

## 2021-22 STRIVE HI MEASURES AND CALCULATIONS Technical Guide

### Overview

The 2021-22 Strive HI Performance System (Strive HI) is designed to measure performance of our schools using key federal and state indicators to best 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 initially adopted from the Hawaii Department of Education & Board of Education 2017-20 Strategic Plan. This document explains 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 terminology information.

<b>2021-22 Strive HI Measures</b>		
School Type	Measure	What
<b>Elementary and Middle/ Intermediate Schools</b>	Academic Achievement	Percent meeting LA standards*
		Percent meeting math standards*
		Percent meeting science standards
	School Growth*	ELA median growth percentile for SBA
		Math median growth percentile for SBA
		Percent meeting HSA-Alt growth expectations for ELA
		Percent meeting HSA-Alt growth expectations for math
		Percent meeting KAEO growth expectations for LA
		Percent meeting KAEO growth expectations for math
	Chronic Absenteeism*	Percent chronically absent
	English Language Proficiency*	Percent meeting ELP growth to target
	School Climate	Percent reporting positively on the Panorama Student Perception Survey
	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
<b>High Schools</b>	Academic Achievement	Percent meeting LA 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 Panorama Student Perception Survey
	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 <sup>th</sup> graders promoted to 10 <sup>th</sup> 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 <sup>th</sup> grade students completing two courses with a D grade or higher in a program of study
	College-Going Graduates	Percent of high school graduates enrolling in a post-secondary education by the following Fall

\* Measures applied for ESSA Accountability determinations. Beginning in 2022, for ESSA Accountability, when the current year All Students n-size does not meet 11, up to two prior years of data are pooled to meet the minimum n-size. If after pooling prior years 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 (--). Prior to 2022, the minimum n-size was 20.

### 2021-22 Strive HI Pandemic-Related Considerations

Since 2020-21, the Strive HI School Performance Reports included participation rates. During the pandemic, there were concerns that test participation, particularly during the first year of the pandemic (2020-21), would decrease and raise concerns around the validity of results given certain students may be over- or under-represented. Examining assessment results in conjunction with participation rate provides a more complete perspective to the extent results are valid.

## 2021-22 Strive HI Pandemic-Related Considerations

School Type	Measure	What
<b>All Schools</b>	Test Participation	LA participation by school, complex area, and state
		Math participation by school, complex area, and state
		Science participation by school, complex area, and state
		LA participation across three years
		Math participation across three years
		Science participation across three years

### Strive HI Measures Descriptions

#### **Academic Achievement**

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

#### What/Who (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 for grades 3 – 8 and 11.
- HSA alternate assessments for grades 3 – 8 and 11 in ELA and math, and science for grades 5, 8 and 11
- Kaiapuni Assessment of Educational Outcomes (KAEO) for grades 3 – 8 in Hawaiian language arts and math, and science (grade 5 and 8)
- NGSS science (grades 5 and 8)
- Biology I End-of-Course (EOC) exam (high school only)

How (elementary, middle/intermediate, high schools)

The proficiency rate (except for Biology I EOC) is based on the number of Full School Year (FSY)<sup>1</sup> students taking the test and receiving a valid test score (denominator). The numerator consists of the number of those students who are proficient (numerator).

$$\text{Proficiency Rate} = \frac{\text{\# of FSY students proficient}}{\text{\# of FSY students with valid test score}}$$

Proficiency for the Biology I EOC exam is based on the students taking the exam, both FSY and non-FSY students.

$$\text{Biology I Proficiency Rate} = \frac{\text{\# of students proficient}}{\text{\# of students taking the exam}}$$

**School Growth**

Elementary	Middle/Intermediate	High
LA MGP (SBA) and % Meeting Growth (HSA-Alt & KAEO)	LA MGP (SBA) and % Meeting Growth (HSA-Alt & KAEO)	N/A
Math MGP (SBA) and % Meeting Growth (HSA-Alt & KAEO)	Math MGP (SBA) and % Meeting Growth (HSA-Alt & KAEO)	

What (elementary, middle/intermediate)

Beginning 2017-18, the U.S. Department of Education required growth results for LA and math for students taking the HSA-Alternate Assessment or Kaiapuni Assessment of Educational Outcomes (KAEO). Median growth percentiles (MGP) for SBA students continue to be reported.

