

Revision 9/15/17: College Going Graduates, under Who is counted section. Previously: "All prior year graduates (HS Diploma and IPP Certificate)." Revised: "All prior year high school diploma graduates."

2nd Revision 9/15/17: 9th Grade On-Track, under How. Students on the 10th grade OEC do not have to be at the same school to be counted.

3rd Revision 10/26/17: CTE Concentrator, added further information/criteria detailing the Strive HI definition of the measure.

4th Revision 1/24/18: CTE Concentrator, removal of notation citing difference between the Strive HI and the State's federal Perkins Program definition of CTE Concentrator. Beginning 2016-17, the same definition were used by both.

2016-17 STRIVE HI MEASURES AND CALCULATIONS

Technical Guide

Overview

The 2016-17 Strive HI Performance System (Strive HI) is designed to track the progress of our schools to support success for all students. It is comprised of measures aligned with (1) federal law, the Every Student Succeeds Act (ESSA), and (2) Student Success Indicators noted in the Hawaii Department of Education's and Board of Education's 2017-2020 Strategic Plan. This document describes the Strive HI measures and how they are calculated. Please refer to the Glossary of Terms and Acronyms at the end of this document for further guidance.

2016-17 Strive HI Measures		
School Type	Measure	What
Elementary and Middle/ Intermediate Schools	Academic Achievement	Percent meeting LA standards*
		Percent meeting math standards*
		Percent meeting science standards
	School Growth*	ELA growth median percentile
		Math growth median percentile
	Chronic Absenteeism*	Percent chronically absent
	English Language Proficiency*	Percent meeting ELP growth to target
	School Climate	Percent reporting positively on the SQS safety dimension
	Inclusion Rate	Percent of special education students in general education classes for 80% or more of the school day
	Third and Eighth Grade Literacy	Percent Above or At/Near who are meeting grade level standards for reading
Achievement Gap	Difference in LA and math proficiency rates for high needs (economically disadvantaged, special needs, English Learners) and non-high needs students	
High Schools	Academic Achievement	Percent meeting ELA standards*

		Percent meeting math standards*
		Percent meeting science standards
	Graduation Rate*	Four-Year graduation rate (ACGR)
	Chronic Absenteeism*	Percent chronically absent
	English Language Proficiency*	Percent meeting ELP growth to target
	School Climate	Percent reporting positively on the SQS safety dimension
	Inclusion Rate	Percent of special education students in general education classes for 80% or more of the school day
	Ninth Grade On-Track	Percent of first-time 9 th graders promoted to 10 th grade on time
	Achievement Gap	Difference in LA and math proficiency rates for high needs (economically disadvantaged, special needs, English Learners) and non-high needs students
	CTE Concentrator	Percent of 12 th grade students completing a CTE Program of Study
	College-Going Graduates	Percent of high school graduates enrolling in a post-secondary institution by the following Fall

* Measures applied for ESSA Accountability determinations. For ESSA Accountability (except for the English Language Proficiency measure), when the current year n-size does not meet 20, up to two prior years of data are pooled to meet the minimum n-size. If after pooling prior year(s) data the n-size is still not met, a result is not calculated and the measure is treated as missing data denoted with a double hyphen (--).

Strive HI Measures

Academic Achievement

Elementary	Middle/Intermediate	High
ELA proficiency rate	ELA proficiency rate	ELA proficiency rate
Math proficiency rate	Math proficiency rate	Math proficiency rate
Science proficiency rate	Science proficiency rate	Science proficiency rate

What (elementary, middle/intermediate, high schools)

Three content areas comprise Academic Achievement: Proficiency rates for language arts, math and science. Assessment results applied for proficiency include the following:

- Smarter Balanced Assessments in ELA and math
- HSA alternate assessments in ELA, math and science
- Kaiapuni Assessment of Educational Outcomes (KAEO) for grades 3 and 4 in Hawaiian language arts, math and science (grade 4 only)
- HSA science (grades 4 and 8)

