

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



HAWAII



Hawaii has addressed eight of the 10 Blueprint policies to improve college readiness in the state. Its programs meet three of the four high school anchor policies. The state has core standards in place and uses the Smarter Balanced Assessment System for assessing progress of high school students in achieving college readiness. It also includes college readiness indicators in its accountability school report cards.

The state has adopted three of the four higher education anchor policies — remedial, transfer and accountability measures. Hawaii also has developed programs for both bridge policies.

POLICY REVIEW	HAWAII	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; ACT; End-of-course; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes No Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Hawaii is a leader in providing transparent accountability at both the high school and college levels. It measures and reports on indicators of college and career readiness in its school report cards for parents and the community. The state has a P-20 data pipeline in place that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents.

Hawaii also is one of 26 states that has set college attainment goals in statute and is one of 36 states that has included attainment or completion goals in their higher education master plan.

It also is one of 18 states that has systemwide standards in place for remedial education programs that test students to place them in the appropriate classes. Hawaii has strong statewide transfer policies and is one of only 15 states that has a Common course numbering system.

CONSIDERATIONS

Hawaii should consider developing statewide requirements for admission to four-year colleges. It is one of 22 states without uniform requirements across the state. Statewide admissions policies, when clearly written and distributed, can help ensure students are prepared for college.

Policy leaders also may consider aligning statewide admission course requirements with the high school graduation course requirements. This strategy would be an opportunity for the Hawaii P-20 partnerships to ensure both high school and higher education constituents are involved and informing the process.

Notably, states are moving toward providing alternative opportunities for students who do not meet minimum course requirements. Hawaii could benefit from exploring the use of multiple measures of student performance — such as GPA, assessment results and class rank — in the decision-making process.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tlI0zkxt0puz45hu21g6>.

State Higher Education Executive Officers Association (SHEEO) and American College Testing Program (ACT), *Statewide College Admissions, Student Preparation and Remediation Policies and Programs*, <http://files.eric.ed.gov/fulltext/ED416804.pdf>.

South Dakota – Using multiple measures

South Dakota's high school and graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students to take the place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving scores on standardized assessments such as ACT or SAT or on end-of-course exams such as Advanced Placement (AP) tests.

Colorado – Aligning policies and courses

Effective in fall 2019, admission standards no longer include high school coursework in Colorado. The new policy emphasizes college readiness as measured by multiple indicators.

The new admission requirements replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy.