STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Linda Lingle Office of the Governor State of Hawaii	Executive Chambers Hawaii State Capitol, Fifth Floor Honolulu, Hawaii 96813

State Contact for the Education Stabilization Fund

Name: Linda L. Smith

Position and Office: Senior Policy Advisor, Office of the Governor

Contact's Mailing Address: State Capitol, Fifth Floor, Honolulu, Hawaii 96813

Telephone: (808) 586-5330

Fax: (808) 586-0006

E-mail address: Linda.Smith@hawaii.gov

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
LINDA L. SMITH	(808) 586-0034
Signature of Governor or Authorized Representative of the Governor: X Linda L. Smith	Date: August 25, 2010

Recommended Statement of Support from the Chief State School Officer *(Optional)*:
The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name):	Telephone:
Kathryn S. Matayoshi, Interim Superintendent	(808) 586-3310
Signature of the Chief State School Officer: X	Date: 8.25.10

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.[1]
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort.*

[1] Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006 $_1,822,431,025_

FY 2009 $_2,233,833,005_

FY 2010* $_1,993,468,756_

FY 2011* $_1,984,591,712_

(* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

FY 2006 $_594,551,298__

FY 2009 $_730,301,016__

FY 2010* $_628,367,646__

FY 2011* $_631,899,053 _

(* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

Under Article X, Section 1 of our state constitution, Hawaii has one statewide system of public schools and a state university. The sources of data used to determine the levels of funding for elementary and secondary education, and public IHE's included the various appropriation acts for the applicable fiscal years. These included:

FY 2006: Act 178, Sessions Laws of Hawaii (SLH) 2005 (appropriation) *
Executive Memorandum No. 05-01, FY 06 Budget Execution Policies and Instructions (allocation of collective bargaining and restrictions) **

FY 2008: Act 213, SLH 2007 (appropriation) *
Executive Memorandum No. 07-01, FY 08 Budget Execution Policies and Instructions (allocation of collective bargaining and restrictions) **

FY 2009: Act 158, SLH 2008 (appropriation) *
Executive Memorandum No. 08-03, FY 09 Budget Execution Policies and Instructions (allocation of collective bargaining and restrictions) **
Updated FY 2009 data to actual levels of state support (unaudited)

FY 2010: Act 162, SLH 2009 (appropriations). Includes allocated debt service, fringe, and risk management costs.

FY 2011: Executive Supplemental Budget (appropriations). Includes allocated debt service, fringe and risk management costs.

* See http://www.capitol.hawaii.gov
** See http://hawaii.gov.budget/

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009
(check all that apply):

☒ for elementary and secondary education.

☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name):	
Click here to enter text. LINDA L. SMITH	
Signature: Linda L Smith	Date: August 25, 2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

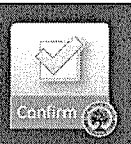
(check one):

☐ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.

Part 3: Data Collection, Public Reporting, and Planning
Part 3A: Assurance Indicators and Descriptors
I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). 

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3]

Data for SY07-08 and SY08-09 are available as a link at this URL.
http://hqt.k12.hi.us/STATE/OHR/TeacherQuality.nsf/10d1a575953d0e908a256c340001adab/a8f1c302a5a21b660a2575ac006814aa?OpenDocument

Please respond (check only one):

[4] ☒ The State makes the data *publicly available* and updates the data *annually* on a website.

➔ Provide the State website where the data are provided by the State to the public:[5]

The Department posts state as well as the school by school results at (http://hqt.k12.hi.us/STATE/OHR/TeacherQuality.nsf/10d1a575953d0e908a256c340001adab/a8f1c302a5a21b660a2575ac006814aa?OpenDocument).

SY2008-09

Percentage of Elementary Classes in High and Low Poverty Schools (Total)

Core Academic Area	All Schools					High Poverty					Low Poverty				
	Total Classes	Highly Qualified Classes	HQT Classes Percent	Non-HQT Classes	Non-HQT Percent	Total Classes	Highly Qualified Classes	HQT Classes Percent	Non-HQT Classes	Non-HQT Percent	Total Classes	Highly Qualified Classes	HQT Classes Percent	Non-HQT Classes	Non-HQT Percent
Elementary	5588	5190	92.88%	398	7.12%	1312	1183	90.17%	129	9.83%	1398	1327	94.92%	71	5.08%

Percentage of Secondary Classes in High and Low Poverty Schools (Total)

