

State of Education in Hawaii 2017

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I've always believed that education is the key to unlocking great opportunities in life, a belief born out of my own family history. Starting with my paternal great grandparents, who were immigrants from Okinawa that came to Hawaii seeking a better life working in the Kunia sugar plantations, I've seen each generation of my family gain greater access to educational opportunities and economic stability. Their sacrifices showed me the generational impact educational opportunities can have.

This belief in the power of education drives my work as founding executive director of HawaiiKidsCAN. I look ahead with optimism that our state can and will be a place where nothing stands in the way of students reaching their potential. So how do we reach this goal? While there are no quick fixes, we have to start by ensuring families and communities are empowered to speak up for transformational schools and learning opportunities.

This empowerment truly begins with open access to information about our local education system. Because Hawaii is incredibly unique, as is our state's public school system, HawaiiKidsCAN has published *The State of Education in Hawaii 2017* to help all stakeholders better understand our current landscape.

This report is designed to be a comprehensive resource that covers topics such as student and educator demographics, access to early childhood education and college and career readiness.

Our work has just started, and we will keep pushing ourselves to make information even more accessible and digestible for all. Please let us know how we can better highlight what our students are experiencing in our local schools. Together, we'll help unlock the true potential of an equitable education system.

Mahalo,



David Miyashiro
Founding Executive Director
HawaiiKidsCAN

Student demographics

As home to the nation’s largest percentage of Asian Americans and multiracial Americans,¹ Hawaii’s education system reflects the diversity of its state population. Over the last six school years, Hawaii’s K–12 education system has served around 180,000 students per year; collectively, these students identify with more than 19 different ethnic/racial backgrounds.² In the 2016–17 school year, 179,902 students were enrolled in Hawaii’s public schools.³

As of the 2014–15 school year, percentages of students identifying as Native Hawaiian, Filipino, white and Japanese have been notably higher than other ethnicities/races over the past few years. In the 2014–15 school year, 26 percent of students iden-

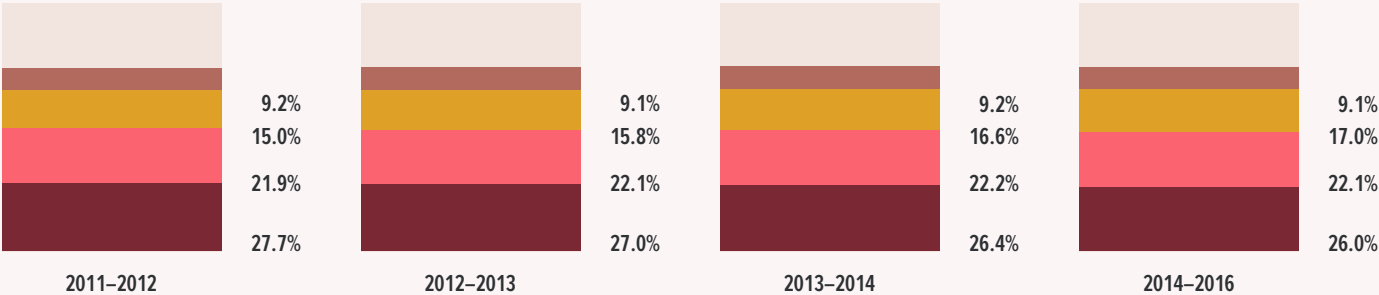
tified as Native Hawaiian, 22 percent as Filipino, 17 percent as white and 9 percent as Japanese. The number of white students has increased slightly over the last few years, while the percentage of other groups has largely remained the same or decreased (e.g., the percentage of Native Hawaiian students has decreased by 1.7 percent since school year 2011–12).⁴

The state’s diverse population, particularly the diversity of those with Asian and Pacific Islander heritage, has prompted the collection of disaggregated data. In 2012, Hawaii expanded its subpopulation categories from 11 to 21 ethnicities/races, allowing for a more representative depiction of the state’s diverse student population.⁵

K–12 PUBLIC SCHOOL ENROLLMENT

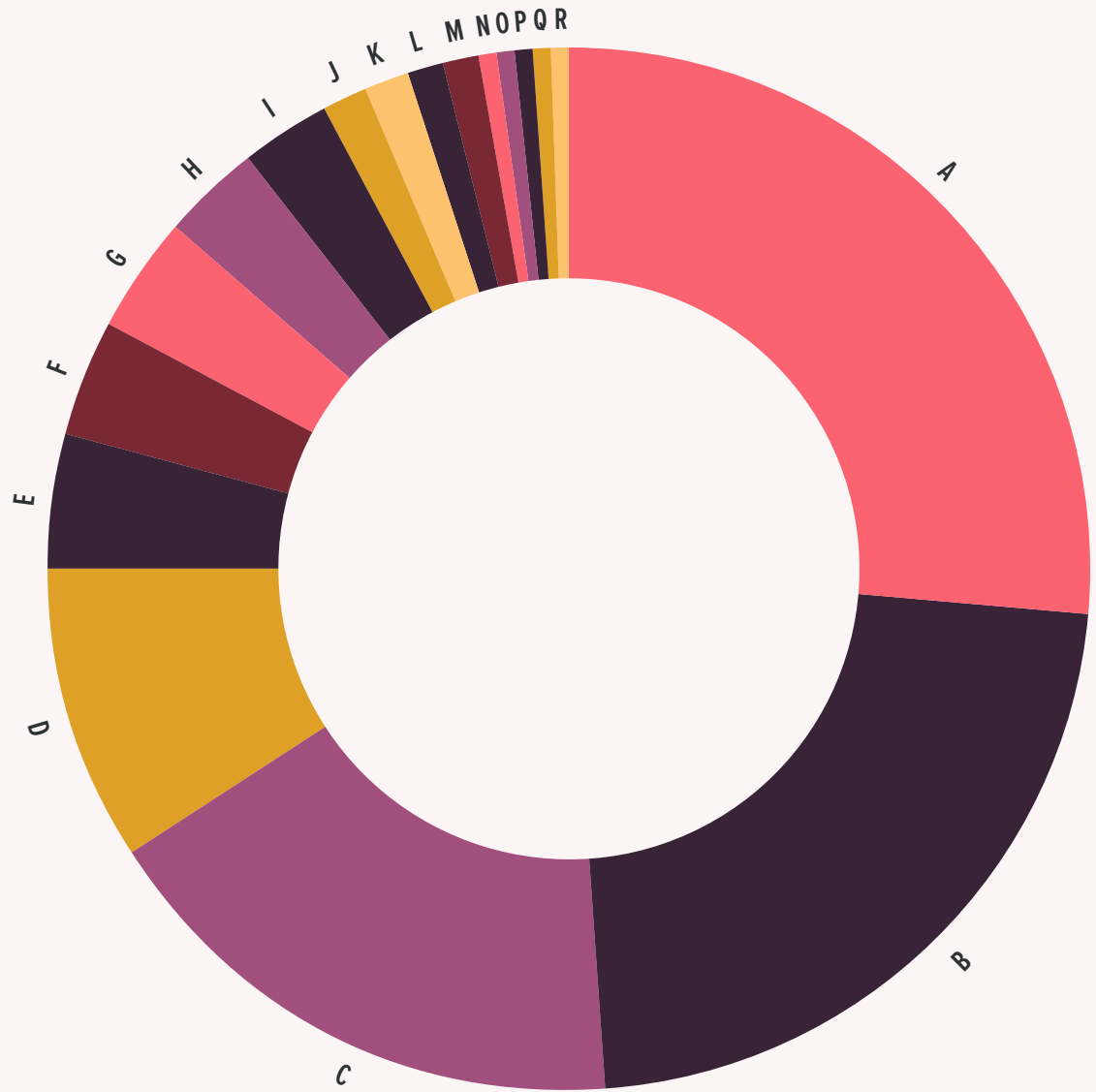
181,213 183,251 185,273 180,895 180,409 179,902

2011–2012 2012–2013 2013–2014 2014–2015 2015–2016 2016–2017



Native Hawaiian Filipino White Japanese

K-12 PUBLIC SCHOOL ENROLLMENT BY ETHNICITY/RACE, 2014-2015



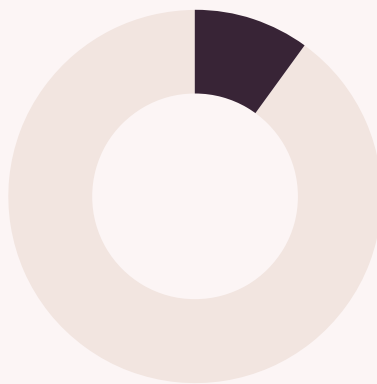
**180,895
Students**

A	Native Hawaiian	26.0%		
B	Filipino	22.1%		
C	White	17.0%		
D	Japanese	9.1%		
E	Micronesian	4.2%	L	Indo-Chinese
F	Hispanic	3.6%	M	Korean
G	Samoan	3.4%	N	Tongan
H	Chinese	3.1%	O	Native American
I	Black	2.8%	P	Other Asian
J	Portuguese	1.5%	Q	Other Pacific Islander
K	Multiple, two or more	1.3%	R	Guamanian/Chamorro

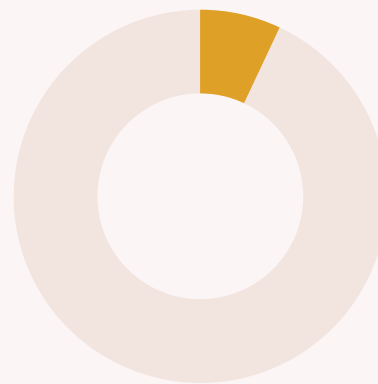
K-12 PUBLIC SCHOOL ENROLLMENT BY OTHER SUBGROUPS, 2014-2015



51% Economically Disadvantaged



10% Special Education (SPED)



7% English Language Learner (ELL)

A majority of Hawaii's students are considered high-needs (e.g., economically disadvantaged, English language learner (ELL) or special education).⁶ In school year 2014-15, 51 percent of students were identified as economically disadvantaged, seven percent as ELLs, 10 percent as special education and 12 percent as part of more than one of the aforementioned groups.⁷ In school year 2012-13, the percentage of economically disadvantaged students in Hawaii was equivalent to the national average at 51 percent; during school year 2015-16, the percentage of economically disadvantaged students increased to 52 percent.⁸⁻⁹

Graph above: Economically disadvantaged students are those whose families meet the income qualifications for the federal free/reduced-cost lunch program. Students with family incomes below 130 percent of the Federal Poverty Level are entitled to free school lunch, and students with family incomes below 185 percent of the Federal Poverty Level are entitled to reduced-priced lunch. The 2015 Federal Poverty Level for a family of four was \$24,250 in annual income.

Graph on the page 4: 1. Percentages may not add to 100 due to rounding.

2. Group names are reported the same way they are reported in the original source; this holds true for the entire *State of Education in Hawaii 2017* report.

3. Hawaii expanded their range of student demographic data during 2012; previously reported data (1996-2011) is not consistent with the left reported student demographic breakdowns.

1. Pew Research Fact Tank, "Hawaii is home to the nation's largest share of multiracial Americans", June 17, 2015, accessed on March 7, 2017, <http://www.pewresearch.org/fact-tank/2015/06/17/hawaii-is-home-to-the-nations-largest-share-of-multiracial-americans/>.

2. "2015 Superintendent's 26th Annual Report," Department of Education of the State of Hawaii, accessed February 7, 2017, http://arch.k12.hi.us/PDFs/state/superintendent_report/2015/2015SuptRptFinal.pdf.

3. Hawaii State Department of Education, "School Reports",

accessed April 2, 2017, <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/SchoolReports/Pages/home.aspx>.

4. "2015 Superintendent's 26th Annual Report," Department of Education of the State of Hawaii, accessed February 7, 2017, http://arch.k12.hi.us/PDFs/state/superintendent_report/2015/2015SuptRptFinal.pdf.

