

Hawaii Department of Education

Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

APPROVED by USDOE on May 28, 2003

Amended, with Approval

1. August 6, 2003 (Critical Elements 3.2 and 4.1)
2. July 28, 2004 (Critical Elements 2.1, 3.2, 5.3, 5.4, 7.2, and 10.1)
3. July 5, 2005 (Critical Elements 1.1, 3.2, 5.4, 5.5, and 9.1)
4. May 22, 2006 (Critical Elements 1.1 to 10.2)
5. June 22, 2006 (Critical Element 5.3)
6. May 11, 2007 (Critical Element 5.3)
7. August 7, 2008 (Critical Elements 1.1 to 10.2)
8. May 19, 2009 (Critical Elements 1.1, 5.3, 5.4, 6.1, 8.1, 9.1, 9.3, and 10.1)
9. July 6, 2010 (Critical Elements 1.1 to 10.2)

*Final Information
As of July 6, 2010*

**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

**Summary of Implementation Status for
Required Elements of State Accountability Systems**

Status	State Accountability System Element	
Principle 1: All Schools		
F	1.1	Accountability system includes all schools and districts in the state.
F	1.2	Accountability system holds all schools to the same criteria.
F	1.3	Accountability system incorporates the academic achievement standards.
F	1.4	Accountability system provides information in a timely manner.
F	1.5	Accountability system includes report cards.
F	1.6	Accountability system includes rewards and sanctions.
Principle 2: All Students		
F	2.1	The accountability system includes all students
F	2.2	The accountability system has a consistent definition of full academic year.
F	2.3	The accountability system properly includes mobile students.
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects all student subgroups, public schools, and LEAs to reach proficiency by 2013-14.
F	3.2	Accountability system has a method for determining whether student subgroups, public schools, and LEAs made adequate yearly progress.
F	3.2a	Accountability system establishes a starting point.
F	3.2b	Accountability system establishes statewide annual measurable objectives.
F	3.2c	Accountability system establishes intermediate goals.
Principle 4: Annual Decisions		
F	4.1	The accountability system determines annually the progress of schools and districts.

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W – Working to formulate policy

**Summary of Implementation Status for
Required Elements of State Accountability Systems, cont.**

Principle 5: Subgroup Accountability		
F	5.1	The accountability system includes all the required student subgroups.
F	5.2	The accountability system holds schools and LEAs accountable for the progress of student subgroups.
F	5.3	The accountability system includes students with disabilities.
F	5.4	The accountability system includes limited English proficient students.
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.
Principle 6: Based on Academic Assessments		
F	6.1	Accountability system is based primarily on academic assessments.
Principle 7: Additional Indicators		
F	7.1	Accountability system includes graduation rate for high schools.
F	7.2	Accountability system includes an additional academic indicator for elementary and middle schools.
F	7.3	Additional indicators are valid and reliable.
Principle 8: Separate Decisions for Reading/Language Arts and Mathematics		
F	8.1	Accountability system holds students, schools and districts separately accountable for reading/language arts and mathematics.
Principle 9: System Validity and Reliability		
F	9.1	Accountability system produces reliable decisions.
F	9.2	Accountability system produces valid decisions.
F	9.3	State has a plan for addressing changes in assessment and student population.
Principle 10: Participation Rate		
F	10.1	Accountability system has a means for calculating the rate of participation in the statewide assessment.
F	10.2	Accountability system has a means for applying the 95% assessment criteria to student subgroups and small schools.

STATUS Legend:

F – Final policy

P – Proposed Policy, awaiting State approval

W – Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of "public school" and "LEA" for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(1.1) All public schools, including non-Title I schools and charter schools, are required to make Adequate Yearly Progress (AYP) and are included in the state accountability system.</p> <p>Section 302A-101, <i>Hawaii Revised Statutes</i>, defines "public school" as ". . . all academic and noncollege type schools established and maintained by the department [Hawaii Department of Education] and charter schools chartered by the board of education, in accordance with law." The Hawaii public school system is a single, statewide K-12 system of schools headed by the Superintendent of Education who is appointed</p>		

by the popularly elected Board of Education. Article X, section 3 of the state constitution states: "The board of education shall have the power, as provided by law, to formulate statewide educational policy and appoint the superintendent of education as the chief executive officer of the public school system." Consequently, the Hawaii Department of Education (HIDOE) is both the Local Education Agency (LEA) and the State Education Agency (SEA) for accountability purposes.

Note: Subsequent notations of "LEA/SEA" in this Workbook refer to the HIDOE's dual role as both the LEA and the SEA under a single state entity - the Board of Education.

The state accountability system produces AYP decisions for all public schools, including public schools with variant grade level configurations (e.g., K-8 and K-12), public schools that serve special populations (e.g., Olomana School at the Hawaii Youth Correctional Facility and the Hawaii School for the Deaf and the Blind), public schools that do not have tested grade levels (e.g., Linapuni School, a K-2 elementary school), and charter schools.

Practically all public schools have at least one grade level (i.e., 3, 4, 5, 6, 7, 8, or 10) that is tested under the state reading and mathematics assessment program. Public schools that do not have tested grade levels are held accountable for their students' proficiency in reading and mathematics based on:

1. School-selected assessments of reading and mathematics proficiency. If there are no school-selected assessments or if the school-selected assessments are deemed invalid or unreliable, or both, by the HIDOE for purposes of producing AYP decisions (in accordance with current standards for educational and psychological testing); then
2. The first tested grade level in the next school that their students attend. If, due to their schools' grade level configuration, these students will not subsequently attend another public school; then
3. The last tested grade level in the previous school that their students attended. If these students did not previously attend another public school; then
4. State-selected assessments of reading and mathematics proficiency, if the state-selected assessments are deemed valid and reliable by the HIDOE for purposes of producing AYP decisions (in accordance with current standards for educational and psychological testing),

provided that if future versions of the *Hawaii State Assessment* include test instruments for assessing the reading and mathematics proficiency of students enrolled in grade levels that are not currently tested under the state assessment program (e.g., 2nd grade), then the HIDOE will utilize the *Hawaii State Assessment* test instruments.

Note: Unless the context clearly indicates otherwise, the term Hawaii State Assessment includes the Hawaiian Aligned Portfolio Assessment and the Hawaii State Alternate Assessment, but excludes the TerraNova.

Most public schools meet the minimum "n" criterion of forty full academic year (FAY) students for calculating a proficiency rate, and almost all public schools meet the minimum "n" criterion of forty FAY students for calculating a proficiency rate after two years of accountability data are pooled (see table below).

<i>Hawaii State Assessment Reading and Mathematics (school year)</i>	Number of schools with < 40 students (one year of data)	Number of schools with < 40 students after pooling 2 years of data	Number of schools with < 40 students after pooling 3 years of data	Total number of Schools
2008-2009	16	9	5	287
2007-2008	17	7	5	284
2006-2007	17	8	7	283
2005-2006	15	8	7	282
2004-2005	33	15	10	282
2003-2004	32	21	17	281

For schools with fewer than forty FAY students across all the grades assessed (e.g., 3, 4, and 5 for a typical elementary school, and 6, 7, 8 for a typical middle school), the HIDOE pools (or combines) proficiency rate data for up to three consecutive years to meet the minimum "n" criterion for calculating a proficiency rate. (See [Appendix C](#), "Pooling of Data by Student Group and AYP Indicator", for details. See also [Critical Element 3.2](#), "How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?", regarding the determination of AYP for very small schools.)

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?</p>	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	<p>Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(1.2)</p> <p>The HIDOE's definition of AYP establishes baseline values (or starting points) using 2001-2002 data for all schools and the LEA/SEA. All schools and the LEA/SEA are expected to make steady progress resulting in proficiency among 100% of students in reading and mathematics by 2013-2014.</p> <p>The AYP "definition" is integrated into the HIDOE's school accountability (and reporting) system through:</p> <ol style="list-style-type: none"> 1. The <i>"School Status and Improvement Report"</i> and <i>"Educational and Fiscal Accountability Trend Report"</i>, with respect to the disaggregation of assessment and accountability data by student groups; and 2. The <i>"School Academic and Financial Plan"</i>, <i>"School Restructuring Plan"</i>, and <i>"2008-2011 Department of Education Strategic Plan"</i>, with respect to the State's annual measurable objectives for determining AYP. <p>(See <i>"Hawaii's Implementation of Standards-Based Education"</i>, http://doe.k12.hi.us/curriculum/index.htm, accessed August 14, 2009; and <i>"Accountability Resource Center Hawaii"</i>, http://arch.k12.hi.us/, accessed August 14, 2009, for more information concerning these reports and plans.)</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(1.3)</p> <p>The state accountability system is based primarily on standards-based reading and mathematics assessment results. The standards-based <i>Hawaii State Assessment</i> is designed to measure student achievement of the <i>Hawaii Content and Performance Standards, 3rd Edition</i> (HCPS III). Although the norm-referenced <i>TerraNova</i>, is a part of the state assessment program (as required by section 302A-201(d), <i>Hawaii Revised Statutes</i>, and Board of Education Policy #2520), the assessment results used to determine AYP are the scores from the standards-based HCPS III, not the <i>TerraNova</i>.</p> <p>The HIDOE has defined four, grade-specific levels of proficiency for the standards-based sections of the HCPS III reading, mathematics, and science assessments. The four proficiency levels are: "Well Below Proficiency", "Approaches Proficiency", "Meets Proficiency", and "Exceeds Proficiency". The performance level descriptors (PLDs) for reading, mathematics, and science can be viewed at http://www.alohahsa.org/Events/index.php/category/resources-news-events/, accessed August 14, 2009.</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

The student achievement levels of "Meets Proficiency" (proficient) and "Exceeds Proficiency" (advanced) determine how well students are mastering the State's academic content standards, while the "Well Below Proficiency" and "Approaches Proficiency" (basic) student achievement levels provide information about the progress of lower-achieving students toward mastering the content standards. For purposes of determining AYP, the "Meets Proficiency" and "Exceeds Proficiency" achievement levels are considered "proficient" and the "Approaches Proficiency" and "Well Below Proficiency" levels are considered "not proficient".

In 2004, the HIDOE began revising its content standards by moving from grade-band standards (e.g., 4-5 and 6-8) to grade-specific standards (e.g., 4, 5, 6, 7, and 8) for language arts (i.e., reading and writing) and mathematics. In 2005, the Board of Education approved the HCPS III and the HIDOE began the development of new assessments based on the new content standards. The new HCPS III reading and mathematics assessments were administered to students in grades 3, 4, 5, 6, 7, 8, and 10 in spring 2007.

In spring 2007, a standard setting panel consisting of more than 100 teachers, school administrators, community members, parents, and university faculty was asked to establish the cut scores for the four proficiency levels in reading and mathematics (i.e., "Exceeds Proficiency", "Meets Proficiency", "Approaches Proficiency", and "Well Below Proficiency"). Using actual assessment items from the spring 2007 *Hawaii State Assessment*, the standard setting panel established the cut scores based on grade-specific, performance level descriptions of how much students should know and be able to do in order to be rated as "Exceeds Proficiency", "Meets Proficiency", "Approaches Proficiency", and "Well Below Proficiency". The standard setting panel's recommended cut scores for the spring 2007 *Hawaii State Assessment* were accepted by the Board of Education without change in April 2007.

All reading and mathematics proficiency scores will be based on the April 2007 cut scores until the content and performance standards (i.e., HCPS III) are revised, there is a significant change in the design of the assessment, or the Board of Education determines that new cut scores are needed.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

(1.4)

Reading and mathematics assessments are administered during the spring (March/April), as close as possible to the end of the school year, in order to permit the assessment of an almost full year of student achievement at the tested grade level. Pursuant to section 34 CFR 200.37(b)(4)(iv), however, parents must be notified about their public school choice options sufficiently in advance of, but no later than fourteen calendar days before, the start of the following school year.

