

Hawaii

2018 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

Percentage (%)	Determination
65.83	Needs Assistance

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	10	41.67
Compliance	20	18	90

2018 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	86	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	85	1
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	14	0
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	83	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	17	0
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	83	1

Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	86	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	85	1
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	30	0
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	84	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	19	0
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	84	1

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	15	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma ¹	71	1

¹ For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2018: Part B."

2018 Part B Compliance Matrix

Part B Compliance Indicator²	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2015	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0	N/A	2
Indicator 11: Timely initial evaluation	95.25	Yes	2
Indicator 12: IEP developed and implemented by third birthday	92.96	Yes	2
Indicator 13: Secondary transition	74.14	Yes	0
Timely and Accurate State-Reported Data	100		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	100		2
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		

¹ Graduated with a regular high school diploma as defined under the *IDEA* Section 618 State-reported data: These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR §300.102(a)(3)(iv), in effect prior to June 30, 2017, “the term regular high school diploma does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or general educational development credential (GED).”

² The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at: <https://osep.grads360.org/#communities/pdc/documents/14803>

IDEA PART B DETERMINATIONS

Following is a list of each State's performance in meeting the requirements of IDEA Part B, which serves students with disabilities, ages 3 through 21:

MEETS REQUIREMENTS

Connecticut	North Carolina	Republic of the Marshall Islands
Georgia	North Dakota	South Dakota
Indiana	Nebraska	Virginia
Kansas	New Hampshire	Vermont
Kentucky	Ohio	Wisconsin
Massachusetts	Oklahoma	West Virginia
Minnesota	Pennsylvania	Wyoming
Missouri		

NEEDS ASSISTANCE (one year)

Alabama	Federal States of Micronesia	Montana
Delaware	Iowa	New Jersey
		Tennessee

NEEDS ASSISTANCE (two or more consecutive years)

Alaska	Idaho	Oregon
Arkansas	Illinois	Puerto Rico
American Samoa	Louisiana	Rhode Island
Arizona	Maryland	South Carolina
California	Maine	Texas
Colorado	Mississippi	Utah
Florida	New Mexico	Virgin Islands
Guam	Nevada	Washington
Hawaii (5 years)	New York	

NEEDS INTERVENTION (one year)

District of Columbia	Palau	Commonwealth of the Northern Mariana Islands
Michigan		

NEEDS INTERVENTION (seven consecutive years)

Bureau of Indian Education

2017 NAEP RESULTS

	4th G Read	8th G Read	4th G Math	8th G Math
Alaska	158	207	196	226
New Mexico	161	207	197	228
Hawaii	166	210	198	230
S. Carolina	166	213	198	232
Arkansas	168	214	201	233
Idaho	170	215	201	233
Georgia	171	218	201	234
Iowa	173	218	202	234
Rhode Island	173	219	202	235
Colorado	173	220	202	236
District of Columbia	173	220	203	236
Vermont	174	220	204	236
Nevada	174	220	204	237
Montana	174	221	205	237
Alabama	174	221	205	237
Michigan	175	222	205	237
California	175	222	206	238
Wisconsin	177	223	206	238
Texas	178	223	207	238
Louisiana	178	224	207	239
Delaware	178	224	207	239
Maryland	179	224	208	239
Okahoma	179	225	208	239
North Dakota	179	225	208	239
Arizona	180	226	208	239
Illinois	180	227	209	241
Washington	180	227	209	241
Tennessee	181	228	210	241
Oregon	181	228	211	241
Maine	181	228	211	242
Kansas	182	228	212	242
Mississippi	182	228	214	243
North Carolina	183	229	214	244
West Virginia	184	229	214	244
Utah	184	229	214	245
Connecticut	185	230	215	245
Missouri	186	230	215	245
New York	187	231	215	245
Ohio	187	231	215	246
Wyoming	188	232	216	246
Nebraska	188	232	216	248
New Hampshire	189	232	217	249
South Dakota	189	233	217	250
Virginia	190	234	218	250
Indiana	191	234	221	251
Pennsylvania	192	238	221	252
Minnesota	192	238	222	253
Kentucky	194	240	222	255
DodDea	200	240	223	256
Florida	201	241	225	257
New Jersey	201	246	227	258
Massachusetts	203	247	227	261
District of Columbia				
Rhode Island				
Alaska				
Louisiana				
Hawaii				
Nevada				
New Mexico				
Alabama				
California				
South Carolina				
South Carolina				
Maryland				
Arkansas				
Vermont				
Colorado				
Delaware				
Oregon				
Arizona				
Michigan				
Connecticut				
Illinois				
Georgia				
New York				
Idaho				
Delaware				
Michigan				
Idaho				
Iowa				
North Carolina				
Maine				
Tennessee				
Ohio				
Montana				
Washington				
West Virginia				
Kentucky				
Wisconsin				
Kansas				
Mississippi				
Missouri				
Texas				
North Dakota				
Oklahoma				
Pennsylvania				
South Dakota				
Indiana				
Nebraska				
New Jersey				
New Jersey				
Massachusetts				
Wyoming				
Virginia				
Florida				
Wisconsin				
Minnesota				
North Dakota				
Virginia				
Minnesota				
New Hampshire				
Indiana				
DodDea				
Florida				
Massachusetts				

RANK-ORDERING OF NAEP SCORES

Top 1/3 of states = 2 points
 Middle 1/3 of states = 1 points
 Bottom 1/3 of states = 0 points

HOW OVERALL APR DETERMINATIONS ARE MADE

Meets Requirements:
 RDA % is at least 80%.

Needs Assistance:
 RDA % is at least 60% but less than 80%

Needs Intervention:
 RDA % is less than 60%

Needs Substantial Intervention:
 No state was found in need of substantial intervention in 2018.