Core Academic Area	All Schools					High Poverty					Low Poverty				
	Total Classes	Highly Qualified Classes	HQT Classes Percent	Non-HQT Classes	Non-HQT Percent	Total Classes	Highly Qualified Classes	HQT Classes Percent	Non-HQT Classes	Non-HQT Percent	Total Classes	Highly Qualified Classes	HQT Classes Percent	Non-HQT Classes	Non-HQT Percent
Art	534	353	66.10%	181	33.90%	99	53	53.54%	46	46.46%	177	135	76.27%	42	23.73%
Civics	440	214	48.64%	226	51.36%	64	34	53.13%	30	46.88%	203	110	54.19%	93	45.81%
Economics	171	86	50.29%	85	49.71%	50	32	64.00%	18	36.00%	44	25	56.82%	19	43.18%
English/Language Arts	7095	4982	70.22%	2113	29.78%	1290	793	61.47%	497	38.53%	2081	1477	70.98%	604	29.02%
Foreign Language	966	646	66.87%	320	33.13%	117	55	47.01%	62	52.99%	455	298	65.49%	157	34.51%
Geography	147	51	34.69%	96	65.31%	43	16	37.21%	27	62.79%	31	11	35.48%	20	64.52%
History	3889	2847	73.21%	1042	26.79%	559	383	68.52%	176	31.48%	1356	1027	75.74%	329	24.26%
Mathematics	5684	3502	61.61%	2182	38.39%	970	562	57.94%	408	42.06%	1784	1133	63.51%	651	36.49%
Science	4041	2993	74.07%	1048	25.93%	585	422	72.14%	163	27.86%	1330	1081	81.28%	249	18.72%
Total Secondary Core Areas	22967	15674	68.25%	7293	31.75%	3777	2350	62.22%	1427	37.78%	7461	5297	71.00%	2164	29.00%

The percent of classes not taught by Highly Qualified Teachers in the Lowest Poverty Schools and Highest Poverty Schools is also

displayed for the public at http://arch.k12.hi.us/school/nclb/nclb.html#. This site provides the required ESEA Accountability Reports. The links to PDFs are on the left hand side by school year. NCLB Accountability Reports are then available for each school grouped by administrative subunits designated by district name (i.e., Honolulu).

[6] ☐ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).

Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check only one):

[4] ☒ The State makes the information *publicly available* and updates the information *annually* on a website.

➔ Provide the State website where the information is provided by the State to the public:[5] The Hawaii Department of Education State

Plan and Equity Plan, as well as supporting documents and information, are updated at least annually at (http://hqt.k12.hi.us/STATE/OHR/TeacherQuality.nsf/10d1a575953d0e908a256c340001adab/a8f1c302a5a21b660a2575ac006814aa?OpenDocument). This is a link available on the opening page of the Department website.

[6] ☐ The State makes the information *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated information is provided by the State to the public:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

[1] ☒ Yes, the State collects this information. Yes, the Hawaii Department of Education has a description of the system used to evaluate the performance of teachers.

The Hawaii Department of Education uses the Professional Evaluation Program for Teachers (PEP-T) for decisions regarding teacher development, retention, and removal.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information are provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website. The Department does not make this information publicly available.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

[8] ☒ Yes, the State collects this information.

The State of Hawaii is a single SEA/LEA. The PEP-T is used for the evaluation of all teachers employed by the Department.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10] Click here to enter text.

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information are provided by the State to the public:
[12] Click here to enter text.

[13] ☒ The State does not make the information publicly available on a website..

The Department will make this information available to the public beginning July 2011. This information will be accessible via the

Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

14 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☒ Yes, the State collects this information.

The PEP-T does not include student achievement outcomes or student growth data as an evaluation criterion.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

[1] ☒ Yes, the State collects these data.

Total teachers evaluated SY07-08 4,576.

	SAT	MARG	UNSAT
NO.	4,502	51	23
%	98%	1%	1%

Total teachers evaluated SY08-09 = 3602

	SAT	MARG	UNSAT
NO.	3,508	68	23
%	94%	2%	1%

Numbers for SY09-10 are still being compiled at this time.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

These data are not yet reported to the pubic but the Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

[1] ☒ Yes, the State collects this information.

The Hawaii Department of Education uses the Professional Evaluation Program for School Leaders (PEP-SL) for systems in decisions regarding principal development, compensation, promotion, retention, and removal.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

[8] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10] Click here to enter text.

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information are provided by the State to the public:
[12] Click here to enter text.

[13] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☐ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☒ Yes, the State collects this information.

The PEP-SL does include in the Annual Rating of Overall Professional Leadership Performance the a broad measure that includes student achievement outcomes: "Obtains widespread support and develops a unified sense of purpose among faculty, staff, students and members of the community to systematically **attain higher levels of student achievement and performance** and proper administration of the school."

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

[1] ☒ Yes, the State collects these data.

The number and percentage of principals rated

SY 07-08

	Number	%
Excellent	171	66%
Good	66	25%
Satisfactory	20	1%
Marginal	1	<1%
Total	258	

SY08-09

	Number	%
Excellent	141	64%
Good	70	32%
Satisfactory	9	4%
Marginal	0	0%
Total	220*	

*This number does not reflect the number of temporarily assigned principals.

The data for school year 2009-2010 is currently being compiled.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☐ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."
☒ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

☐ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."
☒ No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State

makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☐ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5] Click here to enter text.

[6] ☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

➔ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [7] Click here to enter text.

[8] ☒ The State does not make the status information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the

Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c2.xls, correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☐ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5] Click here to enter text.

[6] ☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☒ The State does not make the status information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c3.xls , correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] Click here to enter text.

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

[1] ☒ Yes, this has been completed within the last two years.

[2] ☐ No, this has been completed, but it occurred more than two years ago.

[3] ☐ No, this has never been completed.

Please respond (check one):

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] Click here to enter text.