The HIDOE renders preliminary AYP determinations; notifies the Board of Education, schools, and the newsmedia of those preliminary determinations; and announces (via the newsmedia and the HIDOE's website) parents' school choice options, not less than fourteen calendar days before the first day of the new academic year. For purposes of this paragraph, the term "first day of the new academic year" refers to the first day of the school year for students. The HIDOE also requires schools to inform the parents of all students who attend a school that has been already identified for improvement, corrective action, or restructuring of their school choice options in writing, prior to the end of the current school year. (See Memorandum from Patricia Hamamoto, Superintendent of Education to Complex Area Superintendents,

Principals of Title I Schools and the Charter Schools Administrative Office, "No Child Left Behind (NCLB) Parent Notification for SY 2009-2010" (May 26, 2009),

http://doe.k12.hi.us/nclb/parents/SY0910ParentNotification/NCLB%20Parent%20Notification%20Memo_Apprvd_5.26.09%20doc.pdf, accessed January 21, 2010, 3 pp.)

Beginning with the 2006-2007 school year, all schools except multi-track, year-round schools and charter schools will be on a single school calendar. The single school calendar adopted by the Board of Education (see <http://doe.k12.hi.us/calendars0910/index.htm>, accessed August 17, 2009) defines the official start and end of the academic year (which is not synonymous with the term "full academic year").

Final school and LEA/SEA accountability results, including overall AYP determination (i.e., "met" or "not met") and NCLB status (i.e., improvement, corrective action, or restructuring), are issued not more than forty calendar days after schools receive their preliminary accountability results in writing. The forty-day timeframe is necessary to accommodate the school-level appeals process described in [Critical Element 9.2](#), "What is the State's process for making valid AYP determinations?" Schools notify parents and make school choice available upon receipt of their preliminary accountability results. Once final accountability results are issued, the HIDOE revises its list of schools identified for improvement, corrective action, or restructuring to reflect any changes resulting from the school-level appeals process. In cases where a school that was preliminarily identified for improvement, corrective action, or restructuring does not appear on the final list of schools identified for the same, the school is so informed and relieved of prospective requirements. Any school choice commitments (i.e., transportation costs) that were made based on preliminary accountability results, however, are honored for the remainder of the school year.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements (see Appendix A for the list of required data elements).</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups.</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>(1.5)</p> <p>Downloadable, printer-ready versions of the accountability report card for the LEA/SEA and each school are produced annually, and posted electronically on the HIDOE's website (see Accountability Resource Center Hawaii at http://arch.k12.hi.us/school/nclb/nclb.html, accessed August 17, 2009). The accountability report cards include each of the data elements required by section 1111(h)(1)(C) of NCLB (PL 107-110) except as noted below.</p> <p>To be calculated accurately, the retention rate for elementary and middle school students (selected by the HIDOE as the third - or "additional" - academic indicator for purposes of determining AYP) requires the enrolled grade level for each student at the beginning of the subsequent academic year. Those data are obtained from the official enrollment count student rosters, which are created at the end of the tenth school day for students. Similarly, the graduation rate for high schools and multi-level schools with a 12th grade requires the identification of each student's status at the end of the student's senior academic year, including summer school. Those data are only available after the close of the academic year and the</p>		

receipt of students' final grades, including grades earned during summer school. Consequently, the HIDOE's retention rates and graduation rates are "lagging" rates (i.e., rates for the previous school year and graduating class, respectively). While schools' retention rates and graduation rates are lagged one school year, the annual measurable objectives for retention rate and graduation rate are not lagged. For example, the HIDOE will use graduation rates for the class of 2009 and retention rates for school year 2008-2009 to determine AYP based on school year 2009-2010 (i.e., spring 2010) assessment results.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>(1.6)</p> <p>The HIDOE bestows awards and imposes sanctions on all schools through the state accountability system. The awards and sanctions are based on AYP decisions and criteria that are applied uniformly across all schools, including public schools with variant grade level configurations, public schools that serve special populations, public schools that do not have tested grade levels, and charter schools. (Since the HIDOE is both the LEA and the SEA for accountability purposes, only schools are identified for improvement, corrective action, or restructuring.) All public schools are subject to the sanctions required by section 1116 of NCLB, including improvement, corrective action, and restructuring.</p> <p>The HIDOE recognizes schools as high performing that meet or exceed all state standards and achieve AYP for each student group. The HIDOE also recognizes schools as rapidly improving that have made AYP for each student group for three consecutive years. Academic achievement is recognized by two programs: the national <i>No Child Left Behind, Blue Ribbon Schools Program</i> and the Hawaii <i>Distinguished Schools Program</i>. All elementary and secondary schools that meet the criteria of the <i>No Child Left Behind, Blue Ribbon Schools Program</i> are honored as schools that have made significant progress in closing the achievement gap or whose students achieve at very high levels.</p>		

² The State must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB (§200.12(b)(40)).

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of "public school" and "LEA" account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(2.1)</p> <p>The definitions of "public school" and "LEA/SEA" account for all students enrolled in the Hawaii public school system, regardless of program or type of school.</p> <p>All students "enrolled at the time of testing" are expected to participate in the <i>Hawaii State Assessment</i>. A school's participation rate count date operationally defines "enrolled at the time of testing" and comprises the denominator of the participation rate measure used in determining AYP. A school's "participation rate count date" is based on the first student day (versus the first teacher day) of the week when the school administers the first reading, mathematics, or science test session to the majority of its students. For purposes of systemwide accounting, the HIDOE uses May 1st or, if May 1st falls on a Saturday or Sunday, the first Monday in the month of May as a fixed census date.</p> <p>Make up test sessions are held for students absent from school on scheduled testing dates. Absent students enrolled at the time of testing, including truant and runaway students, are included in the denominator of the participation rate measure and, when applicable, the proficiency rate measure whether or not the students complete all make up test sessions. No students - except those individuals experiencing a significant medical emergency - are exempted from the state assessment program or the state accountability system (see Critical Element 10.1).</p>		

Students who are exempted from participating in the *Hawaii State Assessment* (including the *Hawaii State Alternate Assessment* or the *Hawaiian Aligned Portfolio Assessment*) at the written request of their parents, count against a school and the LEA/SEA for participation purposes. Every school is expected to inform parents, upon parent request, of the procedures for submitting a written exemption request. A school is not allowed to solicit or encourage a written exemption request on behalf of a student or group of students. In addition, a school is not allowed to write or type an exemption request for a parent or to provide a parent with a form letter requesting an exemption.

The "Test Coordinator Handbook" provides HIDOE personnel at the school, complex area, and state level with information regarding the participation criteria for various student populations (e.g., homeless children and migrant students). The handbook requires all students to participate in the state assessment program. Test administration procedures, training activities, and unannounced site visits, together with the handbook, assure compliance with this requirement. The latest "Test Coordinator Handbook" can be viewed at <http://www.alohahsa.org/Events/index.php/category/educational-leaderstest-coordinators/>, accessed August 19, 2009. (See also memorandum from Patricia Hamamoto, Superintendent of Education to Complex Area Superintendents and Principals, regarding monitoring school-level trainings of *Hawaii State Assessment* administration and test security procedures (January 26, 2009), accessed August 26, 2009.)

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define "full academic year" for identifying students in AYP decisions?</p>	<p>The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of "full academic year."</p> <p>The State's definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(2.2)</p> <p>The State's definition of "full academic year" applies to all schools, including multi-track year-round schools, and to all students. Beginning spring 2009, "full academic year" is defined as continuous enrollment from May 1st of one school year to May 1st of the next school year; provided that if May 1st falls on a Saturday or Sunday, then the HDOE uses the first Monday in the month of May as a fixed census date. A full academic year comprises no more than 365 days, except during "leap" years and years in which May 1st falls on a Saturday or Sunday. Students attending the same Hawaii public school between May 1st of one school year and May 1st of the next school year are included in the school's and the LEA/SEA's proficiency rate measures. Students attending more than one school in the Hawaii public school system between May 1st of one school year and May 1st of the next school year are included in the LEA/SEA's proficiency rate measures, but not in any school's proficiency rate measures.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(2.3)</p> <p>The data elements used to identify which students have attended the same school or more than one school in the Hawaii public school system for a full academic year are collected in the statewide electronic Student Information System (eSIS), which includes a unique student identification number to account for and track students across programs (e.g., SPED, ELL, and free/reduced price school lunch), schools (including charter schools), and grade levels (from preschool to high school). The HDOE attributes participation to the school where a transferring student took the first reading, mathematics, or science test session. Proficiency is attributed to the school where the full academic year requirement is met regardless of where the transferring student took the first reading, mathematics, or science test session (see Critical Element 10.1).</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts³ and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(3.1)</p> <p>The State's "definition" of AYP, which is operationalized in the form of annual measurable objectives for schools and the LEA/SEA, requires all students to meet or exceed the proficient level of academic achievement (i.e., HCPS III, "Meets Proficiency" or "Exceeds Proficiency") in reading and mathematics by the 2013-2014 academic year.</p> <p>Using spring 2002 assessment data, the HIDOE established separate baseline values, intermediate goals, and annual measurable objectives for reading and mathematics using the percent of students proficient in the school ranked at the 20th percentile of enrollment. The 20th percentile method provided higher values (i.e., 30% proficient in reading and 10% proficient in mathematics) than the method based on the percent of students proficient in the lowest achieving disaggregated group (i.e., 6% proficient in reading and 2% proficient in mathematics for students with disabilities). To meet the expectations represented by these intermediate goals and annual measurable objectives, schools, the LEA/SEA, and all student groups must make substantial and continuous improvement in reading and mathematics proficiency from school year 2001-2002 to school year 2013-2014. The following tables provide the HIDOE's baseline values, intermediate goals, and annual measurable proficiency rate objectives for reading and mathematics.</p>		

³ If the State has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

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Reading, Percent of Students Proficient (Grades 3, 4, 5, 6, 7, 8, and 10)													
Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Baseline Value	30%												
Intermediate Goal	≥ 30%			≥ 44%			≥ 58%			≥ 72%		≥ 86%	100%
Annual Objective	≥ 30%	≥ 30%	≥ 30%	≥ 44%	≥ 44%	≥ 44%	≥ 58%	≥ 58%	≥ 58%	≥ 72%	≥ 72	≥ 86%	100%
Mathematics, Percent of Students Proficient (Grades 3, 4, 5, 6, 7, 8, and 10)													
Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Baseline Value	10%												
Intermediate Goal	≥ 10%			≥ 28%			≥ 46%			≥ 64%		≥ 82%	100%
Annual Objective	≥ 10%	≥ 10%	≥ 10%	≥ 28%	≥ 28%	≥ 28%	≥ 46%	≥ 46%	≥ 46%	≥ 64%	≥ 64%	≥ 82%	100%

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(3.2) The HIDOE calculates participation and proficiency rates, implements uniform averaging procedures, employs the anchored safe harbor provision, and applies the standard error of the proportion to determine whether a school, the LEA/SEA, and each student group meet the State's annual measurable objectives and make AYP.</p>		

Note: Unless the context clearly indicates otherwise, the term "student group" includes the "All Students" group and eight disaggregated student groups - economically disadvantaged, Native American, Asian/Pacific Islander, Black, White, Hispanic, students with disabilities, and students with limited English proficiency.

Participation rate requirements are applied separately for reading and mathematics, but are applied in the same way when determining if a school, the LEA/SEA, and each student group meet the 95% standard for assessment participation, and make AYP. Similarly, proficiency rate requirements are applied separately for reading and mathematics, but are applied in the same way when determining if a school, the LEA/SEA, and each student group meet the annual measurable proficiency rate objectives for reading and mathematics, and make AYP.

- *Participation requirements* - Schools in which at least 95% of each student group take the state reading and mathematics assessments meet the AYP standard for assessment participation. Schools in which less than 95% of any student group take the state reading and mathematics assessments do not meet the AYP standard for assessment participation if the size of the student group is large enough (i.e., meets the minimum "n" criterion) for making inferences about assessment participation - forty enrolled students. As a general rule, if the size of a student group is less than forty enrolled students (the minimum "n" criterion for making inferences about assessment participation), then a participation rate of less than 95% does not result in the failure of the student group to make AYP. (See exception for very small schools in this Critical Element.)

If a student group does not meet the 95% standard for assessment participation, then the HIDOE pools (or combines) data from the previous year to average the participation rate data for the student group. If this two-year average does not meet the 95% standard, then the HIDOE uses data from the previous two years to average the participation rate data for the student group. If this three-year average does not meet the 95% standard, then AYP is not met.