- Median Growth Percentiles (MGP) for SBA Students  
MGPs indicate a school’s median (middle) student growth percentile (SGP) which ranges from 99 – 1. 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. For more information, go to:

<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/Growth-Model/Pages/home.aspx>

- Transition Matrix Model for HSA-Alt and KAEO Students  
The percent of HSA-Alt and KAEO students meeting growth is based on transition matrices comparing students’ proficiency levels between the current and prior year

<sup>1</sup> Students considered Full School Year (FSY) students were enrolled at the same school from the Official Enrollment Count (OEC) Date of 8/16/21 through 5/2/22.

Who (elementary and middle/intermediate schools)

Only students enrolled for the current FSY who have SBA, HSA-Alt or KAEO results for at least the current and prior year.<sup>2</sup> Students repeating a tested grade level are not included in the calculation.

How (elementary, middle/intermediate schools)

- Median Growth Percentiles (MGP) for SBA Students  
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

- Transition Matrix Model for HSA-Alt and KAEO Students  
Based on the Transition Matrix, students demonstrating one year of growth serve as the numerator total. The denominator is based on all students taking the HSA-Alt or KAEO. Cells denoting "Yes" count as meeting growth expectations. HSA-Alt and KAEO growth are reported separately.

		Current Year Proficiency Level			
		1	2	3	4
Prior Year Proficiency Level	1	No	Yes	Yes	Yes
	2	No	Yes	Yes	Yes
	3	No	No	Yes	Yes
	4	No	No	No	Yes

<sup>2</sup> A minimum of two consecutive years of test scores are necessary to generate growth.

## Graduation Rate

Elementary	Middle/Intermediate	High
N/A	N/A	Four-Year Graduation Rate

### What (high schools)

High schools' prior year Four-Year Adjusted Cohort Graduation Rate (ACGR). The 2021 graduating cohort is used for 2021-22 Strive HI reporting and ESSA Accountability determinations.

### Who (high schools)

Students comprising the 2021 graduating cohort. The cohort includes students, who entered the 9<sup>th</sup> grade for the first time in SY2017-18, plus students transferring into the cohort, less students transferring out of the cohort during the four-year period.

### 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 2021-22 Strive HI results are based on the four-year cohort graduating by the summer of 2021.

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

$x^a$  = graduating school year,  $x-4^b$  = 9<sup>th</sup> 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/hsgguidance.pdf](http://www2.ed.gov/policy/elsec/guid/hsgguidance.pdf)

**School Quality or Student Success**

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

What (elementary, middle/intermediate, 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, 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.

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

**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, high schools)  
 All students (FSY and non-FSY) taking the ACCESS for ELLs for two or more 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, high schools)

$$\text{ELP Growth to Target Rate} = \frac{\text{\# of students meeting or on-track to meet proficiency}}{\text{\# of students taking the ACCESS for ELLs who are proficient in the current year and students who took it in the current and prior year}}$$

For more information go to DOE Memos and Notices, December 19, 2017, *School Year 2017-18 English Learner Growth to Target School and Student Level Accountability Calculations*.

**School Climate**

Elementary	Middle/Intermediate	High
% of students reporting positively on the Panorama Student Perception Survey	% of students reporting positively on the Panorama Student Perception Survey	% of students reporting positively on the Panorama Student Perception Survey

What (elementary, middle/intermediate, high schools)

The percent of students reporting positively on the Panorama Student Perception Survey.

Who (elementary, middle/intermediate, high schools)

Students in grades 3 – 12.

How (elementary, middle/intermediate, high schools)

The School Climate Rate is based on two similar surveys with some differences in items and wording. One survey is for upper elementary students (grades 3 - 5) and the other is for secondary students (grades 6 - 12). As a result, School Climate results are presented separately for upper elementary and for secondary students.

The School Climate Rate is based on the number of students answering positively across items within a topic area (Topic Percent). Topics are weighted equally and thus averaged for a total percent reporting favorable school climate for upper elementary students and for secondary students.

$$\text{Topic Percent} = \frac{\text{\# of survey participants answering positively on each item within a Topic}}{\text{\# of survey participants answering each item within a Topic}}$$

$$\text{School Climate Rate} = \frac{\text{Sum of Topic Percentages}}{\text{Total number of Topics}}$$



## 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. Beginning with the December 1<sup>st</sup> Child Count in 2020, students ages 6 through 21 years old are no longer reported for federal compliance; however, Strive HI will continue to report using the 6 – 21 age range.