- Biology I end-of-course (EOC) exam (high school only)

How (elementary, middle/intermediate, high schools)

The proficiency rate is based on the number of FSY students taking the test and receiving a valid test score (denominator). The numerator consists of the number of those students who are proficient (numerator).

$$\text{Proficiency Rate} = \frac{\text{\# FSY students proficient}}{\text{\# of FSY students taking the test}}$$

Proficiency for the Biology I EOC exam is based on the students enrolled in Biology I.

$$\text{Biology I Proficiency Rate} = \frac{\text{\# of students proficient}}{\text{\# of students enrolled in Biology I}}$$

School Growth and Graduation Rate

Elementary	Middle/Intermediate	High
ELA MGP	ELA MGP	Four-Year Graduation Rate
Math MGP	Math MGP	

What (elementary, middle/intermediate)

ELA and math median growth percentiles (MGP) indicate a school’s median (middle) student growth percentile (SGP). Therefore, an ELA MGP of 54 means half of its students had a growth percentile of 54 or higher. Alternatively stated, half of the students had growth of 54 or below.

What (high schools)

High schools’ prior year Four-Year Adjusted Cohort Graduation Rate (ACGR). The 2016 graduating cohort is used for 2016-17 Strive HI ESSA Accountability determinations.

Who (elementary and middle/intermediate schools)

Only students enrolled for the FSY who have SBA results for the current and at least prior year.¹ Grade level repeaters along with students taking non-SBA assessments are not included in the calculation.

¹ A minimum of two consecutive years of test scores are necessary to generate growth.

Who (high schools)

Students comprising the 2015-16 graduating cohort. The cohort includes students, who entered the 9th grade for the first time in SY2012-13, plus students transferring into the cohort, less students transferring out of the cohort during the four-year period.

How (elementary, middle/intermediate schools)

Rank order a school’s student growth percentiles and select the median value. This is the school’s median growth percentile.

School A	School B
88	70
87	67
61	55
48	51
40	48
38	47
20	41

School A’s median growth percentile = 48

School B’s median growth percentile = 51

How (high schools)

This is Hawaii’s official graduation rate which is reported to USDE and publicly

posted according to federal requirements. The rate is calculated using a Four-Year Adjusted Cohort Graduation Rate (ACGR) methodology. Hawaii’s graduation rate reported for Strive HI is lagged by a year. The graduation rate reported for 2016-17 Strive HI results are based on the four-year cohort graduating by the end of SY2015-16.

$$4\text{-Yr ACGR Rate} = \frac{\text{\# of on-time graduates in year } x^a}{\text{\# of first-time entering ninth graders in year } x\text{-}4^b + (\text{\# of transfers in}) - (\text{\# of transfers out})}$$

^a x = graduating school year
^b x-4 = 9th grade school year

Graduates are students who received a diploma within four years

- “On-time” for all students is four years
- Graduation requirements may be completed during the summer of the given final year
- GED, certificates of completion and other school-based certificates do not count as graduates for this calculation
- Students who transfer into the Hawaii Department of Education System (System) or Hawaii State Public School (School) will be **added** to the school’s appropriate graduating cohort
- Students who transfer out of the System must be documented by the sending School with an official transcript request from the receiving U.S. school, only then

can the student be removed from the cohort

- Students whose status is unknown or dropped out of the System are non-graduates
- Students who were retained in grade 9 count only in their “first time grade 9” cohort

For more information go to: www2.ed.gov/policy/elsec/guid/hsrguidance.pdf

School Quality or Student Success

Elementary	Middle/Intermediate	High
Chronic Absenteeism rate	Chronic Absenteeism rate	Chronic Absenteeism rate

What (elementary, middle/intermediate and high schools)

The Chronic Absenteeism rate is based on the number of students absent

(excused/unexcused) for 15 or more days during the FSY period. For secondary school students, a student is considered absent if he/she did not attend more than 50% of scheduled classes that day.