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website. . NOTE: THE DATA DOES NOT INCLUDE THE NUMBER ONLY %

Mathematics

State	Number of Children with Disabilities Enrolled	Number of Children with Disabilities Participating	Percentage of Children with Disabilities Participating
HAWAII SY08-09	10,565	10,070	95.3
Hawaii SY09-10	10,183	10,536	96.6

English Language Arts

State	Number of Children with Disabilities Enrolled	Number of Children with Disabilities Participating	Percentage of Children with Disabilities Participating
HAWAII SY08-09	10,563	10,167	96.2
Hawaii SY09-10	10,182	10,536	96.6

➔ Provide the State website where the data are collected and publicly available:[5]

http://arch.k12.hi.us/school/nclb/nclb.html# Please note: The State Report Card can be found by clicking on the NCLB Accountability Reports – State Summary. The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ The State's plan for making the data publicly available and up-to-date on a website is delineated in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[6] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date.*

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ 5) The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls , are correct?

[9]☒ Yes, the data are correct.

[10]☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] Click here to enter text.

Please respond (check one):

[12]☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website. NOTE: THE DATA DOES NOT INCLUDE THE NUMBER ONLY %

➔ Provide the State website where the data are collected and publicly available:

➔ http://arch.k12.hi.us/school/nclb/nclb.html# Please note: The State Report Card can be found by clicking on the NCLB Accountability Reports – State Summary.

➔ The State's plan for making the data publicly available and up-to-date on a website is delineated in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14]☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16]☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

[1] ☒ Yes, this was completed within the last two years.

[2] ☐ No, this was completed more than two years ago.

[3] ☐ No, this has never been completed.

Please respond (check one):

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] Click here to enter text.

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

➔ [8] ☒ The State does not make the information publicly available on a website.
The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c7.xls , correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one): Is the State's current status available on the State's website?

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website. . Provide the State website where the information is collected and publicly available:[5] here to enter text.

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the

Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of limited English proficient students on NOTE: DATA DOES NOT INCLUDE NUMBER ONLY %. The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

Provide the State website where the data are collected and publicly available:[5].

➔ http://arch.k12.hi.us/school/nclb/nclb.html http://arch.k12.hi.us/school/nclb/nclb.html# Please note: The State Report Card can be found by clicking on the NCLB Accountability Reports – State Summary.

Mathematics

State	Number of Limited English Proficient Students Enrolled	Number of Limited English Proficient Students Participating	Percentage of Limited English Proficient Students Participating
HAWAII SY08-09	8,406	8,257	98.2
Hawaii SY09-10	8,790	8,678	98.7

Language Arts

State	Number of Limited English Proficient Students Enrolled	Number of Limited English Proficient Students Participating	Percentage of Limited English Proficient Students Participating
HAWAII SY08-09	8,406	8,276	98.5
Hawaii SY09-10	8,790	8,678	98.7

➔ The State's plan for making the data publicly available and up-to-date on a website is delineated in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[6] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State

mathematics assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8m.xls , are correct?

[9]☒ Yes, the data are correct.

[10]☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] Click here to enter text.

Please respond (check one):

[12]☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:

[13] http://arch.k12.hi.us/school/nclb/nclb.htmlhttp://arch.k12.hi.us/school/nclb/nclb.html# Please note: The State Report Card can be found by clicking on the NCLB Accountability Reports – State Summary. The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ The State's plan for making the data publicly available and up-to-date on a website is delineated in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14]☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16]☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly

available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

☒ Yes, the State Report Card includes this information.

☐ No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
http://arch.k12.hi.us/school/nclb/nclb.html Please note: The State Report Card can be found by clicking on the NCLB Accountability Reports – State Summary.

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.
➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State only collects this information on public high school students attending the University of Hawaii system.

If No, please respond (check one):

☒ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011. The State will use existing data files to generate the report of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma by July 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.
➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☒ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011. The State will use existing data files to generate the report of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school and who completed at least one year's worth of college diploma by July 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly

report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

III. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

READING	Average gains (from 2008 to 2009) of all schools in State
All Students	.024 (2.4%)
Disadvantaged	.039 (3.9%)
Disabled	.017 (1.7%)
Limited English	-.015 (-1.5%)
Asian/Pacific Islander	.027 (2.7%)
Black	.019 (1.9%)
Hispanic	.025 (2.5%)
Native American	-.034 (-3.4%)
White	.029 (2.9%)

90 Title I schools (of 180) were in NCLB sanction status for 2009

34 schools made progress (as defined*)

34/90 = .378 (37.8%) of these schools made progress in Reading/Language Arts.

The Hawaii Department of Education is a single SEA/LEA.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually.*

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.
he

[6] ☒ The State does not make the data publicly available on a website.
The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

MATHEMATICS	Average gains (from 2008 to 2009) of all schools in State
All Students	.001 (0.1%)
Disadvantaged	.004 (0.4%)
Disabled	-.012 (-1.2%)
Limited English	-.042 (-4.2%)
Asian/Pacific Islander	.002 (0.2%)
Black	-.020 (-2.0%)
Hispanic	.007 (0.7%)
Native American	-.057 (-5.7%)
White	-.002 (-0.2%)

90 Title I schools (of 180) were in NCLB sanction status for 2009

61 schools made progress (as defined*)

61/90 = .678 (67.8%) of these schools made progress in Mathematics

The Hawaii Department of Education is a single SEA/LEA.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:

[5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)	**Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.**

Please respond (check Yes or No): Does the State have a definition of "persistently lowest achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

[1] ☒ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

Tier 1 schools are identified as those schools, including secondary schools, whose academic performance and lack of progress in academic performance falls within the lowest 5% of schools that are eligible in the current school year to receive Title I funds and whose Elementary

and Secondary Education Act (ESEA) status is "In Need of Improvement", "Corrective Action", "Planning for Restructuring" or "Restructuring."