### How (elementary, middle/intermediate, high schools)

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

## Third and Eighth Grade Literacy

Elementary	Middle/Intermediate	High
% Above or At/Near meeting 3 <sup>rd</sup> grade level standards for reading	% Above or At/Near meeting 8 <sup>th</sup> 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 derived from the number of FSY students taking the SBA ELA who achieved Above or At/Near for reading, over the total number of FSY students taking the SBA ELA.

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

***Ninth Grade On-Track (aka, Ninth Grade Promotion)***

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

What (high schools)

Percent of first-time 9<sup>th</sup> graders who promote to 10<sup>th</sup> grade by the following school year.

Who (high schools)

First-Time 9<sup>th</sup> graders enrolled at the beginning of the school year. Repeats, mid-year in-system transfers, and undocumented mainland transfers are excluded.

How (high schools)

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

$$\text{Ninth Grade On-Track} = \frac{\text{\# of first-time 9<sup>th</sup> graders who promote to 10<sup>th</sup> grade by the following school year}}{\text{\# of first-time 9<sup>th</sup> graders}}$$

## Achievement Gap

Elementary	Middle/Intermediate	High
LA Proficiency Gap	LA Proficiency Gap	LA 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 Hawaii 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 percentage points

**CTE Concentrator\***

Elementary	Middle/Intermediate	High
N/A	N/A	% of 12 <sup>th</sup> grade students completing two courses in a CTE program of study

\* Since 2016, the CTE Concentrator has been a high school measure for the Strive HI Performance System. In years since, Hawaii’s Perkins Act definition of a CTE Concentrator changed due to subsequent re-authorizations of the law and state-initiated program requirements. In an effort to retain Strive HI comparability of results over time, the Strive HI definition of a CTE Concentrator remains the same regardless of changes for Perkins federal reporting or State CTE program definitions. As a result, the CTE Concentrator definition for the Strive HI Performance System is not identical to the State’s CTE program or Perkins Act definitions.

What (high schools)  
 Percent of FSY 12<sup>th</sup> grade students completing two courses in a CTE program of study with a grade of D or higher.

Who (high schools)  
 Grade 12 FSY students.

How (high schools)  
 The CTE Concentrator Rate is based on 12<sup>th</sup> grade FSY students enrolled at a school (denominator). The numerator comprises of 12<sup>th</sup> grade students who completed two course in a CTE program of study with a grade of D or higher.

$$\text{CTE Concentrator Rate} = \frac{\text{\# of 12}^{\text{th}} \text{ grade FSY students completing two courses in a CTE program of study* with a grade of D or higher}}{\text{\# of 12}^{\text{th}} \text{ grade FSY students enrolled at a school}}$$

\* For CTE programs of study requiring three course credits to identify a program of study, students will be counted as a Strive HI Concentrator once two courses are completed in the same pathway.

**College-Going Graduates**

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

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

Who (high schools)

All prior school year high school diploma graduates. Post-Secondary enrollment is based on data reported by the National Student Clearinghouse in collaboration with Hawaii 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 education by the following Fall (numerator).

$$\text{College Going Rate} = \frac{\text{\# enrolling in post-secondary education by Fall 2021}}{\text{\# of graduates in SY2020-21}}$$

**Test Participation**

Elementary	Middle/Intermediate	High
LA participation rate	LA proficiency rate	LA proficiency rate
Math participation rate	Math proficiency rate	Math proficiency rate
Science participation rate	Science proficiency rate	Science proficiency rate

What/Who (elementary, middle/intermediate, high schools)

Test participation is reported for three content areas corresponding to the three content areas for proficiency results: Language arts, math, and science. Participation rates are based on students testing in the following assessments:

- Smarter Balanced Assessments in ELA and math for grades 3 – 8 and 11.
- HSA alternate assessments for grades 3 – 8 and 11 in ELA and math, and science for grades 5, 8 and 11
- Kaiapuni Assessment of Educational Outcomes (KAEO) for grades 3 – 8 in Hawaiian language arts and math, and science (grade 5 and 8)
- Hawaii State Science Assessment (grades 5 and 8)
- Biology I End-of-Course (EOC) exam (high school only)

The participation rate (except for Biology I EOC) is based on students enrolled at a school on the Participation Rate Count (PRC) Date which is May 1<sup>st</sup> of each year, unless May 1<sup>st</sup> falls on a weekend, then it is the Monday following. Participation for the Biology I EOC exam is based on the students enrolled in Biology I at the time of the test.

