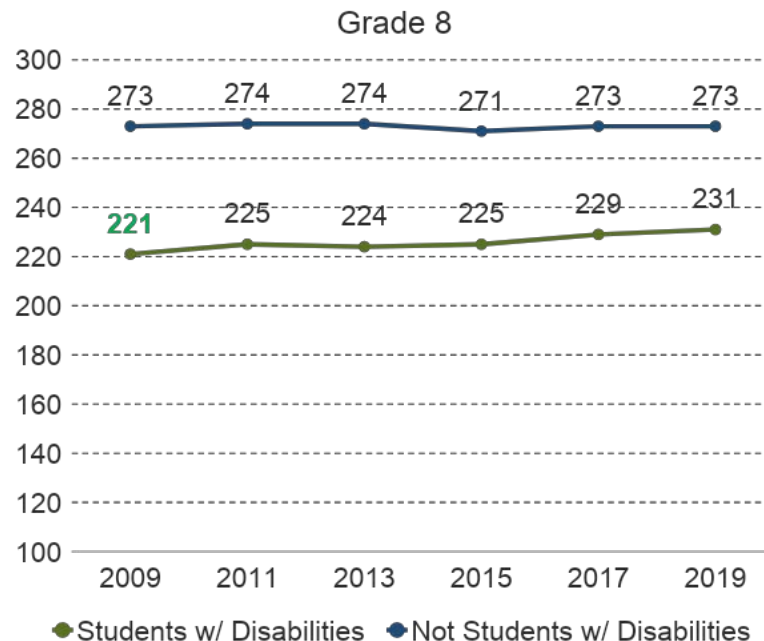
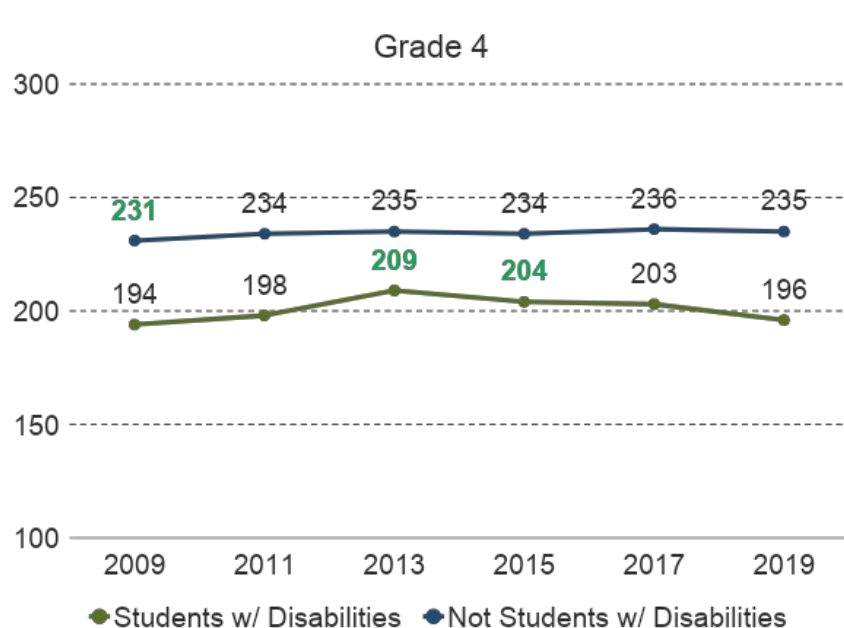
Student Group	2019 average score	Grade 4				2019 average score	Grade 8			
		2017	2009	2000	1990		2017	2009	2000	1990
White	249	◆	◆	↑	↑	292	◆	◆	↑	↑
Black	224	◆	↑	↑	↑	260	◆	◆	↑	↑
Hispanic	231	↑	↑	↑	↑	268	◆	◆	↑	↑
Asian/Pacific Islander	260	◆	↑	‡	↑	310	◆	↑	↑	↑
American Indian/Alaska Native	227	◆	◆	↑	‡	262	↓	◆	◆	‡
Two or More Races	244	◆	◆	↑	‡	286	◆	◆	↑	‡

Average mathematics scores higher for Hispanic fourth-graders and lower for American Indian/Alaska Native eighth-graders compared to 2017

NAEP Math: Students Eligible for Free and Reduced-Price Lunch

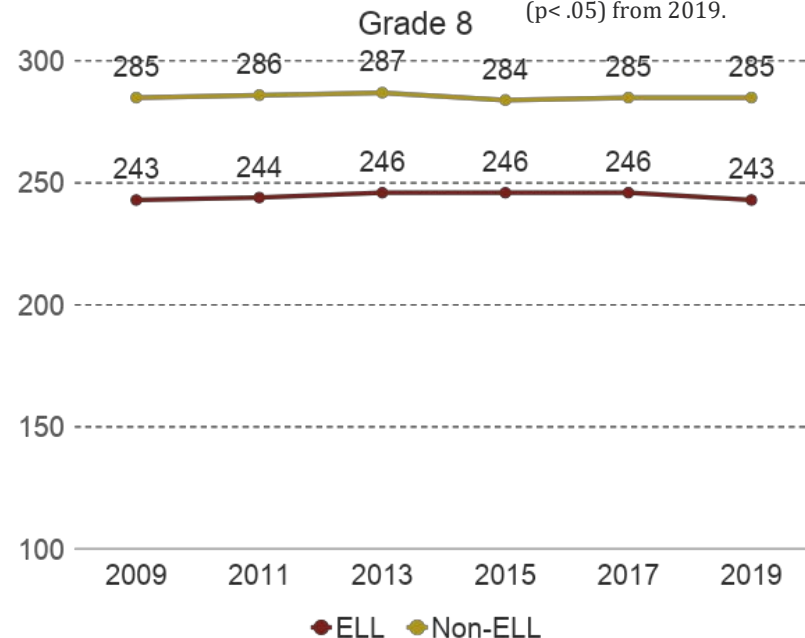
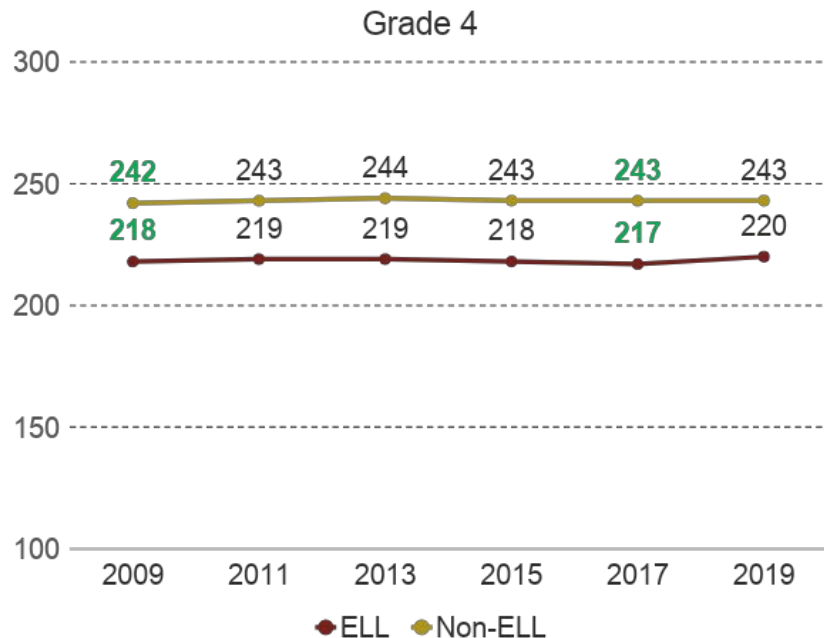


NAEP Math: Students with Disabilities



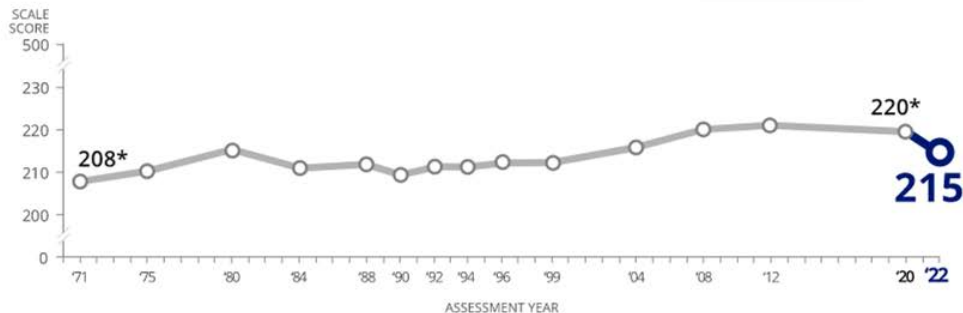
NAEP Math: English Language Learners

Note: Scores in **green** indicate a statistically significant difference ($p < .05$) from 2019.



Significant drops in nine-year old reading and math scores

READING

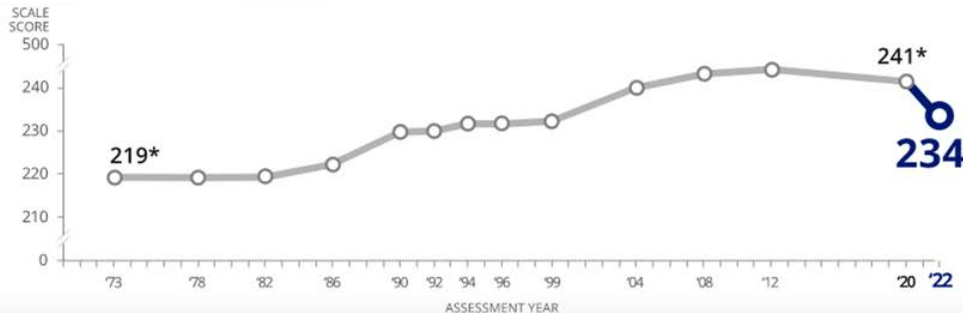


Score change between
2020 and 2022



Largest score drop
in reading
since 1990

MATHEMATICS



Score change between
2020 and 2022



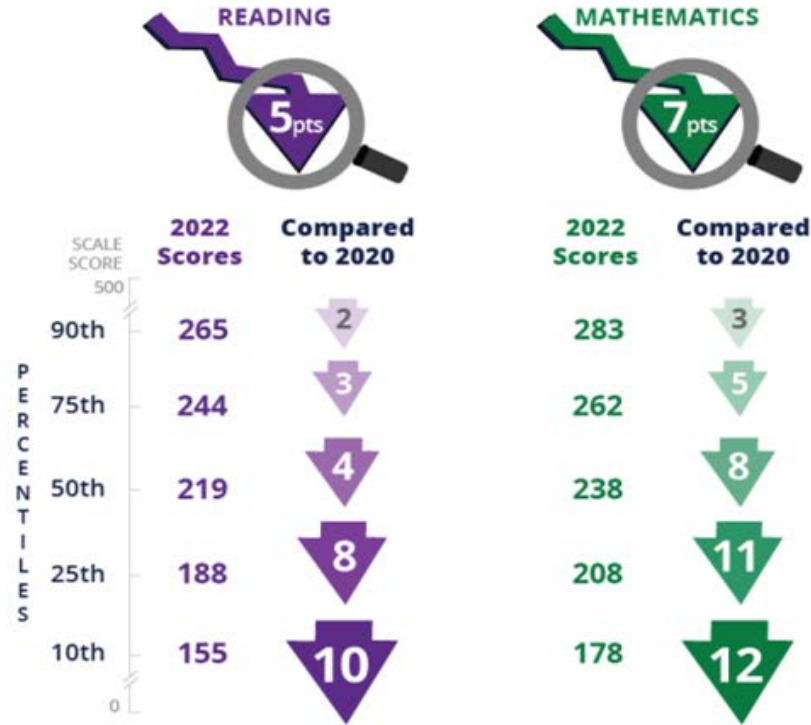
First ever
score drop in
mathematics

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2020 and 2022 Long-Term Trend (LTT) Reading and Mathematics Assessments [URL](#)

Greater Declines for Lower Percentiles: 2022 - 2020

Score changes between 2020 and 2022 for 9-year-old students

Scores decline for 9-year-olds in reading and mathematics; **greater declines for lower performers** at the 10th and 25th percentiles



What Do the Data Say?

1. What in the data shows promise or encouragement?
1. What in the data causes you pause or concern?
1. What do the data indicate that should be on the table for consideration in developing goals and objectives for the strategic plan?
1. What additional questions do you have and what additional data do you need to make informed decisions about this area?



HAWAII STATE

Department of Education

**Board of Education
Strategic Plan Data
Workshop**
Student Learning Data

October 20, 2022



Strive HI

- Issued annually in the fall
- Reports on strategic plan performance measures for prior year, based on 2017-2020 plan indicators
- Meets federal reporting requirements

<http://bit.ly/StriveHISystem>



2022 Strive HI Statewide Snapshot

2021-22 Strive HI School Performance Results

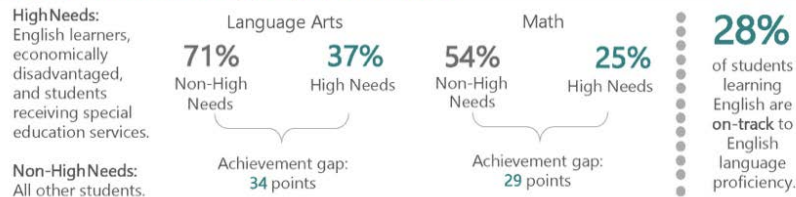
IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai'i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.



How are students performing in each subject?



How are student subgroups performing?



How are students' academic progress measured?



How many students are pr



Strive HI Summary

Based on BOE and DOE Strategic Plan, 2017-2020 Indicators

		2022 (%)	5-Year Pandemic- Impacted Change (Percentage points, 2022 vs. 2017)
How are students performing in each subject?	Language Arts: Percent Meeting Standard	52%	+2
	Math: Percent Meeting Standard	38%	-4
	Science: Percent Meeting Standard	40%	*
How are student subgroups performing?	Language Arts: Achievement gap (high needs vs non-high needs)	34 pts	+1
	Math: Achievement gap	29 pts	+1
	English Learner: On-track to English language proficiency	28%	*
How is academic progress measured?	HSA-Alt (for students with disabilities): Language Arts/Math	45% / 42%	*
	KA'EO (for Kaiapuni students): Language Arts/Math	48% / 49%	*

*2017 measure is not comparable because it was not available or changed substantially.



Strive HI Summary

Based on BOE and DOE Strategic Plan, 2017-2020 Indicators

		2022 (%)	5-Year Pandemic- Impacted Change (Percentage Points, 2022 vs. 2017)
How many students are prepared for transition?	3rd graders reading near, at or above grade level	80%	+11 ↑
	8th graders reading near, at or above grade level	76%	+10 ↑
	9th-grade students promoted to 10th grade on-time	89%	-1 ↓
	Career and Technical Education program completers	64%	*
	On-time high school graduation	86%	+3 ↑
	Postsecondary enrollment: College enrollment in fall following high school graduation	50%	-5 ↓
Chronic absenteeism	15 or more instructional days out of school	37%	+22 ↑
Student perception	Students feeling positively about their school	Gr 3-5: 73% Gr 6-12: 59%	*

*2017 measure is not comparable because it was not available or changed substantially.



BOE Data Request

September 15

- Enrollment and demographics
- School climate and well-being
- Human resources

October 20

- Academic achievement
- Graduation rates
- Career and Technical Education participation
- Course offerings
- College enrollment

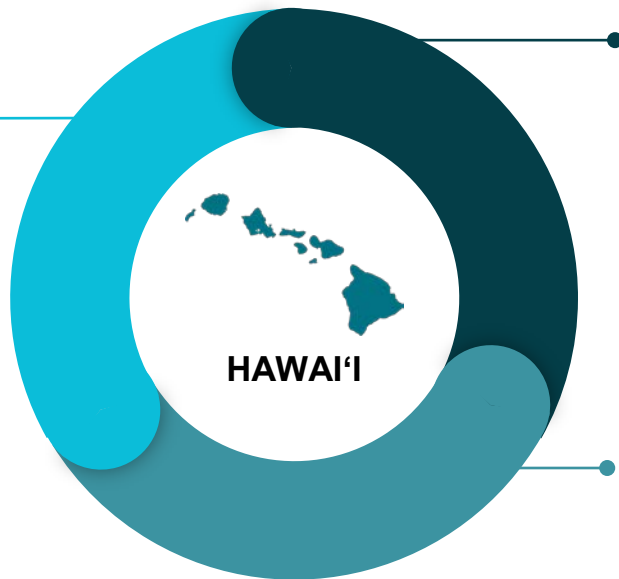




K-12 fuels workforce, economy

K-12 Education

Hawai'i's public school system provides an array of K-12 models to ensure all students have access to a high-quality education and preparation for college, career and community success.



Economic & Social Development

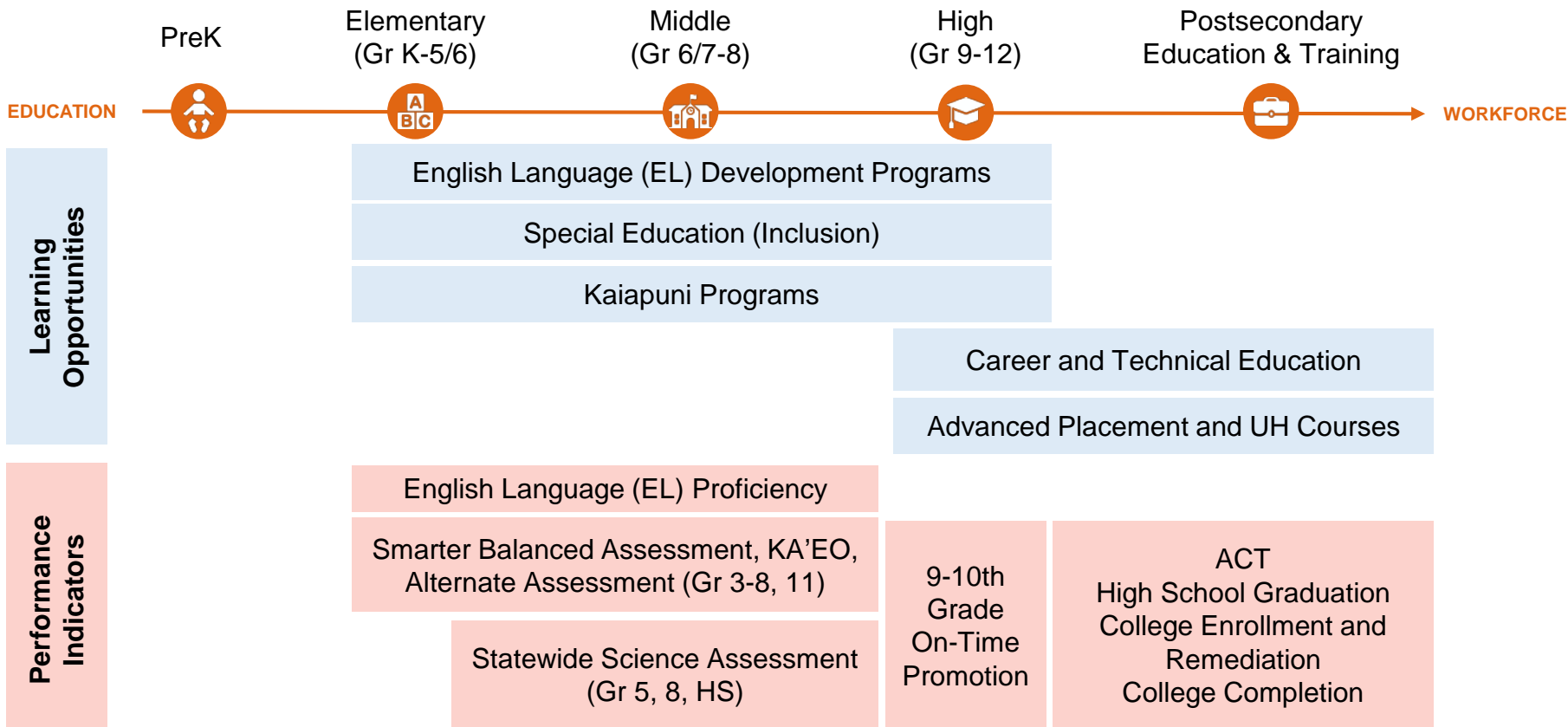
Investment in growing our economy and enhancing the prosperity and quality of life for all residents to journey toward their dreams with confidence and dignity.