5. "2012 Superintendent's 23rd Annual Report," Department of Education of the State of Hawaii, accessed February 7, 2017, http://arch.k12.hi.us/PDFs/state/superintendent_report/2012/2012SuptRptFinal20130514.pdf.

6. Strive Hawaii Achievement Data in High Needs Categories, Hawaii State Department of Education, accessed March 13, 2017, http://boe.hawaii.gov/Meetings/NoticesDocuments/2015-12-01%20SAC/SAC_Agenda_IVD_12012015_Update%20on%20Achievement%20Data%20in%20High%20Needs%20Categories%20v4.pdf.

7. "2015 Superintendent's 26th Annual Report," Department of Education of the State of Hawaii, accessed February 7, 2017, http://arch.k12.hi.us/PDFs/state/superintendent_report/2015/2015SuptRptFinal.pdf.

8. "2014 Superintendent's 25th Annual

Report," Department of Education of the State of Hawaii, accessed February 7, 2017, http://arch.k12.hi.us/PDFs/state/superintendent_report/2014/2014SuptRptFinal20151022.pdf.

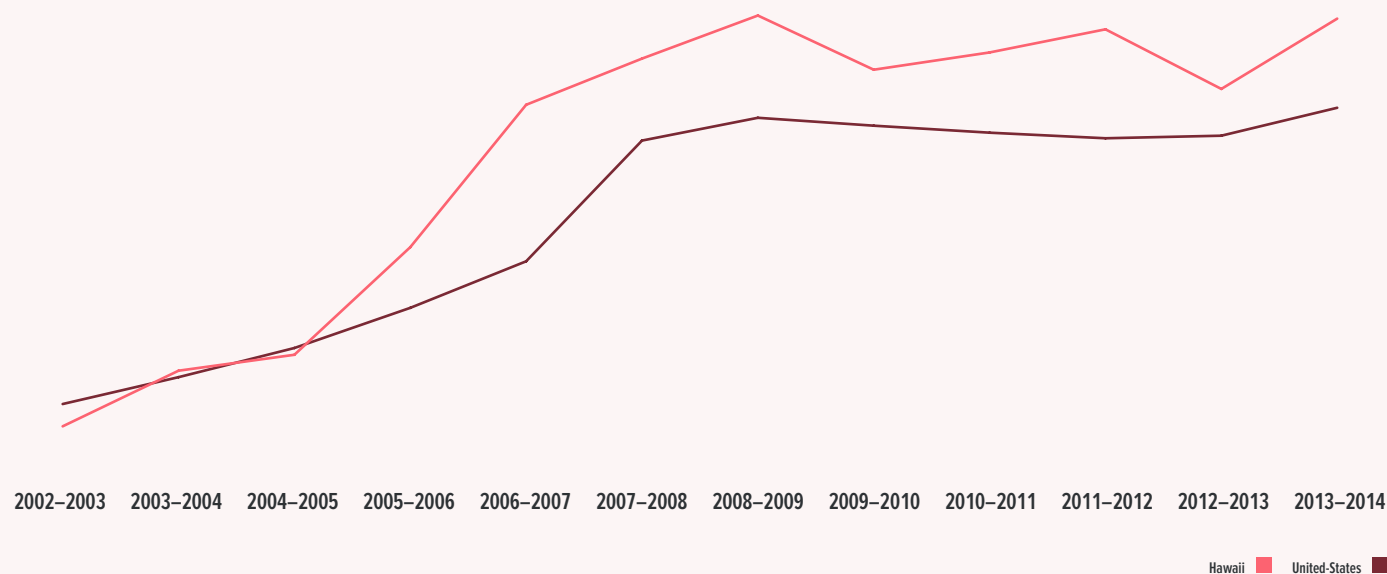
9. Number and percentage of public school students eligible for free or reduced-price lunch, by state, Digest of Education Statistics, National Center for Education Statistics, accessed March 13, 2017, https://nces.ed.gov/programs/digest/d14/tables/dt14_204.10.asp.

Spending

During FY 2016–17, the Hawaii State Department of Education operated Hawaii’s public schools on a \$1.9 billion budget comprised primarily of state funds (81 percent), as well as federal, special and trust funds. This was a \$30 million (1.6 percent) budget increase over FY 2015–16.⁹ Hawaii ranks 17th in the nation for per-pupil spending (\$13,326) and currently uses a weighted student formula to distribute funds for school budgets. Their current formula allocates additional money for students with identified characteristics such as: gifted and talented, economically disadvantaged, limited English proficiency and transiency.¹⁰

TOTAL AND CURRENT EXPENDITURES PER PUPIL FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN HAWAII
(NOT ADJUSTED FOR INFLATION)

\$8,745	\$9,370	\$9,549	\$10,758	\$12,358	\$12,877	\$13,361	\$12,752	\$12,946	\$13,206	\$12,536	\$13,326
\$8,993	\$9,296	\$9,625	\$10,078	\$10,603	\$11,965	\$12,222	\$12,133	\$12,054	\$11,991	\$12,020	\$12,335



9. Hawaii State of Department of Education, “Factsheet: The Budget FY2016-17”, accessed March 21, 2017, <http://www.hawaiipublicschools.org/DOE%20Forms/budget/Budget1sheet.pdf>.

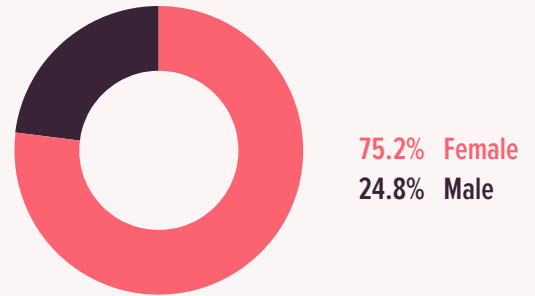
10. Hawaii State Department of Education, “Weighted Student Formula”, accessed March 21, 2017, <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Weighted-Student-Formula.aspx#COW>.

Educator demographics

Similar to the diversity in student demographics, teachers in Hawaii also span a variety of ethnicities/races. In school year 2014–15, Hawaii public schools employed 11,222 teachers, of which 27 percent ethnically/racially identified as other, 25 percent as Japanese and 24 percent as white.¹¹

Between 2012 and 2016, Hawaii hired approximately 1,100 new teachers each school year.¹² Among new teachers in Hawaii, the ratio of female to male teachers has remained consistent at three female teachers to every one male teacher.¹³

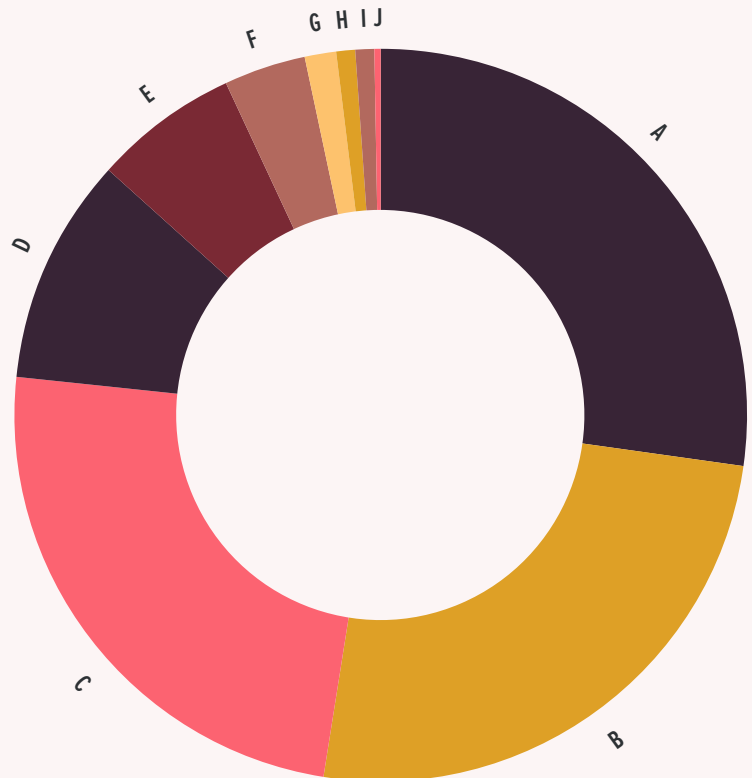
NEWLY EMPLOYED TEACHERS BY GENDER, 2015–2016



FULL-TIME PUBLIC SCHOOL TEACHERS BY ETHNICITY/RACE, 2014–2015

11,222
Teachers

A Other	26.7%
B Japanese	25.3%
C White	24.1%
D Hawaiian / Part Hawaiian	9.9%
E Filipino	6.4%
F Chinese	3.6%
G Hispanic	1.3%
H Korean	1.0%
I African American	0.7%
J Samoan	0.5%

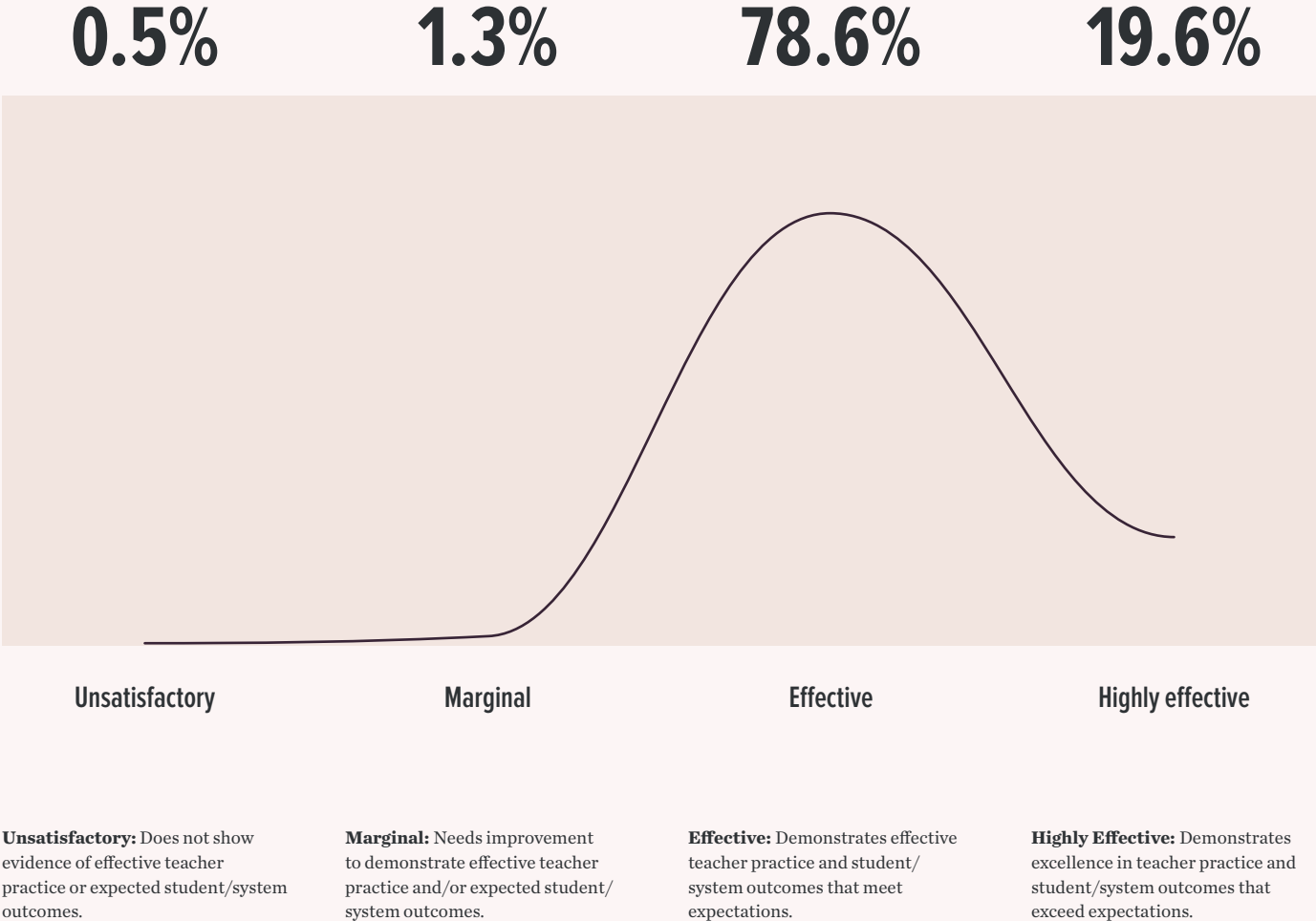


Educator effectiveness

The Hawaii State Department of Education uses a comprehensive evaluation system called the Educator Effectiveness System (EES) to set expectations for effective teaching, provide educators with quality feedback and support to improve their effectiveness with their students and inform professional development. The evaluation measures student growth and learning and teacher practice via classroom observation, core professionalism and student learning objectives.