Who (elementary, middle/intermediate and high schools)

Only students enrolled for the FSY are included in these calculations.

How (elementary, middle/intermediate and high schools)

Chronic absenteeism is based on the number of FSY students enrolled at a school (denominator). The numerator comprises of the number of those FSY students that were absent, excused or unexcused, for 15 or more days during the FSY period.²

$$\text{Chronic Absenteeism Rate} = \frac{\text{\# of FSY students with 15 or more days absent}}{\text{\# of FSY enrolled at a school}}$$

² The FSY period for 2016-17 was from the Official Enrollment Count Date (8/12/16, and 8/23/16 for some charter schools, through May 1, 2017).

Progress to English Language Proficiency

Elementary	Middle/Intermediate	High
% of students meeting growth to target	% of students meeting growth to target	% of students meeting growth to target

What (elementary, middle/intermediate, high schools)
 Progress to English Language Proficiency is based on the % of students who are proficient or on-track to proficiency on the ACCESS for ELLs.

Who (elementary, middle/intermediate and high schools)
 All students (FSY and non-FSY) taking the ACCESS for ELLs for two or more consecutive years. Because first year results are for baseline purposes, students’ second (or last tested) year results that either meet or are on-track to meet proficiency are counted towards the rate.

How (elementary, middle/intermediate and high schools)

$$\text{ELP Growth to Target Rate} = \frac{\text{\# of students meeting or on-track to meet proficiency}}{\text{\# of students taking the ACCESS for ELLs for two or more consecutive years}}$$

School Climate

Elementary	Middle/Intermediate	High
% of students reporting “positively” on the Safety Dimension of the School Quality Survey (SQS)	% of students reporting “positively” on the Safety Dimension of the School Quality Survey (SQS)	% of students reporting “positively” on the Safety Dimension of the School Quality Survey (SQS)

What (elementary, middle/intermediate, high schools)
 The percent of students reporting “positively” on the safety dimension of the School Quality Survey (SQS).

For more information go to:
<http://arch.k12.hi.us/school/sqs/sqs.html#>

<http://www.hawaiipublicschools.org/Reports/SQS2017State.pdf>

Who (elementary, middle/intermediate, high schools)
 Survey participants included students in grades 4, 5, 7, 8 9, and 11.

How (elementary, middle/intermediate, high schools)
 The School Climate Rate is based on the number of students completing the SQS Safety Dimension, and those of those, the number that answered “positively.”

$$\text{School Climate Rate} = \frac{\text{\# of survey participants answering "positively" on the SQS Safety Dimension}}{\text{\# of survey participants completing the SQS Safety Dimension}}$$

Inclusion Rate

Elementary	Middle/Intermediate	High
% of students in general education classrooms for 80% or more of the school day	% of students in general education classrooms for 80% or more of the school day	% of students in general education classrooms for 80% or more of the school day

What (elementary, middle/intermediate, high schools)
 The percent of students with disabilities that were inside a general education classroom for 80 percent or more of the school day.

This includes students with disabilities placed in:

- Regular class with special education/related services provided within regular classes
- Regular class with special education/related services outside regular classes
- Regular class with special education services provided in resource rooms

Who (elementary, middle/intermediate, high schools)
 Students who are IDEA eligible from ages 6 through 21.

How (elementary, middle/intermediate, high schools)

Data are gathered from the December 1st Child Count, which is verified by school level personnel and reported to the Office of Special Education Programs.

$$\text{Special Education Inclusion Rate} = \frac{\text{\# of IDEA students in general education} \\ \text{80\% or more of the school day}}{\text{\# of students with IEP aged 6–21 years}}$$

Third and Eighth Grade Literacy

Elementary	Middle/Intermediate	High
% Above or At/Near meeting grade level standards for reading	% Above or At/Near meeting grade level standards for reading	N/A

What (elementary, middle/intermediate)

The percent of third or eighth grade students Above or At/Near meeting grade level standards for reading, aka, reading claim level (3 = Above, 2 = At/Near, 1 = Below).

