November 7, 2019

TO: The Honorable Catherine Payne
    Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto
    Superintendent

SUBJECT: Presentation on Inquiry 2: How Are We Closing the Achievement Gap While Supporting Necessary Shifts to Innovation Approaches?

EXECUTIVE SUMMARY

The Board of Education (Board) Data Retreat will allow for the sharing of current and longitudinal data as well as provide an opportunity for Board members and the community to engage with Hawaii Department of Education (Department) data sets. In an effort to focus data towards improvement of Department programs and practices, the Board Data Retreat discussions will center around key inquiry questions. Department Cabinet members will address these key questions by presenting data as related to the Department's strategic planning initiatives. The majority of time will be spent in discussion about the data sets, where participants will contribute by asking questions and furthering the dialogue around the key inquiry topics.

Board Chair Payne and Superintendent Kishimoto will facilitate conversations amongst Board members around Inquiry Question Two, "How are we closing the achievement gap while supporting necessary shifts to innovation approaches?" An overview of the Department's high needs students will be presented along with more in-depth analysis of specific student subgroups.

DESCRIPTION

The Board Data Retreat’s Inquiry Question Two focuses on the Department’s high needs students. The presentation includes general information about high needs student groups as well as more detailed analysis on economically disadvantaged students, students with disabilities, English language learners, and additional subgroups.

CMK:kh
Attachments: Presentation for Data Retreat, Achievement Gaps and Innovation Approaches
            Appendix for Inquiry 2

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER
V. Presentation on Inquiry 2: How are we closing the achievement gap while supporting necessary shifts to innovation approaches?

Subinquiry: How are we providing safe and healthy environments for our students?
Who are our “High Needs” students?

103,881 students (~57%) were identified as high needs at the beginning of SY 2018-19

Total # of Students w/ Disabilities
19,171 (~11%)

- 6,694 ONLY SPED
- 10,716 SPED & Disadv.
- 69,893 ONLY Disadv.
- 471 SPED & EL
- 1,290SPED, EL, & Disadv.
- 4,339 ONLY EL

Total # of Economically Disadvantaged Students
92,377 (~51%)

Non-High Needs
77,395 (~43%)
These are students who are NOT English learners, are NOT economically disadvantaged, and do NOT have disabilities.

Total # of English Learners
16,578 (~9%)

SOURCE: Official Enrollment Count, SY 2018-19
Disadvantaged Students and Title I Schools by District

<table>
<thead>
<tr>
<th>District</th>
<th>% of Disadvantaged Students</th>
<th># / % of Title I Schools (SY18-19)</th>
<th># of CSI Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai‘i</td>
<td>72%</td>
<td>40 / 98%</td>
<td>1</td>
</tr>
<tr>
<td>Leeward</td>
<td>55%</td>
<td>23 / 53%</td>
<td>1</td>
</tr>
<tr>
<td>Maui</td>
<td>53%</td>
<td>21 / 68%</td>
<td>1</td>
</tr>
<tr>
<td>Kaua‘i</td>
<td>51%</td>
<td>11 / 69%</td>
<td>-</td>
</tr>
<tr>
<td>Honolulu</td>
<td>50%</td>
<td>35 / 66%</td>
<td>3</td>
</tr>
<tr>
<td>Windward</td>
<td>45%</td>
<td>17 / 57%</td>
<td>1</td>
</tr>
<tr>
<td>Central</td>
<td>38%</td>
<td>18 / 43%</td>
<td>-</td>
</tr>
<tr>
<td>Charter</td>
<td>34%</td>
<td>19 / 53%</td>
<td>11</td>
</tr>
</tbody>
</table>

SOURCES: SY 2018-19 Official Enrollment Counts/Statuses, Title I
Are our economically disadvantaged students struggling with 3rd Grade Literacy?

How do these outcomes compare across Title I and Non-Title I schools?

**Title I Schools**

<table>
<thead>
<tr>
<th>At/Near or Above</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.9% of these students are Disadv.</td>
<td>78.4% of these students are Disadv.</td>
</tr>
</tbody>
</table>

Economically disadvantaged students at Title I Schools are **1.3 times** as likely to score “Below”

**Non-Title I Schools**

<table>
<thead>
<tr>
<th>At/Near or Above</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.8% of these students are Disadv.</td>
<td>48.6% of these students are Disadv.</td>
</tr>
</tbody>
</table>

Economically disadvantaged students at Non-Title I Schools are **2.0 times** as likely to score “Below”

Of the 75% of those **At/Near or Above**

- 42.8% of these students are Disadv.

Of the 25% of those **Below**

- 70.8% of these students are Disadv.

Overall, economically disadvantaged students are **1.7 times** as likely to score “Below”

SOURCE: Strive HI 2018-2019 Results
Who are our proficient and non-proficient students?