Between school years 2012–13 and 2014–15, the percentage of teachers at the four levels of effectiveness (unsatisfactory, marginal, effective and highly effective) has remained largely unchanged in distribution—nearly 98 percent of teachers are rated effective or highly effective and approximately 2 percent are rated unsatisfactory or marginal. There have been small fluctuations among each level, as school year 2013–14 had nearly 99 percent of teachers in the highest effectiveness levels.¹⁴

TOTAL PERCENTAGE OF TEACHERS RATED AT EACH LEVEL OF EFFECTIVENESS, 2014–2015



Educational attainment, professional development and salaries

All traditional teachers are required to obtain a post-secondary education degree; other teachers who may not have a post-secondary education degree include career and technical education teachers and Reserve Officers' Training Corps instructors.¹⁵ Between 2013 and 2016, 99.5 percent of all newly employed teachers in Hawaii held a post-secondary education degree.¹⁶ For every two newly employed teachers with a bachelor's degree, there is one teacher with a master's degree.¹⁷

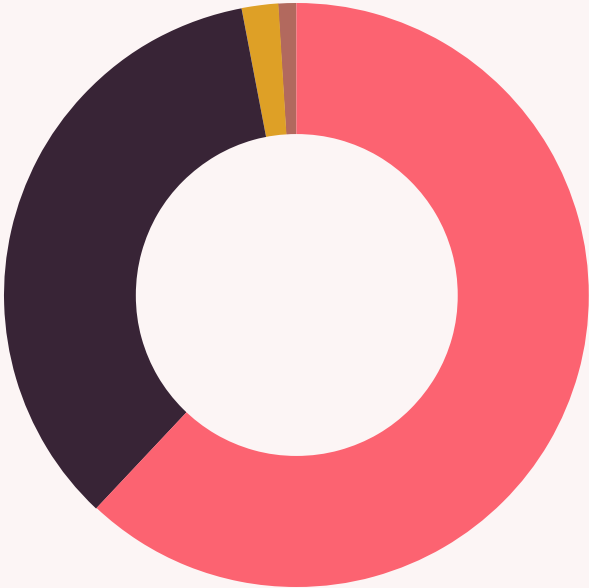
The state provides a number of professional development opportunities for teachers throughout their careers. In 2005, due to the high percentage of new teachers in the Hawaii education system who were in their first three years of teaching, the

Hawaiian Teacher Induction Program Standards were created; this program currently guides new teachers with professional development and provides two years of intensive mentoring.¹⁸⁻¹⁹

Similar to the new teacher induction program, there are also three induction programs available for new school administrators, vice principals and principals.²⁰ The Hawaii Certification Institute for School Leaders is a two-year program that promotes the performance of aspiring school leaders in their role through coaching, coursework and residency components.²¹ The Hawaii State Department of Education also offers a variety of leadership development programs to foster a culture of leadership among teachers.²² The leadership development program types vary from one-day learning symposiums to on-the-job embedded training.²³

It is estimated that, on average, public school teachers in Hawaii are paid \$54,000/annually.²⁴⁻²⁵ As of July 1, 2017, teachers who are ranked as effective or highly effective are eligible for salary increases. To further supplement these salaries, teachers in hard-to-staff locations are paid a \$3,000 bonus, while teachers who take on additional responsibilities (e.g., department or grade-level chair, band director, athletic director, coaches) are paid bonuses that range from \$1,000 to \$3,750.²⁶ While Hawaii's salaries place the state in the middle of national rankings for average teacher pay, when adjusted for cost of living, salaries do not go as far as in other states.²⁷

DEGREE STATUS OF NEWLY EMPLOYED TEACHERS, 2015-2016



Newly employed teachers	1,240	
Bachelor's*	63.1%	792
Master's	35.0%	434
Ph.D.	1.4%	18
Other**	0.5%	6

* The "Bachelor" category includes those who completed their bachelor's in four years and those who completed their bachelor's with an additional fifth year.

** The "Other" category includes Career and Technical Education teachers and ROTC instructors without degrees.

ANNUALLY AVERAGE PAY

\$54,000

Teacher shortages

Teacher vacancies, 2016–2017

460

Filling teacher vacancies is one of the greatest challenges in education, and Hawaii shares the national trends of increasing teacher shortages and fewer numbers of individuals entering the profession. For the school year 2016–17, there were approximately 460 teacher vacancies; the Hawaii State Department of Education estimated the highest possible number of vacancies at 1,600.²⁸ There are many factors contributing to the higher teacher shortages and turnover rates; in Hawaii, shortages are often linked to the high cost of living compared to salaries, as well as feelings of isolation and wanting to move to the mainland. These factors have contributed to a higher five-year²⁹ teacher turnover rate in Hawaii when compared to the 17 percent national five-year teacher turnover rate.³⁰ As of 2012, the five-year teacher turnover rate was 37 percent (down from a peak of 50 percent).³¹ Hawaii saw its highest teacher retention rate at 60 percent in school year 2014–15 among traditional public school teachers who were newly hired in 2010–11.

11. “2015 Superintendent’s 26th Annual Report,” Department of Education of the State of Hawaii, accessed February 7, 2017, <http://arch.k12.hi.us/PDFs/state/superintendent-report/2015/2015SuptRptFinal.pdf>
12–13. Employment Report School Year 2015–2016, “Table V - Gender and Grade-Level Assignment of Newly Employed Teachers”, PDF p. 9, accessed February 27, 2017, <http://www.hawaiipublicschools.org/Reports/EmploymentReport2015-16.pdf>.
14. Sean Arai. March 2017. Personnel Director of Office of Human Resources - Personnel Development Branch, Hawaii Department of Education. Accessed on March 6, 2017. Email.
15–17. Employment Report School Year 2015–2016, 2016, Hawaii State Department of Education, Accessed on March 16, 2017, <http://www.hawaiipublicschools.org/Reports/EmploymentReport2015-16.pdf>
18. “Improving Teacher Quality: A Guide for Education Leaders,” p102,

Laine, Sabrina W; Lasagna, Molly; Behrstock-Sherratt, Ellen, accessed March 20, 2017.

19. Induction and Mentoring, Hawaii State Department of Education, accessed March 13, 2017, <http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/InductionAndMentoring/Pages/home.aspx> =.

20–23. Professional Development, Hawaii State Department of Education, accessed March 21, 2017, <http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/ProfessionalDevelopment/Pages/Home.aspx>

24. National Center for Education Statistics (NCES), “Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state”, accessed March 20, 2017, https://nces.ed.gov/programs/digest/d13/tables/dt13_211.60.asp.

25. Eric Pape & Jessica Terrell, “Sorry, But Hawaii Isn’t Actually Going To Pay You To Move To Paradise”, The Huffington Post, February 2016, accessed March 20, 2017, http://www.huffingtonpost.com/entry/teaching-in-hawaii-us_571ff1ede4b01a5ebde3e8d0.

26. Agreement between the Hawaii State Teachers Association and the State of Hawaii Board of Education (July 1, 2017–June 30, 2021), Accessed August 8, 2017, http://www.hsta.org/docs-forms/uploads/2017-2021_HSTA_CBA_-_FINAL_7-17-17.pdf

27. Hawaii is often ranked as having one of the highest costs of living in the United States. In 2014, USA Today reported individuals would need a salary of at least \$122,000 to live comfortably and that Hawaii was the most expensive state to live in. Recent rankings by Expatistan show that Honolulu, HI is the fourth most expensive place to live in the United States.

28. Hawaii State Department of Education, “Recruiting high-quality

teachers is a top priority”, September 6, 2016, accessed April 5, 2017, <http://www.hawaiipublicschools.org/ConnectWithUs/Employment/Pages/krieg.aspx>.

29. The five-year mark is critical in determining the likelihood that an individual stays in their the field.

30. National Center for Education Statistics (NCES), “Public School Teacher Attrition and Mobility in the First Five Years”, April 2015, accessed April 5, 2017, <https://nces.ed.gov/pubs2015/2015337.pdf>.

31. Hawaii State Department of Education, “Mentoring of new teachers has cut turnover and improved performance”, February 7, 2016, accessed April 5, 2017, <http://www.hawaiipublicschools.org/VisionForSuccess/SuccessStories/TeachersAndPrincipals/Pages/NewTeacher-IM.aspx>.

School types

Hawaii has one school district, known as the Hawaii School District. In school year 2014–15, the district served 180,895 public school students.³²

- The Hawaii State Board of Education governs the public school system; it appoints the state superintendent of education³³ and the State Public Charter School Commission (i.e., the state’s statewide public charter school authorizer).
- The Hawaii School District is divided into seven subdistricts³⁴ and fifteen complex areas. Complexes are made up of a high school and the elementary and middle schools that send students to the high school; they are governed by the complex area superintendent and support staff.³⁵

During the 2014–15 school year, Hawaii had 289 public schools (255 traditional public and 34 public charter) and 118 private schools.³⁶ Eighty percent of students were enrolled in traditional public schools, 16 percent in private schools and 5 percent in charter schools.³⁷ When compared to national student enrollment, there were 5.5 percent more students enrolled in private schools in Hawaii in school year 2014–15.³⁸ The percentage of students enrolled in charter schools in school year 2014–15 was lower than the national average (which was more than six percent), and although charter school enrollment has seen significant growth in the state (33.2 percent over the last five reported years), it is still growing much slower than the national average (62 percent).³⁹ Overall, traditional public school enrollment has remained relatively consistent over the last five years.