Who (elementary, middle/intermediate)

Third and eighth grade FSY students who took the SBA ELA are included in this calculation.

How (elementary, middle/intermediate)

The rate is based on the number of students taking the SBA ELA. The rate compares the proficiency rates between the NHN and HN subgroups. The rate is expressed as a percent change of the difference between the two subgroups' proficiency rates.

$$\text{Reading Literacy Rate} = \frac{\text{\# of FSY (3rd or 8th grade) students achieving Above or} \\ \text{At/Near for meeting reading standards}}{\text{\# of FSY (3rd or 8th grade) students taking the SBA ELA}}$$

Ninth Grade On-Track

Elementary	Middle/Intermediate	High
N/A	N/A	% of first-time 9 th graders promoted to 10 th grade on time

What (high schools)

Percent of first-time 9th graders who promote to 10th grade by the beginning of the following school year.

Who (high schools)

First-Time 9th graders enrolled at the beginning of the school year. Repeats and mid-year transfers are not included.

How (high schools)

The rate is based on students enrolled as first-time 9th graders on the beginning of the year Official Enrollment Count (OEC) (denominator). These students enrolled on the subsequent year OEC as 10th graders comprise the numerator.

$$\text{Ninth Grade On-Track} = \frac{\text{\# of those same students that promote to 10th grade the following school year}}{\text{\# of first-time 9th graders}}$$

Achievement Gap

Elementary	Middle/Intermediate	High
ELA Proficiency Gap	ELA Proficiency Gap	ELA Proficiency Gap
Math Proficiency Gap	Math Proficiency Gap	Math Proficiency Gap

What (elementary, middle/intermediate, high schools)

The point difference between the proficiency rates of non-high needs versus high-needs students. The gap rate is based on proficiency results for students participating in one of the following assessments.

- Smarter Balanced Assessments in ELA and math

- HSA alternate assessments in ELA and math
- Kaiapuni Assessment of Educational Outcomes (KAEO) in Language Arts and math

Who (elementary, middle/intermediate, high schools)

Only FSY students who tested are included in this calculation. The gap rate is a comparison between Non-High Need (NHN) and High Need (HN) students.

High Need students include the following FSY students who tested:

- Economically disadvantaged students
- Students with disabilities (IDEA only)
- English Language Learners
- Recently exited (2 years) English Language Learners

Non-High Need students comprise of all remaining FSY students who tested.

How (elementary, middle/intermediate, high schools)

The gap rate compares the proficiency rates between the NHN and HN subgroups. The rate is expressed as a percentage point difference between the two subgroups' proficiency rates.

$$\text{Achievement Gap} = (\text{NHN \% Proficient} - \text{HN \% Proficient})$$

Example

1. NHN % Proficient = 70%
2. HN % Proficient = 40%
3. Achievement Gap = (70% - 40%) = 30 points

CTE Concentrator

Elementary	Middle/Intermediate	High
N/A	N/A	% of 12 th grade students completing a CTE Program of Study

What (high schools)

Percent of 12th grade students completing a CTE Program of Study with a grade of C or higher.

Who (high schools)
Grade 12 Full School Year students.

How (high schools)
The CTE Concentrator Rate is based on 12th grade FSY students enrolled at a school (denominator). The numerator comprises of 12th grade students who completed a CTE Program of Study with a grade of C or higher.

$$\text{CTE Concentrator Rate} = \frac{\text{\# of 12}^{\text{th}} \text{ grade FSY students completing a CTE Program of Study with a grade of C or higher}}{\text{\# of 12}^{\text{th}} \text{ grade FSY students enrolled at a school}}$$

College-Going Graduates

Elementary	Middle/Intermediate	High
N/A	N/A	% of graduates enrolling in a post-secondary institution by the following Fall

What (high schools)
Percent of graduates who enroll in a post-secondary institution by the following Fall. Includes vocational or trade schools and two- or four-year colleges.