2019 ELA

46% Non-Proficient
54% Proficient

2019 Mathematics

57% Non-Proficient
43% Proficient

How many of these students have disabilities (SPED)?

Of the 46% of students who were Non-Proficient

19.2% of these students are SPED

Of the 54% of students who were Proficient

2.4% of these students are SPED

Students with disabilities are **8.1 times** as likely to be non-proficient in ELA

How many of these students have disabilities (SPED)?

Of the 57% of students who were Non-Proficient

15.8% of these students are SPED

Of the 43% of students who were Proficient

2.6% of these students are SPED

Students with disabilities are **6.2 times** as likely to be non-proficient in math

SOURCE: Strive HI 2018-2019 Results
Who are our proficient and non-proficient students?

**2019 ELA**

- **54%** Proficient
- **46%** Non-Proficient

**How many of these students are English Learners (EL)?**

- Of the **46%** of students who were Non-Proficient
  - **14.4%** of these students are EL

- Of the **54%** of students who were Proficient
  - **4.0%** of these students are EL

English Learners are **3.6 times** as likely to be non-proficient in ELA

**2019 Mathematics**

- **57%** Proficient
- **43%** Non-Proficient

**How many of these students are English Learners (EL)?**

- Of the **57%** of students who were Non-Proficient
  - **12.2%** of these students are EL

- Of the **43%** of students who were Proficient
  - **5.3%** of these students are EL

English Learners are **2.3 times** as likely to be non-proficient in math

**SOURCE:** Strive HI 2018-2019 Results
English Learners (EL)
Most Common Languages Spoken by Students

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ilokano</td>
<td>903</td>
<td></td>
<td>2,071</td>
</tr>
<tr>
<td>Chuukese</td>
<td>1,202</td>
<td></td>
<td>1,604</td>
</tr>
<tr>
<td>Marshallese</td>
<td>1,265</td>
<td>1,350</td>
<td>1,900</td>
</tr>
<tr>
<td>Tagalog</td>
<td>1,563</td>
<td>1,155</td>
<td>1,434</td>
</tr>
<tr>
<td>Spanish</td>
<td>545</td>
<td>676</td>
<td>592</td>
</tr>
</tbody>
</table>

SOURCE: Official Enrollment Counts (SY 2017-18 through 2019-20)
English Learners (EL)
On-time Graduation and Growth-to-Target

Percentage of students who are on-time graduates for the Class of 2017, by language grouping:
- All Languages: 69%
- Ilokano: 90%
- Tagalog: 95%
- Japanese: 95%
- Spanish: 92%
- Marshallese: 83%
- Chuukese: 76%

Never EL: 83%

62% Not Meeting Growth-to-Target
38% Meeting Growth-to-Target

Active EL in High School
Exited EL Before High School

SOURCE: Hawai‘i DXP - English Learners Data Story
English Learners (EL)

Percent Meeting Grade Level ELA Standards
SY 2016-17

- Active ELs: 10%
- Monitored ELs: 41%
- Former ELs: 62%
- Never ELs: 52%

SOURCE: Hawai'i DXP - English Learners Data Story
Additional Subgroups

Tracking whether homeless, migrant and foster care students are proficient or not proficient on the 2017-18 statewide assessments.

SOURCE: ESSA Report SY 2017-2018
Appendix

V. Presentation on Inquiry 2: How are we closing the achievement gap while supporting necessary shifts to innovation approaches?

Subinquiry: How are we providing safe and healthy environments for our students?
Hawaii Public School’s Special Education website

Individuals with Disabilities Act (IDEA ) Part B Reports

Section 618 Data Reports

Section 618 of the IDEA requires each state to submit data children with disabilities who receive special education and related services under Part B of the IDEA.

http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx

Special Education Performance Report

The Hawaii Department of Education’s Special Education Performance Report encompasses the state’s Performance Plan (in accordance with Public Law 108-446) and the Part B Annual Performance Report, which is delivered to the Secretary of the U.S. Department of Education. All components of this report must be made available to the public.


English Learner Data Story

Hawai’i is one of the most ethnically and linguistically diverse states in the country. Through a partnership with the Hawai’i State Department of Education (DOE), Hawai’i Asian American and Pacific Islander (AAPI) Data Disaggregation Grant, P-20 created this report to tell the story of English Learner (EL) and AAPI students in Hawai’i’s public schools. The following sections explore the linguistic diversity of Hawai’i’s public schools and examine academic outcomes and best practices for supporting these students.

http://hawaiidxp.org/quick_data/datastory/el

Every Student Succeeds Act Report

This report is designed to provide information to parents, communities, educators, and policymakers to help them better understand school performance. It also helps system leaders tailor support and improvements for schools based on their individual needs. Each year, the HIDOE will publish the ESSA Report to provide Hawaii stakeholders with important statewide and school-by-school data.


Strive HI

This annual summary of the state’s performance on key indicators of student success shows progress on the Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.