How (elementary, middle/intermediate, high schools)

Students enrolled on the PRC Date comprise the denominator, except for Biology I EOC participation, which is based on students enrolled in Biology I at the time of the test window. The numerator consists of the number of those students who generate a valid test result.

$$\text{Participation Rate} = \frac{\text{\# of students generating a valid test result}}{\text{\# of students enrolled on the PRC Date}}$$

$$\text{Biology I Participation Rate} = \frac{\text{\# of students generating a valid test result}}{\text{\# of students enrolled in Biology I}}$$

### Reporting Results

Strive HI results are reported annually for all Hawaii public schools. Most schools' results are reported as is; however, there are several conditions where data are suppressed or adjusted.

Minimum n-size requirement

While the large majority of reports display all of a school's Strive HI results, there are schools where some data are not reported due to too few students. Such schools are often small and do not have enough students to meet the minimum n-size of 11. Where an n-size of 11 is not met with current year All Students data, up to two prior years of data are pooled to meet the n-size requirement to report. This pooling is applied to the following measures: LA and Math Proficiency, ELA and Math Growth<sup>3</sup>, Chronic Absenteeism, English Language Proficiency, and Graduation Rates.

If after prior year(s) pooling an n-size of 11 or more students cannot be met, results for that measure are denoted in reports by a double hyphen (--). In other instances, a particular measure may not be applicable to any of the students at the school, e.g., the English Language Proficiency measure in a school without English Learners. In these instances, such missing data are also denoted by a double hyphen (--). Last, when a result may compromise student privacy, e.g., 0% proficiency, such results are suppressed and also denoted by a double hyphen.

Participation Rate Penalty

In an effort to ensure Strive HI results reflect a valid composition of each school's population, LA and math participation (SBA, HSA-Alt, KAEO) is monitored and a penalty applied when the All Students rate drops below 95% participation. This penalty is based only on Full School Year (FSY) students, where the number of students dropping the participation rate below 95% is coded as non-proficient. For example, 200 FSY students should have tested but only 180 tested that resulted in a participation rate of 90% (180/200). To meet the 95% requirement, an additional 10 students should have tested: 190/200 = 95%. Incidentally, of the 180 who tested, 90 were proficient resulting in a proficiency rate of 50%. Because the participation requirement of 95% was not met by 10 students, 10 non-proficient students are added to the school proficiency rate denominator, effectively reducing the school's proficiency from 50% to (90 / (180 +10)) = 47.37%

<sup>3</sup> Beginning 2018-19, prior year pooling will be applied to the Percent Meeting Growth measure for HSA-Alt and KAEO students.

### The Accountability Data Center (ADC): Strive HI Student-Level Access

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, Evaluation Specialist, at (808) 733-4008 or via email at [glenn.nochi@k12.hi.us](mailto:glenn.nochi@k12.hi.us)

## **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 measure required by ESSA.

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

ESSA School Identification Statuses:

- CSI = Comprehensive Support and Improvement
- A-TSI = Additional Targeted Support
- TSI-CU = Targeted Support and Improvement—Consistently Underperforming

FSY (Full School Year): Students considered FSY are enrolled at the same school from the Official Enrollment Count Date through 5/1, unless 5/1 falls on a weekend, in which case, the Monday following.

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.

KAEO (Kaiapuni Assessment of Educational Outcomes): Hawaiian Language arts, math and science assessment administered to Hawaiian Language Immersion Program students 3<sup>rd</sup> through 8<sup>th</sup> grades (for Hawaiian Language arts and math) and 5<sup>th</sup> and 8<sup>th</sup> grades (for science).

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.

OEC (Official Enrollment Count) Date: Generally 10 instructional school days following the start of school and used for school enrollment counts and school funding among other purposes.

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

Panorama Student Perception Survey: Hawaii Department of Education surveys students statewide about school climate-related topics; including, School Safety, Valuing of School, School Belonging, and Classroom Climate. Results of the Panorama Student Perception Survey serve as the Strive HI School Climate Measure.

Unit Score: A score from 100 - 0 points used to rank order school and subgroup performance to identify CSI and TSI schools and subgroups as required under ESSA. Previously called "Index Score" under the Elementary and Secondary Education Act Flexibilities during No Child Left Behind (2013-2016).