ENROLLMENT BY SCHOOL TYPE, 2014–2015

Public Schools

85%

80% Traditional Public Schools

5% Public Charter Schools



Private Schools

16%



ENROLLMENT GROWTH, 2009–2015

-0.5%

Traditional Public Schools

41.2%

Public Charter Schools

-4.6%

Private Schools

Strive Hawaii Performance System

Implemented in 2013, the Strive Hawaii Performance System (Strive HI) is the state’s school accountability and improvement system; it measures how well schools support students along the educational pipeline toward college, career and community readiness, as well as how successful schools are in narrowing or closing the achievement gap between high-needs and non-high-needs students.⁴⁰

Strive HI establishes annual goals, utilizes multiple measures of accountability and identifies schools of high achievement and need. Goals are customized to each school complex to ensure challenging but attainable targets in relation to their current performance in graduation rates and proficiency in English Language Arts/literacy, math and science. Strive HI offers measures of student achievement, student growth, readiness and achievement gaps to better understand each school’s performance.⁴¹

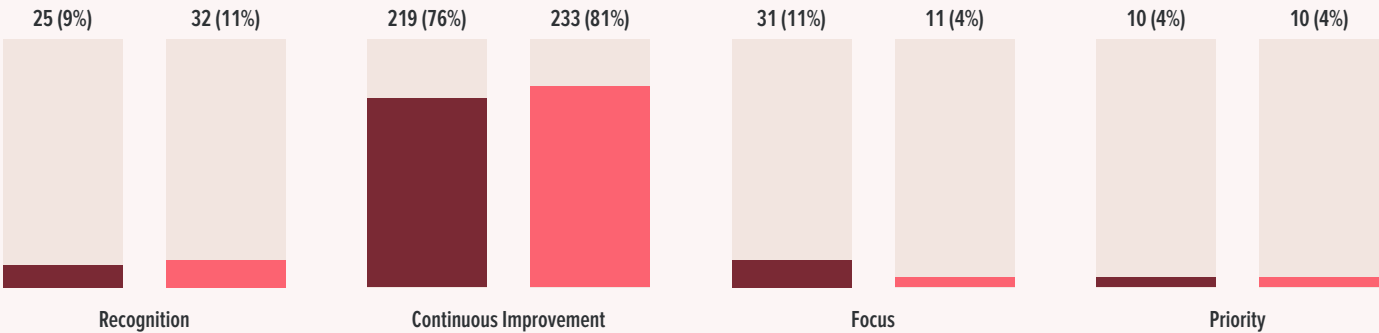
Prior to school year 2015–16, Strive HI classified schools into one of five steps: Recognition, Continuous Improvement, Focus, Priority and Superintendent’s Zone.⁴² These steps grouped schools based on how high- or low-performing they were with respect to achievement, graduation rates and achievement gaps. With the advent of the Every Student Succeeds Act (ESSA), Strive

HI is discontinuing summative school classifications and focusing more on each school’s progress on particular indicators (e.g., chronic absenteeism, third-grade literacy, high school graduation, college-going rate, etc.).⁴³

When Strive HI was used to classify schools, the Superintendent’s Zone, Priority or Focus steps captured the lowest performing schools in the system. For school year 2014–15 (the last year schools were classified), nearly eight percent of schools fell into the lowest steps. The next step, Continuous Improvement, encompassed about 80 percent of schools. During the 2014–15 school year, just over 10 percent of schools in the system were placed in the highest step achievable, Recognition.⁴⁴

Of the top schools in school year 2014–15, the majority were elementary schools (97 percent). Additionally, schools identified as Recognition during this same period were mostly traditional public schools, as only two (six percent) were charter schools. Only 11 schools (34 percent) in this category were Title I schools (those serving a high percentage of students from low-income families) while nearly two-thirds of all public schools in the state are Title I schools.

NUMBER OF SCHOOLS RECEIVING EACH PERFORMANCE GRADE OF STRIVE HI INDEX SCORES, 2013–2015



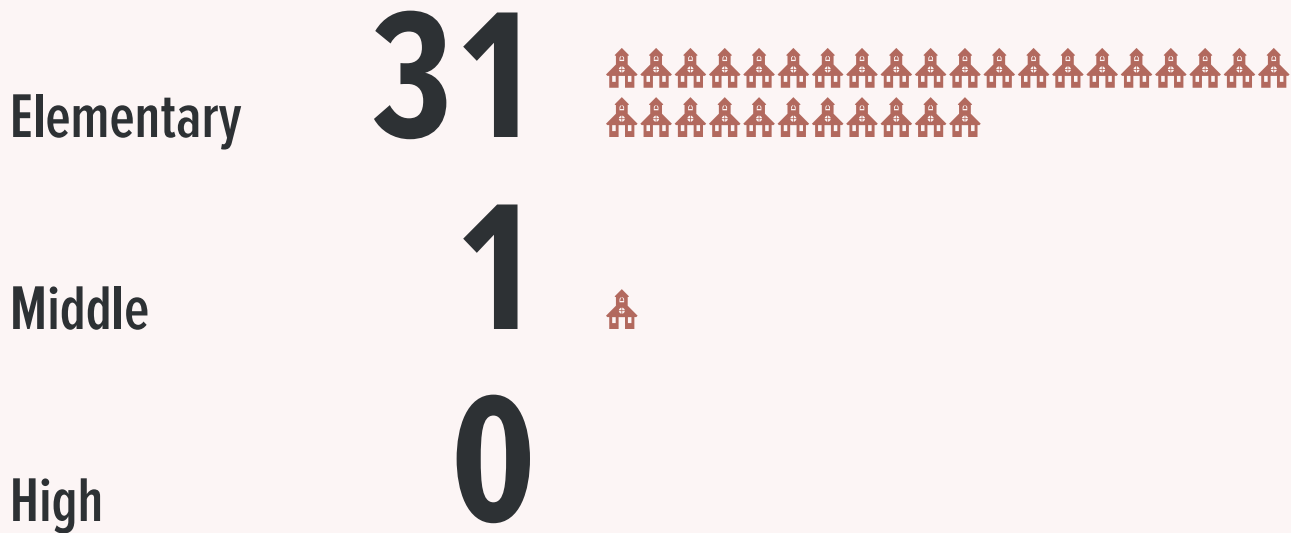
Notes: Percentages may not add to 100 due to rounding. Strive HI discontinued summative school classifications for school years 2015–16 and 2016–17 (and all subsequent years). For school years 2013–14 and 2014–15, no schools were classified as Superintendent’s Zone schools; however, three schools in 2013–14 and two schools in 2014–15 did not have a classification determined.

2013–2014 ■ 2014–2015 ■

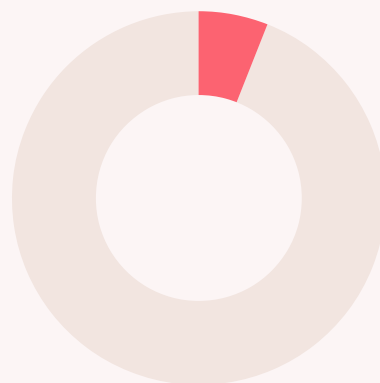
In September 2017, the Hawaii State Department of Education released the fifth year of Strive HI results. Findings for school year 2016–17 showed student proficiency up by four percentage points in science, unchanged in math and down one percentage point in English over the previous reported school year.⁴⁵ Strive HI received approval from the U.S. Department of Education through the 2017–18 school year and has been updated to align with the state’s Strategic Plan and ESSA.⁴⁶

SCHOOLS DESIGNATED AS RECOGNITION, 2014–2015

Number of schools



34% Title I

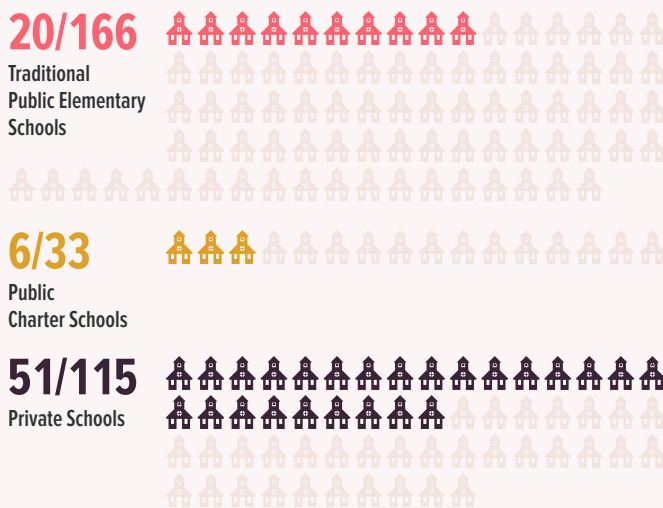


6% Charter

- 32.** The superintendent's annual report is released in April/May of every year; the most recent report was released in April 2016 for school year 2014–15. Data in this section is from the most recent report.
- 33.** As of March 2017, the Hawaii State Board of Education is actively conducting a search for a Superintendent; the Board has adopted a search process and has formed a Search Committee to assist the Board this search.
- 34.** The seven subdistricts in the Hawaii School District are the: Honolulu District, Central District, Leeward District, Windward District, Hawaii District, Maui District, and Kauai District.
- 35.** Hawaii State Department of Education, "Complex Area directory", accessed March 6, 2017, <http://www.hawaiipublicschools.org/ConnectWithUs/Organization/OfficesAndBranches/Pages/Complex-Area-directory.aspx>.
- 36.** "2014–2015 Private School Enrollment Report," Hawaii Association of Independent Schools, accessed February 10, 2017, <http://www.hais.org/uploads/file/Private%20School%20Enrollment%20Report%20-%20Website.pdf>
- 37.** "2012 Superintendent's 23rd Annual Report," Department of Education of the State of Hawaii, accessed March 6, 2017, <http://www.hawaiipublicschools.org/Reports/SuptReport2012.pdf> and "2015 Superintendent's 26th Annual Report," Department of Education of the State of Hawaii, accessed March 6, 2017, http://arch.k12.hi.us/PDFs/state/superintendent_report/2015/2015SuptRptFinal.pdf.
- 38.** National Center for Education Statistics (NCES), "Private School Enrollment", May 2016, accessed on March 6, 2017, https://nces.ed.gov/programs/coe/indicator_cgc.asp.
- 39.** National Alliance for Public Charter Schools (NAPCS), "A Growing Movement: America's Largest Charter Public School Communities and Their Impact on Student Outcomes (11th Edition)", November 2016, accessed March 4, 2017, <http://www.publiccharters.org/wp-content/uploads/2016/11/CharterSchoolEnrollmentShareReport2016.pdf>.
- 40.** "Strive Hawaii Performance System," Hawaii State Department of Education, accessed October 19, 2017, <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>.
- 41–42.** "Strive HI FAQs", Hawaii State Department of Education, accessed October 19, 2017, <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/Strive-FAQs.aspx#goals>.
- 43.** Hawaii Consolidated State ESSA Plan, March 2017, <http://www.hawaiipublicschools.org/DOE%20Forms/ESSA/HawaiiESSAPlan.pdf>.
- 44.** 2014–15 Strive HI System Results, Hawaii State Department of Education, accessed October 19, 2017, <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2014-15-results.aspx>.
- 45.** 2016–17 Strive HI System Results, Hawaii State Department of Education, accessed October 19, 2017, <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2016-17-results.aspx>.
- 46.** "Strive Hawaii Performance System," Hawaii State Department of Education, accessed October 19, 2017, <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>.

Pre-kindergarten access

NUMBER OF SCHOOLS WITH PRE-K, 2016–2017



These numbers represent pre-K access across Hawaii's four largest islands (Oahu, Maui, Hawaii, Kauai)

In the early 1980s, Hawaii implemented several pre-kindergarten funding supports to increase access to programs for low-income and working class families. The Hawaii State Legislature appropriated funding for pre-kindergarten programs by creating the Preschool Open Doors Project (administered by the Hawaii Department of Human Services) in 1990.⁴⁷ Since then, the Preschool Open Doors Project has been able to commit millions of dollars in funds to subsidize preschool services. For example, in 2002–03, the Preschool Open Doors Project committed \$3.2 million in state funds to subsidize up to \$475 per month in preschool services, reaching 1,249 four-year-olds from low-income families.⁴⁸

Additional programs have been established by the state legislature since the state began investing in pre-kindergarten supports in the early 1980s. Keiki First Steps (2008) and Hawaii Pre-Plus Program (2012–13) have helped provide a variety of learning opportunities for children from birth to enrollment in kindergarten; specifically, the Hawaii Pre-Plus Program led to the creation of 13 fully operating pre-kindergarten facilities across the state.⁴⁹

In 2014–15, the Executive Office on Early Learning launched the Early Learning Pre-Kindergarten Program, which became Hawaii's first statewide public pre-kindergarten initiative. In the program's initial year (school year 2014–15), the program invested \$3 million to serve 365 four-year-old students in 20 classrooms in 18 schools across the state. This program was rated as providing high-quality programming as teachers have bachelor's degrees, class sizes are less than 20 students, staff-child ratios are 1:10 and there are ongoing site visits and program monitoring standards.⁵⁰ The quality of all other pre-kindergarten programs in the state is unclear, as the state piloted a Quality Rating and Improvement System between 2012 and 2014, but ultimately decided to focus on ensuring they were meeting the health and safety, training and monitoring requirements outlined under the federal Child Care and Development Block Grant instead.