Workforce Development

Together with continuing education, it fuels growth, ensuring that employees have the competitive skills, knowledge and attitudes to support current, emerging and future businesses and industries.



Presentation Roadmap



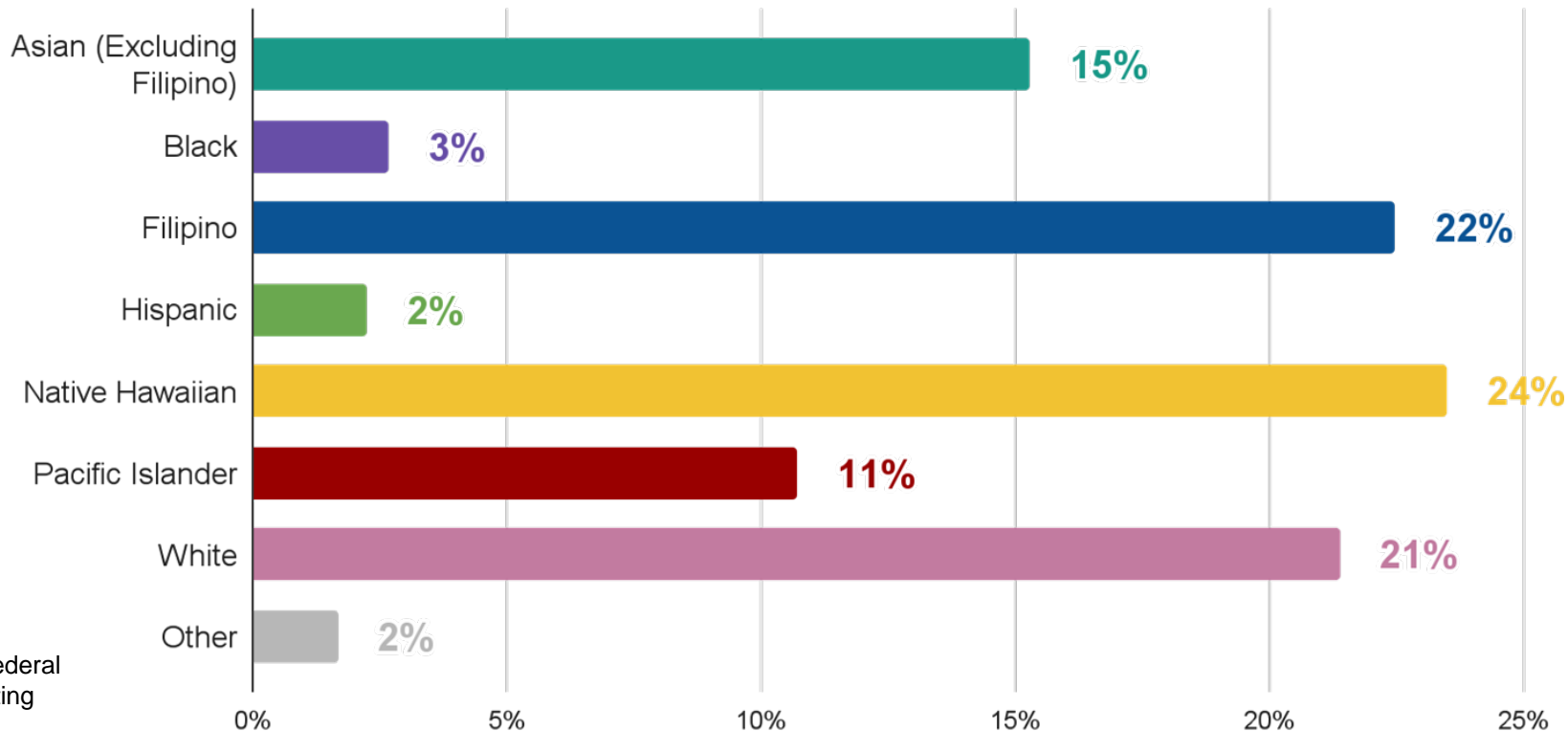


County	Complex Area Enrollment	Number of Schools	Number of Students
	As of May 2022		
Honolulu	‘Aiea-Moanalua-Radford	22	13,603
	Campbell-Kapolei	18	16,848
	Castle-Kahuku	16	7,367
	Farrington-Kaiser-Kalani	25	14,690
	Kailua-Kalāheo	14	6,099
	Kaimukī-McKinley-Roosevelt	28	13,185
	Leilehua-Mililani-Waialua	20	15,167
	Nānākuli-Wai‘anae	9	7,096
	Pearl City-Waipahu	17	13,716
Hawai‘i	Hilo-Waiākea	13	7,613
	Honoka‘a-Kealakehe-Kohala-Konawaena	19	9,616
	Ka‘ū-Kea‘au-Pāhoa	9	5,864
Maui	Baldwin-Kekaulike-Kūlanihāko‘i-Maui	20	14,782
	Hāna-Lahainaluna-Lāna‘i-Moloka‘i	11	4,849
Kaua‘i	Kapa‘a-Kaua‘i-Waimea	16	8,876
	Charters	37	11,967



Student Enrollment - By Race/Ethnicity*

DOE and Charters, as of May 2022



*Based on federal ESSA reporting categories

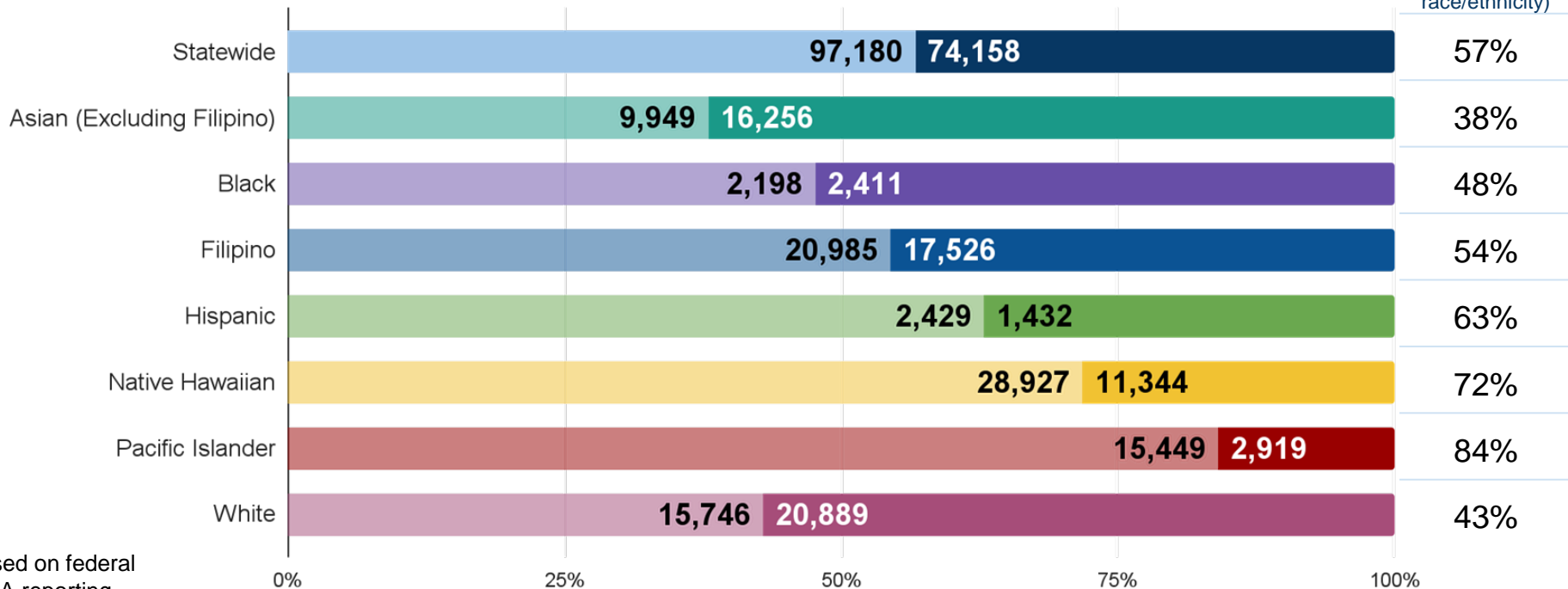


High Needs and Non-High Needs

Enrollment by race/ethnicity* (DOE and Charters), as of May 2022

High Needs Non-High Needs

High Needs
(percent of
enrollment for
race/ethnicity)



*Based on federal
ESSA reporting
categories

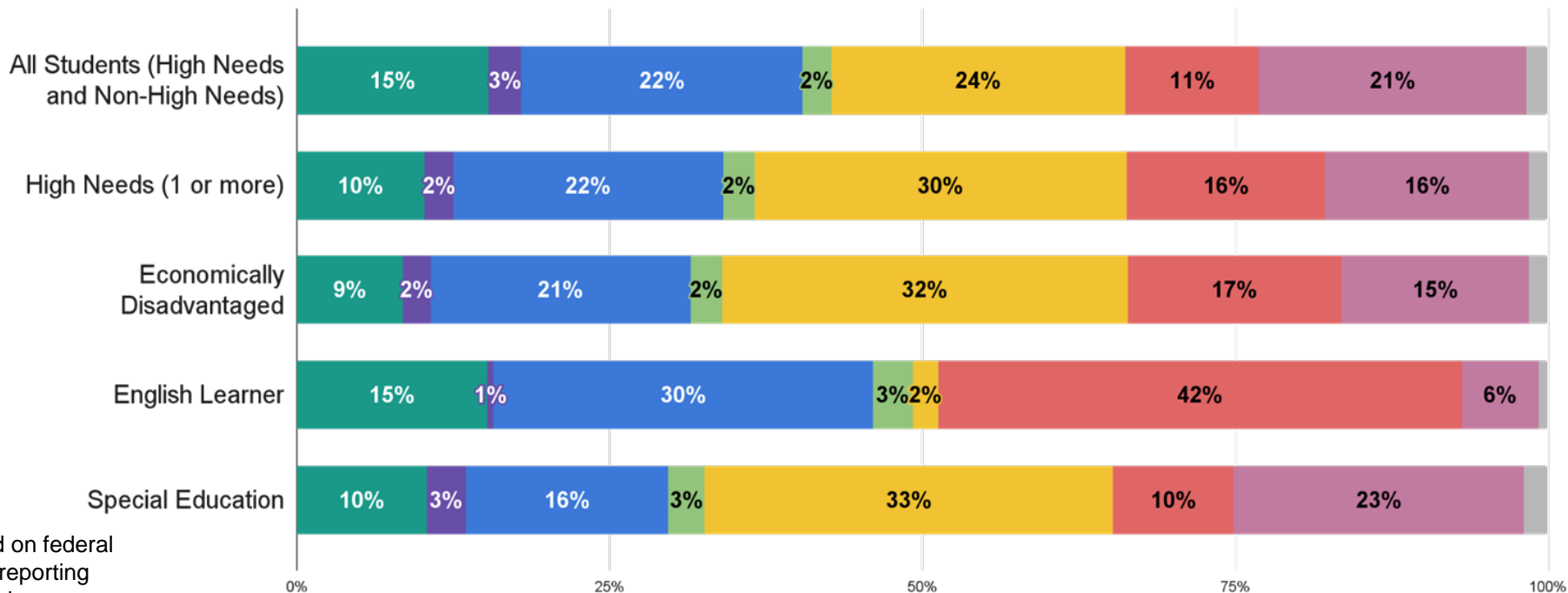
High Needs: Economically Disadvantaged (49% of students), English Learner (10%) and/or Special Education (12%)



High Needs - By Race/Ethnicity*

As of May 2022

■ Asian (Excluding Filipino) ■ Black ■ Filipino ■ Hispanic ■ Native Hawaiian ■ Pacific Islander ■ White ■ Other



*Based on federal ESSA reporting categories



SECTION

01

Postsecondary Outcomes

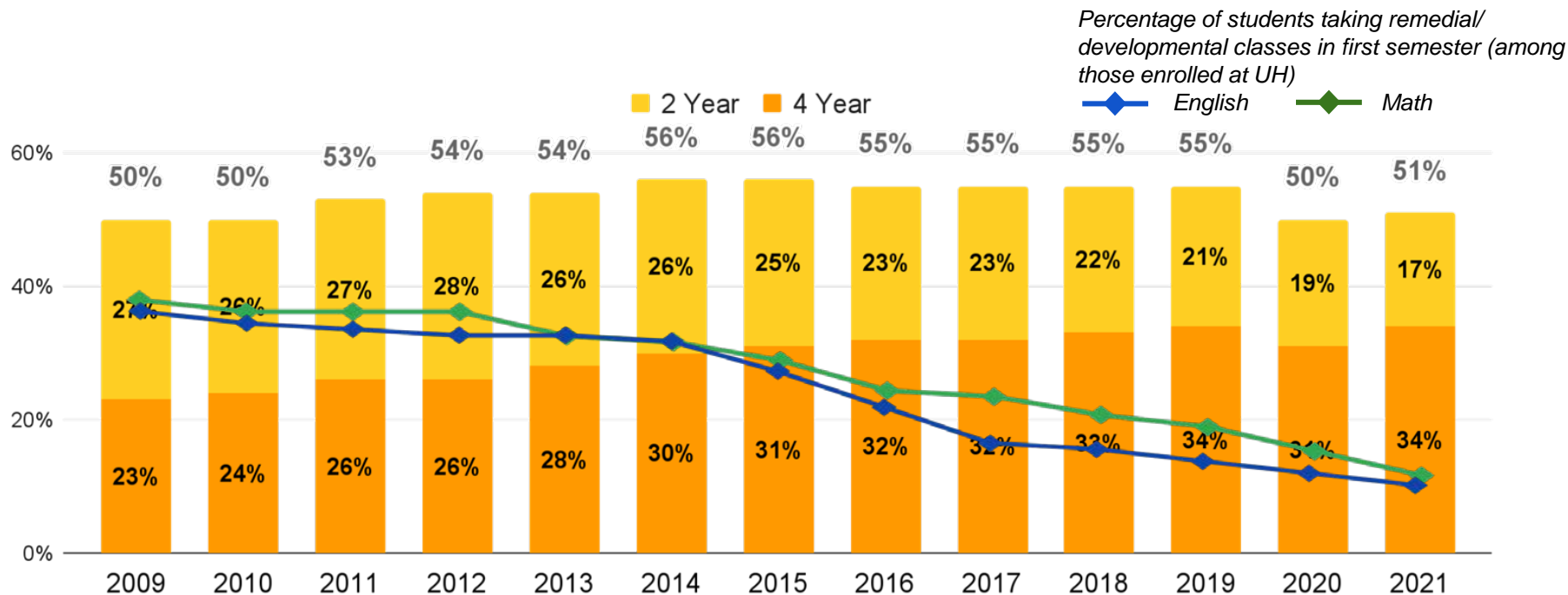
College, career and citizenship





Postsecondary Education and Training

Enrollment in colleges nationwide and in UH remedial/developmental classes, immediately after high school graduation (“First Fall”)