- *Uniform averaging procedure for proficiency rates*
Pooling Across Grade Levels. The HIDOE pools (or combines) the number of students who meet or exceed the proficient level of academic achievement across grade levels within a school in order to determine AYP. The percent proficient (or proficiency rate) is based on the number of tested students who are enrolled for a full academic year at the same school.

Pooling Across School Years. If a student group does not meet the annual measurable

proficiency rate objective for reading or mathematics, or both, then the HIDOE pools (or combines) proficiency rate data from the previous year to average the proficiency rate data for the student group. If this two-year average does not meet the annual measurable proficiency rate objective for reading or mathematics, or both, then AYP is not met.

- *Anchored safe harbor provision* - If a student group does not meet the annual measurable proficiency rate objective for reading or mathematics, or both, then the student group can still make AYP if both of the following conditions are met:

1. The percentage of individuals in the student group who are not proficient decreases by at least 10% over one year, by at least 19% over two years, or by at least 27% over three years.

In calculating the percent decrease, the HIDOE computes the difference between the current year's (e.g., spring 2010) percent not proficient and the preceding year's (e.g., spring 2009) percent not proficient to determine whether the student group achieved the criterion of a 10% reduction. If the student group does not achieve a 10% reduction, then the HIDOE computes the difference between the percent not proficient over two years (e.g., from spring 2008 to spring 2010) to determine whether the student group achieved the criterion of a 19% reduction. If the student group does not achieve a 19% reduction, then the HIDOE computes the difference between the percent not proficient over three years (e.g., from spring 2007 to spring 2010) to determine whether the student group achieved the criterion of a 27% reduction; and

2. The student group meets the annual measurable retention rate objective for elementary and middle/intermediate schools, or the annual measurable graduation rate objective for high schools, as applicable.

The anchored safe harbor provision is not applied to participation rate, graduation rate, retention rate, and standard error of the proportion calculations.

- *Standard error of the proportion* - If a student group does not meet the annual measurable proficiency rate objective for reading or mathematics, or both, then the HIDOE applies the standard error of the proportion in the manner described below.

If the sum of "the proportion of students who are proficient" and "the standard error of the proportion" is greater than or equal to the annual measurable proficiency rate objective for reading or mathematics, or both, then the student group is deemed to have met the annual measurable proficiency rate objective for reading or mathematics, as applicable, and AYP is met. If the sum of "the proportion of students who are proficient" and "the standard error of the

proportion" is less than the annual measurable proficiency rate objective for reading or mathematics, or both, then the student group is deemed to have not met the annual measurable proficiency rate objective for reading or mathematics, as applicable, and AYP is not met. (See [Critical Element 9.1](#), "How do AYP determinations meet the State's standard for acceptable reliability?", regarding the calculation and application of the standard error of the proportion for purposes of determining AYP.)

The HIDOE's method for determining whether a school, the LEA/SEA, and each student group make AYP is summarized below. The method is applied separately to reading and mathematics, but applied in the same way when determining if a school and the LEA/SEA meet the annual measurable objectives for reading and mathematics, and make AYP.

1. Calculate the n-count for the "All Students" group and each disaggregated student group and compare those values to the minimum "n" criterion of forty enrolled students for making inferences about assessment participation. If the n-count is less than the minimum "n" criterion for making inferences about assessment participation, then the student group ("All Students" or disaggregated) is not used to determine AYP. Otherwise, continue to Step 2.
2. If the n-count is greater than or equal to the minimum "n" criterion for making inferences about assessment participation, then compare the calculated participation rate to the 95% standard for assessment participation. If the calculated participation rate for the student group is greater than or equal to 95%, then AYP is met. If the student group does not meet the 95% standard for assessment participation for reading or mathematics, or both, then the HIDOE pools (or combines) participation rate data for up to three consecutive years to meet the 95% standard. If this three-year average does not meet the 95% standard for assessment participation for reading or mathematics, or both, then AYP is not met.
3. Calculate the n-count for the "All Students" group and each disaggregated student group and compare those values to the minimum "n" criterion of forty FAY students for making inferences about student proficiency. If the n-count is less than the minimum "n" criterion for making inferences about student proficiency, then the disaggregated student group is not used to determine AYP. Otherwise, continue to Step 4.

(All disaggregated student groups, regardless of their n-count or the minimum "n" criterion, are "rolled up" to the "All Students" group. Similarly, all proficiency scores for disaggregated student groups are "rolled up" to the proficiency scores for the "All Students" group.)

For schools with fewer than forty FAY students in the "All Students" group, the HIDOE pools (or combines) proficiency rate data for up to three consecutive years to meet the minimum "n" criterion for calculating a proficiency rate. (See [Appendix C](#), "Pooling of Data by Student Group

and AYP Indicator", for details.) See the [procedures for pooling data on very small schools](#) (in this Critical Element) when the minimum "n" criterion of forty FAY students is not met even with multi-year aggregation of school-wide data.

4. If the n-count is greater than or equal to the minimum "n" criterion for making inferences about student proficiency, then compute the percentage of proficient students for each student group using the current year's test scores. If the student group does not meet the annual measurable proficiency rate objective for reading or mathematics, or both, then the HIDOE pools (or combines) proficiency rate data from the previous year to average the proficiency rate data for the student group. If this two-year average does not meet the annual measurable proficiency rate objective for reading or mathematics, or both, then AYP is not met.
5. If the student group does not make AYP under Step 4, then the anchored safe harbor provision is employed. If both conditions of the anchored safe harbor provision are satisfied, then AYP (for reading or mathematics, or both) is met. Otherwise, AYP is not met.

In determining the percent decrease in the proportion of students not proficient, the calculation is made whether or not the preceding years' proficiency rate data meet the minimum "n" criterion of forty FAY students for making inferences about student proficiency. (The exclusion of preceding years' proficiency rate data because they do not meet the minimum "n" criterion of forty FAY students would make the anchored safe harbor provision unavailable to small schools or allow small schools to circumvent the second condition for employing the anchored safe harbor provision since an "n/a" is as good as a "met".)

6. For the "other" required AYP indicator - determine if the school meets the annual measurable retention rate objective for elementary and middle/intermediate schools, or the annual measurable graduation rate objective for high schools, as applicable. If the calculated retention rate or graduation rate for the school meets the applicable annual measurable objective, then AYP is met. Otherwise, AYP is not met.

Only aggregate retention rates are used to determine AYP for elementary and middle/intermediate schools. Elementary and middle/intermediate school retention rates are disaggregated by student groups only when employing the anchored safe harbor provision described in Step 5.

Beginning spring 2011 (school year 2010-2011), the HIDOE will disaggregate high school graduation rate by student groups for reporting (i.e., informational) purposes but not AYP purposes. Beginning spring 2012 (school year 2011-2012), the HIDOE will disaggregate high school graduation rate by student groups when determining AYP. The disaggregation of high school graduation rate by student groups to determine AYP is in addition to the disaggregation of high school graduation rate by student groups to employ the anchored safe harbor provision.

A school will be identified for improvement, corrective action, or restructuring if the school fails to make AYP for two consecutive years - defined as the failure of any student group (i.e., "All Students", economically disadvantaged, Native American, Asian/Pacific Islander, Black, White, Hispanic, students with disabilities, or students with limited English proficiency) to make AYP on the same indicator (e.g., mathematics) for two years in a row. To exit from improvement, corrective action, or restructuring, a school must make AYP for two consecutive years. (Since the HIDOE is both the LEA and the SEA for accountability purposes, only schools are identified for improvement, corrective action, or restructuring.)

Procedures for pooling data on very small schools.

If:

1. Current-year (1-year) reading and math participation rate for each disaggregated student group is "n/a" due to small "n" size (< 40 enrolled students);
2. Current-year (1-year) reading and math proficiency rate for each disaggregated student group is "n/a" due to small "n" size (< 40 full academic year students);
3. Current-year (1-year) reading and math participation rate for the "All Students" group is "n/a" due to small "n" size (< 40 enrolled students);
4. Current-year (1-year) reading and math proficiency rate for the "All Students" group is "n/a" due to small "n" size (< 40 full academic year students); and
5. Graduation rate or retention rate for the "All Students" group is unavailable,

then the HIDOE pools reading and math proficiency rate data for the "All Students" group until the "n" size is greater than or equal to forty (≥ 40) full academic year students or until up to three years of reading and math proficiency rate data (2010, 2009, and 2008) have been pooled.

If, after pooling up to three years of reading and math proficiency rate data (2010, 2009, and 2008), the reading and math proficiency rate for the "All Students" group is still "n/a" due to small "n" size (< 40 full academic year students), then:

1. For the "All Students" group:
 - A. Determine AYP for reading and math participation rate without regard to "n" size;
 - B. Determine AYP for reading and math proficiency rate without regard to "n" size;
2. For the school, determine AYP using reading and math participation rate, and reading and math proficiency rate without regard to "n" size. As previously noted, graduation or retention rate for the "All Students" group is unavailable; and
3. Print the following note on the school's 37-cell report: "*Results may be unreliable due to small number of students."

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(3.2a)</p> <p>Using spring 2002 assessment data, the HIDOE established separate starting points in reading and mathematics for measuring the percentage of students meeting or exceeding the proficient level of academic achievement in the same. The starting points for reading and mathematics were based on the</p>		

higher of the following percentages of students at the proficient level of academic achievement:

1. The percentage of proficient students in the lowest-achieving student subgroup (i.e., disaggregated student group); or
2. The percentage of proficient students in the school at the 20th percentile of enrollment among all schools ranked by the percentage of students at the proficient level.

The tables included in the response to [Critical Element 3.1](#), "*How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?*", show the starting points established for reading and mathematics.

The starting points for reading and mathematics are the same for all schools and each student group. The 20th percentile method provided higher values (i.e., 30% proficient in reading and 10% proficient in mathematics) than the method based on the percent of students proficient in the lowest achieving disaggregated group (i.e., 6% proficient in reading and 2% proficient in mathematics for students with disabilities). The higher values of the two methods were adopted as the AYP starting points or baseline values - 30% proficient for reading and 10% proficient for mathematics - as required by NCLB. A report on the methodology and results for setting the starting points was accepted by the Board of Education at its March 6, 2003 meeting and is published on the web at <http://arch.k12.hi.us/school/nclb/targets.html>, accessed September 25, 2009.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(3.2b)</p> <p>The HIDOE's annual measurable proficiency rate objectives are identical to its intermediate goals and identify for each year the minimum percentage of students who must meet or exceed the proficient level of academic achievement on the <i>Hawaii State Assessment</i>. Between intermediate goals, the annual measurable objectives utilize the same minimum percent proficient as the most recent intermediate goal. The HIDOE established separate annual measurable proficiency rate objectives for reading and mathematics. These annual measurable proficiency rate objectives:</p> <ol style="list-style-type: none"> 1. Are the same for all assessed grade levels, regardless of a school's grade level configuration (e.g., K-2, K-8, 7-12, and K-12); 2. Are the same for all schools, the LEA/SEA, and each student group; 3. Are used to determine AYP for all schools, the LEA/SEA, and each student group; and 		

4. Ensure that all students will meet or exceed the proficient level of academic achievement in reading and mathematics by the 2013-2014 academic year.