Today, Hawaii continues to invest funds in and grow its early childhood education programs; they are one of 45 states and the District of Columbia to have directed state funding into pre-kindergarten programs. From school year 2015–16 to school year 2016–17, Hawaii was tied for the eighth largest increase in total state pre-kindergarten funding at an increase in 16 percent, from \$2.7 million to \$3.2 million.⁵¹ However, while Hawaii has childhood education programs, access to these programs continues to be limited. Of 166 public elementary schools across the state, only 20 schools offer pre-kindergarten programs. Similar lack of access can be observed with charter and private schools, where six out of 33 charter schools and 51 out of 115 private schools offer these programs.

47. The State of Preschool 2014, May 2015, Hawaii Free Press, accessed March 12, 2017, <http://www.hawaii.freepress.com/ArticlesMain/tabid/56/ID/15266/Hawaii-Report-Looks-at-the-State-of-Preschool.aspx>.

48-49. "The State of Preschool 2003," The National Institute for Early Education Research, accessed February 17, 2017, <http://nieer.org/wp-content/uploads/2016/10/2003yearbook.pdf>.

50. "The State of Preschool 2015,"

The National Institute for Early Education Research, accessed February 17, 2017, http://nieer.org/wp-content/uploads/2016/05/Yearbook_2015_rev1.pdf.

51. "State Pre-K Funding 2016-17 Fiscal Year: Trends and Opportunities", January 2017, The Education Commission of the States, accessed March 12, 2017, <http://www.ecs.org/ec-content/uploads/State-Pre-K-Funding-2016-17-Fiscal-Year-Trends-and-opportunities-1.pdf>.

ACCESS TO STATE-FUNDED AND FEDERALLY FUNDED PRE-K PROGRAMS, 2014–2015

0%	2%	365	5%	10%	2,624	None served	42 out of 43
Percentage of three-year-olds enrolled in state-funded pre-K programs	Percentage of four-year-olds enrolled in state-funded pre-K programs	Total enrollment in state-funded pre-K programs	Percentage of three-year-olds enrolled in Head Start* programs	Percentage of four-year-olds enrolled in Head Start* programs	Head Start* enrollment (three- and four-year-olds)	Hawaii's national ranking in access to state-funded pre-K programs for three-year-olds	Hawaii's national ranking in access to state-funded pre-K programs for four-year-olds
(National Institute for Early Education Research)**							

*Head Start is a federally funded program. However, some states provide supplemental state funding to Head Start. Hawaii does not provide supplemental state funding to Head Start.

**Not all 50 states have state-funded pre-K programs; in 2014-15, 42 states and the District of Columbia had state-funded pre-K programs.

Kindergarten access

PERCENTAGE OF ELIGIBLE CHILDREN ENROLLED IN ANY KINDERGARTEN PROGRAM, 2015–2016

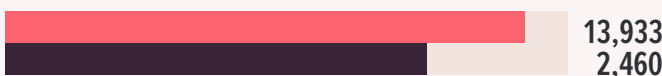


PERCENTAGE OF KINDERGARTEN STUDENTS ENROLLED IN FULL-DAY PROGRAMS, 2012–2013



■ Hawaii ■ United States

NUMBER OF STUDENTS ENROLLED IN KINDERGARTEN PROGRAMS, 2015–2016



■ Public programs ■ Private programs

Hawaii recognizes the importance of providing young students with positive experiences and a strong foundation for future school attitudes and success. In May 2014, Governor Neil Abercrombie signed legislation (SB 2768 (Act 76)) mandating kindergarten education for all five-year olds;⁵² the state is one of 15 states and the District of Columbia to mandate kindergarten education for all five-year-olds.⁵³⁻⁵⁴

Hawaii leads the nation in kindergarten access, ranking first in the country with 92.4 percent of kindergarten students being enrolled in full-day programs.⁵⁵ With enrollment in all types of kindergarten programs, Hawaii ranks eighth in the nation, with 79.2 percent of all eligible children enrolled in a kindergarten program.⁵⁶

52. Hawaii Governor signs bill making kindergarten mandatory, 2014, Hawaii News Now, accessed March 16, 2017, <http://www.hawaiinewsnow.com/story/25408750/hawaii-governor-signs-bill-making-kindergarten-mandatory>
 53. 50 State Comparison: State Kindergarten Policies, March 2014, Education Commission of the States, accessed March 13, 2017, <http://www.ecs.org/childcare/policies/>.

54. Kindergarten, Hawaii State Department of Education, accessed March 13, 2017, <http://www.hawaii-publicschools.org/ParentsAndStudents/GradeLevelOverview/Kindergarten/Pages/home.aspx>.
 55-56. "Quality Counts 2015: State Highlights Reports (Hawaii)", Education Week, p. 5, accessed February 27, 2017, <http://www.edweek.org/media/ew/qc/2015/shr/16shr.hi.h34.pdf>.

Assessments

National Assessment of Educational Progress (NAEP)⁵⁷

Every two years, the National Assessment of Educational Progress (NAEP)—also known as “The Nation’s Report Card”—tests a sample of fourth- and eighth-grade students across the United States to assess their overall proficiency in reading and math. By reviewing recent NAEP scores, we can analyze how Hawaii students are faring relative to their peers in other states.

Overall, there have been significant increases in proficiency rates in Hawaii over the last ten years—in many areas, the percentage of proficient or advanced students has grown by nearly 10 percent, while national rates have only increased by about four percent. However, students in Hawaii still rank lower than their peers nationally on all four tests (i.e. fourth-grade math, fourth-grade reading, eighth-grade math and eighth-grade reading). The percentage of proficient students on the two math assessments is closer to national rates (within five percent in 2015; in 2005 the gap was 15 percent for some ethnicities/races).⁵⁸

PERCENTAGE OF PROFICIENT OR ADVANCED STUDENTS GROWTH, 2005–2015



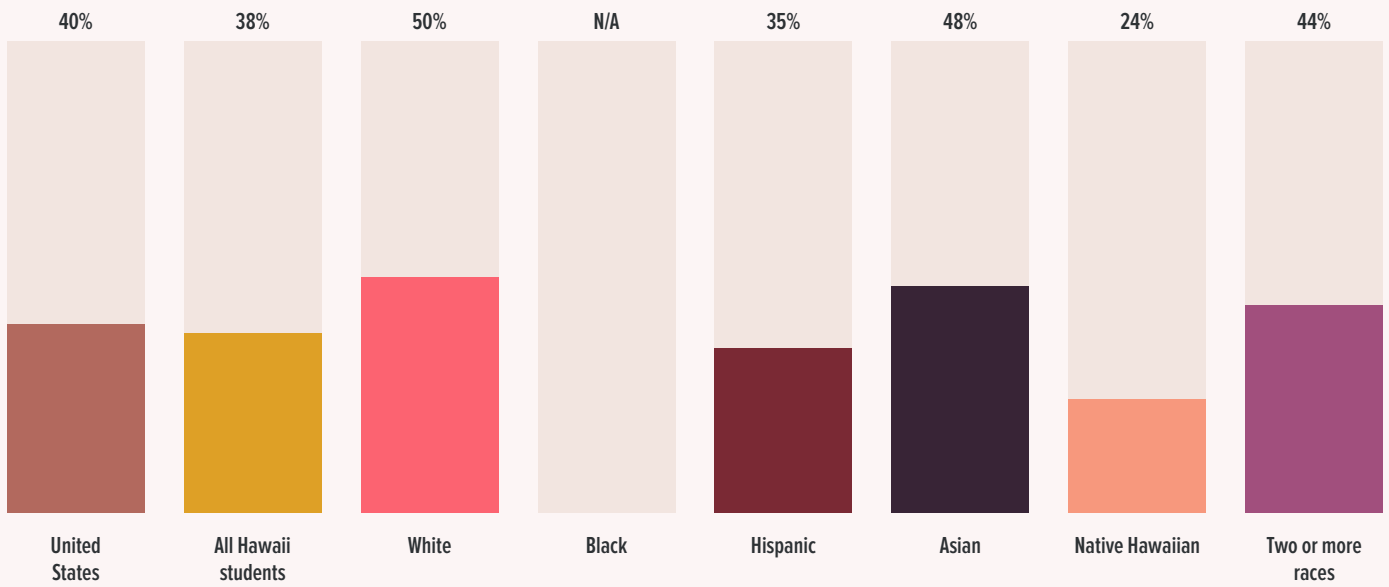
Between 2005 and 2010, the percentage of Hawaii students who were proficient or advanced on the fourth-grade math assessment increased by 11 percent, to 38 percent; nationally, the ten-year increase was only four percent. In 2015, white students in Hawaii outperformed their peers significantly, as 50 percent scored proficient or advanced. However, all other ethnicities/races have shown double digit increases over 10 years in the percentage of proficient or advanced students. (See graph on next page)

For the fourth-grade reading assessment, there were more modest increases in the percentage of Hawaii students who were proficient or advanced between 2005 and 2010 when compared to the fourth-grade math assessment. Overall, the percentages of students proficient or advanced in Hawaii and nationally have increased by roughly the same percentage (six percent in Hawaii, seven percent nationally). Hawaii students who were white, black or identified with two or more races had larger increases in proficiency rates than their Asian and Native Hawaiian peers over this ten-year period. The percentage of hispanic students who were proficient or advanced decreased between 2005 to 2010. (See graph on next page)

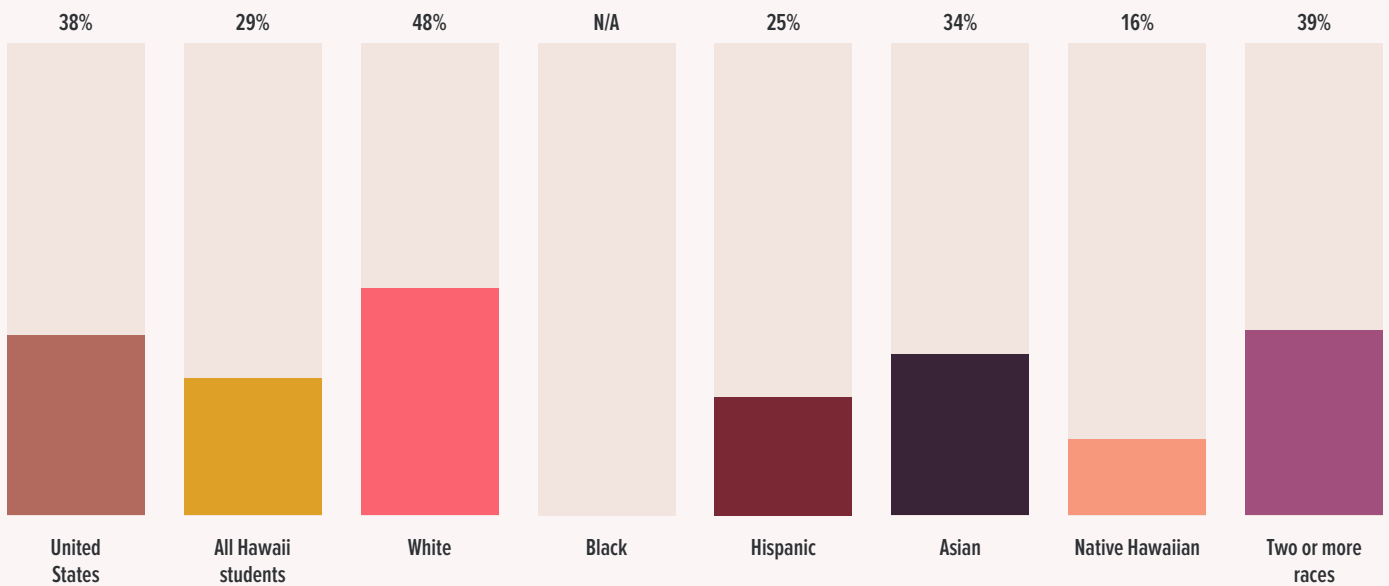
Between 2005 and 2010, the percentage of Hawaii students who were proficient or advanced on the eighth-grade math assessment increased by 12 percent, to 30 percent; the national rate has remained relatively stagnant for 10 years at 33 percent. Hawaii students identifying as Hispanic, Asian, Native Hawaiian or as two or more races had significant increases in the percentage of proficient or advanced students—the percentage of Hispanic students and students identifying with two or more races who were proficient or advanced doubled in ten years. (See graph on next page)

