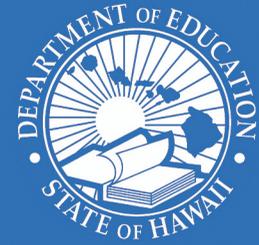


# Strive HI System



- ✓ Our state accountability system is built on the Strategic Plan’s Goal 1: Student Success, driven by our local priorities, and can be found in the plan’s Statewide Indicators.
- ✓ Some measures are used for federal accountability under the Every Student Succeeds Act (ESSA).\*
- ✓ This update allows for local flexibility, giving schools and complex areas the opportunity to propose their own indicators for inclusion in their schools’ performance report.
- ✓ The system is best viewed as a K-12 construct in alignment with the Strategic Plan — there are indicators to reflect unique stages of the grade spans, but most measures are shared.
- ✓ Strive HI school reports reflecting these updates are designed with input of principals and district staff. Reports for the prior school year are released in the fall.



ELEMENTARY	INTERMEDIATE	HIGH
<ul style="list-style-type: none"> <li>• <b>On-track to English language proficiency for English Learners (ELs),*</b> using the WIDA ACCESS 2.0 assessment.</li> <li>• <b>Proficiency: Language Arts/Literacy, Math &amp; Science,*</b> using                             <ul style="list-style-type: none"> <li>- the Smarter Balanced Assessment (SBA) for English Language Arts/Literacy &amp; Math, grades 3-8 and 11,</li> <li>- the Kaiapuni Assessment for Educational Outcomes (KĀ’EO) for Hawaiian immersion students, grades 3 &amp; 4,</li> <li>- the Hawaii State Assessment (HSA) for Science, grades 4, 8 and Biology I End of Course exam in high school,</li> <li>- the HSA-Alt for ELA, Math &amp; Science for students with significant cognitive disabilities.</li> </ul> </li> <li>• <b>Achievement Gap: Language Arts/Literacy &amp; Math,</b> measuring the difference in performance between high-needs and non-high-needs students using the SBA, KĀ’EO and HSA-Alt.</li> <li>• <b>Chronic Absenteeism,</b> noting the percentage of students absent 15 or more days in a school year.*</li> <li>• <b>School Climate,</b> noting the percentage of students reporting positively in the school climate dimension of the Tripod Student Perception Survey.</li> <li>• <b>Inclusion Rate,</b> noting the percentage of students receiving special education services who are in general education classes for 80% or more of the school day.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Growth: Language Arts/Literacy &amp; Math,</b> noting students’ SBA performance relative to their academic peers or meeting annual growth benchmarks for HSA-Alt and KĀ’EO students.*</li> </ul>		<ul style="list-style-type: none"> <li>• <b>9th grade promotion</b></li> <li>• <b>Career &amp; Technical Education Concentrator</b></li> <li>• <b>On-time graduation rate*</b></li> <li>• <b>College enrollment rate</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>3rd grade literacy,</b> as measured by SBA reading claim, Level 2 or 3.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>8th grade literacy,</b> as measured by SBA reading claim, Level 2 or 3.</li> </ul>	

## CSI & TSI

ESSA requires public schools to be identified for **Comprehensive Support and Improvement (CSI)** and **Targeted Support and Improvement (TSI)**, once every three years, using the indicators marked above.\* See how it’s calculated (below, for ESSA purposes only) and categorized (right). States must provide additional support to these schools.

Elementary & Middle		High	
ELA proficiency rate	20 pts	ELA proficiency rate	15 pts
Math proficiency rate	20 pts	Math proficiency rate	15 pts
ELA Growth	20 pts	Graduation Rate	50 pts
Math Growth	20 pts	EL On-Track	10 pts
EL On-Track	10 pts	Chronic Absenteeism	10 pts
Chronic Absenteeism	10 pts		
<b>Total Unit Score</b>	<b>100 pts</b>	<b>Total Unit Score</b>	<b>100 pts</b>

CSI (every 3 years)	TSI	
	Additional Targeted Support (3 years)	Consistently Underperforming (Annually)
<p><b>TITLE I</b></p> <ul style="list-style-type: none"> <li>• Any high school with a graduation rate less 67%</li> <li>• The lowest-performing 5% of Title I schools</li> <li>• Schools with subgroups** receiving additional targeted support that do not improve after implementing their plan</li> </ul>	<ul style="list-style-type: none"> <li>• Student subgroup** performance at any school is in the lowest-performing 5%</li> <li>• A Title I school with a subgroup** that received Additional Targeted Support which, after three years, did not meet the exit criteria will be identified for CSI</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently Underperforming subgroups** are identified for Targeted Support &amp; Improvement if for two consecutive years they perform in the bottom 10% of all subgroups.</li> </ul>
<p><b>NON-TITLE I</b></p> <ul style="list-style-type: none"> <li>• Any high school with a graduation rate less than 67%</li> </ul>		

\* **ESSA INDICATORS:** Federal law requires states to record the performance of schools using these metrics.

\*\* **STUDENT SUBGROUPS:** Major racial/ethnic groups (including Native Hawaiian, Pacific Islander, Filipino), economically disadvantaged, children with disabilities, English Learners.