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STATE OF HAWAI`I
DEPARTMENT OF EDUCATION
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OFFICE OF THE SUPERINTENDENT

November 19, 2020

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto
Superintendent

SUBJECT: **Presentation on School Performance Results for the 2019-2020 School Year**

1. EXECUTIVE SUMMARY

The Strive HI Performance System normally reports school and student performance indicators that comprise the first 10 of the 14 statewide student success indicators of the Hawai'i State Department of Education (Department) and Board of Education Strategic Plan 2017-2020. However, because statewide testing was not conducted this past 2019-20 school year due to COVID-19, no test results or results derived from test data are reported. In addition, Every Student Succeeds Act (ESSA) school determinations originally scheduled for reporting in Fall 2020 were waived for one year by the U.S. Department of Education. Still, indicators not dependent upon test results are available and included in 2020 Strive HI reporting. These measures include English learner proficiency in English, special education inclusion, chronic absenteeism, school climate, high school transition indicators, and Advanced Placement results. Also, in the Strive HI School Performance Reports, schools have the option of authoring "Our Story," and reporting additional local measures around their school design that are important to their own school community. For the statewide Strive HI Report, please see the 2020 Strive HI Statewide Snapshot (Attachment A).

To frame the information that will be shared, student enrollment for SY 2019-20 totaled 179,331 students, a decrease of 367 students from the previous school year. Of total enrollment, 9% (16,986 students) were English Language Learners; 47% (84,993 students) eligible for Free/Reduced lunch; and 10% (17,960 students) received special education services.

Attachment B will present the data and provide summaries for the different measures, including strategies to address specific areas. ESSA information for 2021 designations are also included. For reference, a table is included that shows the applicable metrics for the different reporting purposes.

A. STRIVE HI, ADVANCED PLACEMENT, AND DUAL CREDIT DATA
The data will be provided in tables, followed by a summary for each of the areas below:
Table 1: Academic Achievement and Gap
Table 2: English Language Learners and Inclusion of Special Education Students
Table 3: Chronic Absenteeism and School Climate
Table 4: Transition
Table 5: Advanced Placement and Dual Credit

B. ESSA DESIGNATIONS IN FALL 2021
Table 6: ESSA determinations in Fall 2021 information will follow student performance data

C. REPORTS AND APPLICABLE MEASURES
Table 7: Reports and Applicable Measures for ESSA Report Cards, ESSA Individual School Data, Strive HI, and Strategic Plan 2017-2020

Following the Board of Education Meeting, the Strive HI Statewide Snapshot and individual Strive HI School Performance Reports (using the School Finder tool) will be available on the Results section of the Strive HI page on the hawaiipublicschools.org website: **Strive HI Performance System**.

2. DESCRIPTION
The presentation (Attachment C) will include information from the Strive HI Performance System, Advanced Placement Program, and Dual Credit, an update on ESSA school designations in Fall 2021, and strategies to support student success for the school year 2020-21.

3. PRESENTATION
This presentation will focus on three guiding questions as it relates to Strive HI, Advanced Placement, Dual Credit Data, and ESSA Designations for Fall 2020:
- Question 1: What is the student performance data telling us about SY 2019-20 and how are the results compared to prior years?
- Question 2: Which ESSA designations will occur in Fall 2021?
- Question 3: What are the strategies to support student success for the 2020-21 school year?

CMK:rl
Attachments: Attachment A - 2020 Strive HI Statewide Snapshot
Attachment B - Strive HI, Advanced Placement, Dual Credit Data, and ESSA Determinations for SY 2019-2020
Attachment C - Presentation on School Performance Results for the 2019-20 School Year

c: Office of Curriculum and Instructional Design
Office of Strategy, Innovation and Performance

Attachment A

2020 Strive HI Statewide Snapshot

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.

* IMPORTANT: Due to COVID-19, Hawaii public schools were waived from statewide testing by the U.S. Department of Education. As a result, a number of test-derived results are not available for 2020. Therefore (1) school proficiency rates along with complex area and state proficiency averages, (2) achievement gaps, (3) academic growth, and (4) third and eighth grade literacy are not reported.

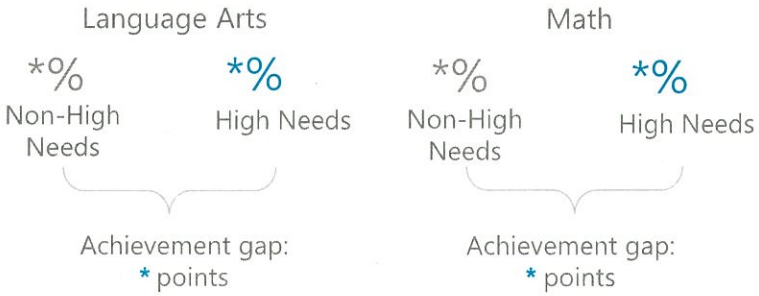
** 2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with 2019 or 2018 which was based on absences through May 1 of each school year.

How are students performing in each subject?