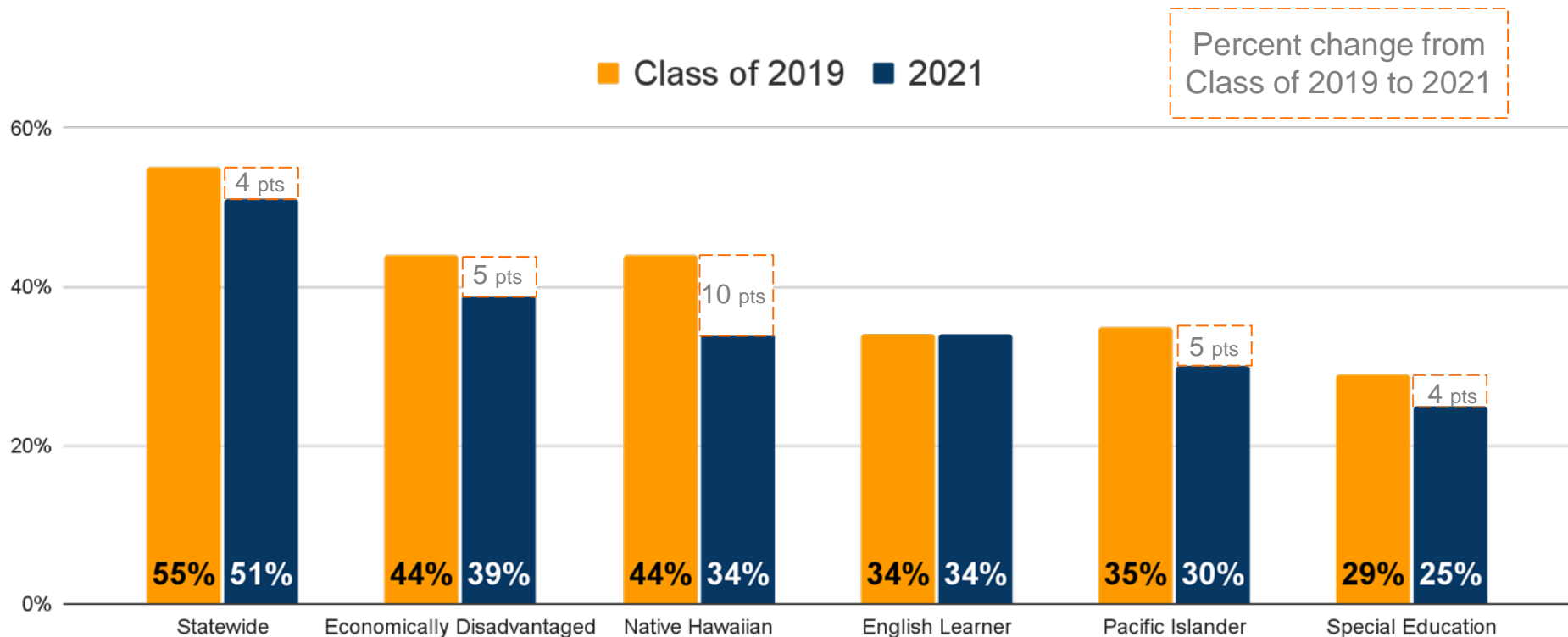


Completers in a graduating class, DOE and charter schools



Postsecondary Education and Training

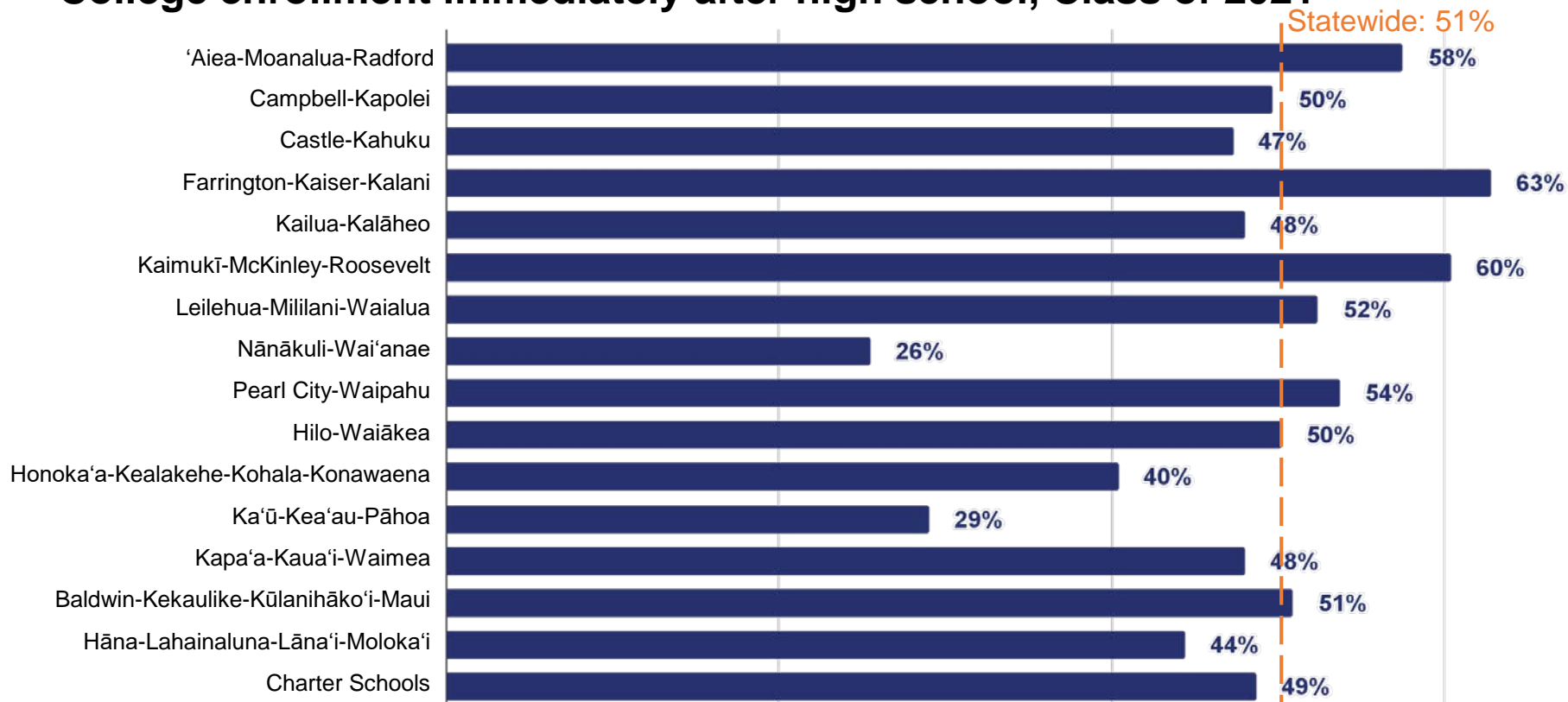
Pandemic impact on college enrollment by student group (DOE & charters)





Postsecondary Education and Training

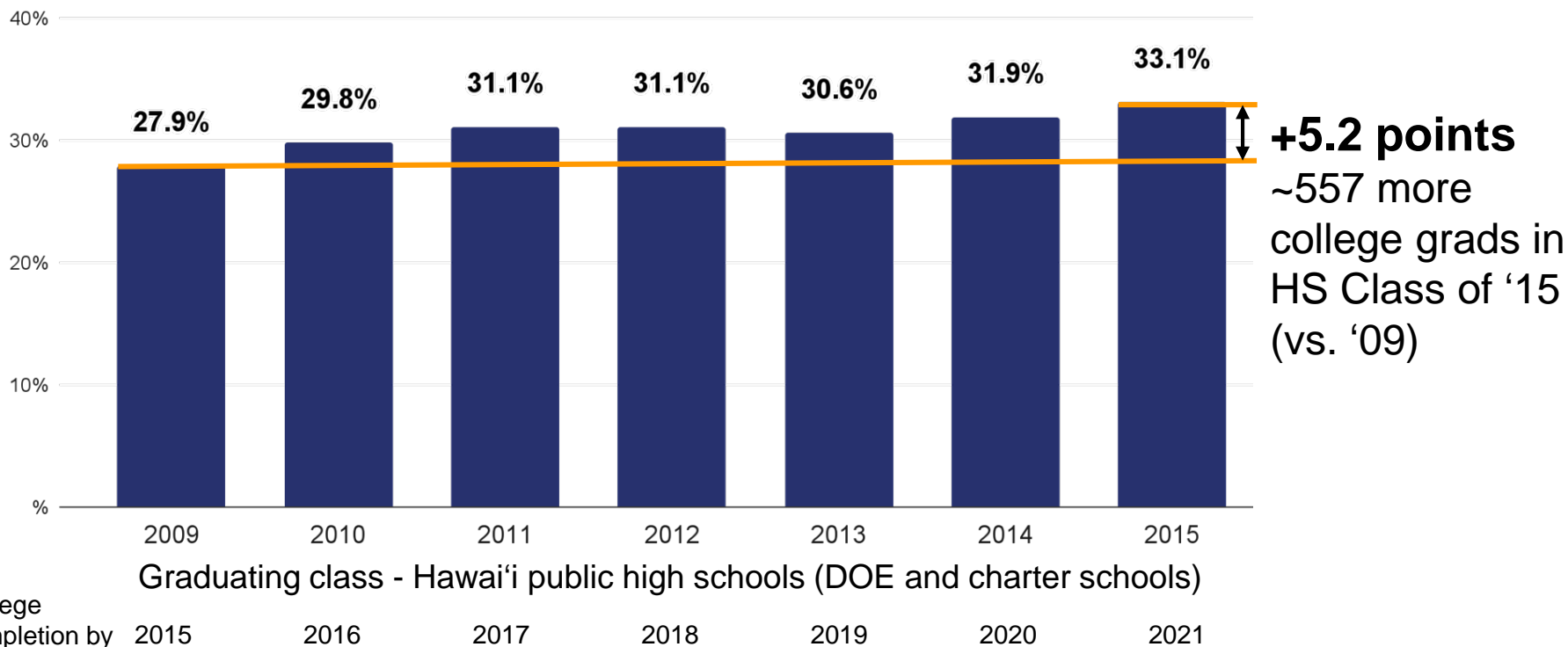
College enrollment immediately after high school, Class of 2021





Postsecondary Education and Training

College completion: Earned a college-issued credential (degree or certificate) within 6 years of high school graduation





SECTION

02

Student Progress

Statewide assessments

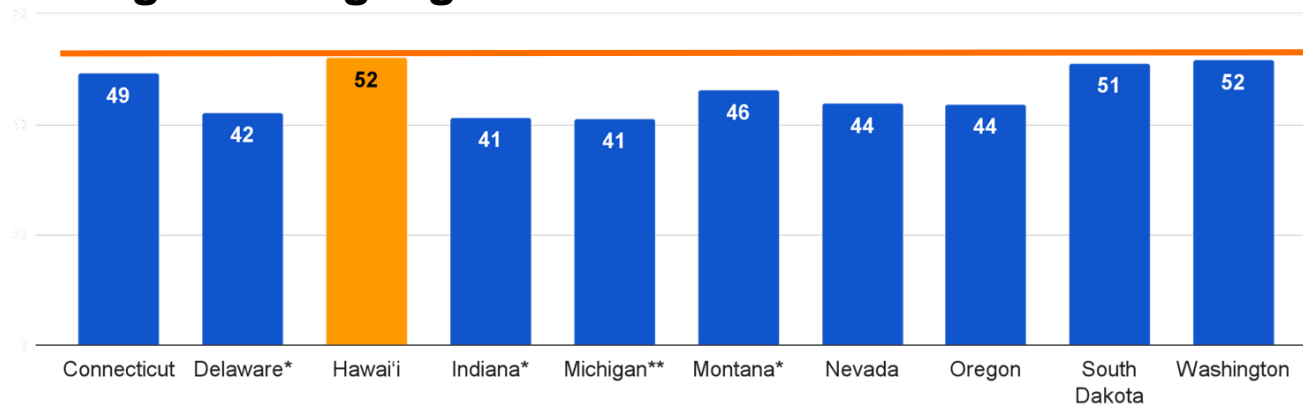
- Language Arts
- Mathematics
- Science



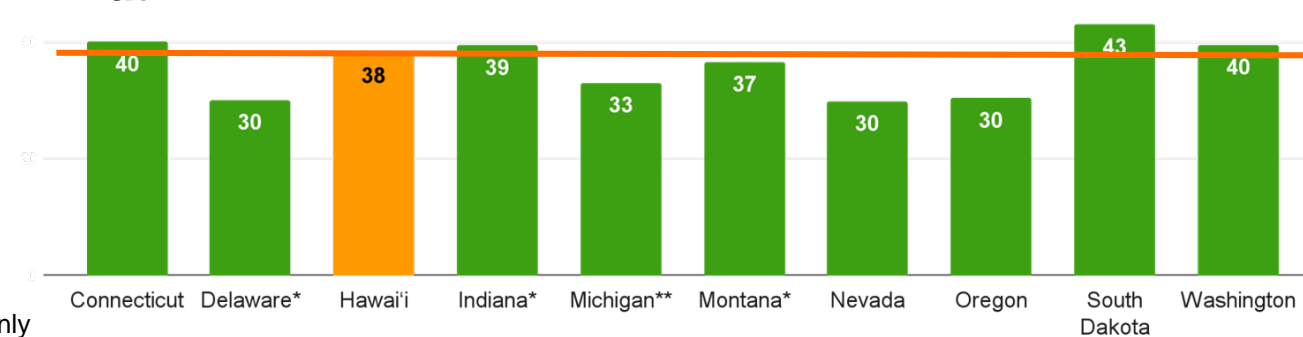
Smarter Balanced Assessment

Percent of students
proficient or better,
2021-22
(of states reporting
as of 10/13/22)

English Language Arts



Math

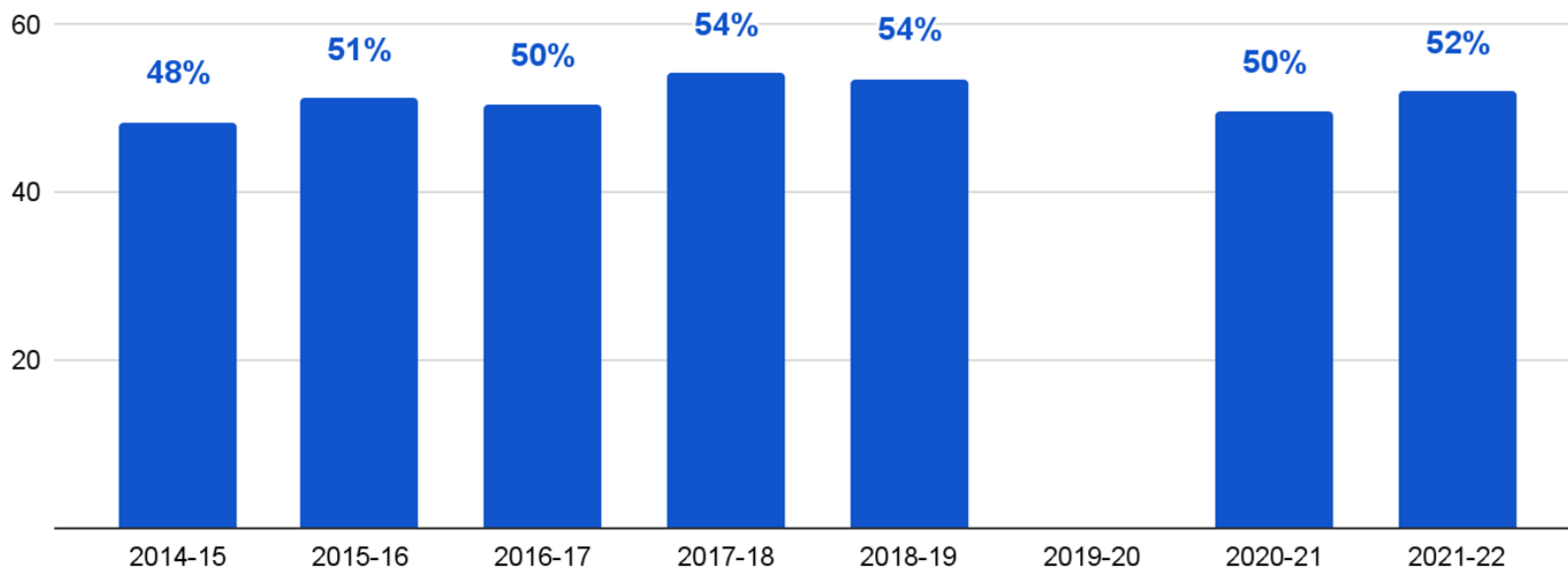


*States reporting grades 3–8 only **grades 3-7 only



Academic Achievement – Language Arts

Strive HI: Percent of students proficient (statewide)

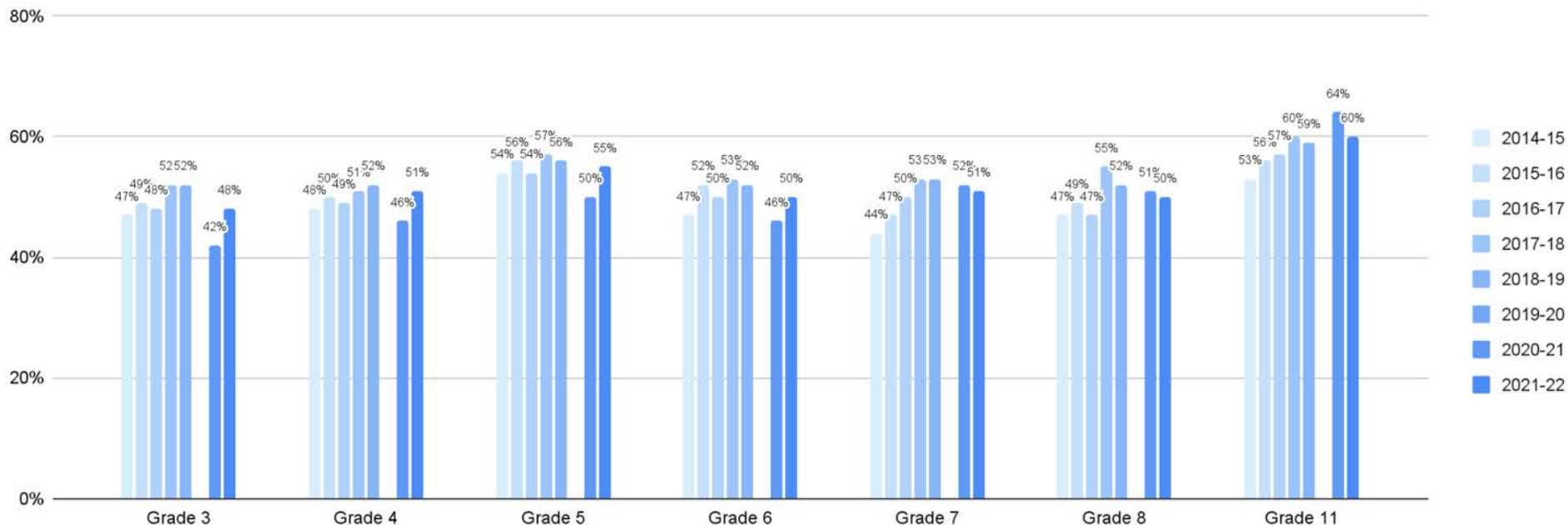


Based on results from Smarter Balanced Assessment, KA'EO, and HSA-Alt



Language Arts Achievement - By Grade Level

Strive HI: Percent of students proficient (statewide)

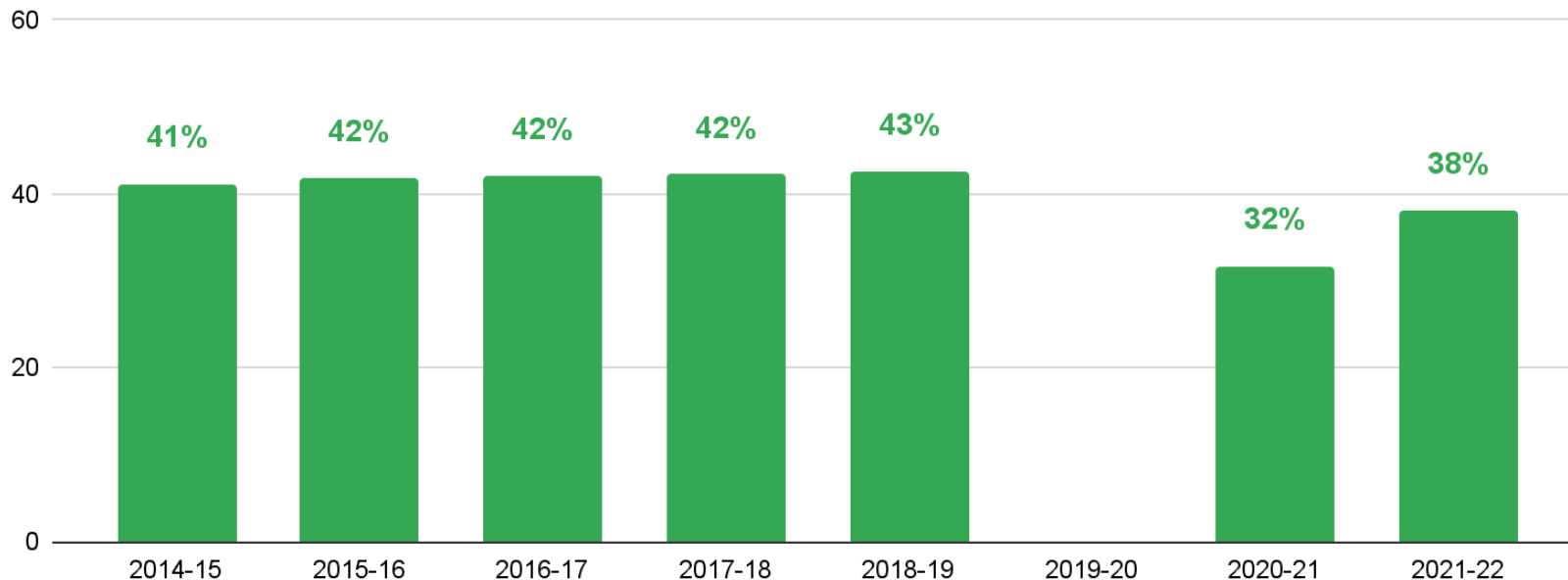


Based on results from Smarter Balanced Assessment, KA'EO, and HSA-Alt



Academic Achievement – Mathematics

Strive HI: Percent of students proficient (statewide)