A report concerning the methodology used to establish the annual measurable proficiency rate objectives for reading and mathematics, as well as their baseline values and intermediate goals, was accepted by the Board of Education at its March 6, 2003 meeting and is published on the HIDOE's website at <http://arch.k12.hi.us/school/nclb/targets.html>, accessed September 25, 2009.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(3.2c)</p> <p>Beginning with the 2001-2002 school year, the first incremental increase in the HIDOE's intermediate goals for determining adequate yearly progress take effect with the 2004-05 school year. After the 2004-2005 school year, subsequent incremental increases take effect with the 2007-2008 school year, the 2010-2011 school year, the 2012-2013 school year, and the 2013-2014 school year.</p> <p>A report concerning the methodology used to establish the annual measurable proficiency rate objectives for reading and mathematics, as well as their baseline values and intermediate goals, was accepted by the Board of Education at its March 6, 2003 meeting and is published on the HIDOE's website at http://arch.k12.hi.us/school/nclb/targets.html, accessed September 25, 2009.</p>		

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>(4.1)</p> <p>AYP decisions for each school, the LEA/SEA, and each student group are made annually. Failure to make AYP for two consecutive years - defined as the failure of any student group (e.g., "All Students", economically disadvantaged, Native American, Asian/Pacific Islander, Black, White, Hispanic, students with disabilities, or students with limited English proficiency) to make AYP on the same indicator (e.g., mathematics) for two years in a row - results in the school being identified for improvement, corrective action, or restructuring. (Since the HIDOE is both the LEA and the SEA for accountability purposes, only schools are identified for improvement, corrective action, or restructuring.)</p> <p>Please see response to Critical Element 5.2, "<i>How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</i>", regarding the forty-five conditions that high schools and the LEA/SEA will have to meet in order to make AYP beginning school year 2011-2012, and the thirty-seven conditions that elementary, middle, intermediate, and multi-level elementary/intermediate schools must continue to meet in order to make AYP.</p> <p>If a school, whose status in reading is "In Good Standing, Unconditional", does not make AYP in reading the following year, then the school's status in reading is "In Good Standing, Pending". If the school does</p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

not make AYP in reading for two consecutive years, then the school's status in reading is "School Improvement, Year 1". If the school does not make AYP in reading for three consecutive years, then the school's status in reading is "School Improvement, Year 2". If the school does not make AYP in reading for four consecutive years, then the school's status in reading is "Corrective Action". If the school does not make AYP in reading for five consecutive years, then the school's status in reading is "Planning for Restructuring". If the school does not make AYP in reading for six or more consecutive years, then the school's status in reading is "Restructuring".

If the school makes AYP in reading, then the school's status in reading stays the same the following year; provided that if the school's status in reading is "In Good Standing, Pending", and if the school makes AYP in reading the following year, then the school's status in reading is "In Good Standing, Unconditional." If the school makes AYP in reading for two consecutive years, then the school's status in reading is "In Good Standing, Unconditional".

A school's statuses with respect to mathematics and graduation rate or retention rate (e.g., "School Improvement, Year 2") are determined using the same decision rules specified for reading (see above).

If the school is "In Good Standing, Unconditional" with respect to reading, mathematics, and graduation/retention rate (i.e., the "other" academic indicator), then the school's overall "NCLB Status" is "In Good Standing, Unconditional". If the school is not "In Good Standing, Unconditional" with respect to reading, mathematics, and graduation/retention rate, then the school's overall "NCLB Status" is determined by the most severe status with respect to reading, mathematics, and graduation/retention rate. In other words, if the school's status with respect to reading and graduation/retention rate is "In Good Standing, Unconditional", but the school's status with respect to mathematics is "Planning for Restructuring", then the school's overall "NCLB Status" is "Planning for Restructuring".

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

(5.1)

The following student groups - both aggregated and disaggregated - are used to determine AYP for all schools and the LEA/SEA:

1. "All Students" (aggregated group);
2. Economically disadvantaged (a disaggregated group);
3. Native American (a disaggregated group);
4. Asian/Pacific Islander (a disaggregated group);
5. Black (a disaggregated group);
6. White (a disaggregated group);
7. Hispanic (a disaggregated group);
8. Students with disabilities (a disaggregated group); and
9. Students with limited English proficiency (a disaggregated group).

The inclusion of the "All Students" group and eight disaggregated student groups in the determination of AYP is ensured by using a school's participation rate count date roster to establish a student's characteristics (e.g., grade level) and membership in one or more disaggregated student groups (e.g., SPED). As mentioned in [Critical Element 2.1](#), "How does the State Accountability System include all

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students in the State?", a school's participation rate count date operationally defines "enrolled at the time of testing" and comprises the denominator of the participation rate measure used in determining AYP for the school, the LEA/SEA, and each student group. A school's participation rate count date roster identifies a student's race or ethnicity, economically disadvantaged status, special education status, and limited English proficiency status as of that date. At a minimum, each student is included in two student groups - the "All Students" group and one race/ethnicity group. At the most, each student can be included in five student groups - the "All Students" group, one race/ethnicity group, the economically disadvantaged group, the special education group, and the limited English proficiency group.

AYP, Disaggregated Student Group	SIS/VAX System Code	Definition	Source of Data
Economically disadvantaged	Lunch Status is "F" – Free lunch, "C" – Certified by the Hawaii Department of Human Services, or "R" – Reduced-price lunch	Eligible for free or reduced-price school lunch	Office of Hawaii Child Nutrition Programs, HIDOE
Race/Ethnicity (Federal "5")	HIDOE "14" Race/Ethnicity Codes, see below	Student's dominant (primary) racial or ethnic heritage	Student Enrollment Form (SIS-10); eSIS (Electronic Student Information System)
Students with disabilities	Student Type is "S"	IDEA eligible with an active IEP	eCSSS (Electronic Comprehensive Student Support System)
Students with limited English proficiency	Student Type is "J" or "K"	"J" -- ELL: Student actively in the English Language Learners program "K" -- Potential ELL, awaiting assessment	DELLS (Database for English Language Learners)

Source: Information Resource Management Branch, "Student Information System Codes" (July 2009), 9 pp.

HIDOE "14" Race/Ethnicity Code	Definition (HIDOE "14")	Federal "5" Race/Ethnicity Code	Definition (Federal "5")
A	American Indian	1	American Indian/Alaska Native
B	Black	3	Black/African American
C	Chinese	2	Asian/Pacific Islander
D	Filipino	2	Asian/Pacific Islander
E	Hawaiian	2	Asian/Pacific Islander
F	Part-Hawaiian	2	Asian/Pacific Islander
G	Japanese	2	Asian/Pacific Islander
H	Korean	2	Asian/Pacific Islander
I	Portuguese	5	White
J	Spanish, Cuban, Mexican, Puerto Rican	4	Hispanic, Latino
K	Samoan	2	Asian/Pacific Islander
L	White	5	White
M	Other*	2	Asian/Pacific Islander
N	Indo-Chinese (Cambodian, Vietnamese, Laotian)	2	Asian/Pacific Islander

* For AYP purposes, HIDOE's "Other" category is included within the federal "Asian/Pacific Islander" category. As mentioned in [Critical Element 5.5](#), Hawaii public schools are comprised mostly of students in the "Asian/Pacific Islander" (80%) and "economically disadvantaged" (45%) groups.

Race or ethnicity information (see table above) is denoted when students initially enroll in the Hawaii public school system. Economically disadvantaged status is denoted when students are deemed eligible for free or reduced-price school lunch. Special education/disability status is denoted when students have an active IEP (Individualized Education Program). Limited English proficiency is denoted when students are awaiting assessment (and presumed eligible) or are actively in the English for Second Language Learners program.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS		EXAMPLES OF NOT MEETING REQUIREMENTS		
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.		State does not include student subgroups in its State Accountability System.		
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS					
<p>(5.2)</p> <p>Until school year 2010-2011, disaggregated student groups will account for thirty-two of the thirty-seven "conditions" that all elementary, middle/intermediate, and high schools and the LEA/SEA must meet in order to make AYP (see table below). Beginning school year 2011-2012, disaggregated student groups will account for forty of the forty-five "conditions" that all high schools and the LEA/SEA must meet in order to make AYP.</p>					
Disaggregated Student Group	Reading Proficiency (met/not met)	Reading Participation (met/not met)	Mathematics Proficiency (met/not met)	Mathematics Participation (met/not met)	Effective SY 2011-2012 Graduation (met/not met)
Economically Disadvantaged	1	9	17	25	38
Students with Disabilities	2	10	18	26	39
Students with Limited English Proficiency	3	11	19	27	40
Asian/Pacific Islander	4	12	20	28	41
Black	5	13	21	29	42
Hispanic	6	14	22	30	43
Native American	7	15	23	31	44
White	8	16	24	32	45
Aggregated Student Group					Graduation or Retention (met/not met)
"All Students" Group	33	34	35	36	37-grad. 37-reten.

If any of the conditions in "Reading Proficiency" (i.e., cells 1-8, and 33) or "Reading Participation" (i.e., cells 9-16, and 34) are "Not Met", then the elementary, middle/intermediate, or high school does not make AYP in reading. Similarly, if any of the conditions in "Mathematics Proficiency" (i.e., cells 17-24, and 35) or "Mathematics Participation" (i.e., cells 25-32, and 36) are "Not Met", then the elementary, middle/intermediate, or high school does not make AYP in mathematics. If "Retention" (i.e., cell 37-reten.) is "Not Met", then the elementary or middle/intermediate school does not make AYP with respect to retention rate. Until school year 2010-2011, if "Graduation" (i.e., cell 37-grad.) is "Not Met", then the high school or the LEA/SEA does not make AYP with respect to graduation rate. Beginning school year 2011-2012, if any of the conditions in "Graduation" (i.e., cells 37-grad., and 38-45) are "Not Met", then the high school or the LEA/SEA does not make AYP with respect to graduation rate.

If a school or the LEA/SEA does not make AYP in reading, mathematics, or graduation/retention rate, then the school or the LEA/SEA, overall, does not make AYP. In other words, the school's or the LEA/SEA's "Overall AYP" result is "Not Met". If a school is not "In Good Standing, Unconditional" with respect to reading, mathematics, and graduation/retention rate, then the school's overall "NCLB Status" is determined by the most severe status with respect to reading, mathematics, and graduation/retention rate. (Since the HIDOE is both the LEA and the SEA for accountability purposes, only schools are identified for improvement, corrective action, or restructuring.)

The HIDOE uses the same decision rules (e.g., minimum "n" criteria and annual measurable objectives) to determine the "Overall AYP" result of schools and the LEA/SEA, and the "NCLB Status" of schools. These decision rules apply to all public schools, including public schools with variant grade level configurations (e.g., K-8 and K-12), public schools that serve special populations (e.g., Olomana School at the Hawaii Youth Correctional Facility and the Hawaii School for the Deaf and the Blind), public schools that do not have tested grade levels (e.g., Linapuni School, a K-2 elementary school), and charter schools.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(5.3)</p> <p>All students with disabilities who are enrolled in grades 3, 4, 5, 6, 7, 8, and 10 must take either the <i>Hawaii State Assessment</i> (with or without accommodations), the <i>Hawaiian Aligned Portfolio Assessment</i> (for grade 3 and 4 Hawaiian Language Immersion Program students), or the <i>Hawaii State Alternate Assessment</i> (for students with the most significant cognitive disabilities), for the grade in which the students are enrolled. For purposes of determining AYP, students with disabilities are individuals with a type "S" code (meaning "IDEA eligible with an active IEP") in the HIDOE's student information system, on their schools' respective participation rate count dates. As mentioned in Critical Element 2.1, "<i>How does the State Accountability System include all students in the State?</i>", a school's participation rate count date operationally defines "enrolled at the time of testing" and comprises the denominator of the participation rate measure used in determining AYP. A school's participation rate count date roster identifies a student's special education/disability status as of that date.</p> <p>Grade 31 ("out-of-grade level") special education students who are chronologically in grades 3, 4, 5, 6, 7, 8, and 10 must take the designated assessment documented in each child's IEP: the age appropriate <i>Hawaii State Assessment</i> or <i>Hawaii State Alternate Assessment</i>. (See Appendix B, "<i>Grade 31 Students</i>".) If required by the student's IEP, special education students may take the <i>Hawaii State Assessment</i> with</p>		

accommodations in presentation format, response format, setting, and timing. (Future versions of the *Hawaiian Aligned Portfolio Assessment* and the *Hawaii State Alternate Assessment* will incorporate similar accommodations into their design. For the time being, however, the assessment is the accommodation.)

The *Hawaii State Alternate Assessment* is a standards-based assessment that is administered to students who, because of the most significant cognitive disabilities, are unable to participate in the *Hawaii State Assessment* even with accommodations. The *Hawaii State Alternate Assessment* is designed to rate students' proficiency on the same reading, mathematics, and science content standards that are assessed by the *Hawaii State Assessment*. The grade-level benchmarks for reading, mathematics, and science have been expanded for the *Hawaii State Alternate Assessment* to include performances and behaviors for students with the most significant cognitive disabilities, some of whom may require "prerequisite" or "enabling" skills that are part of a continuum of skills to attain the identified content standards at each grade level. For reporting and accountability purposes, students taking the *Hawaii State Alternate Assessment* are included in determinations of AYP for schools, the LEA/SEA, and each student group.