Who (high schools)
All prior year high school diploma graduates. Post-Secondary enrollment is based on data reported by the National Student Clearinghouse in collaboration with P-20.

How (high schools)

The College Going Rate is based on students graduating the school year prior (denominator) who then enrolled into a post-secondary institution by the following Fall (numerator).

$$\text{College Going Rate} = \frac{\text{\# enrolling in a post-secondary institution by Fall 2016}}{\text{\# of graduates in SY2015-16}}$$

Reporting Results

Strive HI results are reported annually for all Hawaii public schools. While the large majority of reports display all of a school's Strive HI results, there are schools where some data are not reported. Such schools are often small and may not have enough students to meet the minimum n-size of 20, or a particular measure may not be applicable to any of the students at the school (e.g., English Language Proficiency). In these instances, such missing data are denoted in reports by a double hyphen (--). In addition, where a result compromises student privacy, e.g., 0% proficiency, such results are suppressed and also denoted by a double hyphen.

Student-Level rosters used to generate Strive HI results are available on the secure, sign-in portion of the Accountability Data Center (ADC). Where data are missing or suppressed on Strive HI reports, the individual students and their results underlying the missing/suppressed data can be reviewed on or exported from the ADC. All school principals and principal designated staff have access to the sign-in portion of the ADC. Please know that the ADC also allows public access to Strive HI data that are aggregated at the school-level, and where necessary, suppressed according to FERPA requirements. For ADC secure, sign-in access requests or questions about this Technical Guide, contact Glenn Nochi or Kirsten Rogers, Evaluation Specialists, via Lotus Notes or at (808) 733-4008.

Glossary of Terms and Acronyms

ACCESS for ELLs: English proficiency test for English Learners.

ACGR (Adjusted Cohort Graduation Rate): Hawaii's official four-year graduation rate methodology.

CTE (Career and Technical Education): Program provides opportunities to learn/apply academic and technical skills and knowledge within a career pathway.

ELA (English Language Arts): Includes the SBA ELA and HSA-Alt ELA.

ELP (English Language Proficiency): A Strive HI measures required by ESSA.

ESSA (Every Student Succeeds Act): The current reauthorization of the Elementary and Secondary Education Act (ESEA).

HN (High Needs): A subgroup of students comprising of economically disadvantaged, students with special needs, and English learners.

HSA-Alt (Hawaii State Alternate Assessment): Alternative assessment for students with the most significant cognitive disabilities as documented in the student's Individualized Education Program.

IDEA (Individuals with Disabilities Education Act): Law ensuring free appropriate public education to eligible children with disabilities.

IPP (Individually Prescribed Program): A Certificate of Completion of an Individually Prescribed Program (IPP) issued to a student with a disability who completes all the requirements set by the student's Individualized Education Program (IEP).

KAEO (Kaiapuni Assessment of Educational Outcomes): Hawaiian Language arts, math and science assessment administered to 3rd and 4th grade Hawaiian Language Immersion Program students.

LA (Language Arts): Includes the SBA ELA, HSA-Alt ELA, and the KAEO Hawaiian Language Assessment.

MGP (Median Growth Percentile): Metric attributed to schools' ELA and math growth.

NHN (Non-High Needs): An achievement gap comparison subgroup of students not part of the High Needs subgroup.

SBA (Smarter Balanced Assessment): One of Hawaii's adopted summative state assessments to measuring the depth and breadth of the Hawaii Common Core Standards.

SQS (School Quality Survey): Hawaii Department of Education statewide administered survey of students, parents, teachers, administrative and office staff, and instructional support staff, about school quality. Results of the SQS Safety Dimension serve as the Strive HI School Climate Measure.

WIDA: Organization that advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators. Results from the WIDA ACCESS for ELLs, which is an English Language Proficiency assessment, are used for the Strive HI English Language Proficiency Measure.