- Academic performance is determined by using the student proficiency rate for all students tested as determined by calculating the composite average proficiency in the "All Student" category on the Hawaii State Assessment (HSA) in English Language Arts (ELA) and mathematics for the most recent three (3) years. The HSA is the assessment used by the HDOE in meeting the ESEA Section 1111(b)(3) requirements. Schools meeting the above Tier 1 criteria are then rank ordered based on the composite average proficiency in the "All Student" category.
- School lack of progress is determined by the current year ESEA status.
- All schools, including high schools, are rank ordered using the current year ESEA status as an indicator of persistent lack of progress. Points (1-4) are assigned in the following manner:
    - In Need of Improvement - 1 Point
    - Corrective Action - 2 Points
    - Planning for Restructuring - 3 Points
    - Restructuring - 4 Points
- All Title I eligible high schools in ESEA status in included in the above criteria.

Tier II schools are those high schools that are eligible for, but do not receive, Title I, Part A funds.

- At this time there are no Tier II schools in the HDOE as all high schools in the HDOE eligible for Title I, Part A funds receive such funds.
- Additionally, at this time there are no Title I eligible high schools in "In Improvement", "Corrective Action", "Planning for Restructuring" or "Restructuring" with graduation rates below 60 percent.

Tier III schools are those Title I eligible schools in the ESEA status "In Improvement", "Corrective Action", "Planning for Restructuring" or "Restructuring" that do not meet the Tier I criteria used to identify the lowest performing 5% of Title I schools in ESEA status. These schools are prioritized in the same manner as schools are prioritized for Tier I.

If Yes, please respond (check one):

[3] ☐ The State has made the definition *publicly available* on a website.

➔ Provide the State website where the definition is publicly available:[4]

➔

➔ here to enter text.

[5] ☒ The State does not make the definition publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[6] ☐ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

AYP Determinations and School Sanction Status, by Complex is updated annually at http://arch.k12.hi.us/school/nclb/nclb.html# The posting does not identify persistently lowest-achieving schools.

There are six (6) schools identified as persistently lowest-achieving schools.

1. Hawaii School for the Deaf and Blind
2. Waianae Elementary
3. Maili Elementary
4. Nanakuli High and Intermediate
5. Naalehu Elementary
6. Kamaile Academy Public Charter School

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

AYP Determinations and School Sanction Status, by Complex is updated annually at http://arch.k12.hi.us/school/nclb/nclb.html#

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

"Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

At the time of this application, one of the six (6) schools (Naalehu Elementary) identified as persistently lowest-achieving schools was turned around, restarted, closed, or transformed (as defined in the NFR) in the last year as defined in the criteria outlined in the NFR.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the

Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

At the time of this application, one of the six (6) schools identified as persistently lowest-achieving schools was transformed as described in the criteria outlined in the NFR for turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) **Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**

Race to the Top

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

All schools eligible for Title I funds in the State of Hawaii receive Title I funds. This includes secondary schools.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

All schools eligible for Title I funds in the State of Hawaii receive Title I funds. This includes secondary schools.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6)	**Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

All schools identified as persistently lowest-achieving receive Title I funds. At the time of this application, one of the six (6) schools (Naalehu Elementary) identified as persistently lowest-achieving schools was turned around, restarted, closed, or transformed (as defined in the NFR) in the last year as defined in the criteria outlined in the NFR.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7)	**Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://165.248.6.166/data/schoollist.aspClick here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔

The number of charter schools operating in the State of Hawaii is within the "high cap" as described in the Race to the Top grant application. Of Hawaii's 287 pubic schools, 31, or 115 are public charter schools.

- .Twenty-six of these schools are "start up" charters.
- The remaining five (5) are "conversion" charter schools (those school converting from Department operated schools to charter

schools).

The Hawaii Revised Statutes authorize up to 25 "conversion" charter schools.

Act 144, signed into law on May 26, 2010, authorizes 3 new "start up" charter schools for each charter school that achieves a Western Association of Schools and Colleges (WASC) or comparable accreditation. At this time, there are four (4) public charter schools with WASC accreditation. Thus the revised Hawaii Revised Statutes permits the authorization of 12 additional charters, beyond the 26 "start up" charter schools. At this time there is authorization for a total of 67 schools, or 23% of all public schools in Hawaii. In the event that additional public charter school are accredited the number will increase at the rate of three (3) for each newly accredited public charter school.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) **Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5] http://165.248.6.166/data/schoollist.asp

[6] ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

20 of 31 (65%) of the charter schools in Hawaii made progress on State assessments in reading/language arts from 2008 to 2009.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ rovide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

18 of 31 (58%) of the charter schools in Hawaii made progress on State assessments in mathematics from 2008 too 2009.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

No public charter schools have closed within each of the last five years.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No public charter schools have closed within each of the last five years.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

No charter schools have closed within the last 5 years.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

The Department will make this information available to the public beginning July 2011. This information will be accessible via the Department website at this URL http://doe.k12.hi.us/index.php under the heading of Reports.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Part 3B:" Data Collection and Public Reporting Plan

I. ASSURANCES (a), (c), and (d)

The Department currently publishes and makes available to the public numerous performance and accountability reports via the web at http://arch.k12.hi.us/. However, these performance reports were developed prior to the passage of the American Recovery and Reinvestment Act (ARRA) and the criteria set forth in this State Fiscal Stabilization Fund (SFSF) Phase II application. As can be seen in the table below, the Department already collects the data necessary to generate, publish, and make available to the public the requisite reports as set forth in this application.