The HIDEOE includes the "meets" and "exceeds" proficiency scores of students with the most significant cognitive disabilities (based on alternate academic achievement standards approved by the Board of Education) when determining AYP for schools, the LEA/SEA, and each student group, provided the number of students in the LEA/SEA who score at the "meets" or "exceeds" level on the alternate achievement standards does not exceed 1.0% of all students in the grades assessed in reading and mathematics. If the number of students in the LEA/SEA who score at the "meets" or "exceeds" level on the alternate achievement standards exceeds 1.0% of all students in the grades assessed in reading and mathematics, then the HIDEOE includes the "meets" and "exceeds" proficiency scores of students with the most significant cognitive disabilities in the following order up to the 1.0% cap.

Priority for being included under the 1% cap	SPED?	SPED/IEP placement?	English Language Learner (ELL)?	Economically Disadvantaged?	Proviso?
First, all students who are:	Yes	Yes	Yes	Yes	must be ≤ 1.0% cap
Second, all students who are:	Yes	Yes	Yes	No	must be ≤ 1.0% cap
Third, all students who are:	Yes	Yes	No	Yes	must be ≤ 1.0% cap
Fourth, all students who are:	Yes	Yes	No	No	must be ≤ 1.0% cap
Fifth, all students who are:	Yes	No	Yes	Yes	must be ≤ 1.0% cap
Sixth, all students who are:	Yes	No	Yes	No	must be ≤ 1.0% cap
Seventh, all students who are:	Yes	No	No	Yes	must be ≤ 1.0% cap
Eighth, all students who are:	Yes	No	No	No	must be ≤ 1.0% cap

If only a portion (rather than all) of the "meets" and "exceeds" proficiency scores of students with second priority can be included under the 1% cap, then only the "meets" and "exceeds" proficiency scores of students with first priority will be included. If only a portion of the "meets" and "exceeds" proficiency scores of students with third priority can be included under the 1% cap, then only the "meets" and "exceeds" proficiency scores of students with second priority will be included. If only a portion of the "meets" and "exceeds" proficiency scores of students with fourth priority can be included under the 1% cap, then only the "meets" and "exceeds" proficiency scores of students with third priority will be included. If only a portion of the "meets" and "exceeds" proficiency scores of students with fifth priority can be included under the 1% cap, then only the "meets" and "exceeds" proficiency scores of students with fourth priority will be included. If only a portion of the "meets" and "exceeds" proficiency scores of students with sixth priority can be included under the 1% cap, then only the "meets" and "exceeds" proficiency scores of students with fifth priority will be included. If only a portion of the "meets" and "exceeds" proficiency scores of students with seventh priority can be included under the 1% cap, then only the "meets" and "exceeds" proficiency scores of students with sixth priority will be included. If only a portion of the "meets" and "exceeds" proficiency scores of students with eighth priority can be included under the 1% cap, then only the "meets" and "exceeds" proficiency scores of students with seventh priority will be included.

In spring 2009, a total of 527 students in grades 3, 4, 5, 6, 7, 8, and 10 took the reading section of the *Hawaii State Alternate Assessment*. That number represents 0.57% (527/92729) of all students in grades 3, 4, 5, 6, 7, 8, and 10 who took the reading section of either the *Hawaii State Assessment*, the *Hawaiian Aligned Portfolio Assessment*, or the *Hawaii State Alternate Assessment*. Similarly, a total of 530 students in grades 3, 4, 5, 6, 7, 8, and 10 took the mathematics section of the *Hawaii State Alternate Assessment*. That number also represents 0.57% (530/92615) of all students in grades 3, 4, 5, 6, 7, 8, and 10 who took the mathematics section of either the *Hawaii State Assessment*, the *Hawaiian Aligned Portfolio Assessment*, or the *Hawaii State Alternate Assessment*.

Rescinded Special Education Students

Pooling the proficiency scores of rescinded and current special education students. The HIDOE pools the reading and mathematics proficiency scores of rescinded special education students with the reading and mathematics proficiency scores of current special education students for up to two school years.

Calculating the proficiency rate of the special education group. Proficiency rate requirements are applied separately for reading and mathematics, but are applied in the same way when determining if a school, the LEA/SEA, and the special education group meet the annual measurable proficiency rate

objectives for reading and mathematics, and make AYP. If the number of full academic year students in a school's special education group, excluding students who were rescinded from the special education program between the day after the close of the preceding test administration window (e.g., Saturday, April 25, 2009) and the close of the subsequent test administration window (e.g., Thursday, April 22, 2010) is less than forty individuals, then the special education group's proficiency rate is not calculated. If the number of full academic year students in a school's special education group, excluding students who were rescinded from the special education program between the day after the close of the preceding test administration window and the close of the subsequent test administration window is greater than or equal to forty individuals; and if the special education group does not meet or exceed the annual measurable proficiency rate objective for reading or mathematics, or both, then the calculation of the special education group's proficiency rate will include these rescinded special education students.

The HIDOE does not pool the proficiency scores of former special education students whose parents revoke their consent for the continued provision of services in accordance with section 34 CFR 300.300 (parent consent). These (parentally revoked) students are deemed general education students for purposes of determining AYP for a school, the LEA/SEA, and the special education group.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP students participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

(5.4)

All English Language Learner (ELL) students enrolled in grades 3, 4, 5, 6, 7, 8, and 10, including recently arrived limited English proficient students who have attended schools in the fifty states or the District of Columbia for less than twelve months, must take the reading, mathematics, and science sections of the *Hawaii State Assessment* regardless of their English Proficiency Test rating.

English Language Learner students may take the *Hawaii State Assessment* with "identified" accommodations in three categories:* presentation format, setting, and timing. An accommodation may be provided for an English Language Learner student if the accommodation is:

1. Based on the student's identified learning needs; and
2. Currently provided during classroom instruction; and
3. Agreed on by the ESLL staff members and classroom teachers who provide services for the student; or
4. Stated in the student's IEP or MP, and agreed on by all members of the IEP or MP team, if the English Language Learner student is also receiving IDEA-eligible or Section 504 services.

*Identified on the *Hawaii State Assessment* accommodations form.

For purposes of determining AYP, English Language Learner students are individuals with a type "J" or type "K" code (meaning "ELL: Student actively in the English Language Learners program" or "Potential ELL, awaiting assessment", respectively) in the HIDOE's student information system, on their schools' respective participation rate count dates. As mentioned in [Critical Element 2.1](#), "*How does the State Accountability System include all students in the State?*", a school's participation rate count date operationally defines "enrolled at the time of testing" and comprises the denominator of the participation rate measure used in determining AYP. A school's participation rate count date roster identifies a student's English Language Learner status as of that date.

Mainstreamed English Language Learner Students

Pooling the proficiency scores of mainstreamed and current English Language Learner students. The HIDOE pools the reading and mathematics proficiency scores of mainstreamed English Language Learner students with the reading and mathematics proficiency scores of current English Language Learner students for up to two school years.

Calculating the proficiency rate of the LEP group. Proficiency rate requirements are applied separately for reading and mathematics, but are applied in the same way when determining if a school, the LEA/SEA, and the LEP group meet the annual measurable proficiency rate objectives for reading and mathematics, and make AYP. If the number of full academic year students in a school's LEP group, excluding students who (having met the minimum criteria for an "academic exit") were mainstreamed between the day after the close of the preceding test administration window (e.g., Saturday, April 25, 2009) and the close of the subsequent test administration window (e.g., Thursday, April 22, 2010) is less than forty individuals, then the LEP group's proficiency rate is not calculated. If the number of full academic year students in a school's LEP group, excluding students who (having met the minimum criteria for an "academic exit") were mainstreamed between the day after the close of the preceding test administration window and the close of the subsequent test administration window is greater than or equal to forty individuals; and if the LEP group does not meet or exceed the annual measurable proficiency rate objective for reading or mathematics, or both, then the calculation of the LEP group's proficiency rate will include these mainstreamed English Language Learner students.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(5.5)</p> <p>For reporting and accountability purposes, the minimum number of individuals in a student group required to make reliable inferences about proficiency rates is forty FAY students. The minimum number of individuals in a student group required to make reliable inferences about participation rates is forty enrolled students. These minimum "n" criteria apply to any calculation of a proportion, mean, or statistic that is determinative of a student group's outcome (e.g., whether or not the student group made AYP with respect to an annual measurable proficiency rate objective or the 95% standard for assessment participation, or both), and are applied consistently across the State for reporting and accountability purposes.</p> <p>The HIDOE uses a minimum "n" criterion of forty enrolled students to determine whether a student group has met the 95% standard for assessment participation because not more than one student could miss a test if a minimum "n" criterion of less than forty students (e.g., 37/39 = 94.87% versus 38/40 = 95%) were used. The HIDOE uses a minimum "n" criterion of forty FAY students to determine whether a student group has met the annual measurable proficiency rate objectives for reading and mathematics (and made AYP) in order to minimize the error associated with smaller minimum "n" criteria (see table below). The acceptable range for consistent AYP decisions is 1.0 standard error when the minimum number of</p>		

⁵ The minimum number is not required to be the same for reporting and accountability.

individuals in a student group required to make reliable inferences about proficiency rates is forty FAY students. A margin of error less than or equal to 7.90 percentage points is a conservative limit since the standard error of the proportion does not equal five percentage points until the minimum "n" criterion equals 100 full academic year students (assuming 50% proficiency).

Number of students	Standard Error of the Proportion (assuming 50% proficiency)
156	4.00%
100	5.00%
69	6.01%
40	7.90%
39	8.00%
38	8.11%
37	8.21%
36	8.33%
35	8.44%
34	8.57%
33	8.69%
32	8.83%
31	8.97%
30	9.12%

For purposes of determining AYP, Hawaii public schools are comprised mostly of students in the "Asian/Pacific Islander" and "economically disadvantaged" groups. There are very few students in the "Hispanic", "Black", and "Native American" groups, and only moderately more students in the "White", "SPED", and "LEP" groups, for purposes of determining AYP. For example, Black, Hispanic, and Native American students account for less than 7 percent of the individuals in grades 3-8, and 10, but represent three of the five race/ethnicity categories used for federal reporting purposes. A minimum "n" criterion of forty FAY students maximizes statistical reliability in AYP determinations while holding schools and the LEA/SEA accountable for the maximum number of students and student groups practicable (see [Appendix D1 \(Table\)](#) and [Appendix D2 \(Chart\)](#), for spring 2009 impact data).

Student Group (Spring 2009)	Number of Students	Percent of "All Students"	
All Students	93887		
Disadvantaged	42556 / 93887	45.33%	Σ65.53%
Disabled (SPED)	10565 / 93887	11.25%	
Limited English (LEP)	8406 / 93887	8.95%	
<i>Asian/Pacific Islander</i>	<i>74797 / 93887</i>	<i>79.67%</i>	Σ100.00%
<i>Black</i>	<i>2236 / 93887</i>	<i>2.38%</i>	
<i>Hispanic</i>	<i>3087 / 93887</i>	<i>3.29%</i>	
<i>Native American</i>	<i>581 / 93887</i>	<i>0.62%</i>	
<i>White</i>	<i>13186 / 93887</i>	<i>14.04%</i>	

Source: NCLB Counts by School, School 999, State of Hawaii, Year: 2009 (October 21, 2009), 1 p.

The HIDOE has determined that the minimum number of individuals in a "cell" required to protect student privacy is ten. Please see the response to [Critical Element 5.6](#), "*How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?*", for additional details regarding the minimum "n" criterion of ten individuals to protect student privacy.