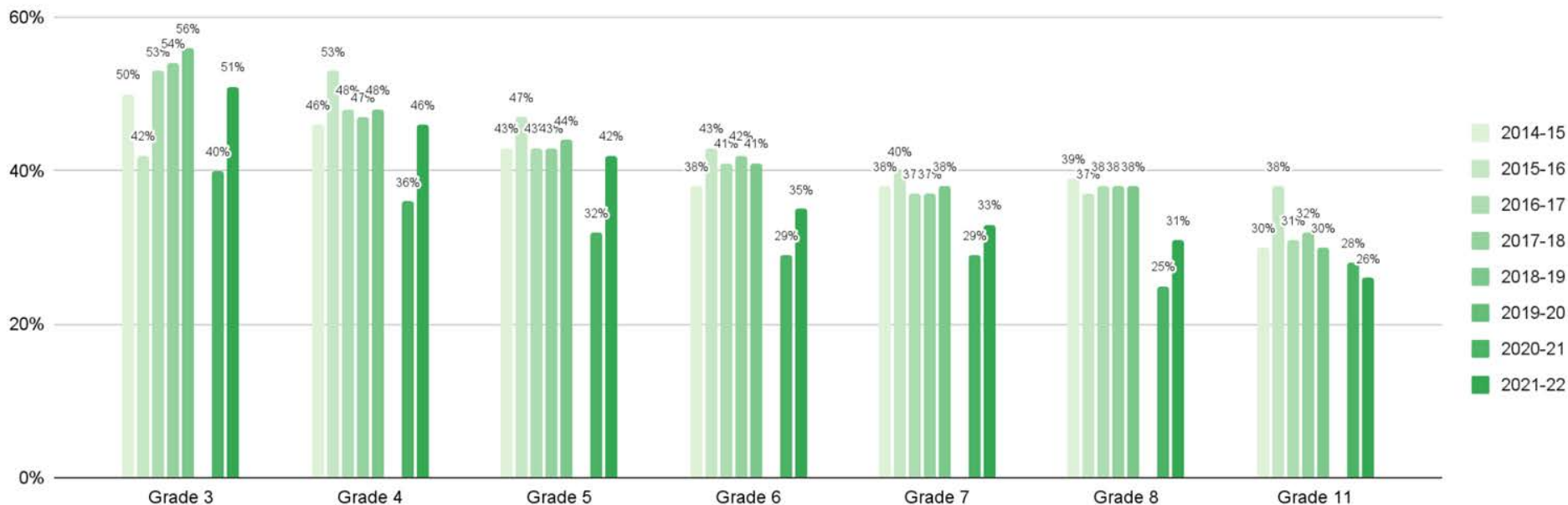


Based on results from Smarter Balanced Assessment, KA'EO, and HSA-Alt



Mathematics Achievement – By Grade Level

Strive HI: Percent of students proficient (statewide)

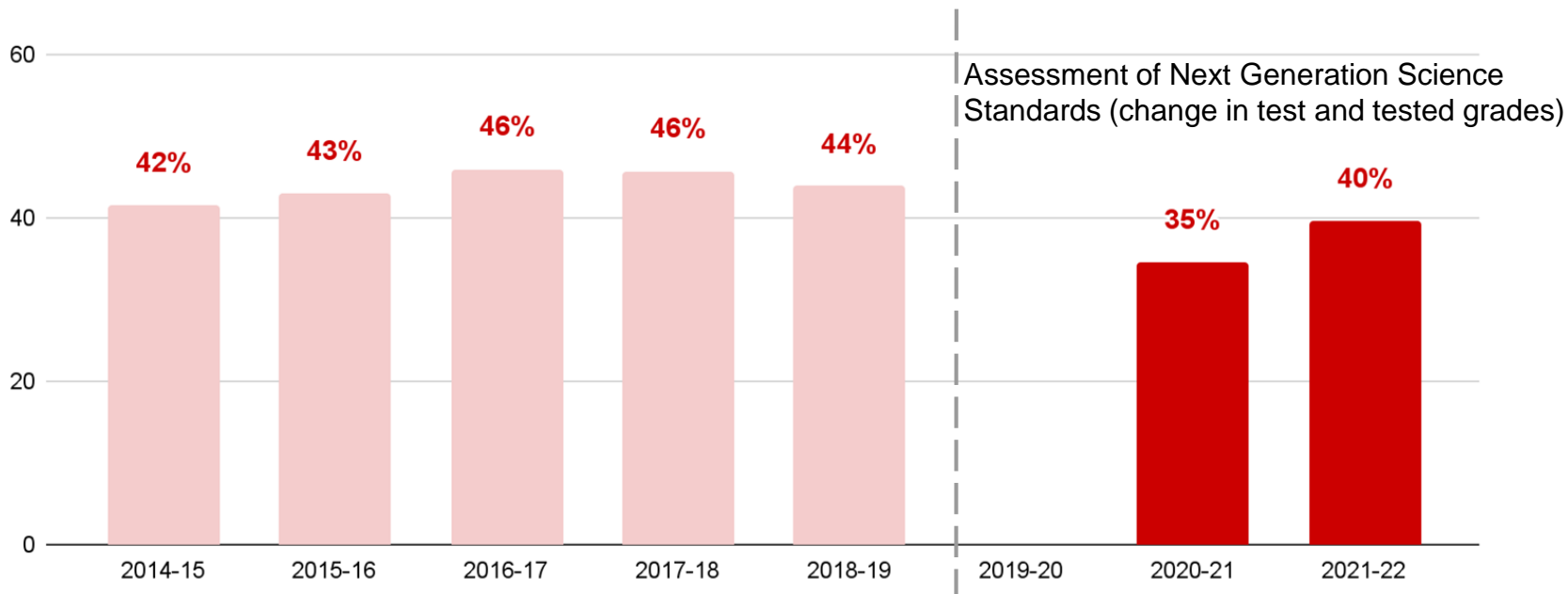


Based on results from Smarter Balanced Assessment, KA'EO, and HSA-Alt



Academic Achievement – Science

Strive HI: Percent of students proficient (statewide)

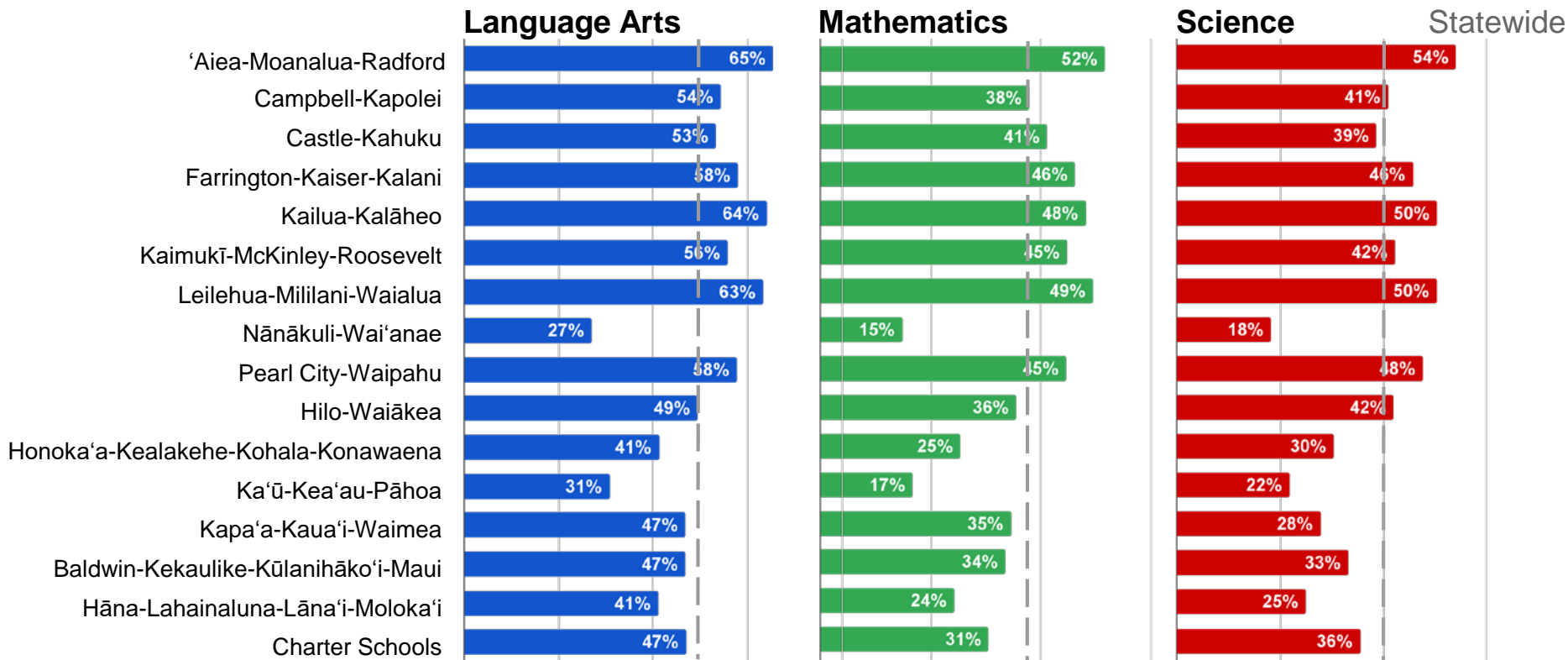


Based on results from Hawai'i State Assessment in Science (through 2018-19)/NGSS (since 2020-21), KA'EO, and HSA-Alt



Achievement – By Complex Area

Strive HI: Percent of students proficient (statewide)



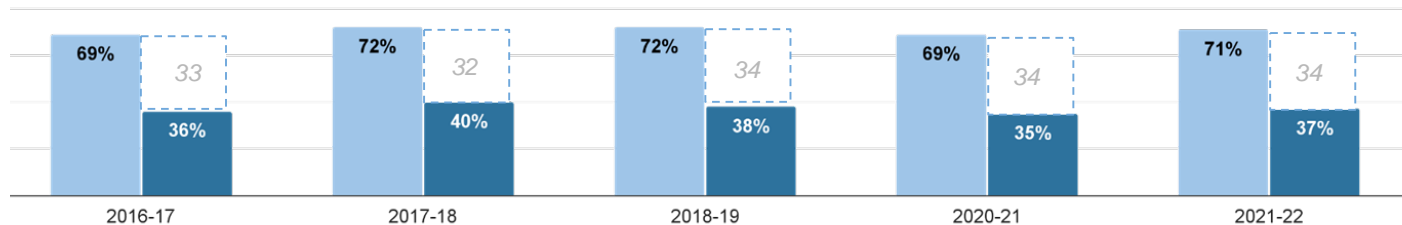


Achievement – Non-High Needs and High Needs Students

Strive HI: Percent of students proficient and difference between student groups

Language
Arts

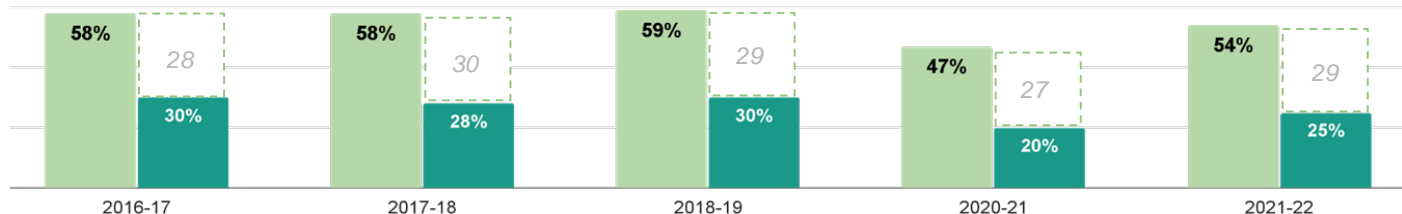
■ Non-High Needs ■ High Needs



Difference in percentage points between High Needs (57% of student enrollment) and Non-High Needs (43% of student enrollment) Based on ESSA reporting categories

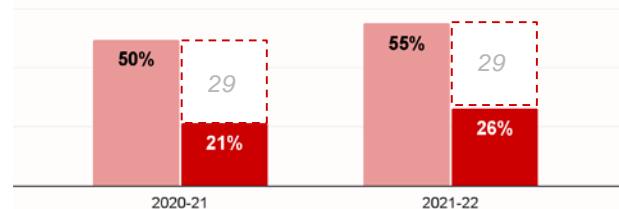
Math

■ Non-High Needs ■ High Needs



Science

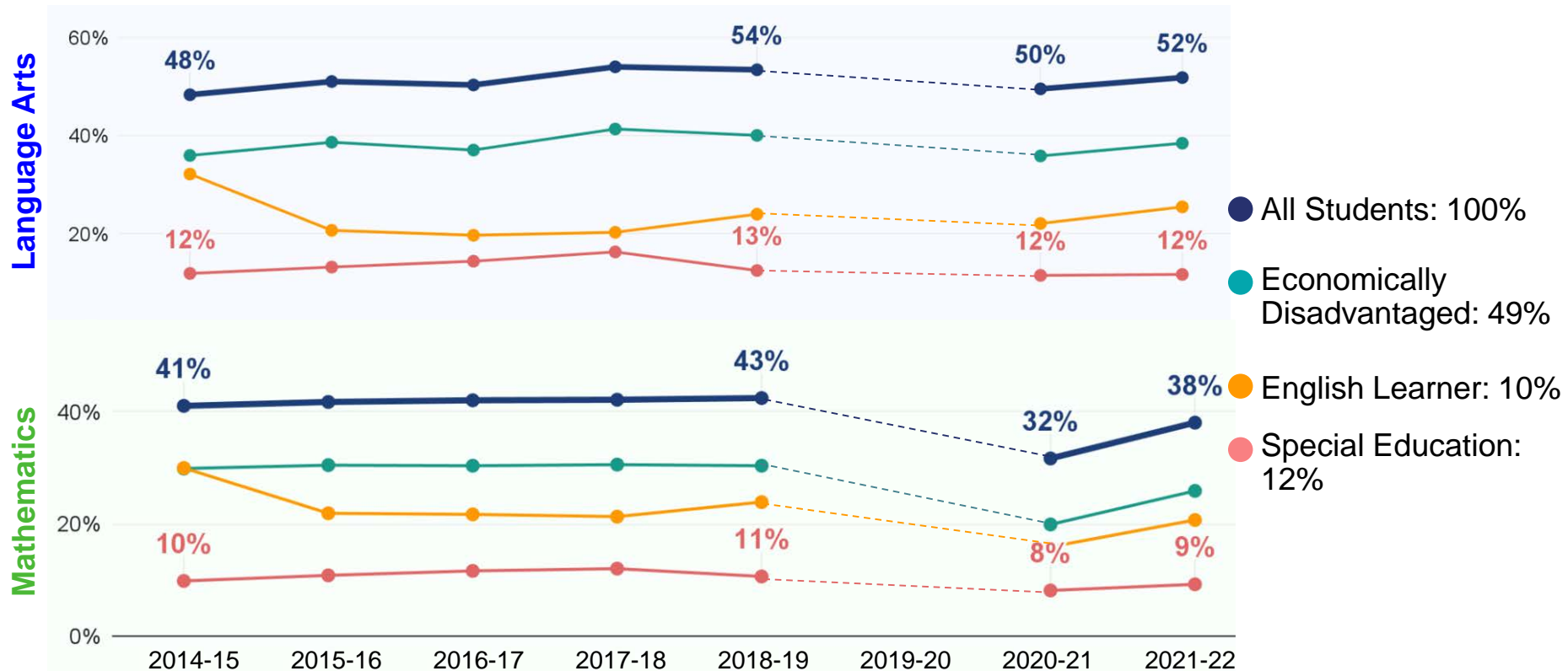
■ Non-High Needs ■ High Needs





Achievement – For High Needs Student Groups

Strive HI: Percent of students proficient (statewide)

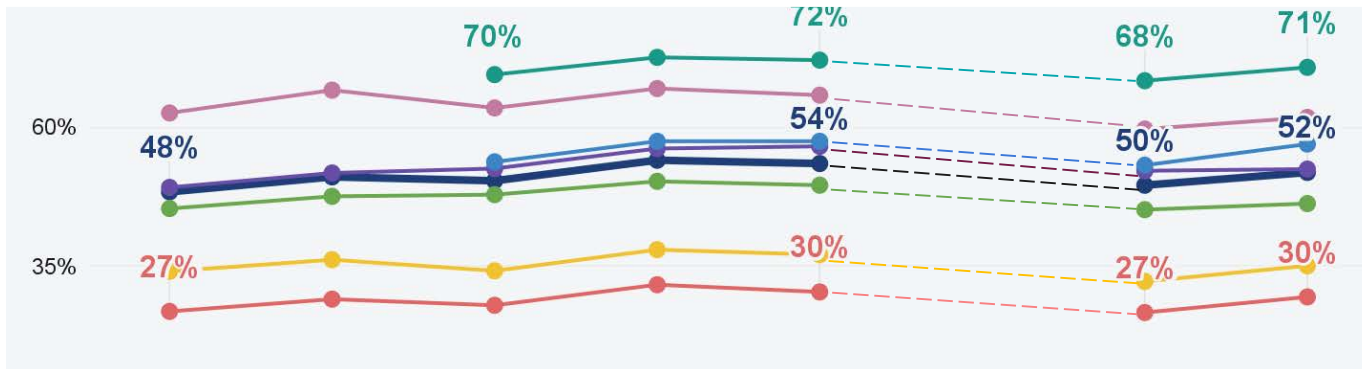




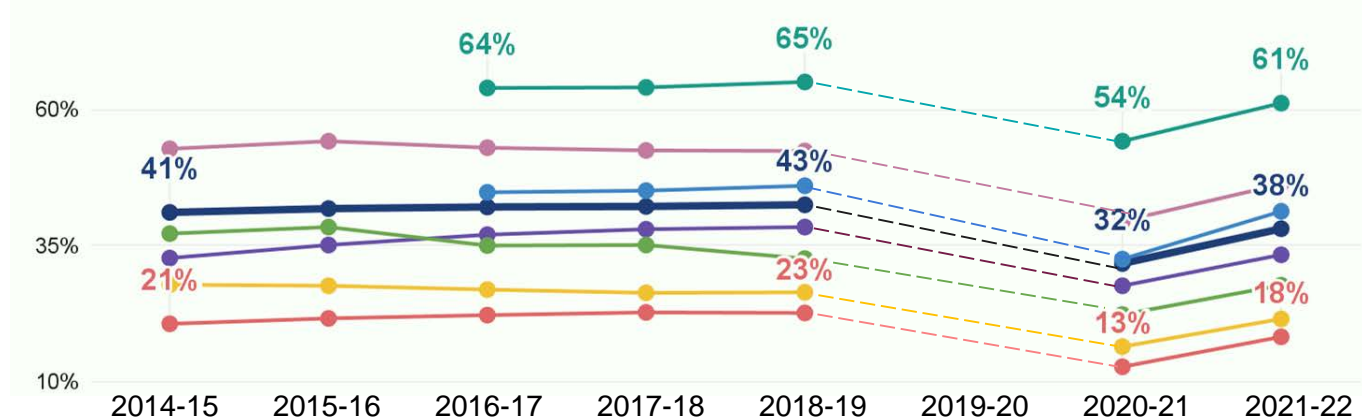
Achievement – By Race/Ethnicity

Strive HI: Percent of students proficient (statewide)

