2020 Strive HI Statewide Snapshot

How are students performing in each subject?

State assessments measure the percent of students meeting the standard/who are proficient.

- **Language Arts**: 2018: 55%, 2019: 54%, 2020: *
- **Math**: 2018: 43%, 2019: 43%, 2020: *
- **Science**: 2018: 46%, 2019: 44%, 2020: *

How are student subgroups performing?

**High Needs**: English learners, economically disadvantaged, and students receiving special education services.
**Non-High Needs**: All other students.

- **Language Arts**:

- **Math**:

How are students’ academic progress measured?

HSA-Alt & KĀ’EO tests show the percent of students making academic growth each year.

- **HSA-Alt Language Arts**: *
- **HSA-Alt Math**: *
- **KĀ’EO Language Arts**: *
- **KĀ’EO Math**: *

How many students are prepared for transition?

- **3rd graders** read near, at, or above grade level: 58%
- **8th graders** read near, at, or above grade level: 85%
- **9th grade students were promoted to 10th grade on-time**: 55%

How many students missed 15 or more days of school?

Chronic absenteeism is the percentage of students who are absent 15 or more days during the school year.

- 2018: 15%
- 2019: 15%
- 2020**: 12%

How do students feel positively about their school?

As measured by the Panorama Student Perception Survey

- **Upper Elementary (For grades 3-5)**: State: 70%
- **Secondary (For grades 6-12)**: State: 59%

** 2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with 2019 or 2018 which was based on absences through May 1 of each school year.
How do you measure how well a school is doing? In our estimation, it’s more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system. Our Strategic Plan provides a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence in our schools.


**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**
Hawai‘i’s students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

**NĀ HOPENA A’O (HĀ)**
A framework of outcomes that reflects our core values and beliefs in action, throughout the school system and the communities in which our schools reside, to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawai‘i (“BREATH” or HĀ) in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai‘i and is meaningful in all places of learning. Learn more at http://bit.ly/NaHopenaAo.

Visit our website, HawaiiPublicSchools.org, to sign up for our newsletters, go deeper on data, and to read profiles of schools that are improving student outcomes and helping them reach their career, college and community aspirations. Join us on social media:

#StriveHI