References:

State of Hawaii, Department of Education. Office of the Superintendent, Systems Accountability Office, System Evaluation and Reporting Section. "Guidelines for Reporting and Interpreting Student Data (August 2000)", http://arch.k12.hi.us/resources/resources_other.html, accessed September 4, 2009.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?</p>	<p>Definition does not reveal personally identifiable information.⁶</p>	<p>Definition reveals personally identifiable information.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(5.6)</p> <p>The HIDOE has determined that the minimum number of individuals in a "cell" required to protect student privacy is ten. A cell is the unit for which a count is reported, such as "Black students deemed not proficient in mathematics". This minimum "n" criterion applies to any count of information for which individual privacy is at issue, such as reading proficiency by student characteristics (e.g., SPED status). Cells for which the minimum "n" criterion (to protect student privacy) is not met are intentionally left blank. The determination was made in an administrative directive from the Superintendent of Education on guidelines for the disaggregation of student data. (See "Guidelines for Reporting and Interpreting Student Data (August 2000)", http://arch.k12.hi.us/resources/resources_other.html, accessed September 4, 2009.)</p> <p>The HIDOE also applies a "single-populated level rule" so that no reporting of a student group (as a count or a proportion) is made publicly if all (i.e., 100%) of the individuals within the group perform at the same level on a dependent outcome variable (e.g., mathematics proficiency). For example, if one hundred percent of all students with disabilities in a school scored in the non-proficient range on the mathematics section of the <i>Hawaii State Assessment</i>, then reporting group results for that "single-populated level" would reveal personally identifiable information about each individual in that group. Cells for which the "single-populated level rule" is invoked are marked "n/a".</p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS																			
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments. ⁷ Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.																			
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS																					
(6.1) The State's definition of AYP is based primarily on standards-based reading and mathematics assessment results. These assessments are administered during the spring to all students enrolled in grades 3, 4, 5, 6, 7, 8, and 10, and are used to determine AYP for a school, the LEA/SEA, and each student group.																					
Academic indicators																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Indicator (federally-mandated or <i>state-selected</i>)</th> <th style="text-align: center;">Source</th> <th style="text-align: center;">Definition</th> <th style="text-align: center;">Number of Indicators</th> </tr> </thead> <tbody> <tr> <td>Reading proficiency rate (mandated)</td> <td rowspan="2" style="text-align: center;">Assessment results</td> <td rowspan="2" style="text-align: center;">Proficient ("Meets" or "Exceeds" proficiency)</td> <td style="text-align: center;">Nine indicators</td> </tr> <tr> <td>Mathematics proficiency rate (mandated)</td> <td style="text-align: center;">Nine indicators</td> </tr> <tr> <td>On-time graduation rate (mandated)</td> <td style="text-align: center;">Non-assessment results</td> <td style="text-align: center;">Graduated with a regular diploma in ≤ 4 years</td> <td style="text-align: center;">Until SY2010-2011 One indicator</td> </tr> <tr> <td><i>Retention rate (state-selected)</i></td> <td style="text-align: center;">Non-assessment results</td> <td style="text-align: center;"><i>Retained in grade or demoted</i></td> <td style="text-align: center;"><i>One indicator</i></td> </tr> </tbody> </table>	Indicator (federally-mandated or <i>state-selected</i>)	Source	Definition	Number of Indicators	Reading proficiency rate (mandated)	Assessment results	Proficient ("Meets" or "Exceeds" proficiency)	Nine indicators	Mathematics proficiency rate (mandated)	Nine indicators	On-time graduation rate (mandated)	Non-assessment results	Graduated with a regular diploma in ≤ 4 years	Until SY2010-2011 One indicator	<i>Retention rate (state-selected)</i>	Non-assessment results	<i>Retained in grade or demoted</i>	<i>One indicator</i>			
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<i>Retention rate (state-selected)</i>	Non-assessment results	<i>Retained in grade or demoted</i>	<i>One indicator</i>																		
Non-academic indicators																					

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

Of the thirty-seven academic and non-academic indicators used to determine AYP until school year 2010-2011, all but one - graduation rate for high schools, and retention rate for elementary and middle/intermediate schools - is based on HCPS III reading and mathematics assessment results (see table above). Eighteen of the indicators are measures of academic proficiency in reading and mathematics, and eighteen of the indicators are non-academic measures of assessment participation in reading and mathematics.

The nine academic indicators for reading proficiency (and mathematics proficiency) correspond to the "All Students" group and eight disaggregated student groups: economically disadvantaged, Native American, Asian/Pacific Islander, Black, White, Hispanic, students with disabilities, and students with limited English proficiency. Similarly, the nine non-academic indicators for reading participation (and mathematics participation) correspond to the "All Students" group and eight disaggregated student groups.

Beginning spring 2010 (school year 2009-2010), all students enrolled in grades 4, 6, and 10 must take the science component of either the *Hawaii State Assessment*, the *Hawaiian Aligned Portfolio Assessment*, or the *Hawaii State Alternate Assessment*. The Level I science assessment will be administered to all students enrolled in grade 4, and cover 3rd and 4th grade standards. The Level II science assessment will be administered to all students enrolled in grade 6, and cover 5th and 6th grade standards. The Level III science assessment will be administered to all students enrolled in grade 10, and cover high school Biological and Physical Science standards and 8th grade Earth & Space Science standards.

The 95% standard for assessment participation applies to science as well as to reading and mathematics. The proficiency levels in science are the same as the proficiency levels in reading and mathematics: "Well Below Proficiency", "Approaches Proficiency", "Meets Proficiency", and "Exceeds Proficiency". Unlike the standards-based reading and mathematics assessments, however, there are no annual measurable proficiency rate objectives for science, and science results are not used to determine AYP. Participation and proficiency rates in science may eventually be used to recognize the uppermost of high performing schools or rapidly improving schools, or both.

Beginning spring 2012 (school year 2011-2012), when graduation rates must be computed for the eight disaggregated student groups in addition to the "All Students" group, the number of academic indicators for high schools will increase from nineteen to twenty-seven. As a result, the number of academic and non-academic indicators used to determine AYP for high schools and the LEA/SEA will increase from thirty-seven to forty-five. (The number of academic and non-academic indicators used to determine AYP for elementary and intermediate or middle schools will remain at thirty-seven.)

Because AYP determinations are conjunctive in nature, the failure of any student group to make AYP in reading or mathematics proficiency will result in the failure of a school or the LEA/SEA to make AYP. Consequently, AYP determinations will always be based on assessment results (i.e., reading and mathematics proficiency rates). Furthermore, since section 34 CFR 200.1 (other academic indicators) prohibits the use of graduation rate or retention rate to reduce the number, or change the identity, of schools that would otherwise be subject to improvement, corrective action, or restructuring if graduation rate and retention rate were not used, AYP determinations will always be based primarily on academic indicators.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS Critical Element 7.1, continued on next page</p>		

⁸ See USC 6311(b)(2)(l)(i), and 34 CFR 200.20(b)

Critical Element 7.1, continued from previous page

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

(7.1)

Transitional Graduation Rate, effective until spring 2011 (school year 2010-2011)

In accordance with section 34 CFR 200.19(b)(1) and (b)(2), the HIDOE will use the following definition (see below) as its transitional graduation rate until spring 2012 (school year 2011-2012), at which time the HIDOE will use a "four-year adjusted cohort graduation rate" to determine AYP for schools with a 12th grade, the LEA/SEA, and each disaggregated student group. The following definition of "graduation rate" is the same one that the HIDOE currently uses to determine AYP for schools, the LEA/SEA, and each student group (for purposes of employing the anchored safe harbor provision).

(Transitional) Graduation Rate means:

1. For the LEA/SEA:

The percentage of first-time 9th grade students who graduate with a diploma within four years, excluding students who have transferred out of the Hawaii public school system.

2. For schools:

The percentage of first-time 9th grade students who graduate with a diploma within four years, excluding students who have transferred out of the school.

The denominator of the graduation rate is the number of first-time 9th grade students from the State's beginning-of-the-school-year official enrollment count, excluding students transferring out. The numerator of the graduation rate is the number of students receiving a diploma within four school years.

The term "transfer" excludes "dropouts" as defined in the calculation of dropout rates under the Common Core of Data survey conducted by the National Center for Education Statistics (NCES).

The term "diploma" means completion of the Board of Education approved educational program and receipt of a Board of Education or Department of Education diploma in recognition thereof. The term does not include a GED or any other degree that is not fully aligned with the *Hawaii Content and Performance Standards*. Special education students who are not working toward a diploma may receive a certificate if they complete the program specified in their IEP. Students who receive these IEP completion certificates do not count as graduates.

For purposes of determining AYP (other than employing the anchored safe harbor provision), the

calculation of graduation rate applies to a school (i.e., "All Students" group) and the LEA/SEA, but not to disaggregated student groups within the school or the LEA/SEA (e.g., economically disadvantaged, Native American, Asian/Pacific Islander, Black, White, Hispanic, students with disabilities, and students with limited English proficiency). High schools and the LEA/SEA are deemed to have met the other academic indicator (§34 CFR 200.19(b)) for purposes of determining AYP if they meet the annual measurable objective for graduation rate. High schools and the LEA/SEA are required to meet the annual measurable objective for graduation rate as a requirement for employing the anchored safe harbor provision. Graduation rate is aggregated at the school level for purposes of determining AYP, and disaggregated by student groups as necessary when employing the anchored safe harbor provision.

The rationale and proposed values for a long-term goal and annual measurable objectives for graduation rate was accepted by the Board of Education at their March 6, 2003 meeting and is published on the web at <http://arch.k12.hi.us/school/nclb/targets.html>, accessed September 25, 2009. Those values are given in the following table.

Graduation Rate – Effective until spring 2011 (school year 2010-2011)

Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Baseline value	70%												
Long-term													≥ 90%
Annual Objective	≥ 70%	≥ 70%	≥ 70%	≥ 75%	≥ 75%	≥ 75%	≥ 80%	≥ 80%	≥ 80%	≥ 85%	≥ 85%	≥ 85%	≥ 90%

Adjusted Cohort Graduation Rate, effective beginning spring 2011 (school year 2010-2011)

Beginning spring 2011 (school year 2010-2011), the HIDOE will use a "four-year adjusted cohort graduation rate" for reporting (i.e., informational) purposes but not AYP purposes. Beginning spring 2012 (school year 2011-2012), the HIDOE will use the "four-year adjusted cohort graduation rate" to determine AYP for schools with a 12th grade, the LEA/SEA, and each disaggregated student group. *For purposes of this paragraph, the term "four-year adjusted cohort graduation rate" refers to the definitions, long-term goal, annual objectives, and AYP processes (e.g., minimum "n" criterion, continuous and substantial improvement, etc.) approved for use by the Secretary of Education in accordance with 34 CFR 200.19(b)(6)(i) and (ii).*

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(7.2)</p> <p>Retention rate is the HIDOE's additional academic indicator for determining elementary and middle/intermediate schools' AYP results and NCLB status.</p> <p>Retention rate is defined as follows:</p> <ol style="list-style-type: none"> 1. Elementary Schools: The percentage of students for the target school year in grades 1 through 5 (or 6) whose grade level is the same or lower in the subsequent school year. 2. Middle, Intermediate, or multi-level Elementary/Intermediate Schools: The percentage of students for the target school year in the school's highest grade whose grade level is the same or lower in the subsequent school year; provided that if the highest grade for the target school year is greater than 8, then the retention rate is based on the percentage of the school's 8th grade students whose grade level is eight or lower in the subsequent school year. 		

⁹ NCLB only lists these indicators as examples.

For purposes of determining AYP (other than employing the anchored safe harbor provision), the calculation of retention rate applies to a school (i.e., "All Students" group), but not to disaggregated student groups within the school (i.e., economically disadvantaged, Native American, Asian/Pacific Islander, Black, White, Hispanic, students with disabilities, and students with limited English proficiency). Elementary and middle/intermediate schools are deemed to have met the additional academic indicator for purposes of determining AYP if they meet the annual measurable objective for retention rate. Disaggregated elementary and middle/intermediate school students groups are also required to meet the annual measurable objective for retention rate as a requirement for employing the anchored safe harbor provision. Retention rate is aggregated at the school level for purposes of determining AYP, and disaggregated by student groups as necessary when employing the anchored safe harbor provision.

The rationale and proposed values for a long-term goal and annual measurable objectives for retention rate was accepted by the Board of Education at their March 6, 2003 meeting and is published on the web at <http://arch.k12.hi.us/school/nclb/targets.html>, accessed September 25, 2009. Those values are given in the following tables.