Language Arts



Mathematics



● All Students

● *Asian (Excluding Filipino): 15%

● Black: 3%

● *Filipino: 22%

● Hispanic: 2%

● Native Hawaiian: 24%

● Pacific Islander: 11%

● White: 21%

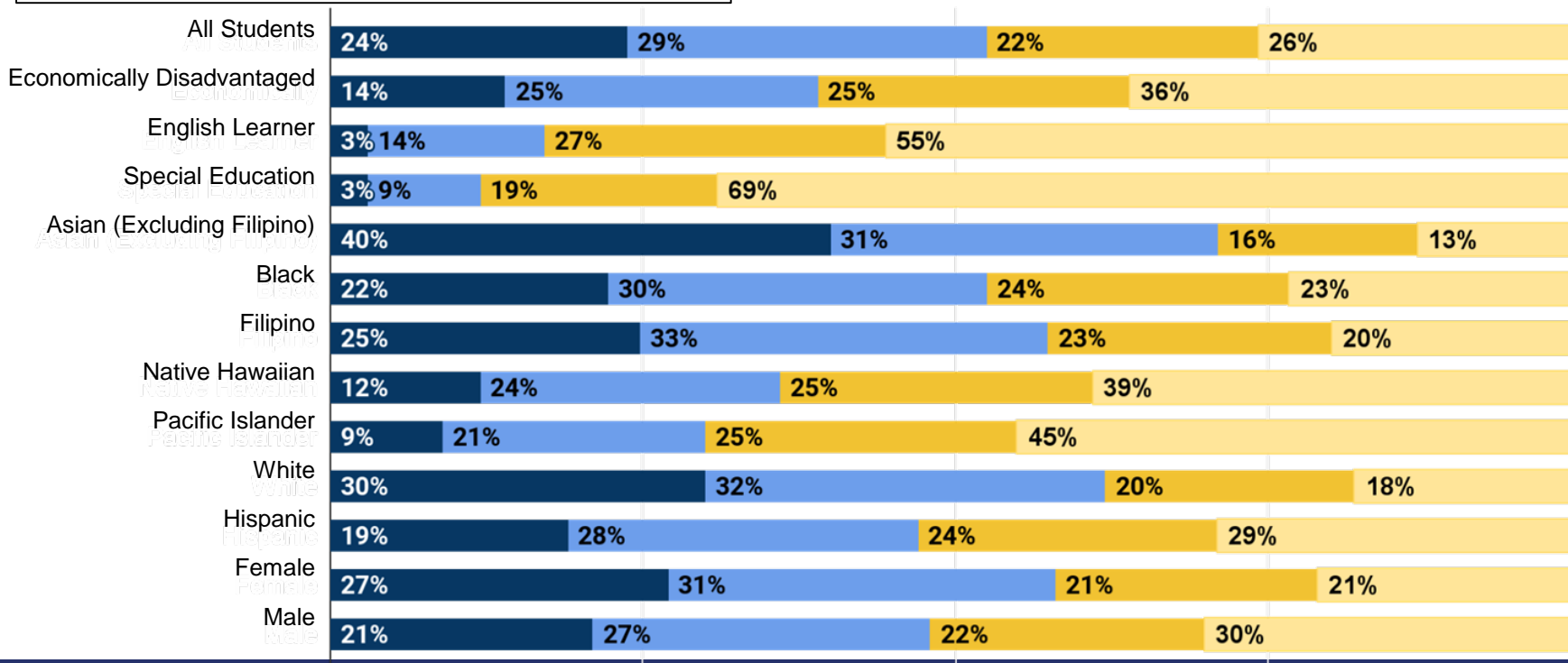
*Beginning 2016-17, DOE began reporting Filipino separately from Asian



Language Arts Achievement by Student Group

Percent of students scoring at each proficiency level, 2021-22

“Proficient”: ■ Exceeded Standard ■ Met Standard ■ Nearly Met Standard ■ Did Not Meet Standard

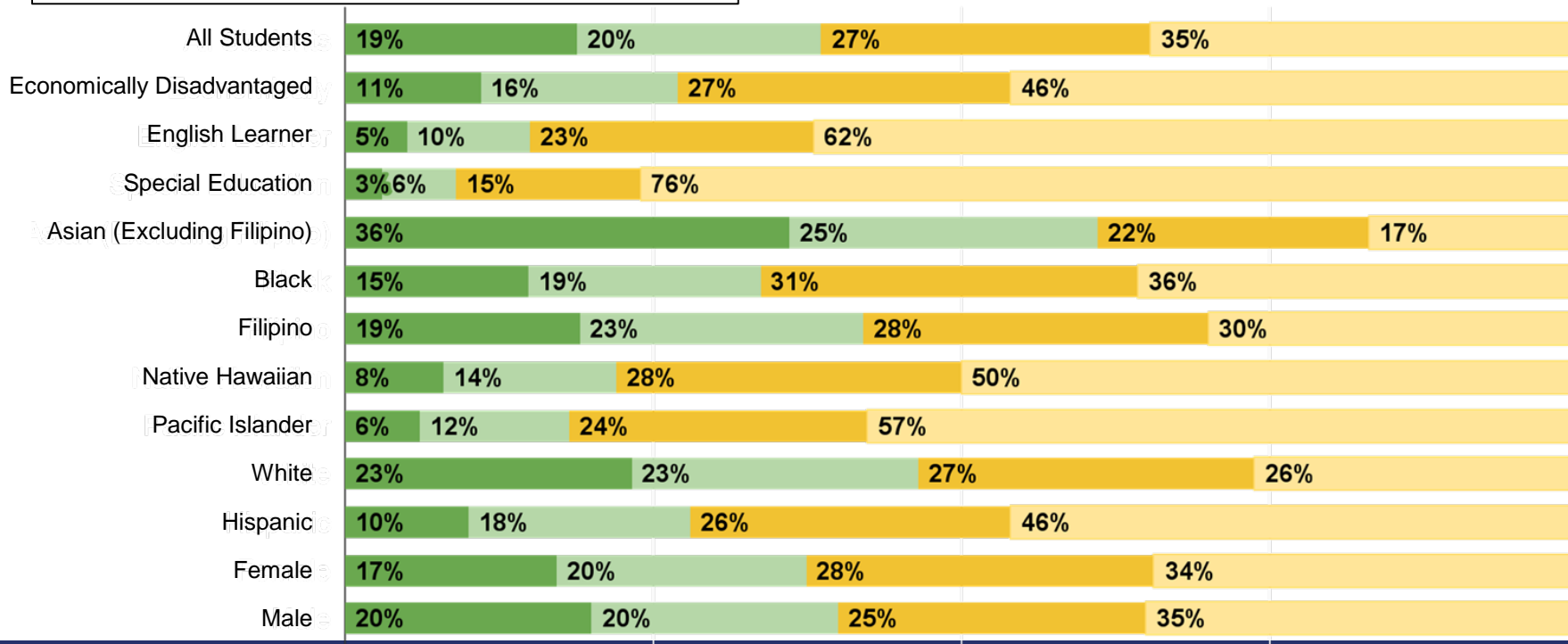




Mathematics Achievement by Student Group

Percent of students scoring at each proficiency level, 2021-22

“Proficient”: ■ Exceeded Standard ■ Met Standard ■ Nearly Met Standard ■ Did Not Meet Standard