Element	Collection (check if applies)	Public Reporting (check if applies)
D(a)(1) The **systems** used to evaluate the performance of teachers and the **use of results** from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.		XX
I(a)(3) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers		XX

Element	Collection (check if applies)	Public Reporting (check if applies)
include student achievement outcomes or student growth data as an evaluation criterion.		
I(a)(4) Provide, for each LEA in the State whose teacher's receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at teacher performance rating or level		XX
I(a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.		XX
D(a)(2) Describe, for each LEA in the State, th**e systems** used to evaluate the performance of principals and **the use of results fro**m those systems in decisions regarding principal development, compensation, promotion, retention, and removal.		XX
I(a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.		XX
I(a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.		XX

Element	Collection (check if applies)	Public Reporting (check if applies)
I (c)(1) Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.		XX
I (c) (2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.		XX
I(c)(3) Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.		XX
I(c) (4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.		XX
I(c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State **reading/language arts** and **mathematics** assessments.		XX
I(c)(6) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.		XX

Element	Collection (check if applies)	Public Reporting (check if applies)
I(c)(7) Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.		XX
I(c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State **reading/language arts** and **mathematics** assessments.		XX
I(c)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).		XX
I(c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.	XX	XX

Element	Collection (check if applies)	Public Reporting (check if applies)
I(c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.	XX	XX
I(d)(1) Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.		XX
I (d) (2) Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the		XX

Element	Collection (check if applies)	Public Reporting (check if applies)
State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in mathematics in the last year		
D(d)(1) Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.		XX
D (d)(3) Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.		XX
D(d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.		XX
I(d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.		XX

Element	Collection (check if applies)	Public Reporting (check if applies)
I(d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.		XX
I(d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.		XX
I(d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.		XX
I(d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.		XX
I(d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.		XX

The Hawaii Department of Education is the agency responsible for the development, execution, and oversight of the plan to make this information available to the public by September 2011. Currently, the Department publishes school level educational assessment and accountability information for teachers, administrators, parents, policy makers, and the community at large on the Accountability Resource Center Hawaii (ARCH) website, http://arch.k12.hi.us/. The various reports available at this site were developed to meet state and ESEA reporting requirements.

As the Department is the single statewide LEA, there are no known obstacles to developing and implementing these plans. The Hawaii Department of Education is only implementing the four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i) in the current school year. In order to make data for Indicators (c)(10) and (c)(11) the Department will use existing data files to generate the report of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma by July 2011. The information exists in varying databases but must be assembled to create this report on students that graduated prior to this reporting requirement this will be accomplished by March 2011.

In order to maintain and build upon the momentum created collective effort of the Office of the Governor, President of the University of Hawaii, Hawaii Board of Education, Hawaii Department of education and numerous community groups and professional associations, the Department of Education over the next year will consolidate numerous compliance oriented reporting efforts into a single school performance and improvement oriented website capable of engendering community and stakeholder support and involvement in meeting the goals set forth in the Hawaii Reform Agenda. Since all of the information, except for Indicators (c)(10)

and (c)(11), is currently available to the Department, the process is relatively straight forward. The timeline for those key activities is as follows:

Timeframe	Key Activity or Deliverables
7/10 – 12/10	Relevant data stewards map data sources, definitions, and confirm accuracy of existing data
8/10 – 12/10	Solicit proposals and award contract for community accessed interactive school performance and improvement website
1/11 – 6/11	Design, develop, field test, and publish a community accessed interactive school performance and improvement website
6/11 – 8/11	Update and refresh the community accessed interactive school performance and improvement website with SY10-11 school data

The ongoing cost to support the school performance and improvement website will be drawn from current costs associated with the ARCH website which is approximately $600,000 per year covered out of existing general state education funds.

The Department will publicly report the plan and progress on implementing the plan available to the public via links from the State of Hawaii ARRA website at http://hawaii.gov/recovery. This information will be updated at least quarterly.

II. INDICATOR (b)(1)

Plan for completing the America Competes (COMPETES) longitudinal data system.

The Department of Education statewide longitudinal data system contains 11 of the 12 COMPETES data elements. Missing is information on students not tested (COMPETES Element 7) which will be available in July 2010 after the spring 2010 implementation of the on line Hawaii State Assessment.

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		XX
2		XX
3		XX
4		XX
5		XX
6		XX
7	XX	
8		XX
9		XX
10		XX
11		XX
12		XX

On the following page is a more detailed description of the Longitudinal Data System available to inform instruction, education, and work force related decisions.