Retention Rate Threshold, Elementary Schools

Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Baseline value	≤ 3%												
Long-term Goal													≤ 2%
Annual Objective	≤ 3%	≤ 3%	≤ 3%	≤ 3%	≤ 3%	≤ 3%	≤ 2%	≤ 2%	≤ 2%	≤ 2%	≤ 2%	≤ 2%	≤ 2%

**Retention Rate Threshold,
Middle/Intermediate Schools & Multi-Level (e.g., K-8) Schools**

Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Baseline value	≤ 6%												
Long-term Goal													≤ 5%
Annual Objective	≤ 6%	≤ 6%	≤ 6%	≤ 6%	≤ 6%	≤ 6%	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%

The HIDOE chose retention rate as the additional academic indicator for determining elementary and middle/intermediate schools' AYP results and NCLB status because grade retention can increase the

likelihood of students dropping out of school, and the HDOE believes that all students should be encouraged to stay in school even if they will not be graduating with a regular high school diploma, much less graduating with a regular high school diploma in the "standard number of years".

The elementary and middle/intermediate school retention rate is conceptually similar to the high school graduation rate, which is the additional academic indicator for high schools. The HDOE also chose retention rate as the additional academic indicator for determining elementary and middle/intermediate schools' AYP results and NCLB status because the ill effects of repeatedly retaining a student tend to be cumulative. In other words, students fall further and further behind their age mates every time they are retained.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.3 Are the State's [additional] academic indicators valid and reliable?</p>	<p>State has defined [additional] academic indicators that are valid and reliable.</p> <p>State has defined [additional] academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an [additional] academic indicator that is not valid and reliable.</p> <p>State has an [additional] academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an [additional] academic indicator that is not consistent within grade levels.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(7.3)</p> <p>Beginning spring 2011 (school year 2010-2011), when the HIDOE will disaggregate graduation rate by student groups for reporting (i.e., informational) purposes, a student's special education, English Language Learner, or economically disadvantaged status during the student's fourth year will become an estimate of the student's special education, English Language Learner, or economically disadvantaged status from the first through the fourth year. (The reverse situation applies as well – a student's status during the student's first year will become an estimate of the student's status from the first through the fourth year.) To a lesser extent, a student's race/ethnicity during the student's fourth year will become an estimate of the student's race/ethnicity from the first through the fourth year.</p> <p>Although a student's special education, English Language Learner, or economically disadvantaged status on a school's participation rate count date is an estimate of the student's special education, English Language Learner, or economically disadvantaged status for a full academic year (e.g., Friday, May 1, 2009 to Monday, May 3, 2010), the error attributable to this estimate is limited to just one year. For purposes of calculating graduation rate, however, the error attributable to the estimate of a student's special education, English Language Learner, or economically disadvantaged status can extend from the first through the fourth year.</p>		

By definition, a student's special education, English Language Learner, or economically disadvantaged status can be expected to change any time from the first through the fourth year. While a student's race/ethnicity is not expected to change any time from the first through the fourth year, parents do occasionally request changes to correct manifest clerical errors, celebrate the adoption of children, express pride in their culture by means of their race/ethnicity (as well as the race/ethnicity of their children), etc. To account for the error attributable to the estimate of a student's race/ethnicity and special education, English Language Learner, or economically disadvantaged status, the HIDOE will use a minimum "n" criterion when calculating graduation rates for the "All Students" group and each disaggregated student group.

Based on the outcome of the Secretary of Education's (peer) review of states' transitional and four-year adjusted cohort graduation rates, the HIDOE will determine the minimum "n" criterion for calculating graduation rates for the "All Students" group and each disaggregated student group (see letter from Zollie Stevenson, Jr., Director, Student Achievement and School Accountability Programs, United States Department of Education, September 2009, pp. 1-2).

Since:

1. Retention rate is disaggregated by student groups only when employing the anchored safe harbor provision;
2. The anchored safe harbor provision is employed only when a school, the SEA/LEA, or a student group fails to meet the annual measurable proficiency rate objective for reading or mathematics, or both; and
3. The error attributable to the estimate of the student's special education, English Language Learner, or economically disadvantaged status is limited to just one full academic year when employing the anchored safe harbor provision,

the HIDOE will not use a minimum "n" criterion when calculating retention rates. (As mentioned in [Critical Element 3.2](#), the exclusion of preceding years' proficiency rate data because they do not meet the minimum "n" criterion of forty FAY students would make the anchored safe harbor provision unavailable to small schools or allow small schools to circumvent the second condition for employing the anchored safe harbor provision since an "n/a" is as good as a "met".)

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(8.1)</p> <p>The HIDOE has established separate annual measurable objectives for reading and mathematics that identify the minimum percentage of students who must meet the proficient level of academic achievement in order for a school, the LEA/SEA, and each student group to make AYP. For purposes of determining whether a school, the LEA/SEA, and each student group meet the annual measurable objectives and make AYP, the HIDOE calculates separately the proportion of students proficient in reading and mathematics, as well as the rates of participation on the reading and mathematics assessments. The HIDOE pools (combines or "averages") participation rate and proficiency rate data across grade levels and school years, but does not pool AYP results for reading with AYP results for mathematics. Consecutive years of not making AYP are based on any student group within a school or the LEA/SEA not making AYP in the same subject (e.g., mathematics) for two or more years.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(9.1)</p> <p>The HIDOE uses a minimum "n" criterion of forty FAY students and forty enrolled students for making inferences about proficiency rates and participation rates, respectively. These minimum "n" criteria provide a reasonable balance between the reliability of decisions, the inclusion of the maximum number of student groups practicable, and the ease of administration at the school level. The state accountability system includes several other features that are intended to increase the reliability and, hence, validity of these inferences, and the consistency of decisions based upon the same. These features include:</p> <ol style="list-style-type: none"> 1. The use of "uniform averaging" to pool (combine) participation rate data and proficiency rate data across grade levels; 2. The use of "uniform averaging" to pool (combine) the most recent year's proficiency rate data with the current year's proficiency rate data, then comparing this pooled "average" to the annual measurable proficiency rate objectives for reading and mathematics; 		

3. The use of the anchored safe harbor provision so that a school which misses an annual measurable proficiency rate objective but shows a strong gain in the subject (e.g., mathematics) missed is not identified for improvement, corrective action, or restructuring; and
4. Basing consecutive years of not making AYP on any student group within a school or the LEA/SEA not making AYP in the same subject (e.g., mathematics) for two or more years.

The HIDOE uses the standard error of the proportion (SEP) to determine whether the proportion (p) of students who are "proficient" (i.e., who "meet" or "exceed" the State's academic achievement standards) in reading and mathematics is significantly lower than the proportion of students who should be "proficient" in reading and mathematics. (The State's annual measurable objectives - or AMOs - for reading and mathematics define the proportion - or percentage - of students who should be "proficient" in reading and mathematics, respectively.) The standard error of the proportion is applied to any student group within a school or the LEA/SEA if the number of full academic year students in the student group is greater than or equal to forty individuals; and the student group is deemed to have not met the annual measurable proficiency rate objective for reading or mathematics, or both.

$$\text{proportion who are proficient} + \sqrt{\frac{([\text{proportion who are proficient}] \times (1 - [\text{proportion who are proficient}]))}{\text{Number of "full academic year" students who took the test}}} \times 100$$

If the sum of "the proportion of students who are proficient" and the SEP is greater than or equal to the annual measurable proficiency rate objective for reading or mathematics (i.e., $p + \text{SEP} \geq \text{AMO}$), then the student group is deemed to have met the annual measurable proficiency rate objective for reading or mathematics, respectively. If the sum of "the proportion of students who are proficient" and the SEP is less than the annual measurable proficiency rate objective for reading or mathematics (i.e., $p + \text{SEP} < \text{AMO}$), then the student group is deemed to have not met the annual measurable proficiency rate objective for reading or mathematics, respectively. The standard error of the proportion is not applied to participation rate, graduation rate, retention rate, and anchored safe harbor calculations.

The acceptable range for consistent AYP decisions is 1.0 standard error when the minimum number of individuals in a student group required to make reliable inferences about proficiency rates is forty FAY students. The use of standard error and confidence interval approaches in AYP determinations help to ensure that inferences made about small schools with heterogeneous student populations are as consistent as inferences made about large schools with homogeneous student populations.

The HODOE has formed a Technical Advisory Committee comprised of national experts in assessment and accountability and enlisted their help in addressing issues related to the accuracy and consistency of AYP determinations.

The HODOE publicly reports its method for determining decision consistency, the estimate of decision consistency for AYP determinations, and the acceptable range of decision consistency via the Department's ARCH (*Accountability Resource Center Hawaii*) website and in the State's annual NCLB accountability report (see <http://arch.k12.hi.us/school/nclb/nclb.html>). The HODOE uses this information to refine the state accountability system as necessary.

References:

State of Hawaii, Department of Education. Office of the Superintendent, Systems Accountability Office, System Evaluation and Reporting Section. "Guidelines for Reporting and Interpreting Student Data (August 2000)", http://arch.k12.hi.us/resources/resources_other.html, accessed September 4, 2009.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.2 What is the State's process for making valid AYP determinations?</p>	<p>State has established a process for public schools and LEAs to appeal an accountability decision.</p>	<p>State does not have a system for handling appeals of accountability decisions.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(9.2)</p> <p>Section 34 CFR 200.31(a) (opportunity to review school-level data) requires LEAs to provide schools with an opportunity to review their assessment and accountability data before identifying the schools for improvement, corrective action, or restructuring. Similarly, section 34 CFR 200.50(c) (opportunity for review of LEA-level data) requires SEAs to provide LEAs with an opportunity to review their data, including academic assessment data, before identifying the LEAs for improvement or corrective action. Since Hawaii is a single LEA/SEA, the opportunity to review school-level assessment and accountability data is provided by the Office of the Superintendent (i.e., the "state" office).</p> <p>Before identifying schools for improvement, corrective action, or restructuring, the Office of the Superintendent provides schools with an opportunity to review the school-level data on which their preliminary identification is based. After official (i.e., written) notification of their preliminary AYP results and NCLB status, schools are provided ten calendar days to submit an appeal. The general procedure for appealing a school's preliminary AYP results and NCLB status is described below:</p> <ul style="list-style-type: none"> Step 1: If the principal believes that the proposed identification is erroneous for computational, statistical, or other substantive reasons, then the principal must substantiate and document the perceived errors. Step 2: The principal must submit the supporting evidence to the Superintendent not later than ten calendar days after official (i.e., written) notification of preliminary AYP results and NCLB status is sent to the school. Step 3: The Superintendent considers the evidence submitted by the principal before making a final determination of the AYP results and NCLB status of the school. Step 4: The Superintendent makes public a final determination of the AYP results and NCLB status of the school not later than thirty calendar days after the school is provided with an 		

opportunity to review the school-level data on which its preliminary identification is based. In other words, a final determination of the AYP results and NCLB status of a school is made not later than forty calendar days after official (i.e., written) notification of preliminary AYP results and NCLB status is sent to the school.

Except to correct a systemic error, all decisions concerning the identification of schools for improvement, corrective action, or restructuring are deemed final after the appeal process has been completed.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>(9.3)</p> <p>The state assessment program includes reading and mathematics assessments in grades 3, 4, 5, 6, 7, 8, and 10, and (beginning school year 2009-2010) science assessments in grades 4, 6, and 10. The state assessment program also includes alternate assessments (based on alternate achievement standards) for students with the most significant cognitive disabilities enrolled in the abovementioned grades, and portfolio assessments for Hawaiian language immersion program students enrolled in grades 3 and 4.</p> <p>The HIDOE's working definition of AYP includes data from all the grade levels tested in reading and mathematics (i.e., 3, 4, 5, 6, 7, 8, and 10), and is based on the State's original (i.e., May 28, 2003) baseline values, intermediate goals, and annual measurable objectives for all students to reach proficiency by 2013-14.</p>		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

Adequate yearly progress determinations for new schools begin in their second year of operation. Students who attend a new school are accounted for in the first year of the new school's operation by including those students' participation attributes and proficiency scores in the AYP determination for the LEA/SEA. Similarly, students who are promoted from elementary school to middle/intermediate school are accounted for in their transition year by including those students' participation attributes in the AYP determination for the school and by including those students' proficiency scores in the AYP determination for the LEA/SEA. The proficiency scores of students who are promoted from elementary school to middle/intermediate school are included in the AYP determinations for the middle/intermediate school after the students have been enrolled at the middle/intermediate school for a full academic year. The goal of attaining 100% proficiency for all students by 2013-14 applies to both new schools and existing schools, and to students enrolled in the Hawaii public school system (but not one specific school) for a full academic year.