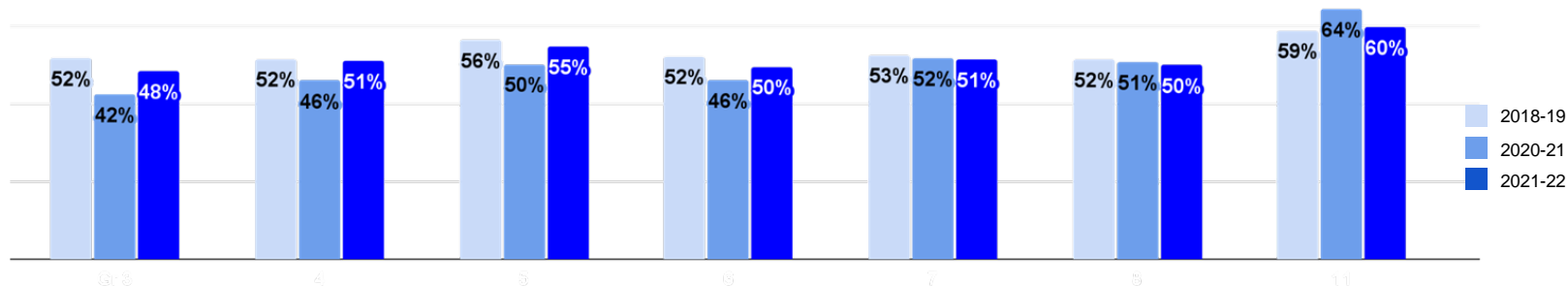




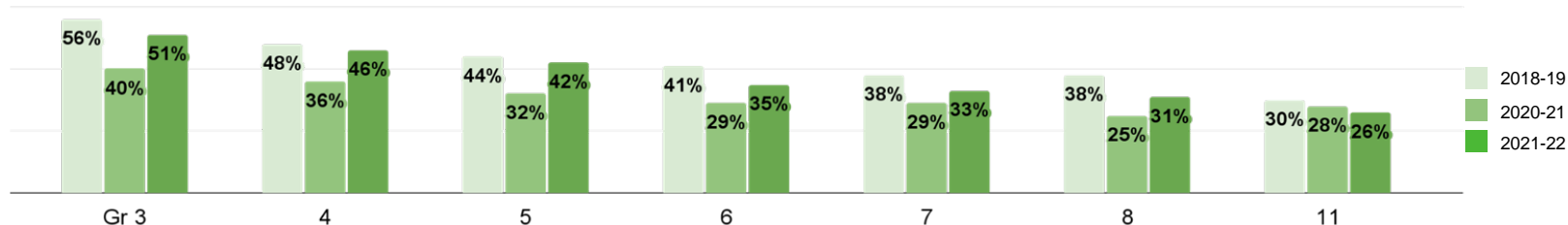
Academic Achievement by Grade Level

Strive HI: Percent of students proficient (statewide), pandemic impacts

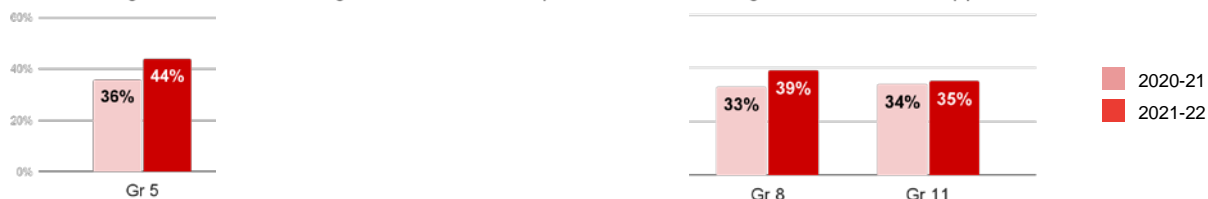
Language Arts



Math



Science

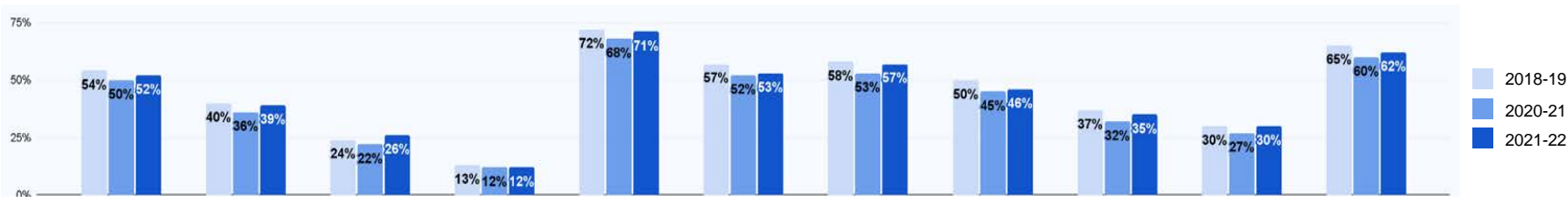




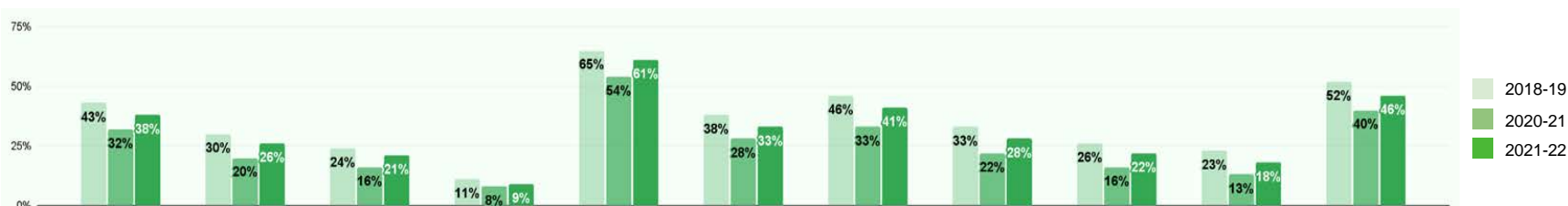
Academic Achievement by Student Groups

Strive HI: Percent of students proficient (statewide), pandemic impacts

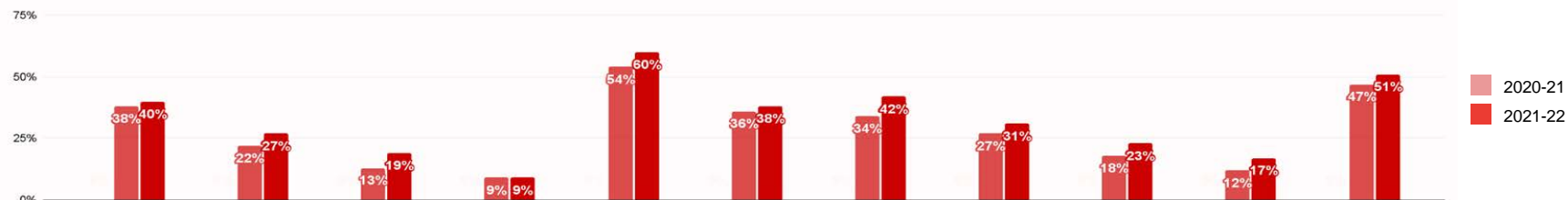
Language Arts



Math



Science

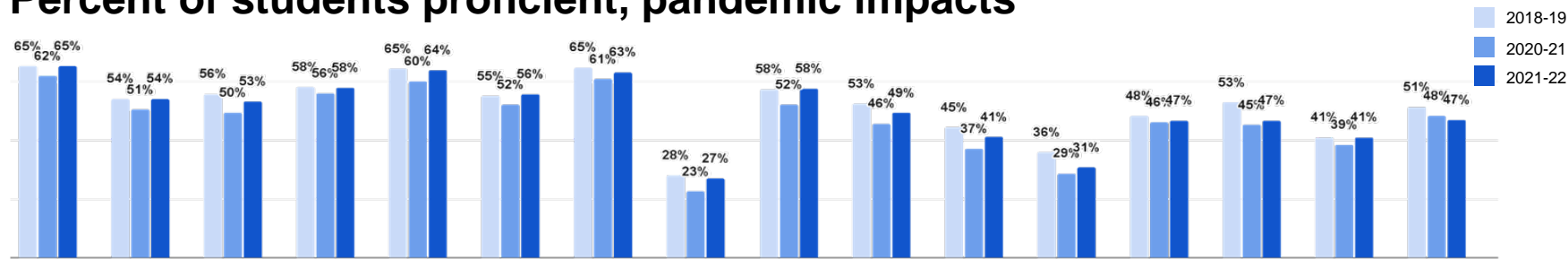




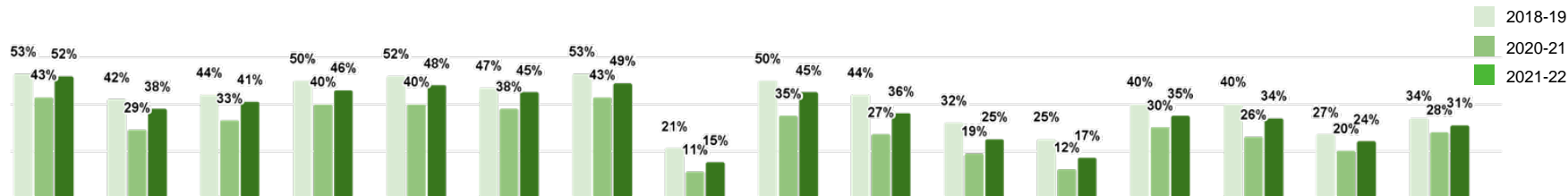
Academic Achievement by Complex Area

Percent of students proficient, pandemic impacts

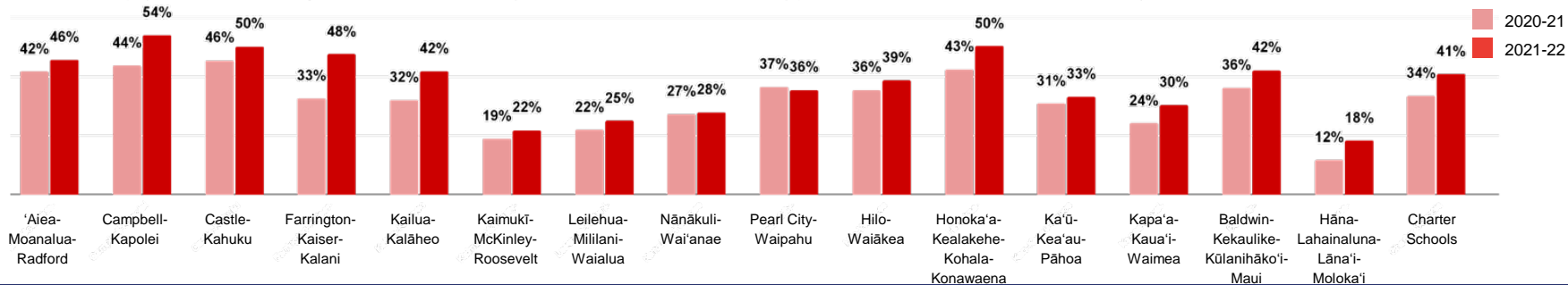
Language
Arts



Math



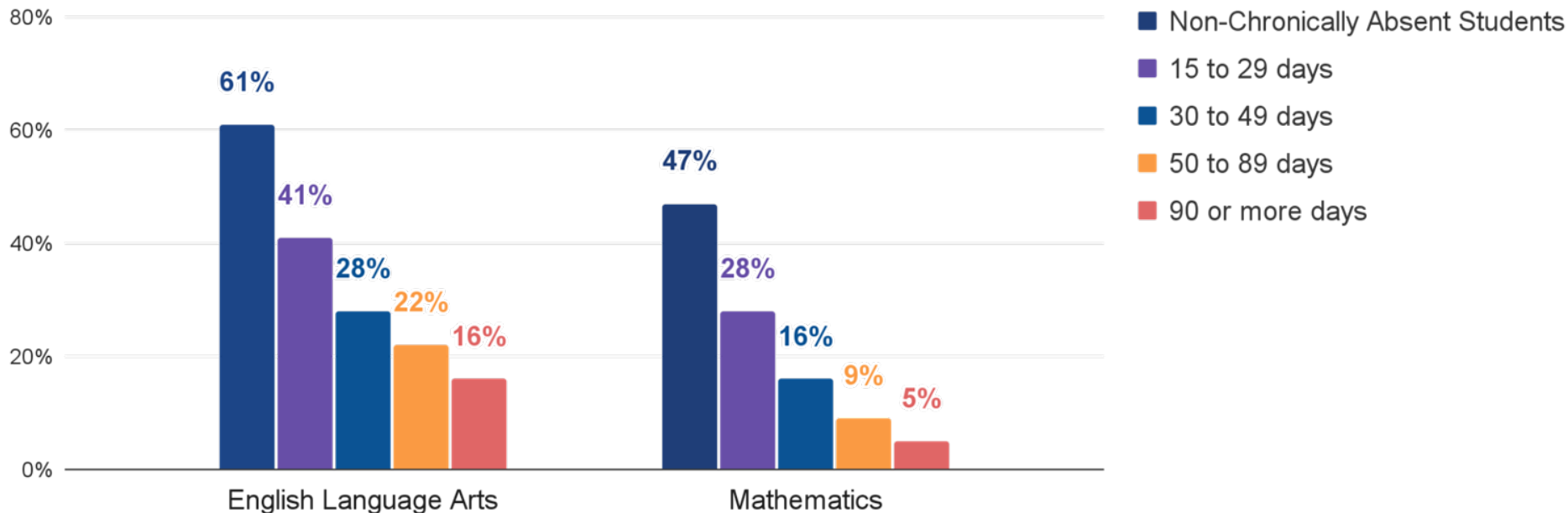
Science





Academic Achievement – By Attendance Levels

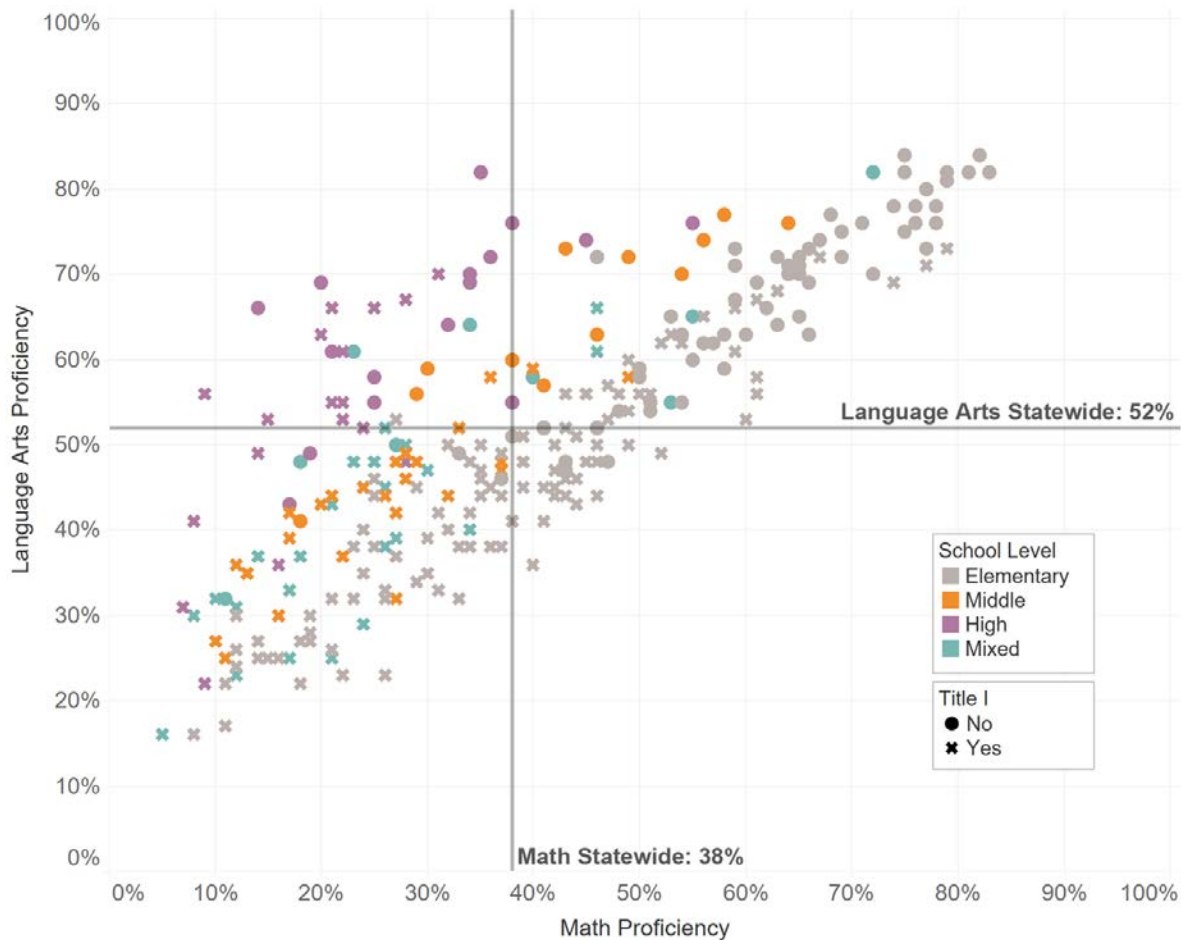
Strive HI: Percent of students proficient (statewide), 2021-22





Achievement – By School

Percent of students
proficient (Smarter
Balanced
Assessment), 2021-
22



n=280 DOE and charters schools



SECTION

03

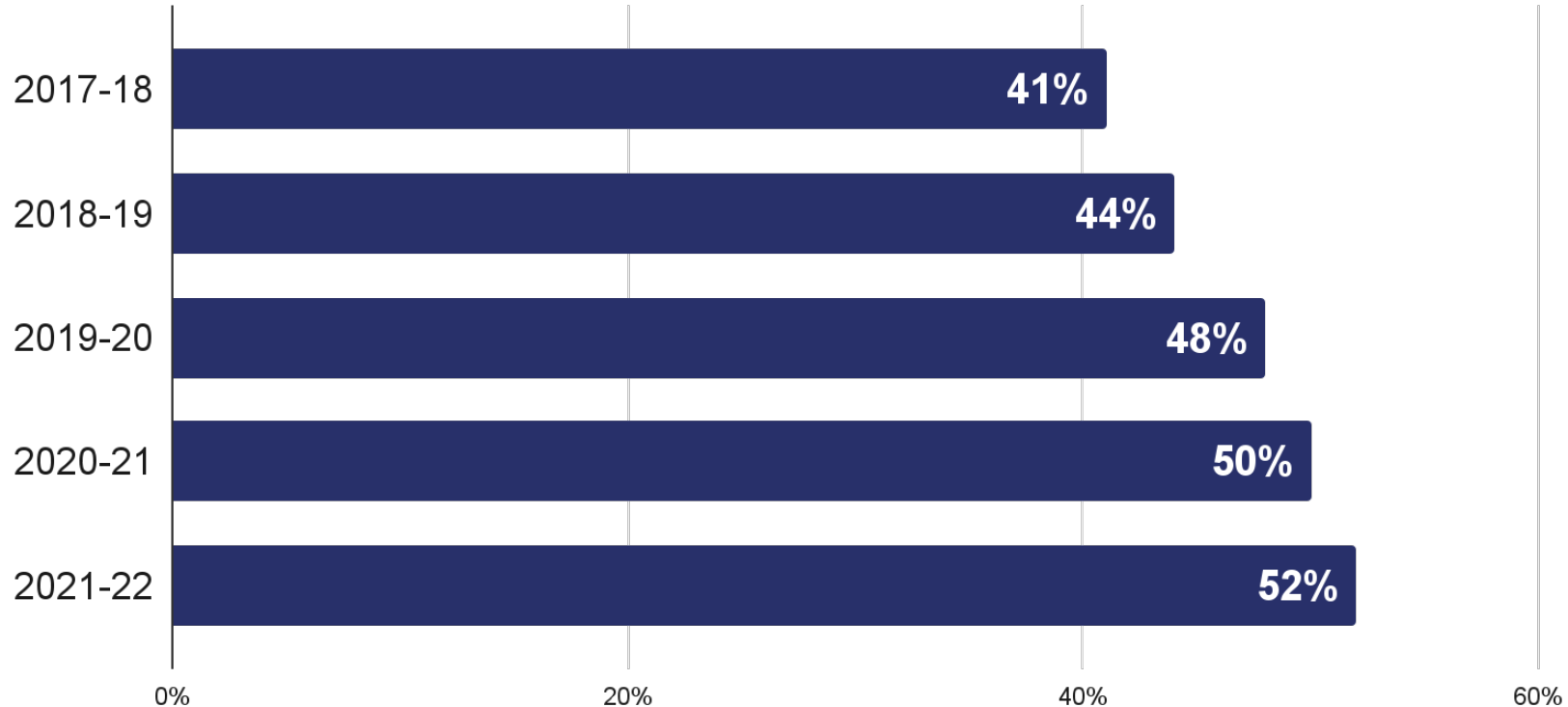
Student Learning Opportunities

Programs to support student
learning



Special Education Inclusion

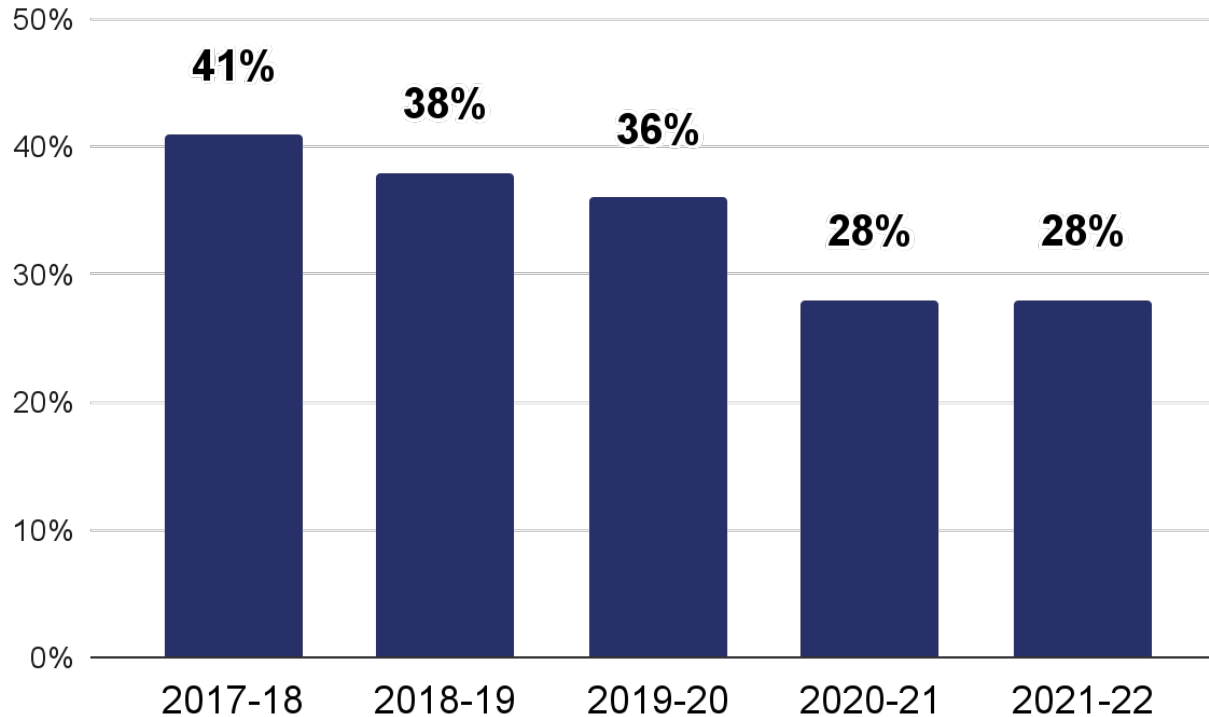
Percent of special education students in general education classes for most of the day





English Learners

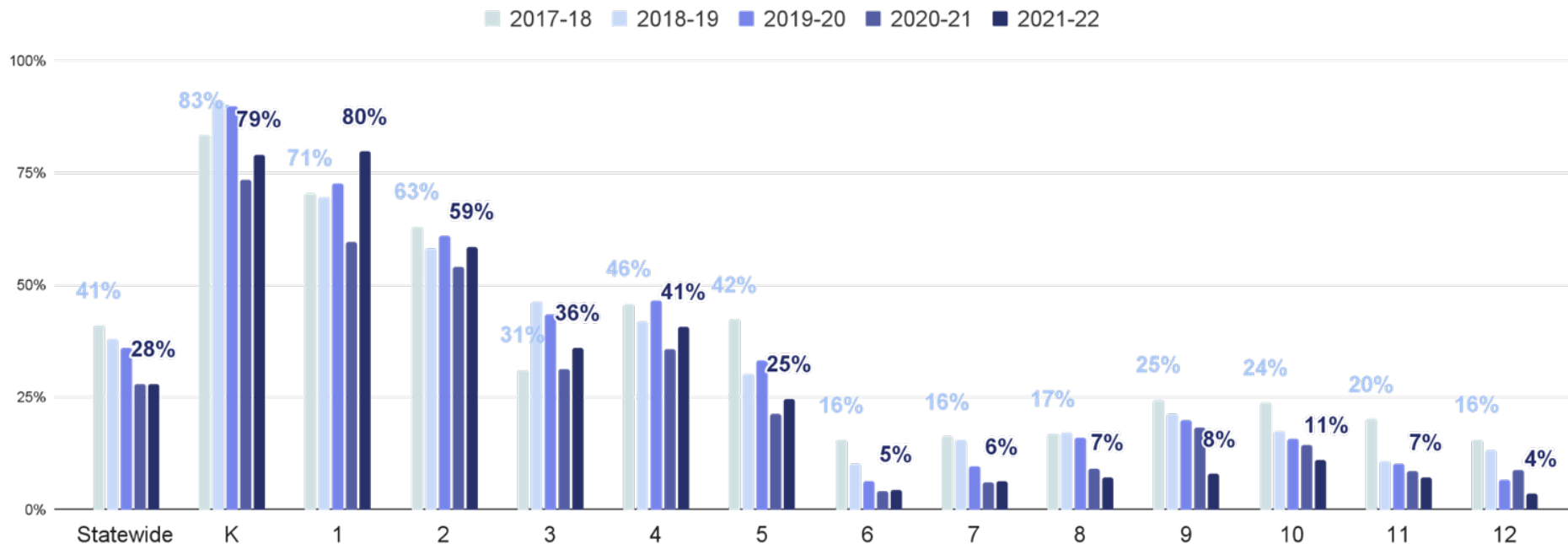
Students on track to English language proficiency (“Growth to Target”)





English Learners - By Grade Level

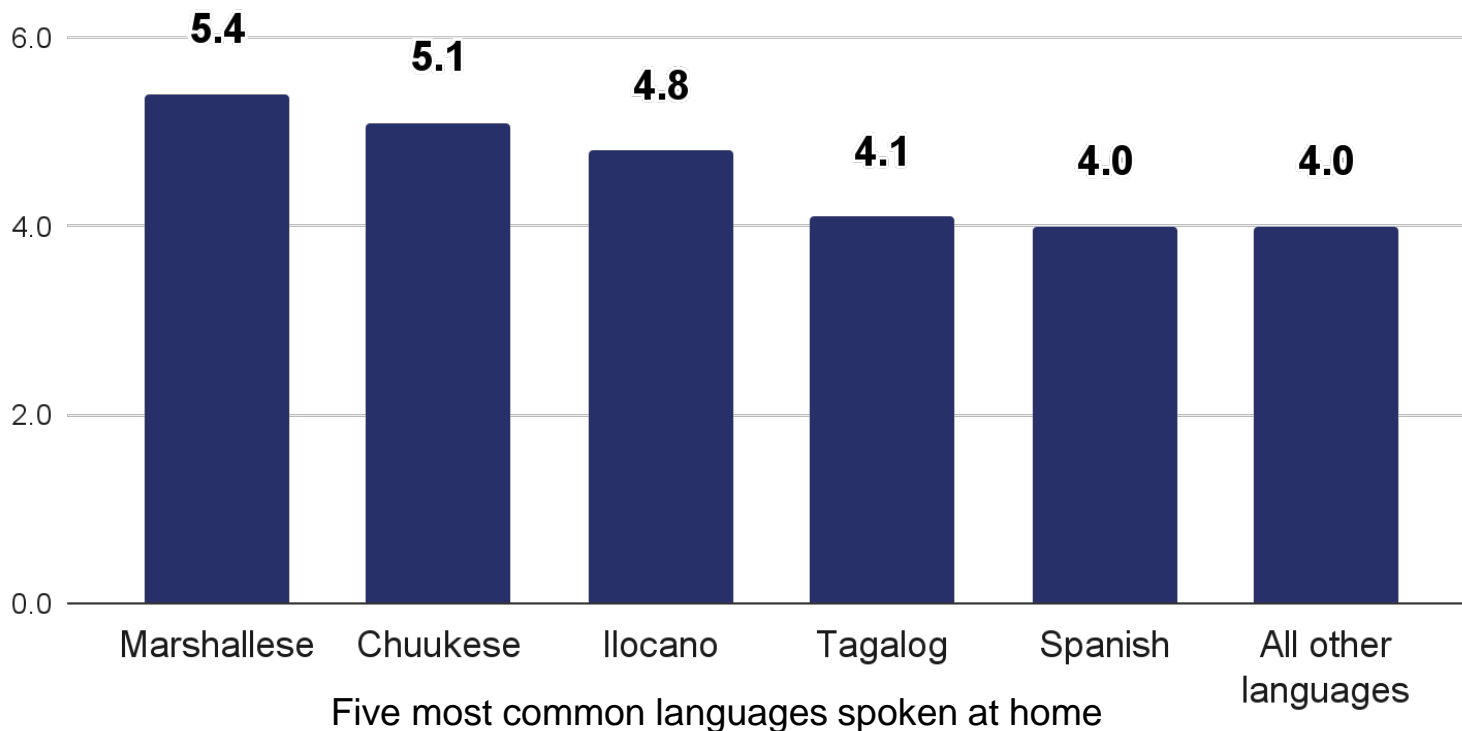
Students on track to English language proficiency (“Growth to Target”)