12 Elements of America COMPETES Act	Current SLDS Status	Outcomes to be accomplished with current funding	Expansion to improve capacity beyond America COMPETES
1. Unique statewide student identifier that does not permit a student to be individually identified by users of the systems (except as allowed by Federal and State law)	Meets the America COMPETES standard.		Expansion to include unique student identifier for P-20 data systems.
2. Student-level enrollment, demographic, and program participation information	Meets the America COMPETES standard.		Expansion to include Pre-K enrollment, demographic and program participation for P-20 data systems.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Meets the America COMPETES standard.		Expansion to include public postsecondary data and private postsecondary when available.
4. Capacity to communicate with higher education data systems	Meets the America COMPETES standard.		Expansion to refine transfer process to achieve seamless automation.
5. State data audit system assessing data	Meets the America		Expansion to include pre-K,

quality, validity, and reliability	COMPETES standard.		workforce, armed forces data.
6. Yearly test records of individual students with respect to assessments under section 111 1(b) of the ESEA Act of 1965	Meets the America COMPETES standard.		Expansion to include classroom and interim assessment item bank data
7. Information on students not tested, by grade and subject	To be met in SY2010-11.	The ability for Hawaii to capture information on students not tested by grade and subject is integrated into the online testing system that was field tested in March-May 2010 and is scheduled for full implementation in fall 2010.	
8. Teacher identifier system with the ability to match teachers to students	Meets the America COMPETES standard.		Expansion to include elementary ACCNs to differentiate teacher-subject matches for elementary students.
9. Student-level transcript information, including information on courses completed and grades earned	Meets the America COMPETES standard.		Expansion to include parent and student portal access.

10. Student-level college-readiness test scores	Met the America COMPETES standard in SY2009-10.		Student-level college readiness test scores for 1998-2009 acquired for SLDS. Funds for acquisition of 2010-12 data are budgeted
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Meets the America COMPETES standard.		Expansion to include additional transition data such as counselor (secondary and postsecondary) linkages to student college readiness.
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Meets the America COMPETES standard.		Expansion to include identification and acquisition of other indicators of adequate preparation such as regional usage rates of the college access portal and postsecondary to workforce transitions.

Current Status and Milestones.

Information on students not tested, by grade and subject: Department currently collects metrics indicating whether students have been tested each year, by grade and subject. As part of Department transition to conduct online testing statewide by school year 2010-2011, the mechanism to account for reasons why students were not tested is being implemented within the assessment system. These data will be available to the public by July 2011 as part of the Department school by school accountability reports required under ESEA

There are no anticipated obstacles to providing this information to the public on an annual basis beginning July 2011. State funds are being used to develop and implement on a going forward basis online testing. While state funds are set aside to be used to purchase student scores from the College Board for the next two years, the State of Hawaii Race to the Top application, if funded, the will be used to purchase archival and current year student scores from the College Board until state funds are made available on a going forward basis.

The Hawaii Department of Education is the agency responsible for the development, execution, and oversight of the plan. The Systems Accountability Office, Office of the Superintendent has the authority and responsibility for the development and implementation of the statewide assessment system including online testing and collecting information on untested students. The Data Governance Director, Office of the Superintendent oversees all aspects of the K12 State Longitudinal Data System Grant as well as the P20 State Longitudinal Data System which includes securing information on student college readiness. The P20 State Longitudinal Data System is jointly executed by the Department through a contract with University of Hawaii, Hawaii P-20.

The development of the statewide longitudinal data system has been a Department priority. Any costs associated with completing the statewide longitudinal data system to

contain all 12 COMPETES data elements are covered by existing Department operations or discretionary funds.

The Department will publicly report the plan and progress on implementing the plan available to the public via links from the State of Hawaii ARRA website at http://hawaii.gov/recovery. This information will be updated at least quarterly.

III. INDICATOR (b)(2)

Presently the Department provides to schools (teachers and principals) data showing student proficiency in reading/language arts and mathematics in grades in which the State administers assessments in those subjects. Teachers, via their school principal, receive the information on those students they taught in the previous year early in the fall semester following the administration of the statewide assessment.

Beginning in July 2010, the school principal will have access via a secure web-based school dashboard to student proficiency in reading/language arts and mathematics on those students currently enrolled at that school. This information, and other instructionally relevant information, will be made available to teachers for their current students.

Providing teachers with student growth data (Indicator (b)(2)) and individual teacher impact (Indicator (b)(3)) is the part of the next phase of the Department plan to use data to inform instruction and improve student achievement. Beginning in July 2010 teachers will have use of a benchmark aligned formative assessment system (Data for School Improvement) that can be used on line or via more traditional paper and pencil formats. Results of the formative assessments (required at least quarterly during the first semester) at the benchmark level will be immediately available to the teacher, and by extension the student, so instructional decisions may be made. The use of the Hawaii State Assessment (HSA) on Line assessment system will give teachers and students feedback on student performance in English Language Arts, mathematics, and science at the strand level

immediately after each of their three possible assessment opportunities beginning in October 2010.

