Fact Sheet 2018
Hawai‘i Data eXchange Partnership

Data Are Critical in Strengthening the Education and Workforce Outcomes for Hawai‘i’s Students

Over the past decade, Hawai‘i’s education pipeline has been steadily improving. Overall, more students are meeting assessment standards, taking college coursework in high school, completing Career and Technical Education, graduating from high school on time, and enrolling in college with less need for remediation in English and mathematics. More students are better prepared for the transition from high school to college and career.

Education and workforce leaders recognize that data are essential when evaluating the effectiveness of policies, programs, and strategies to reduce achievement gaps throughout the pre-kindergarten to postsecondary education pipeline. Under the leadership of Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20), an education to workforce statewide longitudinal data system (SLDS) was created as a resource that provides the critical information needed to strengthen the pipeline.

From Hawai‘i P-20:
Data are critical to Hawai‘i P-20’s mission of supporting the state’s education goal, 55 by ‘25; for 55 percent of Hawai‘i’s working age adults to hold a two- or four-year college degree by the year 2025. Linking cross-agency data has allowed us to evaluate how well students transition from one level to the next. This informs the development of programs and policies that ultimately leads to students’ success in college and careers.”
Stephen Schatz, Executive Director of Hawai‘i P-20 Partnerships for Education

What Is the Hawai‘i Data eXchange Partnership (DXP)?
The DXP is a partnership of five state agencies that have agreed that sharing data is necessary in order to close achievement gaps for the state’s most vulnerable student populations. DXP Partners include:

- Hawai‘i State Department of Education (DOE)
- University of Hawai‘i (UH) System
- Department of Labor & Industrial Relations (DLIR)
- Hawai‘i State Department of Health (DOH)
- Department of Human Services (DHS)

The DXP has given Hawai‘i P-20 the responsibility for: 1) maintaining and administering data governance; 2) managing the development of the SLDS; 3) fulfilling requests for data from core partners and researchers; 4) ensuring the security and privacy of confidential data; and 5) disseminating information on student achievement through reports, issue briefs, presentations, and interactive web dashboards (see hawaiidxp.org).

The SLDS is codified in state statute (see Hawai‘i Revised Statutes § 27–7) with development beginning in 2009.
The Role of Data in Preparing Students for College and Career

Hawai‘i P-20’s annual College & Career Readiness Indicators (CCRI) report uses SLDS data to provide schools with a single place to find multiple measures of how ready high school graduates are for college and career. Schools and colleges use the CCRI to identify areas to improve, develop programs or plans to make changes, and then evaluate the success of initiatives (see hawaiidxp.org/data/ccri).

Engaging Hawai‘i’s Education and Workforce Communities

Hawai‘i P-20 convenes education, workforce and community partners in workshops designed to spark discussions on the implementation of strategies that impact and close student achievement gaps. Hawai‘i P-20’s role as facilitator is strengthened by the use of SLDS data to provide stakeholders with evidence-based results in order to make decisions on policies and programs.

• DXP Data Summits: Annual summits bring Pre-K to postsecondary education, workforce and community partners together to share how data is used to inform strategic planning and activities that benefit students.

• Mathematics and English Language Arts Summits: DOE and UH administrators, faculty and teacher preparation faculty convene annually to align mathematics, reading, writing and the English Language Arts curriculum so students are able to transition successfully from Pre-K through college and career.

More students are graduating high school on time and taking advanced coursework.

<table>
<thead>
<tr>
<th>Class of</th>
<th>Graduated On Time</th>
<th>Took an AP Exam</th>
<th>Took Dual Credit</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
<td>81%</td>
<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>2013</td>
<td>82%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>2014</td>
<td>82%</td>
<td>8%</td>
<td>10%</td>
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<tr>
<td>2015</td>
<td>82%</td>
<td>10%</td>
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CCRI math remediation data showed a misalignment between student skills at the end of high school and expectations for entry to college. Deeper analysis of high school achievements – GPA, test scores, and course grades – informed collaboration between DOE and UH faculty. These discussions led to a pilot placement policy and a 12th grade pilot transition course, all to help students avoid remediation, persist towards their degrees, and save money on college tuition. Student outcome data from the DXP’s SLDS convinced UH to make the policy change permanent and DOE to expand the transition course to more high schools. Data continues to inform alignment efforts for English Language Arts and science.”

Dan Doerger, Alignment Director, Hawai‘i P-20 Partnerships for Education

Alignment across Pre-K to 12 is directly linked to our graduates’ accomplishments. Through the WASC accreditation process, we noticed that there was a relationship between 3rd grade reading proficiency and who goes to college. This sparked discussion among our schools to examine how students transition from elementary to intermediate and then from intermediate to high school. Now, we realize we need to look even earlier at preschool to kindergarten. Our elementary, intermediate, and high schools and UH partners have created a system to regularly review data and K-12 alignment. The data from the CCRI is like our North Star – from Pre-K through high school, we are all aligned to improve our graduates’ outcomes.”

Ann Mahi, Nanakuli-Wai‘anae Complex Area Superintendent, Hawai‘i State Department of Education

The college-to-workforce dashboard has helped us figure out actual workforce outcomes for our healthcare graduates. This data, in conjunction with other reports, provides us with the context we need to improve our programs. We will share this information with our healthcare placement sites, for accreditation, and to keep our advisory boards informed about student outcomes. We can also use the data as a starting point for partnering with high schools and employers to develop programs that will meet future workforce demands.”