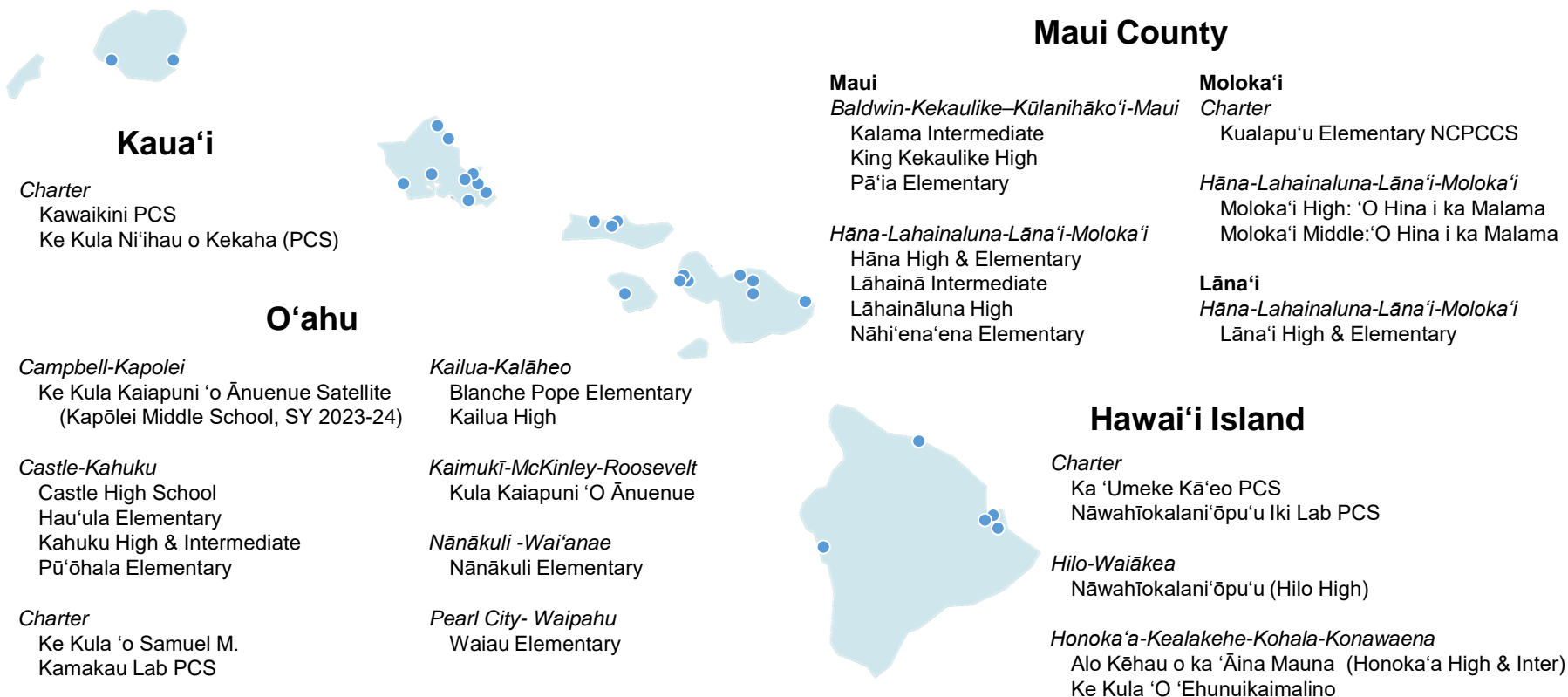
English Learners - By Language Spoken at Home

Years in EL program, 10-year average





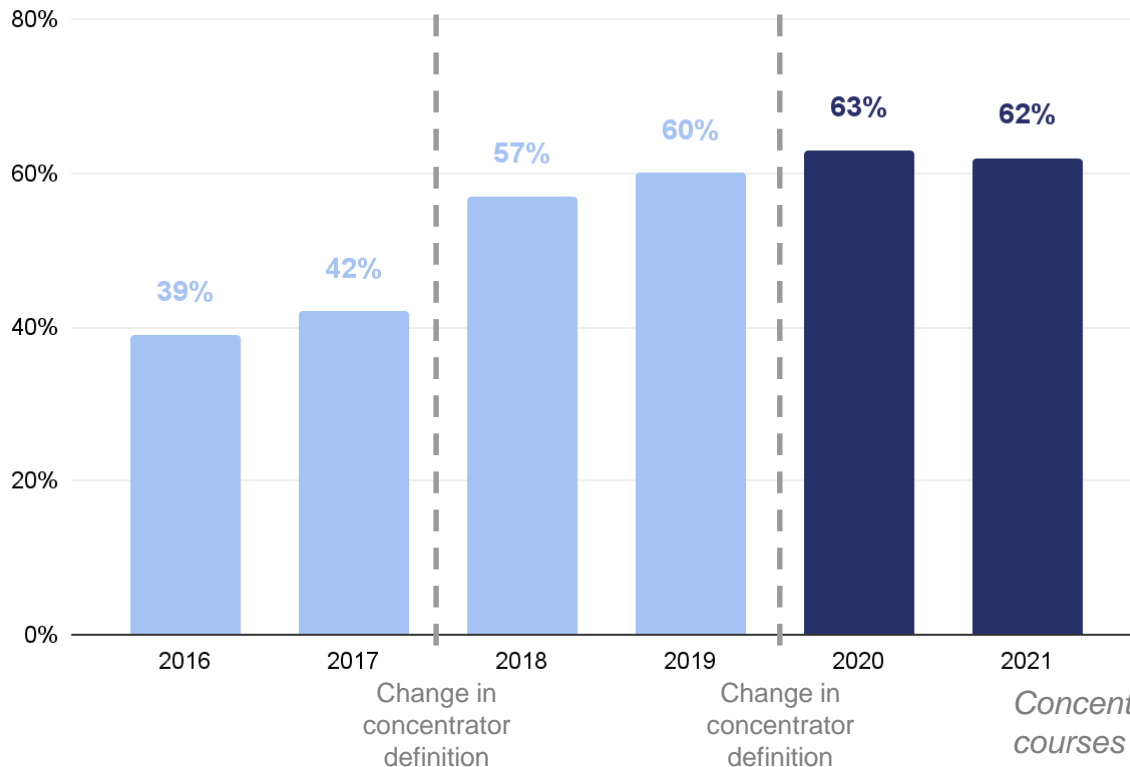
Schools with Kaiapuni Immersion Programs





Career and Technical Education Programs

High school completers who were CTE concentrators



Most Popular Career Areas, Class of 2021

1. Hospitality
2. Arts and Communication
3. Health
4. Architecture and Construction
5. Transportation

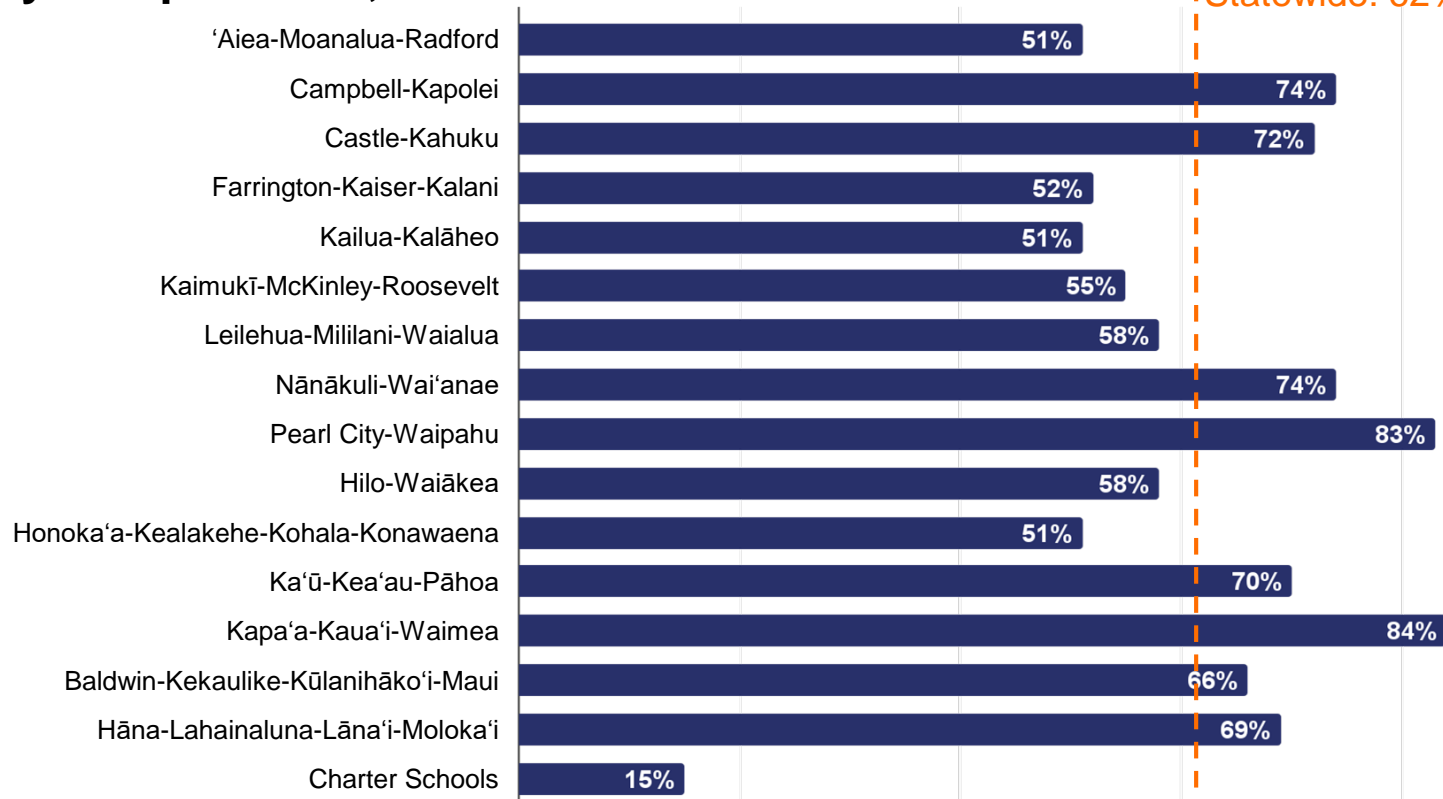
Concentrator: Student who has completed two courses in a program of study



Career and Technical Education Completers

By complex area, Class of 2021

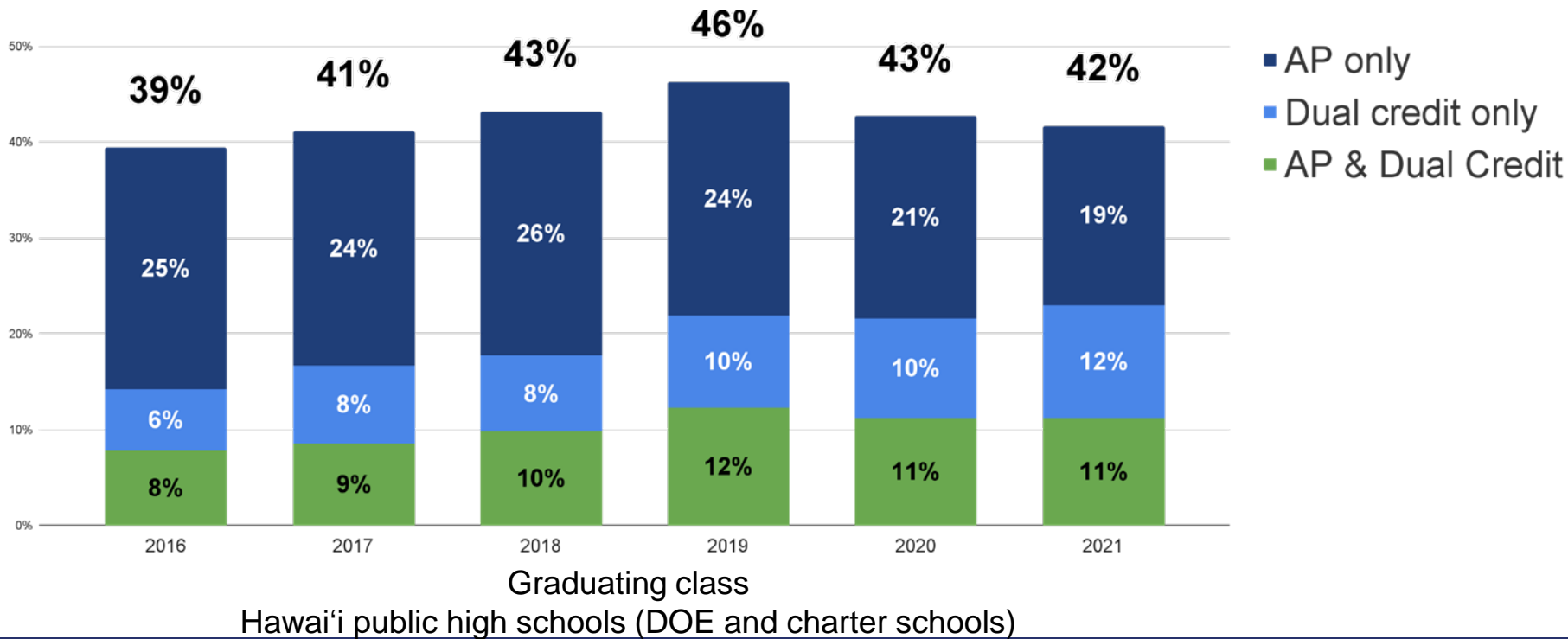
Statewide: 62%





Opportunity to Earn College Credit

Students taking Advanced Placement exams and/or dual credit (University of Hawai'i courses), by graduating class





Opportunity to Earn College Credit

Most popular courses, based on enrollment, 2021-22

Advanced Placement

based on AP exams taken

AP English Language and Composition

AP Psychology

AP English Literature and Composition

AP Calculus

AP Environmental Science

University of Hawai'i Courses

Dual Credit: Early College and Running Start

English 100

Psychology 100

Speech 151

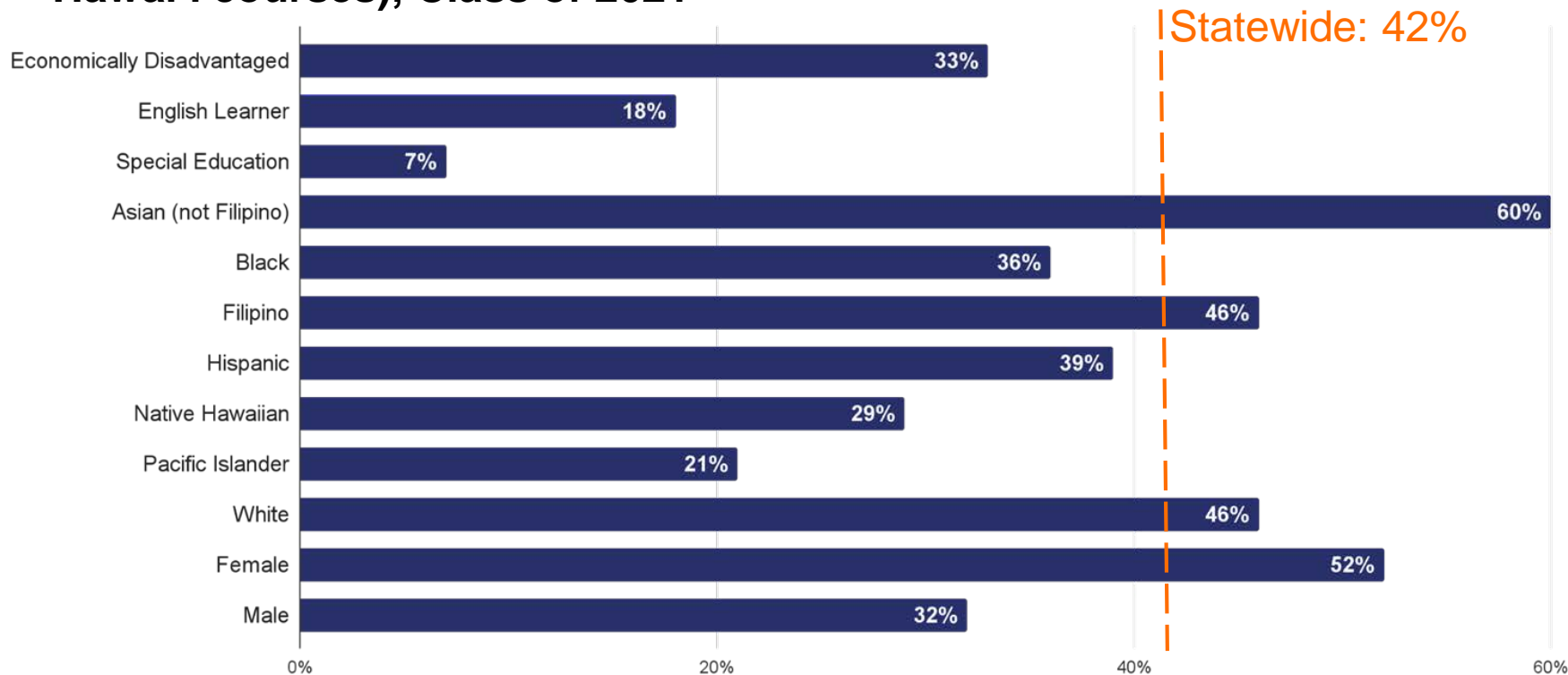
History 151

Sociology 100



Opportunity to Earn College Credit

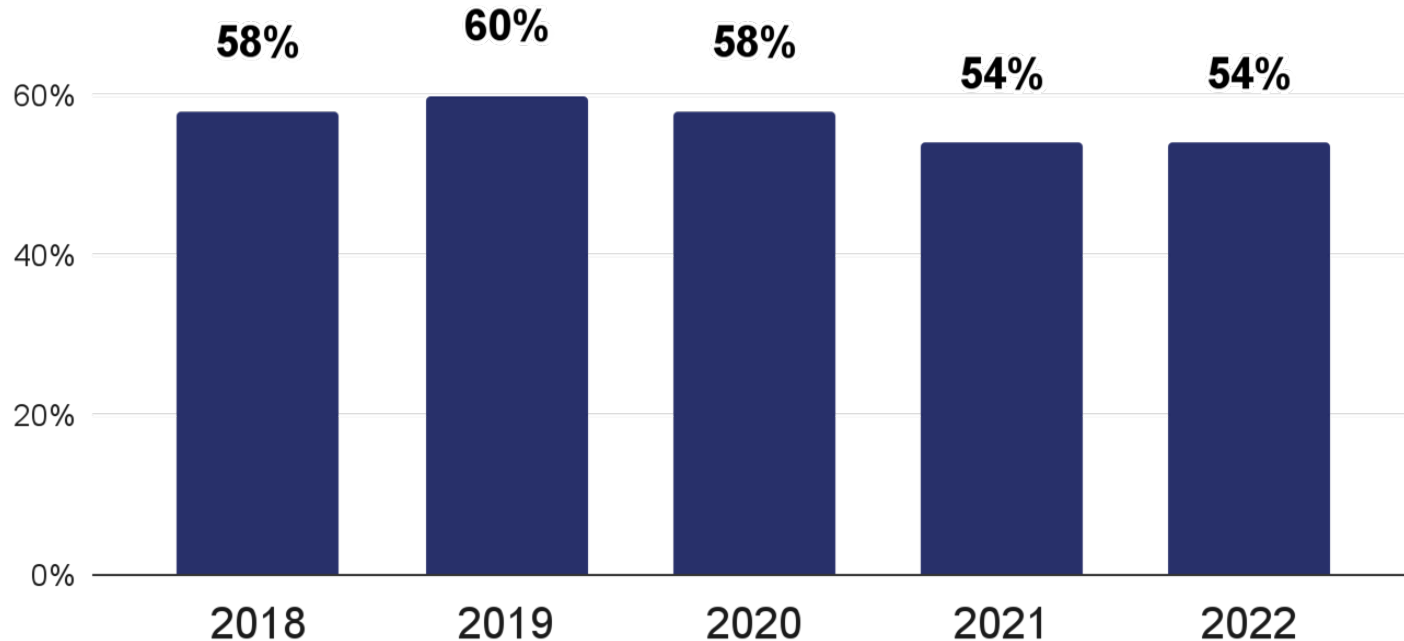
Students taking Advanced Placement exams and/or dual credit (University of Hawai'i courses), Class of 2021





Financial Assistance for College

Proportion of senior class submitting Free Application for Federal Student Aid (FAFSA)