For the eighth-grade reading assessment, the percentage of Hawaii students who were proficient or advanced increased between 2005 and 2015 by about eight percent, to 26 percent; the national rate fluctuated around 33 percent for the same ten-year period. Hawaii students identifying with two or more races saw the largest increase (13 percent) in the percentage of proficient or advanced students; Hispanic and Asian/Pacific Islanders had increases of 11 percent and seven percent respectively. (See graph on next page)

**PERCENTAGE OF HAWAII'S STUDENTS SCORING PROFICIENT OR ADVANCED ON NAEP
FOURTH-GRADE MATH, 2015**

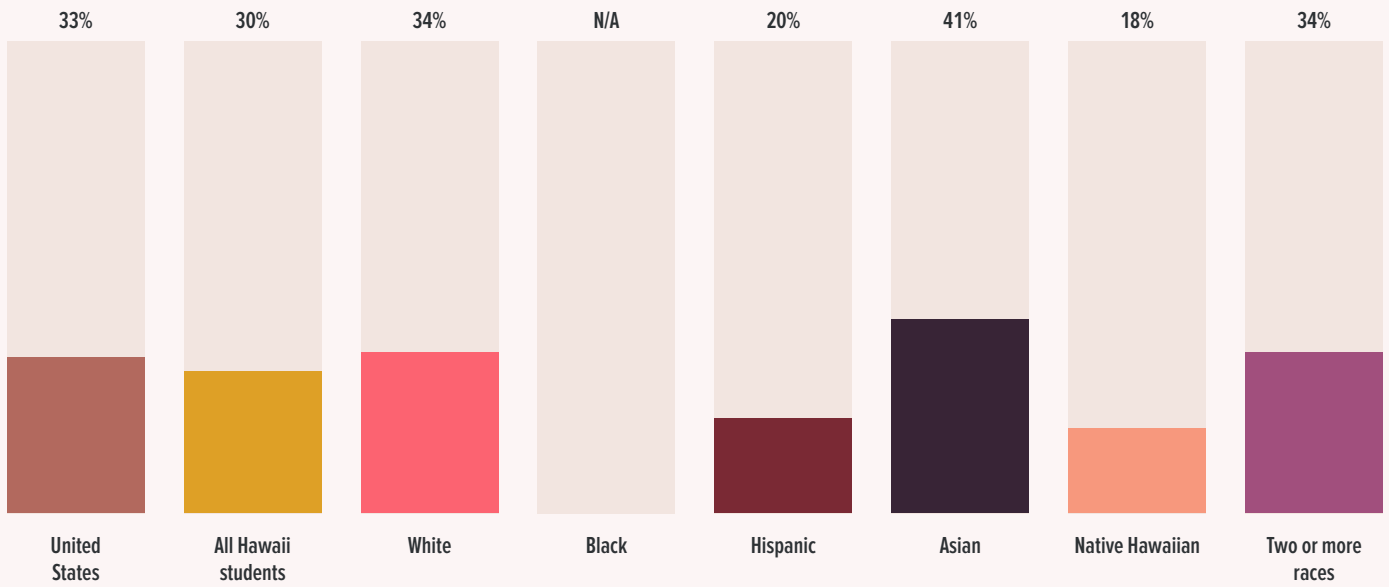


**PERCENTAGE OF HAWAII'S STUDENTS SCORING PROFICIENT OR ADVANCED ON NAEP
FOURTH-GRADE READING, 2015**

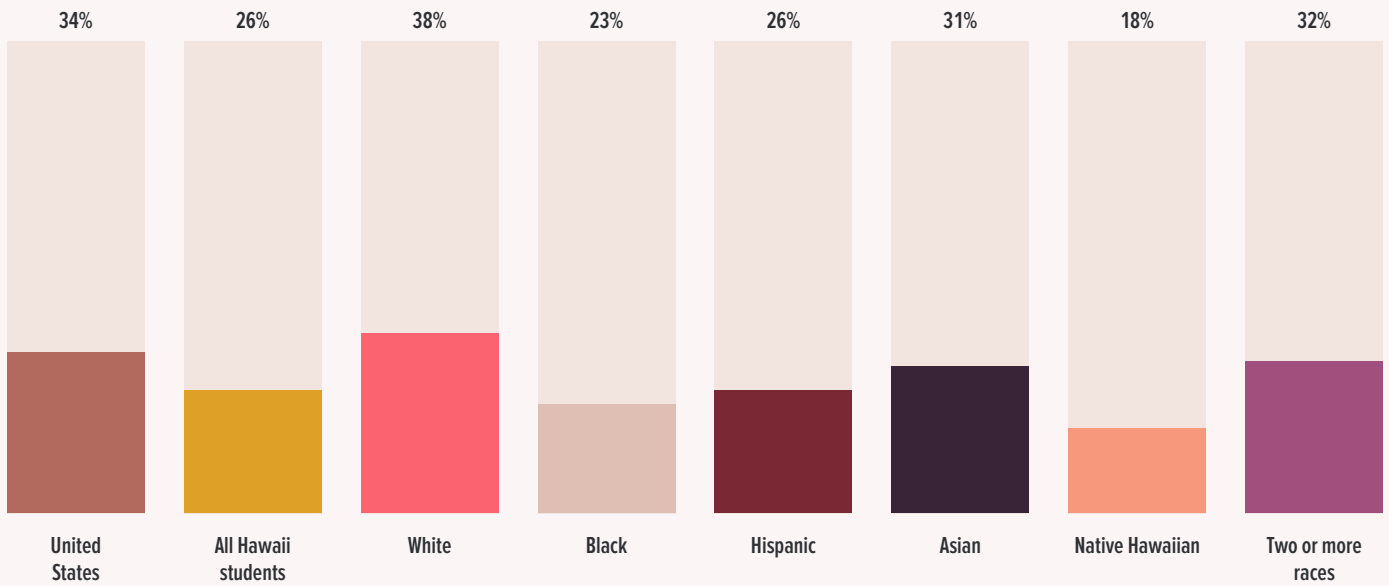


Note: Reporting standards for American Indian/Alaska Native students were not met, so they are not included in the above analysis. N/A indicates reporting standards were not met.

**PERCENTAGE OF HAWAII'S STUDENTS SCORING PROFICIENT OR ADVANCED ON NAEP
EIGHTH-GRADE MATH, 2015**



**PERCENTAGE OF HAWAII'S STUDENTS SCORING PROFICIENT OR ADVANCED ON NAEP
EIGHTH-GRADE READING, 2015**



Note: Reporting standards for American Indian/Alaska Native students were not met, so they are not included in the above analysis. N/A indicates reporting standards were not met.

Smarter Balanced Assessment

During school year 2014–15, Hawaii replaced the Hawaii State Reading and Mathematics Assessments with the Smarter Balanced Assessment (SBA).⁵⁹ The SBA is administered to measure whether students are on track for college and career readiness; it tests students in mathematics and English language arts/literacy (ELA) and is aligned to the Common Core State Standards. These tests are administered to students in 15 states across the nation, in grades three through eight and 11.⁶⁰

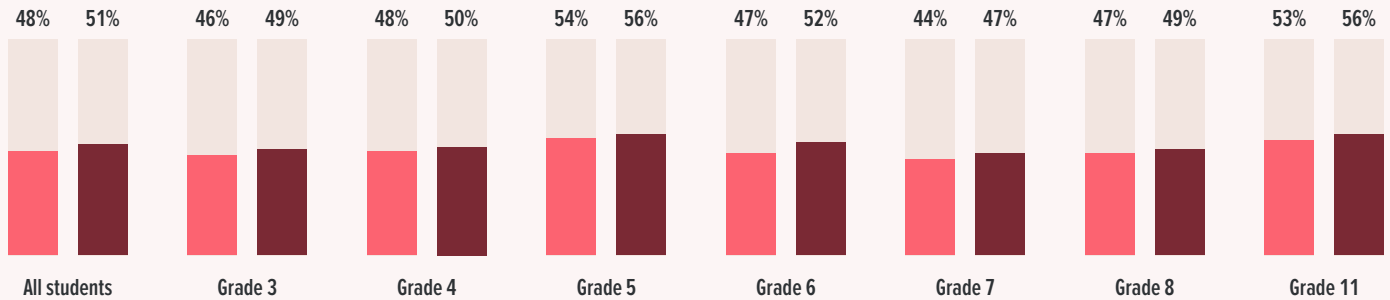
Based on SBA assessment results, Hawaii is making steady progress across all subject areas. In school year 2015–16, the per-

centage of students who met the college and career readiness standard increased by three percent in ELA, by one percent in math and by two percent in science.⁶¹ It is unclear how student subgroups perform as this information is not publicly available.

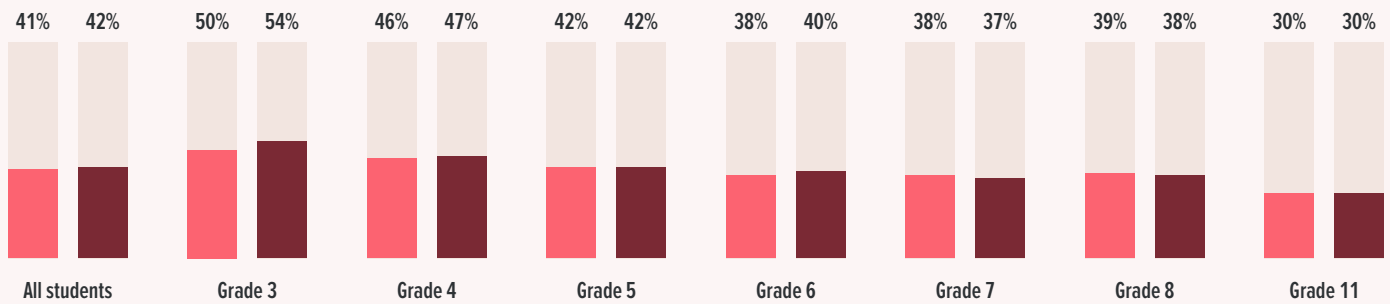
In the 2015–16 mathematics assessment for grades three through eight, Hawaii ranked sixth out of the 11 consortium states that reported scores for that year.⁶² In the 2015–16 ELA assessment for grades three through eight, Hawaii ranked eighth out of the 11 consortium states that reported scores for that year.⁶³

PERCENTAGE OF STUDENTS MEETING ACHIEVEMENT STANDARD, GRADES 3–8 AND 11, 2014–2016

ELA/LITERACY



MATHEMATICS



2014–2015 ■ 2015–2016 ■

57–58. “Nations Report Card Database,” National Center for Education Statistics, accessed March 8, 2017, <https://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx>.

59. Hawaii State Department of Education, “Smarter Balanced Assessment”, <http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx>.

60. Members and Governance, Smarter Balanced Assessment Consortium, accessed March 13, 2017, <http://www.smarterbalanced.org/about/members/>.

61. Strive Hawaii 2015-16 Statewide Snapshot, Hawaii State Department of Education, accessed March 13, 2017, <http://www.hawaiipublicschools.org/DOE%20Forms/StriveHI2016/StatewideSnapshot15-16.pdf>.