Aaron Koseki, Acting Dean, Health Academic Programs, Kapi‘olani Community College

81% 82% 82% 82% 83% 83%
6% 6% 8% 10% 14% 17%
Increasing Access to College

Since 2002, DOE and UH have collaborated to provide high school students with the opportunity to earn college credits while in high school. Hawai'i P-20 identified a need to expand access to dual credit for students underrepresented in college (see hawaiidxp.org/data/dualcreditwp). An opportunity gap was uncovered – the further a student had to travel from their high school to a UH campus, the less likely they were to take a UH college class. Early College was launched in 2014 with 12 high schools to bring the college class to the high school campus. Since then more than 800 Early College classes have been offered at over 38 high schools across all islands. In school year 2017-2018, over 29 of these schools have used Early College funding provided by the state legislature to support students.

Building Hawai‘i’s Education-to-Workforce Pipeline

Data also provides insight into how Hawai‘i’s public education system is contributing to the state’s workforce. This is particularly critical at a time when the state is experiencing historic low unemployment rates while more people are leaving Hawai‘i to find employment opportunities. Currently, the SLDS is not able to identify DOE graduates in Hawai‘i’s workforce if they attended college out of state or at a private college, joined the military, or directly entered the workforce upon high school graduation. (see hawaiidxp.org/data/work)

SLDS data will help us gauge the success of our workforce programs by tracking whether our trainees secure consistent employment over time and if their wages increase. Using a cross-agency data resource helps Hawai‘i’s workforce programs align our efforts to meet Hawai‘i’s labor market needs. But, we need to remember that data can also seem dehumanizing. We sometimes forget in our need to report to the U.S. Department of Labor or to the State that these numbers represent people. Understanding what works means that we can better serve our community.”

Alicyn Tasaka, Executive Director, Workforce Development Council
What’s Next for the DXP

While analysis and reporting using cross-agency data has helped to answer various research and policy questions to better understand and improve the state’s education-to-workforce pipeline, there is more work to do to close achievement gaps.

Hawai‘i has been the fortunate recipient of multi-year grants from the U.S. Department of Education, Institute of Education Sciences to implement, develop and manage the DXP’s SLDS. However, this federal funding is scheduled to terminate in September 2019. Sustained funding will allow Hawai‘i P-20 to continue to:

- Provide high-quality, reliable data in a timely manner;
- Increase the breadth of data available from partner agencies and affiliates; and
- Engage more education and workforce stakeholders in the use of cross-agency data for informed decision making.

Protecting Privacy and Maintaining Confidentiality

Protecting the privacy and confidentiality of students is a foundational commitment of the DXP. Data may only be used for research and evaluation that are designed to understand and improve Hawai‘i’s educational and workforce outcomes. The goal is to determine which policy changes or programs will support all students. The DXP does not provide identified data. All DXP data are reported in summary to protect individual privacy and confidentiality.

State and federal laws define the way data can be used and reported. The DXP has legal data sharing agreements and maintains an active data governance program with representation from all participating agencies. Key components include:

- **Data Governance Policy** – Data governance addresses what data can be accessed, for what purpose, and who is able to use the data. Only requests made by made by Federal or State entities, or private organizations whose mission aligns with this policy are considered. The policy defines the roles and responsibilities of each governance group, including executive leadership. The policy also addresses the penalties for any misuse of DXP data.

- **Security and Privacy Plan** – This dynamic plan provides policies, structures, and procedures to protect the confidential data shared with the DXP. This plan addresses data and system access and use, data storage and retention, data destruction, and incident response.

The Data Governance Policy and the Security and Privacy Plan are periodically updated to reflect best practices.

Who Uses SLDS Data

SLDS data has supported policy changes, program development, research and evaluation, grant writing and funding requests, as well as targeted reporting. Over the last five years, Hawai‘i P-20 has responded to 384 data requests, reports and presentations. Stakeholders have been using DXP data in a variety of ways to improve the outcomes of their programs and services. Our stakeholders include:

- DOE Superintendent, Complex Area Superintendents, and Principals
- DOE Office of Curriculum, Instruction and Student Support
- DOE Office of Strategy, Innovation and Performance
- DOE Leadership Institute
- Early Childhood Data Collaborative
- Executive Office on Early Learning
- Harold K.L. Castle Foundation
- Hawai‘i College Access Network
- Hawai‘i State Board of Education
- Hawai‘i State Public Charter School Commission
- Kamehameha Schools
- Native Hawaiian Education Association
- Native Hawaiian Education Council
- Samuel N. and Mary Castle Foundation
- State Office of Career and Technical Education
- Teacher Education Coordination Council
- UH Campuses
- UH Community Colleges System Office
- UH Institutional Research and Analysis Office
- UH Economic Research Office (UHERO)
- UH Manoa College of Education and the Curriculum Research & Development Group
- UH Office of STEM Education
- UH Trade Adjustment Assistance Community College Career Training Grants

Delving Into Data

Through the ongoing analysis of the state’s education-to-workforce pipeline, educators, policymakers, and other stakeholders can continue to help prepare Hawai‘i’s students for college and the workforce, as well as create a diversified economy that employs graduates right here at home.

What questions can Hawai‘i DXP help answer for you?

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