

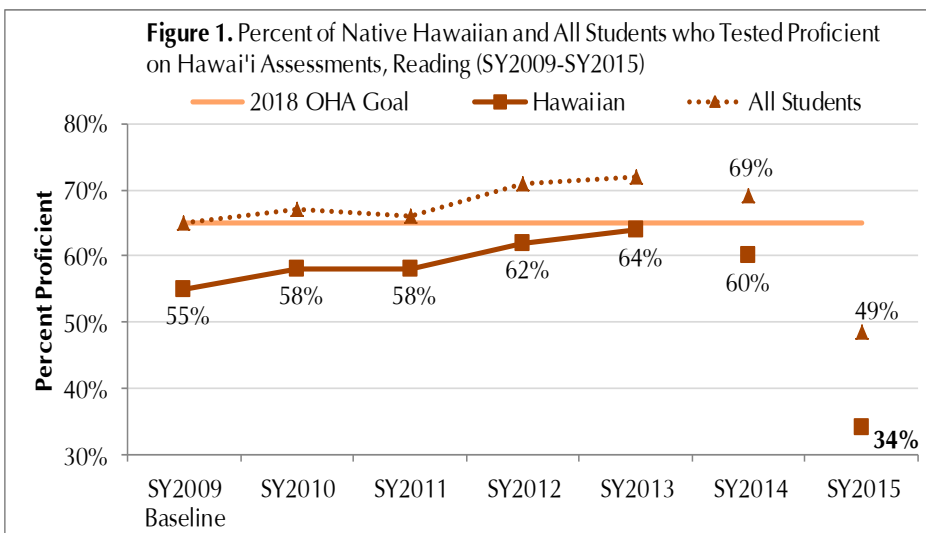
**Strategic Priority: Ho'ona'auao (Education)**

**Strategic Result** — Increase the percentage of Native Hawaiian students

- meeting and exceeding READING standards from 55% to 65%, and
- meeting and exceeding MATH standards from 32% to 45%.

**BACKGROUND.** The Smarter Balanced Summative Assessment (SBA) tests in reading and math are administered to DOE public and charter school students enrolled in grades 3 – 8 and 11. Smarter Balanced replaced the Hawai'i Standard Assessment (HSA) to align with the newly implemented Hawai'i Common Core State Standards. In SY2014 a “bridge” assessment was implemented followed by the full SBA in SY2015. Due to this change, results for SY2015 becomes the new baseline and cannot be compared to previous years (DOE, 2013). OHA developed its 2010-2018 strategic results for education on data from the now outdated HSA.

Figures 1 and 2 depict Native Hawaiian DOE students who tested proficient (met or exceeded standards) in reading and math in HSA for SY2009-SY2013, “bridge” for SY2014 and SBA for SY2015.

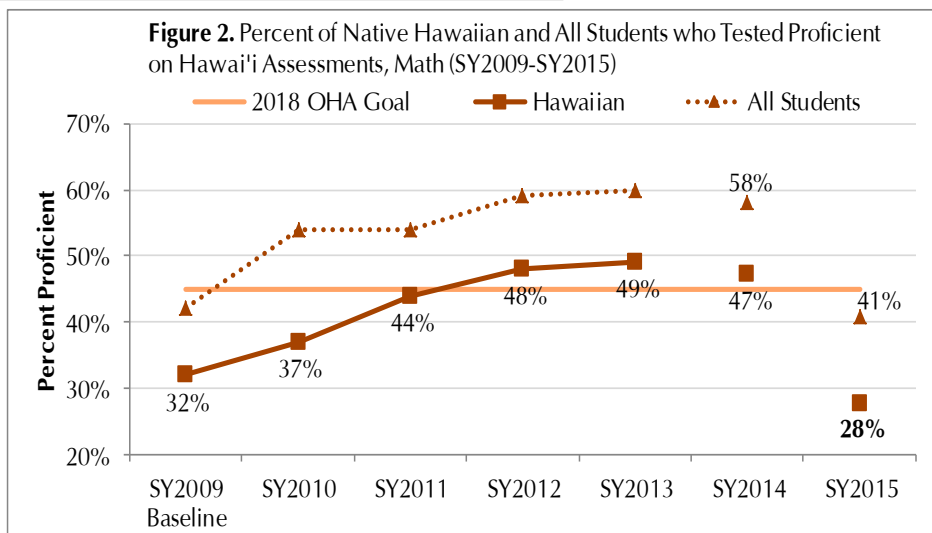


**READING SY2015**

- 34.1% of Native Hawaiian students were proficient in reading.
- 48.5% of all DOE students were proficient in reading.

**MATH SY2015**

- 27.7% of Native Hawaiian students were proficient in math.
- 40.9% of all DOE students were proficient in math.



**FIGURES 1 AND 2 SOURCES.** DOE, 2015; RTTT, 2010.

Note. The Hawai'i Standard Assessment (HSA) was administered to Department of Education (DOE) public school students (including charter schools) between SY2003 and SY2013 in reading and math. In SY2014, the DOE administered a “bridge” assessment and in SY2015 a Smarter Balanced assessment, therefore, SY2014 and SY2015 outcomes in Figures 1 and 2 cannot be compared to previous years as indicated by the broken timeline.

**TERMS.**

**Hawai‘i Common Core State Standards (Common Core):** These standards define the knowledge and skills students need to be college-, career-, and community-ready when they graduate. They align with college and workforce expectations, include rigorous content and application of knowledge through higher-order skills, are evidence-based, and are informed by standards in top-performing countries. Common Core replaced HCPS in SY2014 (HCCS, 2015).

**Hawai‘i Content and Performance Standards III (HCPS):** Hawai‘i Content and Performance Standards, created in 1991, experienced two revisions. The final revision, implemented in SY2007, was to align student learning expectations, define content and skills that help support and improve quality student performance and meet Annual Yearly Progress, reduce the number of standards, and provide clearer focus on instructional targets, as well as assessment targets. HCPS was replaced by the Hawai‘i Common Core State Standards in SY2014. (HCPS, 2005).

**Hawai‘i Standard Assessment (HSA):** The Hawai‘i Standard Assessment (HSA) in reading and math was administered to Department of Education (DOE) public school students enrolled in grades 3 – 8 and 10 between SY2003 and SY2013 and measured student attainment of the Hawai‘i Content and Performance Standards III. Science assessments are also administered to students enrolled in grades 4 and 8. The HSA in math and reading was replaced by Smarter Balanced in SY2015, however, the HSA Science Assessment continues to be used (HCCS, 2015).

**Native Hawaiian:** For students enrolled in the public school system, race is based on the student’s enrollment application which is completed by the parent/guardian of each student (OHA, 2013).

**Smarter Balanced Summative Assessment (SBA):** The Smarter Balanced Summative Assessment replaced the HSA in SY2015 and is administered to Department of Education (DOE) public and Charter school students enrolled in grades 3 – 8 and 11. It is aligned with the Hawai‘i Common Core State Standards and measures student knowledge and real-world application in math and reading as an indicator of their college-, career-, and community-readiness. Scores are categorized into four achievement standards (Exceeded, Met, Nearly Met, and Did Not Meet). Proficiency is defined as those students scoring within the Exceeded and Met standard levels. (DOE, 2013).

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