SECTION

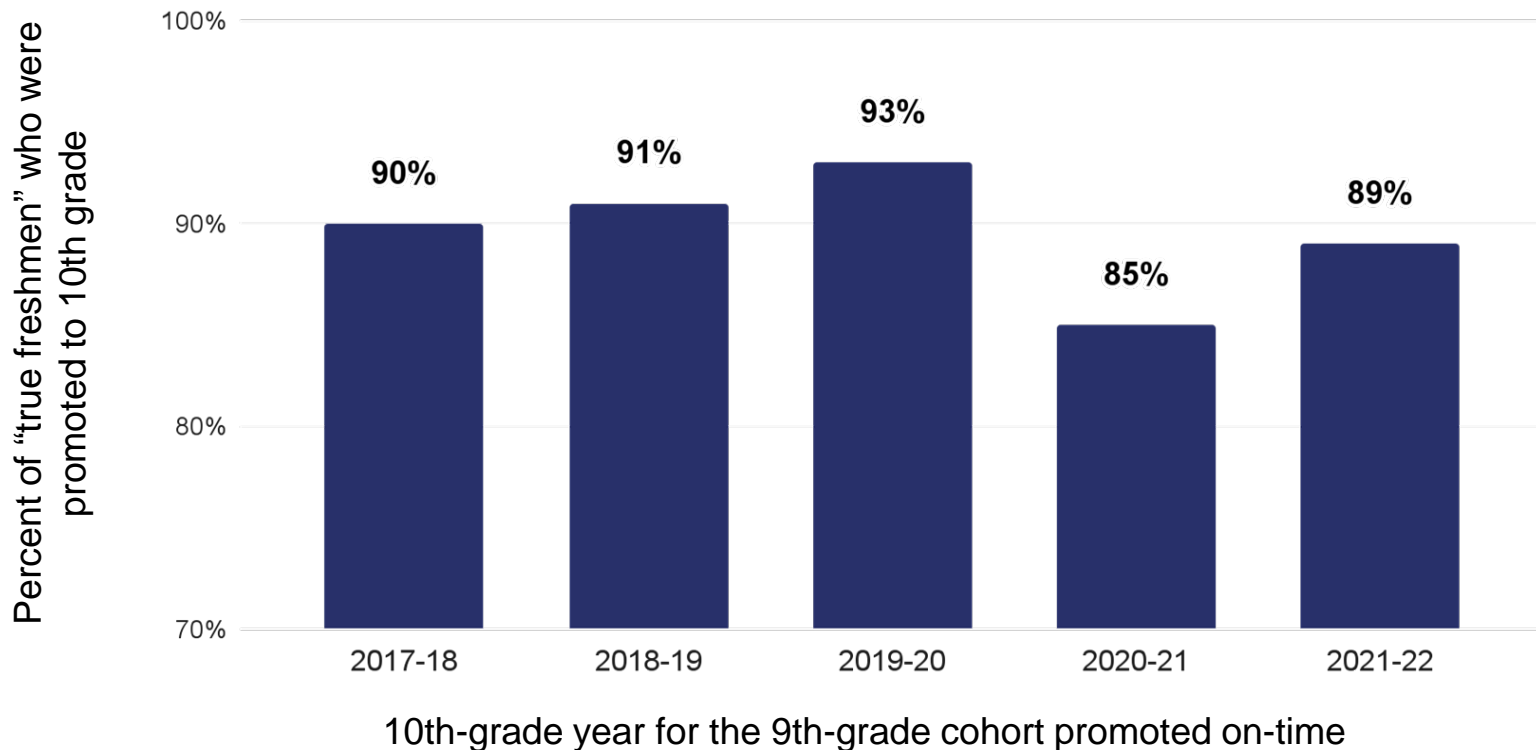
04

Student Readiness Indicators



On-Time Promotion from 9th to 10th Grade

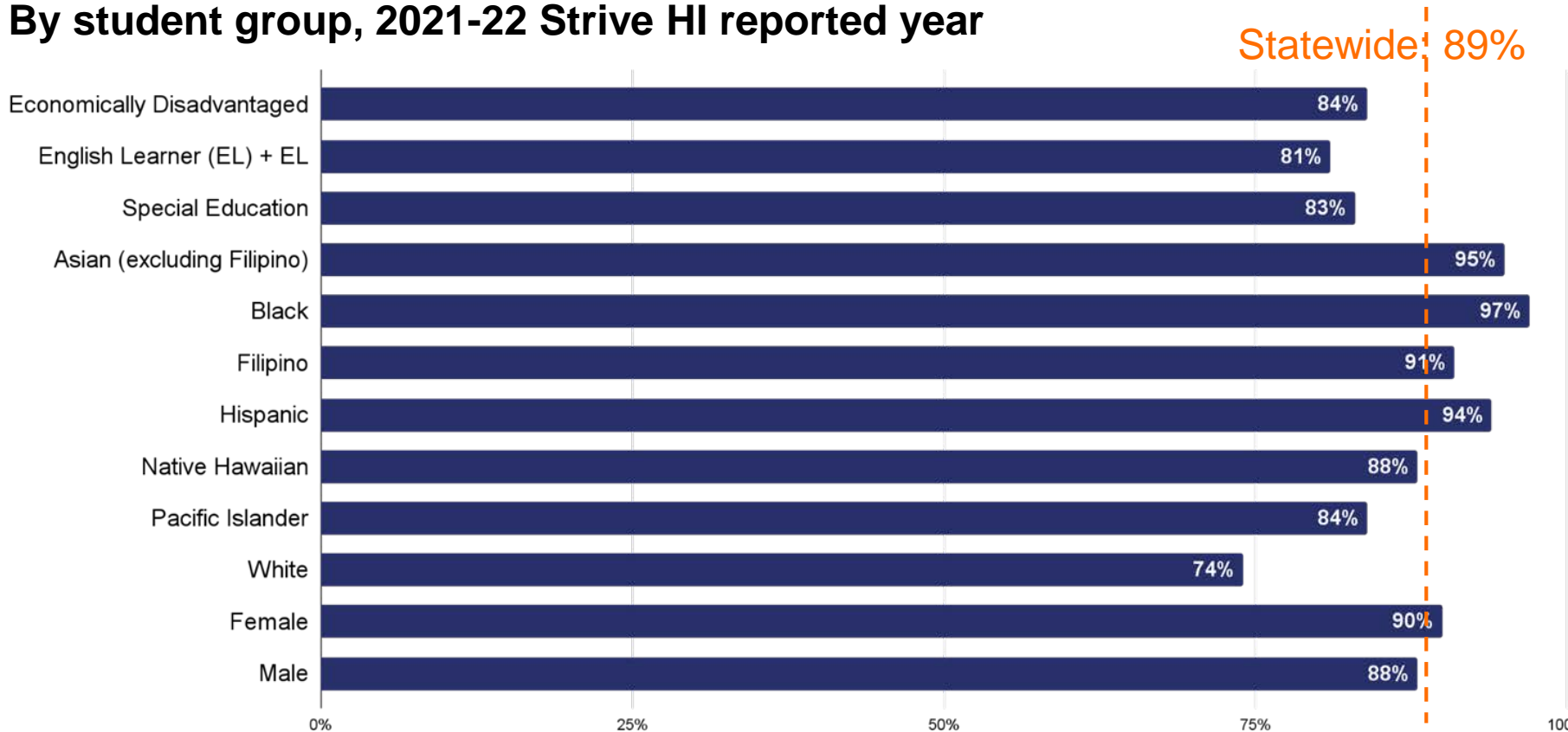
Strive HI reported year





On-Time Promotion from 9th to 10th Grade

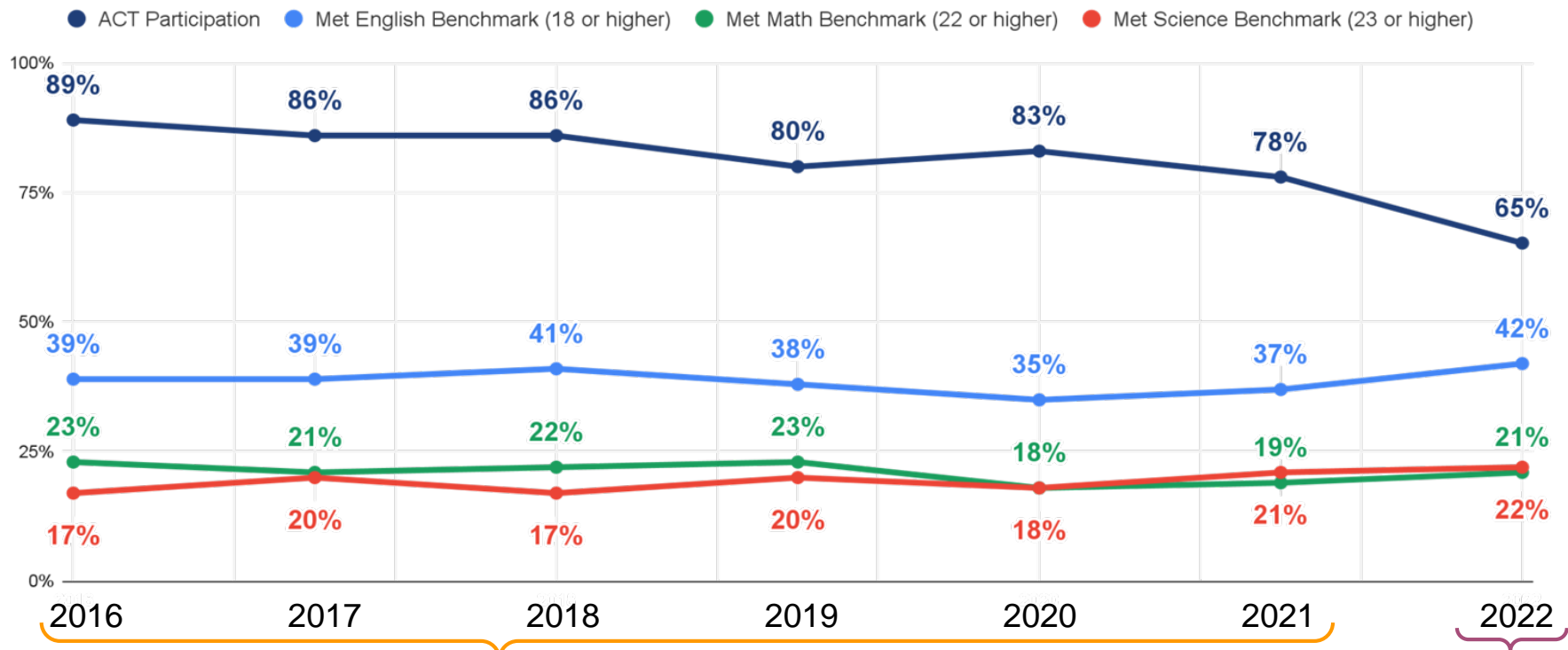
By student group, 2021-22 Strive HI reported year





College Readiness of 11th Graders

Results for graduating class on ACT (college admissions exam)



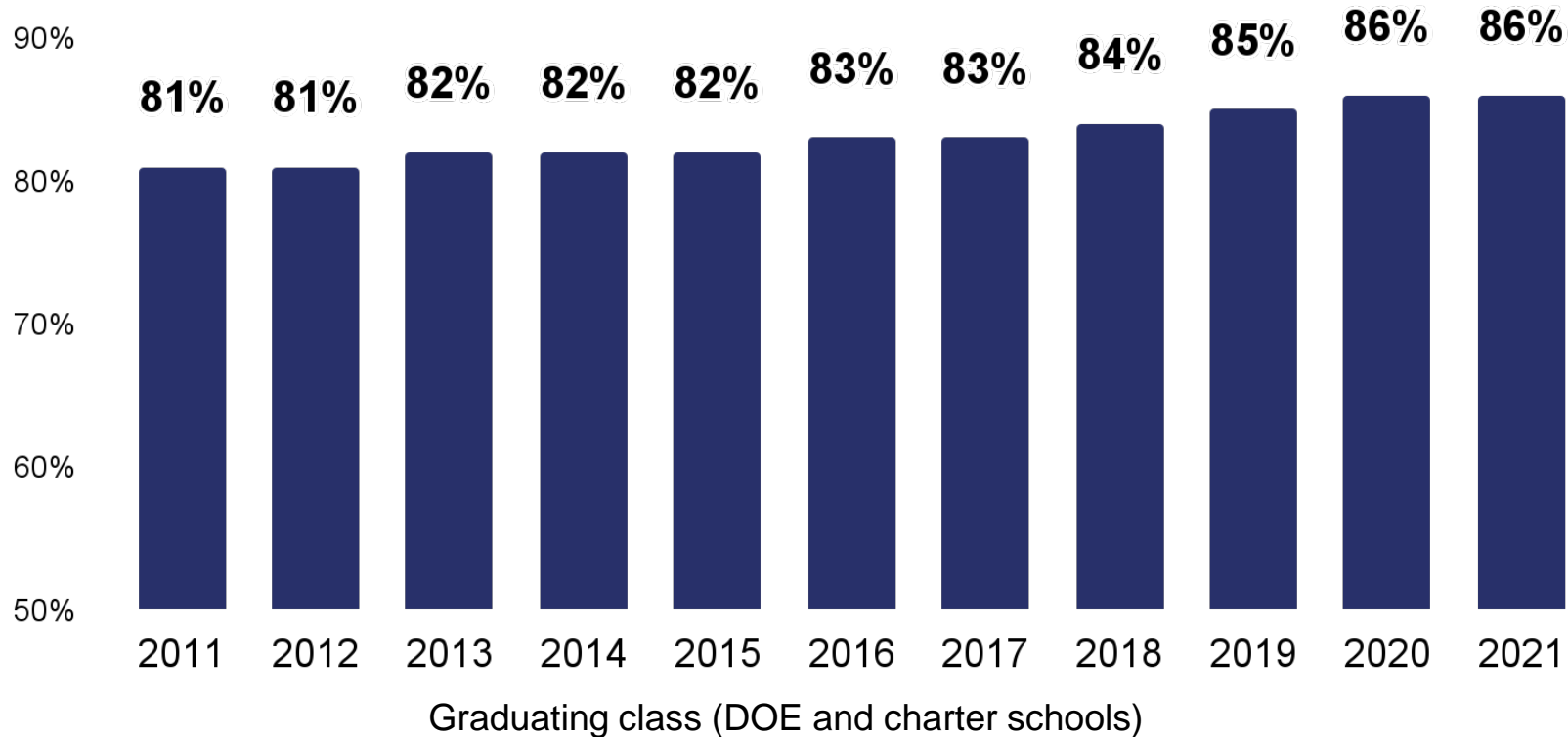
Class of 2016-21: Based on graduates (DOE and charter schools).

Class of 2022: Based on test takers (grade 11).



On-Time Graduation Rates

Entering 9th-grade cohort graduating in 4 years

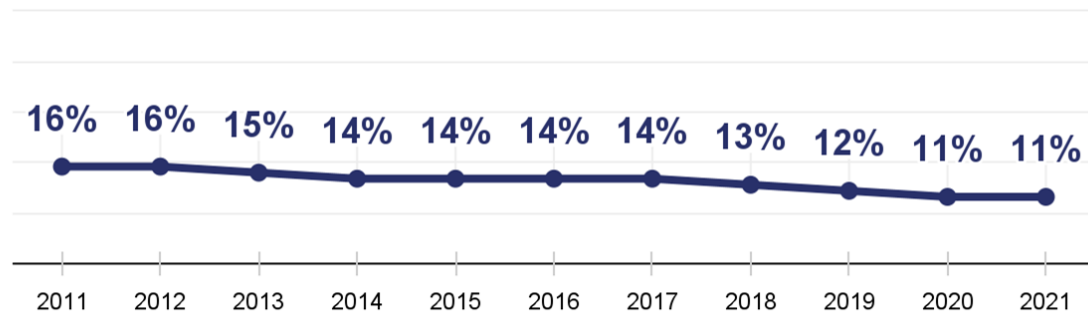




Graduation Outcomes

Reasons for students not graduating on-time

- Continue to be enrolled (beyond 4th year): 3%
- Dropout:



Graduating class (DOE and charters), based on 9th grade cohort

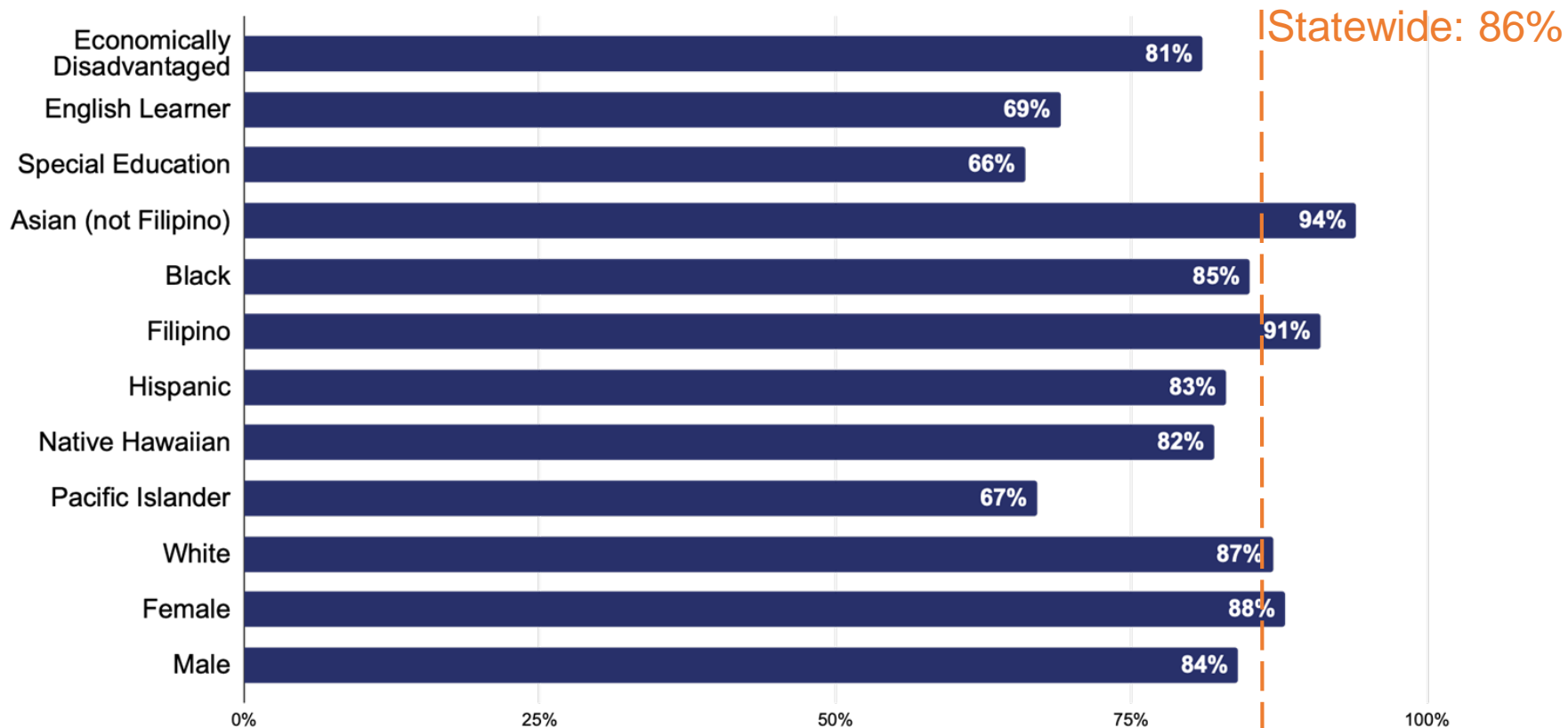
Most frequent reasons for dropout

1. Enrolled in an alternative education program
2. At least 18 years old and decided not to attend
3. Moved to mainland but transfer not verified
4. Did not attend



On-Time Graduation Rates - By Student Group

Entering 9th-grade cohort graduating in 4 years, Class of 2021





Alternative Education Program

High school-age students enrolled in Community Schools for Adults, 2021-22