Work on establishing a student growth model began in 2006. The work has continued for two important reasons: (1) information gained on student growth data is more informative than status oriented data and (2) school or teacher performance should include information on progress. Important factors for the Department were (a) the construct of the growth derivative must be relatively straightforward, (b) vertical scales for assessment need not be necessary, (3) the computation and replication of results could be fully disclosed, and (4) costs for development, processing, analyses, and verification would not be prohibitive. The Department began analyzing three years of HSA data using the Colorado Department of Education percentile-based growth model. The model was chosen because of its robustness as multiple years of growth data are added, its ability to analyze student performance at all levels unconstrained by prior achievement levels, and the familiarity parents, teachers, and other stakeholders have with respect to percentiles as the basic reporting metric.

Training for research/evaluation specialists and data processing analysts will occur summer 2010. Individual student growth reports will be developed and their utility analyzed during SY10-11 so that by July 2011, this information can be extended to classroom teachers.

Beginning July 2011 teachers of reading/language arts and mathematics will have access to student growth data on their current students and the students they taught in the previous year in reading/language arts and mathematics in grades in which the State administers assessments in those subjects (Indicator (b)(2)). This will be done through the same secure web based interactive user interface. Sample student growth reports are not yet available but will include information such as relative growth compared to peers, various student subgroups, and projected growth.

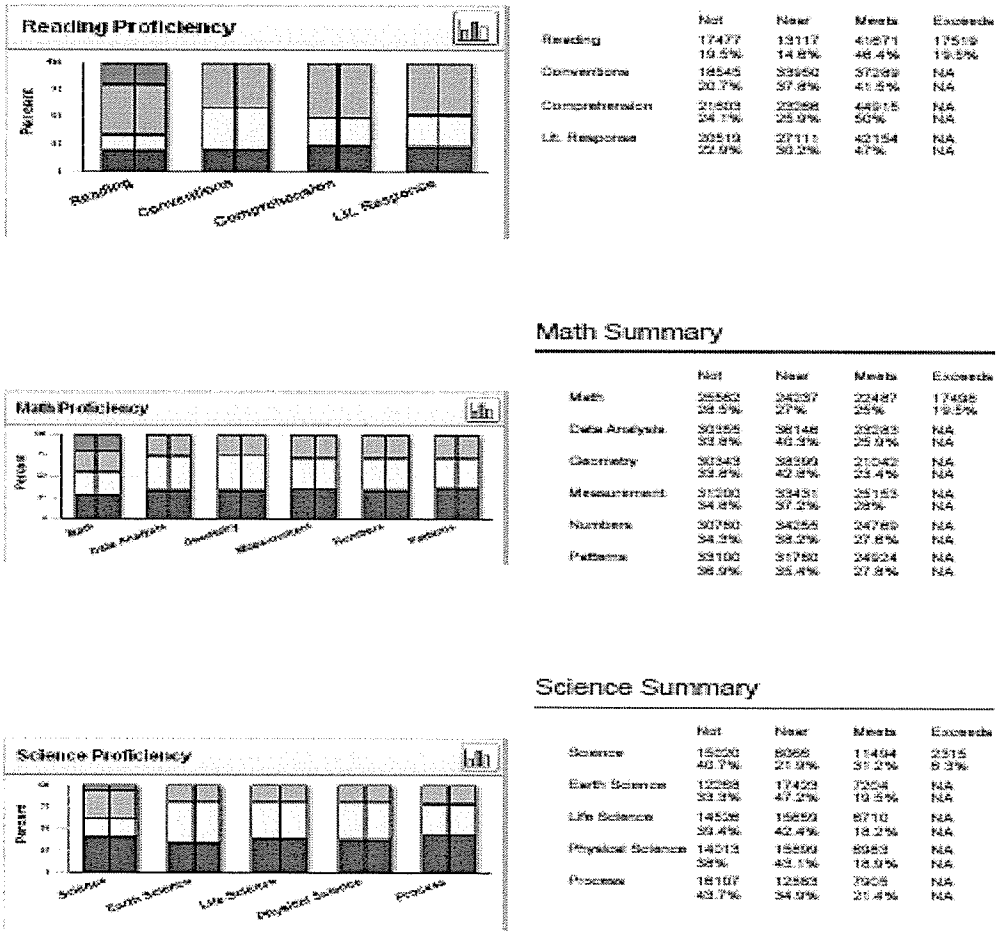
The Department will publicly report the plan and progress on implementing the plan available to the public via links from the State of Hawaii ARRA website at http://hawaii.gov/recovery. This information will be updated at least quarterly.

IV. INDICATOR (b)(3)

The Department at this time does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement. The Department does provide to schools class level student achievement data at the strand level.

Teachers of reading/language arts and mathematics will be provided reports of individual teacher impact on student achievement beginning in July 2011. This information is available for all teachers of reading/language arts and mathematics as a result of the Hawaii State Assessment Plan. The necessary technical infrastructure has been developed and the necessary coding will commence in September 2010, will be field tested in March 2011, with final implementation statewide in July 2011.

A partial sample of class level student achievement data is displayed below showing statewide results but individual class level results by schools for school years 06-07, 07-08, and 08-09 are currently available. This will be updated in August using SY09-10 data. (A complete school report is attached.)



The development and implementation of the web based interactive user interface to give teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement is the responsibility of the Department of Education, Office of Information Technology Services (OITS). OITS relies upon the Systems Accountability Office, Office of the Superintendent for student growth data in reading/language arts and mathematics.