62–63. “Results of more rigorous test show progress in academic achievement and college pathways,” Oct 4, 2016, Hawaii State Department of Education, accessed March 12, 2017, <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Smarter-Balanced.aspx>.

64. “Results of more rigorous test show progress in academic achievement and college pathways,” Oct 4, 2016, Hawaii State Department of Education, accessed March 12, 2017, <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Smarter-Balanced.aspx>.

College and career readiness

High school graduation rates

High school graduation rates in Hawaii have remained relatively stagnant at just over 80 percent between 2010–16.⁶⁴ Among all reported subgroups, Pacific Islander, Black, Hispanic and Native Hawaiian students, children with disabilities and limited English proficient students have lower graduation rates than their counterparts.⁶⁵

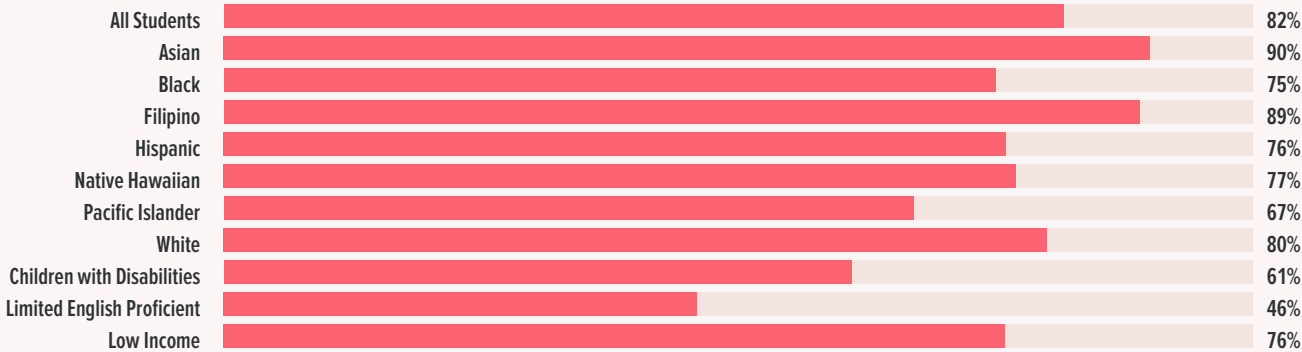
The most surprising trend among lower-performing subgroups is with limited English proficient students. These students had the lowest graduation rate in the state at 46 percent for school year 2015–16, and the graduation rate of these students

has consistently decreased over the last six years (there has been a 16 percent total decrease since school year 2010–11).⁶⁶ Nationally, the graduation rate for limited English proficient students has seen the opposite trend—increasing from 57.0 percent to 65.1 percent between 2010 and 2014. Across the United States, these students are outperforming Hawaii students with limited English proficiency by nearly 20 percent.⁶⁷

Asian students have had the highest graduation rates over the last five years; additionally, they have consistently outperformed all other student demographic groups.

Between 2009 and 2015, the college matriculation rate of high school graduates in Hawaii increased by six percent, from 50 percent to 56 percent.⁶⁸

HAWAII'S FOUR-YEAR COHORT HIGH-SCHOOL GRADUATION RATES*, 2015–2016



*Four-year cohort graduation rates are the percentage of students from the original freshmen cohort who graduated in four years with a high school diploma.

64, 66. “Regulatory Adjusted Cohort Graduation Rates 2010-2015,” U.S. Department of Education Office of Elementary and Secondary Education, accessed on February 22, 2017, <https://eddataexpress.ed.gov/state-tables-main.cfm>.

65. Hawaii Consolidated State ESSA Plan (Draft), March 2017, accessed August 21, 2017, <http://www.hawaiipublicschools.org/DOE%20Forms/ESSA/HawaiiESSADraft.pdf>.

67. National - Regulatory Adjusted Cohort Graduation Rate—Limited

English Proficient,” U.S. Department of Education Office of Elementary and Secondary Education, accessed on February 22, 2017, <https://eddataexpress.ed.gov/state-tables-main.cfm>.

68. 2015 CCRI Data, 2015, Hawaii P-20

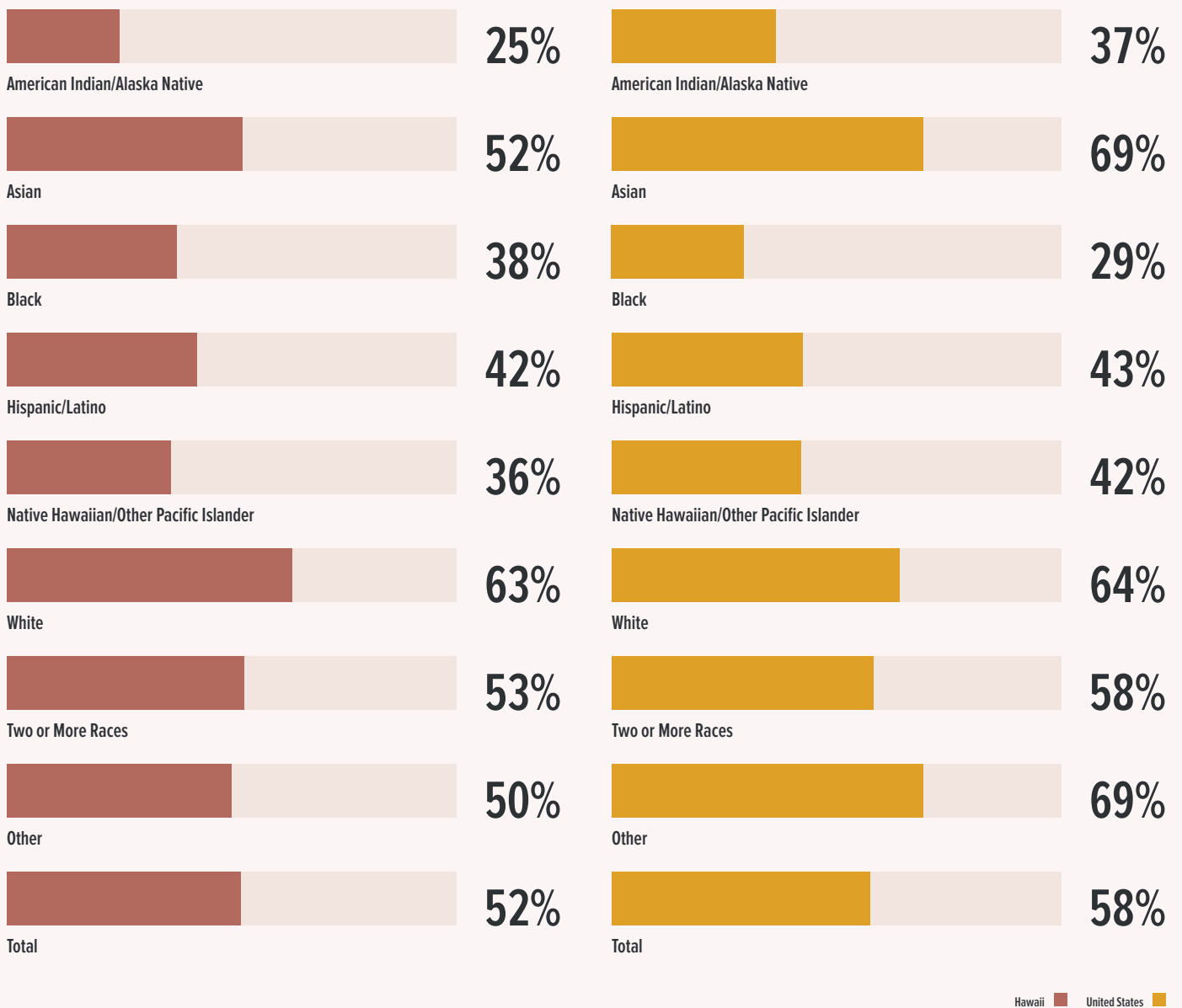
Partnerships for Education; Hawaii State Department of Education; University of Hawaii, accessed March 16, 2017, <http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2015-ccri-data/>.

Advanced Placement (AP) Exams

In 2016, over 14,000 Hawaii students⁶⁹ took an Advanced Placement (AP) exam; their mean AP score was lower (2.72) than the national average (2.85). Nearly 52 percent of Hawaii students scored a three or higher on their AP exam, with Hawaii students identifying as white (63 percent), two or more races (53 percent) and Asian (53 percent) the most likely to receive a passing score.

The only ethnic/racial group to outperform their national peers were students who identified as black. During the most recent testing period, AP English Language and Composition, AP English Literature and Composition and AP Psychology were the state's most popular exams.⁷⁰

AP SCORES—PERCENTAGE OF STUDENTS SCORING 3 OR HIGHER, 2016



ACT

The ACT is an indicator of students' level of preparedness for postsecondary success; the ACT assesses college readiness in four benchmarks (English, mathematics, reading and science) on a composite score scale of one (low) to 36 (high). While the percentage of high school graduates in Hawaii taking the ACT increased by only six percent between 2005 and 2010, the percentage has more than quadrupled between 2010 and 2015, increasing from 22 percent to 93 percent.⁷¹⁻⁷²

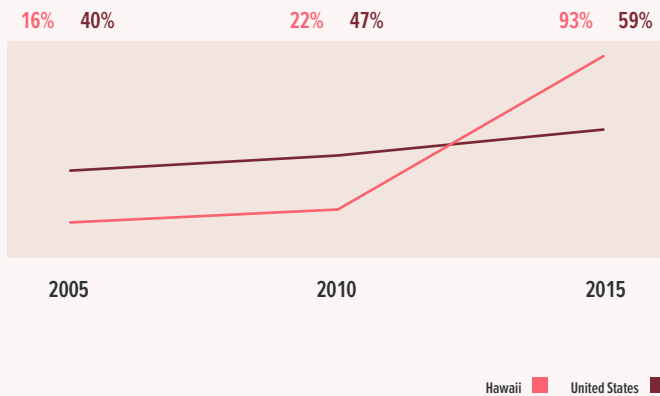
Though there was a significant increase in ACT test-takers, Hawaii student performance on the ACT decreased between 2005 and 2015.⁷³⁻⁷⁴ In both 2005 and 2010, Hawaii students scored average composite scores of 21.9 and 21.6, respectively, which placed them just above the national average of 20.9 and 21.0, respectively.⁷⁵⁻⁷⁸ However, in 2015, Hawaii ranked lowest in the

nation with an average composite score of 18.5, while the national average remained at 21.0.⁷⁹⁻⁸¹

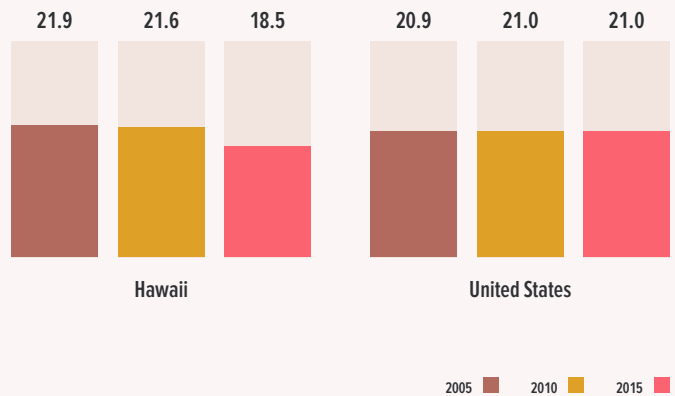
This decrease in Hawaii student performance on the ACT is also reflected in the 11 percent decrease in ACT-takers who met all four college readiness benchmarks, decreasing from 26 percent in 2006 to 15 percent in 2015.⁸²⁻⁸³