The HIDOE does not believe it is necessary to adopt a definition of "new school" at this time since a school, by law (i.e., §§34 CFR 200.35(b) (delay and removal), 34 CFR 200.43(c)(2) (restructuring), and 34 CFR 200.50(h) (SEA review of LEA progress)), can exit restructuring only if the school makes AYP for two consecutive years. A school cannot exit restructuring by simply converting to a charter school or otherwise changing its governance structure since restructuring is a means for enabling the school to make AYP and not an end itself. Allowing a school to exit restructuring by changing its governance structure assumes that the school's inability to make AYP for six or more consecutive years is related to management issues and unrelated (for example) to the amount of funding needed to bring about adequate educational outcomes for all students, including "at-risk" students. The HIDOE believes this is inconsistent with the letter and intent of the law.

The HIDOE does not believe it is advisable to adopt a definition of "new school" at this time since there is very little precedent on which to base such a definition. Anuenue Elementary School, which closed in 1987 and reopened in 1995 as a self-contained, K-12, Hawaiian language immersion school, is the only recent example of an "existing" school that might have been considered a "new" school when it reopened. When a multi-level school (e.g., grades 7-12) is split into two schools (e.g., grades 7-8 and grades 9-12), neither school is deemed new for AYP purposes. Both the existing school and the new school retain the AYP results and NCLB status of the multi-level school. A school-within-a-school (e.g., Hawaiian language immersion program) assumes the AYP result and NCLB status of its host-school since they both report to the same principal and school community council.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

(10.1)

The HIDOE uses a unique student identification number to account for and track students across programs (e.g., SPED, ELL, and free/reduced price school lunch), schools (including charter schools), and grade levels (from preschool to high school). The HIDOE's System Evaluation and Reporting Section performs the calculation of participation rates on the state assessments. These calculations are based on a complete student roster file that identifies each student who was enrolled at the time of testing in the Hawaii public school system. Additionally, each school is responsible for providing documentation to the HIDOE's Student Assessment Section for each student who was not tested at the request of their parent or physician. The HIDOE compares the number of test scores with the number of students enrolled at the time of testing, and these comparisons must show that all students were tested or can be otherwise accounted for.

Participation Rate Count Date

As previously mentioned, all students "enrolled at the time of testing" are expected to participate in the *Hawaii State Assessment*. A school's "participation rate count date" is based on

the first student day (versus the first teacher day) of the week when the school administers the first reading, mathematics, or science test session to the majority of its students. A school's participation rate count date operationally defines "enrolled at the time of testing" and comprises the denominator of the participation rate measure used in determining AYP. Participation rates are calculated as the number of students with valid test scores divided by the number of students enrolled at the time of testing.

For participation rate purposes, the general rule is to attribute a student to the school where the student took the first reading, mathematics, or science test session. For proficiency rate purposes, the general rule is to attribute a student to the school where the full academic year requirement is met. Typically, participation and proficiency are attributed to the same school. In the unlikely event that a transferring student is attributed to one school for participation purposes and another school for proficiency purposes, the HIDOE attributes proficiency to the school where the full academic year requirement is met regardless of where the transferring student took the first reading, mathematics, or science test session.

Students who are withdrawn from, released by, or otherwise exited out of the Hawaii public school system on or before a school's participation rate count date are not part of the number of students "enrolled at the time of testing" for purposes of calculating participation rates. Conversely, students who are enrolled in the Hawaii public school system on a school's participation rate count date are part of the number of students "enrolled at the time of testing" for purposes of calculating participation rates.

Minimum "n" criterion for Calculating Participation Rates (including exception for very small schools)

Forty enrolled students is the minimum number of individuals required to reliably calculate the participation rate of each student group (e.g., "All Students", SPED, and Asian/Pacific Islander) within a school and the LEA/SEA. If the n-count of the student group is less than forty enrolled students, then the student group receives an "n/a" as its participation rate and is not used to determine AYP except as provided in [Critical Element 3.2](#).

Participation Rate Requirement for AYP

If a student group within a school or the LEA/SEA is large enough to produce a statistically reliable participation rate, and if the school or the LEA/SEA does not test at least 95% of the students in each student group, then the school or the LEA/SEA is deemed to have not made AYP. If a student group within a school or the LEA/SEA does not meet the 95% standard for assessment participation, then the HIDOE pools data from the previous year (i.e., spring 2009) to average the participation rate data for the

student group. If this two-year average does not meet the 95% standard for assessment participation, then the HDOE pools data from the two previous years (i.e., spring 2009 and spring 2008) to average the participation rate data for the student group. If this three-year average (i.e., spring 2010, spring 2009, and spring 2008) does not meet the 95% standard for assessment participation, then the student group is deemed to have not made AYP.

Invalid Test Sessions

Invalid test sessions do not count for participation or proficiency purposes, or both. Out-of-grade-level testing is not allowed under any circumstances. A student is deemed to have not participated in the *Hawaii State Assessment*, the *Hawaii State Alternate Assessment*, or the *Hawaiian Aligned Portfolio Assessment* if a school administers an out-of-grade-level test to a student.

Medical Emergencies

Students who are unable to take the *Hawaii State Assessment*, the *Hawaii State Alternate Assessment*, or the *Hawaiian Aligned Portfolio Assessment* during the official test administration window because of a "unique, significant medical emergency" do not count (against a school or the LEA/SEA) for participation purposes. A student's "physician" must state, in writing, that the student was medically unable to take part in the *Hawaii State Assessment* (with or without accommodations), the *Hawaii State Alternate Assessment* (for students with the most significant cognitive disabilities), or the *Hawaiian Aligned Portfolio Assessment* (for Hawaiian language immersion program students enrolled in grades 3 and 4). The physician's signed report must include a description of the medical emergency that caused the student to be deemed medically unable to take part in the *Hawaii State Assessment*, the *Hawaii State Alternate Assessment*, or the *Hawaiian Aligned Portfolio Assessment*. The student's medical emergency may be temporary or persistent in nature; however, it must extend without interruption from the date the school started testing (e.g., Monday, March 29, 2010) to the last day of the official test administration window (e.g., Thursday, April 22, 2010).

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>(10.2)</p> <p>A 95% participation rate is required to make AYP whenever the number of students enrolled in a school, the LEA/SEA, or a student group at the time of testing meet or exceed the minimum "n" criterion (i.e., forty individuals) for calculating a participation rate.</p>		

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the Adequate Yearly Progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Appendix B Grade 31 Students

The Grade 31 designation is assigned to special education students in two instances:

1. A returning high school special education senior who did not graduate with a diploma is given a Grade 31 and can receive services per his/her Individualized Education Program (IEP) until he/she ages out at 20 years old.

For example, a special education student who graduated last school year with a certificate of completion, also known as an "Individually Prescribed Program (IPP) Certificate", and returned this school year, would be given a Grade 31 designation.

Another example is the student who was grade 12 last year, did not participate in graduation, returns to school for the current school year, and plans to graduate with a certificate of completion.

2. A special education student who is at an "out-of-grade level" placement in relation to the school where he/she is enrolled because the appropriate educational program is at that school is also given a Grade 31 designation. This placement decision may be made by a hearing officer, a judge, or a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options as documented in the IEP's Prior Written Notice.

For example, a 15-year-old student may be given a Grade 31 designation if the student is placed in a program at an elementary school by the student's IEP team.

The Grade 31 designation, therefore, is given after a student completes his/her school's highest grade level (e.g., the fifth grade or sixth grade for a typical elementary school, eighth grade for a typical middle school, and twelfth grade for a typical high school).

A Grade 31 designation is **NOT** used for a retention authorized by the principal or for a credit deficiency. For example, a senior who did not have enough credits to graduate with a diploma will be given a 12R designation the following school year, not Grade 31. Enrollment in non-credit classes, by itself, is also not determinative of a Grade 31 designation.

Authority: Memorandum from Patricia Hamamoto, Superintendent of Education to Complex Area Superintendents, District Educational Specialists, Principals, and Charter School Administrators, entitled "Special Education Students with a Grade 31 Designation" (October 27, 2005),
Notes://LILINOTE/8A25646700669F2D/EC508E6E5384A8D50A25694600016E49/6F5D4A4BEAF84D3D0A2570A7000B30F1, accessed November 11, 2005, 2 pp.

Appendix C
Pooling of Data by Student Group and AYP Indicator

Pooling of Data by Student Group and AYP Indicator (not including Very Small Schools, see Critical Element 3.2)				
"All Students" group	Participation Rate	Proficiency Rate (<i>Type I, n ≥ 40</i>)	Proficiency Rate (<i>Type II, n < 40</i>)	Graduation and Retention Rate
<i>When are data pooled?</i>	When n ≥ 40 enrolled students and the 95% participation rate requirement is initially "Not Met"	When n ≥ 40 FAY students and the reading/mathematics proficiency rate requirement is initially "Not Met"	When n < 40 FAY students and a reading/mathematics proficiency rate cannot be computed due to insufficient "n" size (i.e., n-count)	n/a
<i>How many years of data can be pooled?</i>	Up to three years	Up to two years (also referred to as Uniform Averaging)	Up to three years	n/a
<i>How long are data pooled?</i>	Until the 95% participation rate requirement is "Met"; until there are no data left to pool; or until three years of data are pooled, whichever comes first	Until the reading/mathematics proficiency rate requirement is "Met"; until there are no data left to pool; or until two years of data are pooled, whichever comes first	Until n ≥ 40 FAY students and a reading/mathematics proficiency rate can be computed; until there are no data left to pool; or until three years of data are pooled, whichever comes first	n/a
Disaggregated student groups	Participation Rate	Proficiency Rate (<i>Type I, n ≥ 40</i>)	Proficiency Rate (<i>Type II, n < 40</i>)	Graduation and Retention Rate
<i>When are data pooled?</i>	When n ≥ 40 enrolled students and the 95% participation rate requirement is initially "Not Met"	When n ≥ 40 FAY students and the reading/mathematics proficiency rate requirement is initially "Not Met"	n/a	n/a
<i>How many years of data can be pooled?</i>	Up to three years	Up to two years (also referred to as Uniform Averaging)	n/a	n/a
<i>How long are data pooled?</i>	Until the 95% participation rate requirement is "Met"; until there are no data left to pool; or until three years of data are pooled, whichever comes first	Until the reading/mathematics proficiency rate requirement is "Met"; until there are no data left to pool; or until two years of data are pooled, whichever comes first	n/a	n/a

Appendix D1 (Table)
Minimum "n" Criterion versus Number of Student Groups
Spring 2009, School 1-Year (FAY) Students, See [Appendix D2 \(Chart\)](#)

Minimum n criterion	All Students (285 is the maximum)	Lunch	ELL	SPED	Asian/Pacific Islander	Black	Hispanic	Native American	White
n = 0	0	0	21	5	0	79	34	106	12
0 < n < 30	9	38	211	179	15	202	244	178	164
n ≥ 30	275	246	52	100	269	3	6	0	108
n ≥ 31	275	243	48	97	268	3	6	0	106
n ≥ 32	275	242	46	92	267	3	6	0	101
n ≥ 33	275	240	41	88	267	3	6	0	100
n ≥ 34	272	239	40	82	267	3	5	0	96
n ≥ 35	272	236	37	76	266	3	5	0	93
n ≥ 36	272	231	36	71	266	3	5	0	88
n ≥ 37	272	231	36	66	266	3	5	0	87
n ≥ 38	271	229	33	63	263	3	4	0	85
n ≥ 39	271	229	32	59	263	2	4	0	82
n ≥ 40	271	228	31	57	262	1	4	0	75

Appendix D2 (Chart)
Minimum "n" Criterion versus Number of Student Groups
 Spring 2009, School 1-Year (FAY) Students, See [Appendix D1 \(Table\)](#)