There are no anticipated obstacles to providing teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement this information on an annual basis beginning July 2011.

General state funds have already been committed to meet this requirement. The newly implemented data warehouse and human resources management system will provide the basis for meeting this requirement. Significant staff time and contracted resources are presently used to provide this available information will be redirected to meet any additional resource needs.

The Department will publicly report the plan and progress on implementing the plan available to the public via links from the State of Hawaii ARRA website at http://hawaii.gov/recovery. This information will be updated at least quarterly.

V. INDICATORS (c)(11) AND (c)(12)

Data on high school graduates participation and progress in an institution of higher education (IHE) is annually captured and published in several reports. Currently, Hawaii Partnership for Student Success (HIPASS) provides the best mechanism for tracking students longitudinally between HIDOE and University of Hawaii system (UH). However, HI-PASS is limited to public K-12 and postsecondary data. Both HIDOE and UH annually purchase National Student Clearinghouse data which allow for tracking high school graduates' college enrollment and completion over time. The College and Career Readiness Indicators Report presently tracks a cohort of students by high school, from high school to college as they progress in readiness for career and college, but it is based on aggregated school-level data, not longitudinal student data.

Through the HI-PASS longitudinal data linkages, the Department can report by subgroup, of the students who graduate from high school, the number and percentage (including numerator and denominator) who enroll in a Hawaii public institution of higher education within 16 months of receiving a regular high school diploma. The Department will

sustain the HI-PASS data linkages to UH to support the current level of reporting while the P20 Longitudinal Data System is underdevelopment. The P20 Longitudinal Data System plans include recruiting partnerships with out-of-state public and local private universities and the expansion of postsecondary data linkages. The capacity of the system to report on this indicator will increase as new data sources and fields are added.
An anticipated obstacle to reporting the number and percent of Department graduates who enroll in an IHE within 16 months on an annual basis by September 2011 is the availability of out-of state public and private IHE data.

The Department will publicly report the plan and progress on implementing the plan available to the public via links from the State of Hawaii ARRA website at http://hawaii.gov/recovery. This information will be updated at least quarterly.

The Department does not report by subgroup, of the students who graduate from high school who enroll in a public IHE in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE. The Department plans to develop the criteria defining "one year's worth of college credit" required to comply with this indicator by June 2010. Upon establishing the criteria, the Department and Hawaii P-20 will produce annual reports on the information by January of each year.

Costs associated with making this information available to the public are included in the redesign of the ARCH website. The P20 LDS grant application which included funding for this effort to facilitate the ongoing and expansion of data collection efforts was not funded. The Department has included funding for this in the Race to the Top application but if it is not funded existing state funds will be used.

The anticipated obstacle to reporting this information on an annual basis by September 2011 is the data collection time period began prior to establishment of the criteria. The data collection of each cohort spans 40 months (16 months to enroll, plus 24 months to

complete a year of credit) potential lack of data fulfilling the criteria. This will be overcome by compiling existing data files to generate the report of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school and who completed at least one year's worth of college diploma by July 2011.

The Department will publicly report the plan and progress on implementing the plan available to the public via links from the State of Hawaii ARRA website at http://hawaii.gov/recovery. This information will be updated at least quarterly.

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

(1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors. Click here to enter text.

The Department utilizes system audit methods to provide feedback on potential data entry errors to school level data entry personnel. Technical training and support are provided to school and program personnel to identify and rectify data entry and processes errors within their control. The Systems Accountability Office certifies data required for federal reporting. A data governance structure using identified data stewards and an issue resolution process has been established to refine the controls, access and use of Department data. As part of data governance, process definitions are documented to clarify the steps and procedures for collection of program data.
Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

Compliance with the Family Educational Rights and Privacy Act (FERPA) is a primary consideration for any data release or publication by the Department. The Department's Guidelines for Reporting Student Data are publicly posted at http://arch.k12.hi.us/PDFs/resources/other/DisaggregGuidelinesFinal.pdf. These guidelines establish the minimum cell size for reporting disaggregated data as 10. Any cell representing less than 10 shall be suppressed in all publicly reported documents.

The Hawaii State Board of Education's Educational Research and Evaluation policy #2500 requires all research and development project proposals to be reviewed prior to approval. Review of the proposals includes potential FERPA implications and conditions. Approved studies whose researchers violate the study conditions have their approval revoked and the researchers are ineligible to conduct future research within the Department for a specified period of time.

Data requests of personally identifiable information are critically reviewed and the memoranda of understanding (MOU) and contracts governing such requests contain data security language in compliance with FERPA. Tools, templates and guidelines are disseminated to assist Department personnel to develop FERPA compliant MOU and contracts.

The Department's Information Access Support section maintains a FERPA resource webpage at http://ferpa.k12.hi.us providing Department personnel and the public with helpful links. The Information Access Support section and the Data Governance staff provide additional technical support as needed. A Data Quality and Ethics training intended for all Department staff is under development.

Access to the Department's data systems is regulated through network security, including login and passwords, controlling individual levels of access to specific data. Any transfer of data that includes personally identifiable information must occur in a secure environment using appropriate encryption and access controls.

Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.