Among the four college readiness benchmarks, the percentage of students both in Hawaii and across the United States in 2015 who met the English benchmark was significantly higher than the percentage of students who met the math, reading and science benchmarks.⁸⁴⁻⁸⁵ Though student performance in Hawaii reflects this overall national trend, the national average percentage of students meeting the English benchmark is 19 percent higher than Hawaii's 45 percent.⁸⁶⁻⁸⁷

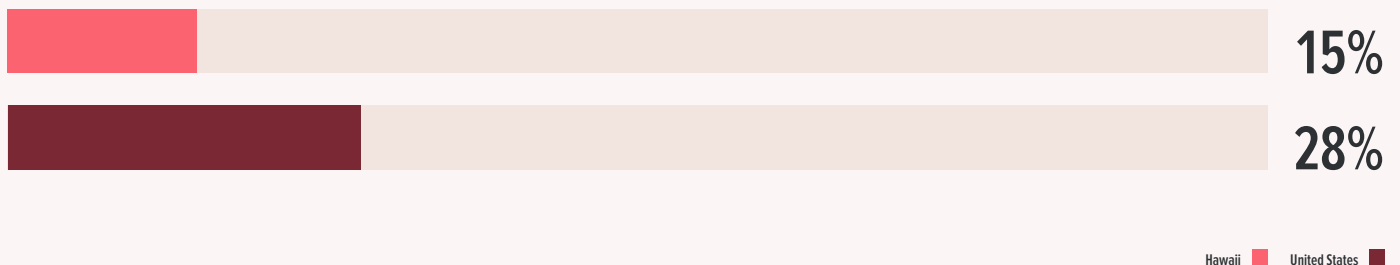
HIGH SCHOOL GRADUATES TAKING THE ACT, 2015-2016



AVERAGE ACT COMPOSITE SCORES, 2015-2016



PERCENTAGE OF ACT-TAKERS MEETING ALL FOUR COLLEGE READINESS BENCHMARKS (ENGLISH, MATH, READING, SCIENCE), 2015



SAT

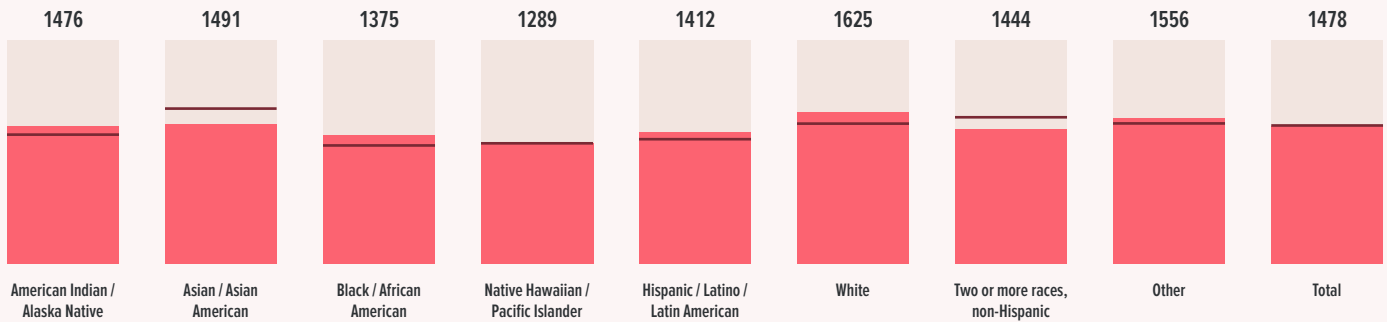
The SAT is another indicator of students' level of preparedness for postsecondary success; between 2005 and 2016, the test assessed college and career readiness in three subject areas (critical reading, mathematics and writing) on a scale of zero (low) to 2400 (high), with 800 possible points per subject area. As of March 2016, the SAT was redesigned to test students in only two subject areas (evidence-based reading and writing and mathematics) on a scale of zero (low) to 1600 (high), with 800 possible points per subject area.

Nearly 1.64 million college-bound seniors took the old SAT in 2016⁸⁸—average national scores for high schoolers in the class of 2016 were 1484, down six points from 2015.⁸⁹⁻⁹⁰ The decline was equally spread across the test's three sections of critical reading,

writing and mathematics. With a score of 1550 considered the threshold for college and career readiness⁹¹, that average means a significant number of high school seniors who took the SAT were unprepared to succeed in college.⁹² In 2016, average total scores for high schoolers in Hawaii were 1458—72 points below the college and career readiness benchmark and 26 points below the national average.⁹³

For both 2010 and 2016, students in Hawaii had average SAT scores below national averages, both across all three subjects and in total scores.⁹⁴⁻⁹⁵ However, despite being below national averages, students in Hawaii have made significant strides in closing the gap with their peers nationally in average SAT scores, decreasing the gap from 51 points to six points over the six-year period.⁹⁶⁻⁹⁷

AVERAGE SAT SCORES* IN HAWAII BY RACE/ETHNICITY, 2016



*A total score of 1550 is the college- and career-ready benchmark set by the College Board.

69. AP exams are administered to all students; nationally, 2.1 percent of students taking AP tests are not in high school, in less than grade 9, or did not state in which grade they were enrolled.

70. College Board, “AP Program Participation and Performance Data 2016”, accessed March 21, 2017, <https://research.collegeboard.org/programs/ap/data/participation/ap-2016>.

71, 78. 2010 National and State Scores, The ACT, accessed on February 27, 2017, <http://forms.act.org/newsroom/data/2010/states.html>.

72, 81, 84, 86. 2015 National and State Scores, The ACT, accessed on February 27, 2017, <http://forms.act.org/newsroom/data/2015/states.html>.

73, 75. Hawaii 2005 State Profile Report, The ACT, accessed on February 27, 2017, <http://forms.act.org/newsroom/data/2005/pdf/states/Hawaii.pdf>.

74, 80, 83, 85, 87. Hawaii 2015 State Profile Report, The ACT, accessed on February 27, 2017, <http://forms.act.org/newsroom/data/2015/pdf/profile/Hawaii.pdf>.

76. Hawaii 2010 State Profile Report, The ACT, accessed on February 27, 2017, http://forms.act.org/newsroom/data/2010/pdf/profile/Hawaii.pdf?utm_campaign=cccr10&utm_source=profilereports&utm_medium=web.

77. 2005 National and State Scores, The ACT, accessed on February 27, 2017, <http://forms.act.org/newsroom/data/2005/states.html>.

79. Still a Losing Game, August 2014, Inside Higher Ed, accessed March 12, 2017, <https://www.insidehighered.com/news/2014/08/20/acts-annual-score-report-shows-languishing-racial-gaps-mediocre-scores>.

82. Hawaii 2006 State Profile Report, The ACT, accessed on February 27, 2017, <http://forms.act.org/newsroom/data/2006/pdf/states/Hawaii.pdf>.

88. Per the College Board, only a small percentage of seniors took their first SAT (i.e. new SAT) between March and June of their senior years. Most high school seniors in the class of 2016 took the old SAT.

89. College Board, “Total Group Profile Report: 2016 College Bound Seniors”, accessed March 14, 2017, <https://reports.collegeboard.org/pdf/total-group-2016.pdf>.

90. College Board, “Total Group Profile Report: 2015 College Bound Seniors”, accessed March 14, 2017, <https://secure-media.collegeboard.org/digitalServices/pdf/sat/total-group-2015.pdf>.

91. Per the College Board, for the new SAT the college and career readiness benchmark is a score of 1010 (<https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>).

92. College Board, “The SAT College and Career Readiness Benchmark User Guidelines”, accessed March 14, 2017, http://media.collegeboard.com/digitalServices/pdf/sat/12b_6661_SAT_Benchmarks_PR_120914.pdf.

93, 95, 97. 2016 SAT Hawaii State Profile Report, College Board, accessed March 9, 2017, https://secure-media.collegeboard.org/digitalServices/pdf/sat/HL_16_03_03_01.pdf.

94, 96. 2010 SAT Hawaii State Profile Report, College Board, accessed February 28, 2017, http://media.collegeboard.com/digitalServices/pdf/research/HL_10_03_03_01.pdf.

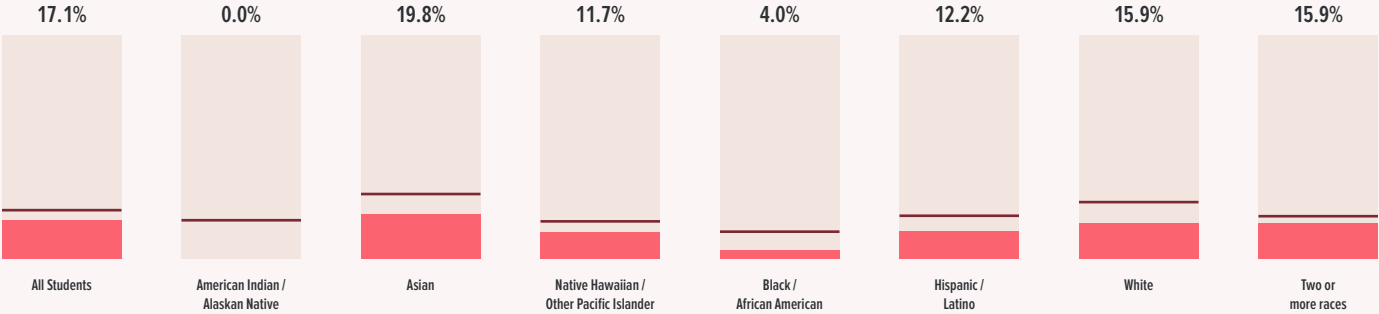
College graduation

The percentage of students graduating among two- and four-year public colleges in Hawaii within 150 percent of normal time (i.e., three-years for two-year public colleges or six-years for four-year public colleges) was lower when compared with national averages. The largest gaps among students graduating from four-year

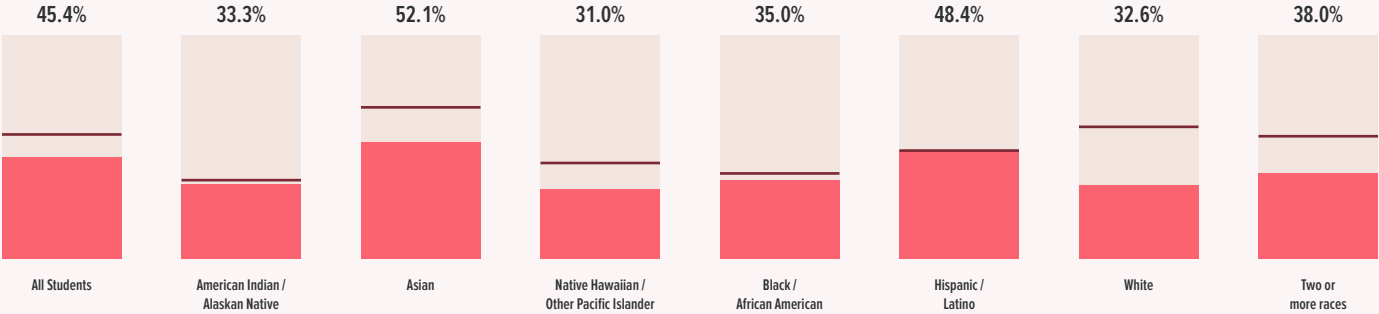
public colleges were found among students who identified as white (27 percent), two or more races (17 percent) or Asian (16 percent). Among students at two-year public colleges the largest gaps were seen with white and Asian students as well.⁹⁸

PERCENTAGE OF COLLEGE STUDENTS GRADUATING WITHIN 150 PERCENT OF NORMAL TIME

TWO-YEAR PUBLIC COLLEGES (COHORT YEAR 2011)



FOUR-YEAR PUBLIC COLLEGES (COHORT YEAR 2008)



National Average —

⁹⁸ US Department of Education, National Center for Education Statistics (NCES), “IPEDS Trend Generator”, accessed March 16, 2017, <https://nces.ed.gov/ipeds/trendgenerator/default.aspx>.