State assessments measure the percent of students **meeting the standard/who are proficient.**

How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving special education services.
Non-High Needs: All other students.



36% of students learning English are **on-track** to English language proficiency

How are students' academic progress measured?

HSA-Alt		KĀ'EO	
Language Arts	Math	Language Arts	Math
*%	*%	*%	*%

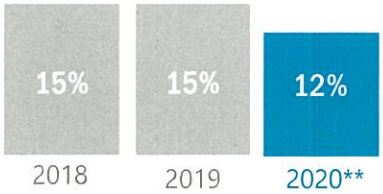
HSA-Alt & **KĀ'EO** tests show the percent of students making academic growth each year.

How many students are prepared for transition?

- *% of **3rd graders** read near, at, or above grade level
- *% of **8th graders** read near, at, or above grade level
- 93% of 9th grade students were **promoted** to 10th grade on-time
- 58% of students completed a **Career & Technical Education** program by 12th grade
- 85% of students **graduated** on-time
- 55% of students enrolled in **postsecondary institutions** the fall after graduation

How many students missed 15 or more days of school?

Chronic absenteeism is the percentage of students who are absent **15 or more days** during the school year.



How do students feel positively about their school?

As measured by the Panorama Student Perception Survey

	State
Upper Elementary (For grades 3-5)	70%
Secondary (For grades 6-12)	59%

STRIVE HI
Our Students • Our Future • Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system. Our Strategic Plan provides a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence in our schools.

Learn more at http://bit.ly/StriveHISystem

2020 Strive HI Statewide Snapshot

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

About the Hawai'i DOE

Hawai'i's public school system was founded on October 15, 1840 by King Kamehameha III. It is the oldest public school system west of the Mississippi. Our 292 schools (256 public, 36 charter) belong to one statewide public school district with 15 regional Complex Areas.

Our mission, vision, and ends policy (Nā Hopena A'o — HĀ) are reflected in the 2017-2020 Strategic Plan. Learn more at http://bit.ly/DOEBOEstratplan.

OUR MISSION

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

OUR VISION

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

NĀ HOPENA A'O (HĀ)

A framework of outcomes that reflects our core values and beliefs in action, throughout the school system and the communities in which our schools reside, to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawai'i ("BREATH" or HĀ) in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning. Learn more at http://bit.ly/NaHopenaAo.

Superintendent

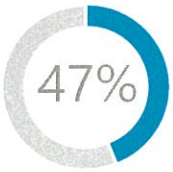
Dr. Christina M. Kishimoto

808-784-6161

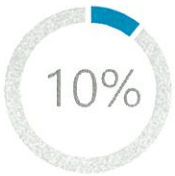
HawaiiPublicSchools.org

179,331
students enrolled

of students are English learners
16,986



of students are eligible for Free or Reduced Lunch
84,993



of students are special needs, receive special education services
17,960

of special needs students are in general education classes most of the day
17,421

DEPARTMENT OF EDUCATION
STATE OF HAWAII

Your source for education news

Visit our website, **HawaiiPublicSchools.org**, to sign up for our newsletters, go deeper on data, and to read profiles of schools that are improving student outcomes and helping them reach their career, college and community aspirations. Join us on social media:

#StriveHI

Attachment B
November 19, 2020

Strive HI, Advanced Placement, Dual Credit Data, and ESSA Determinations for SY 2019-2020

This document will present the data and provide summaries for the different measures, including strategies to address specific areas. Every Student Succeeds Act (ESSA) information for 2021 designations are also included. For reference, a table is included at the end of the document that shows the applicable metrics for the different reporting purposes.

To frame the following information, student enrollment for SY 2019-20 totaled 179,331 students, a decrease of 367 students from the previous school year. Of total enrollment, 9% (16,986 students) were English Language Learners; 47% (84,993 students) eligible for Free/Reduced lunch; and 10% (17,960 students) received special education services.

For SY 2020-21, student enrollment was 174,704, a decrease of 4,627 students from SY 2019-20. Nationally, a decline in enrollment is also occurring in many large districts, for example "Orange County, Fla., has 8,000 missing students. The Miami-Dade County public schools have 16,000 fewer than last year. Los Angeles Unified-- the nation's second largest school system-- is down nearly 11,000. Charlotte-Mecklenburg in North Carolina has 5,000 missing. Utah, Virginia and Washington are reporting declines statewide." [Kamenetz, A., Trevino, M., Bakeman, J. (October 9, 2020). *Enrollment Is Dropping In Public Schools Around the Country*. NPR, https://www.npr.org/2020/10/09/920316481/enrollment-is-dropping-in-public-schools-around-the-country]

Student Demographics

	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment	180,409	179,902	179,255	179,698	**179,331**
English Learners	6% (11,083)	7% (12,894)	8% (14,740)*	9% (16,275)	9% (16,986)

Free/ Reduced Eligible*	51% (90,680)	51% (87,777)	49% (87,653)	48% (85,760)	47% (84,993)
Special Education Services	10% (17,415)	10% (17,449)	10% (17,279)	10% (17,591)	10% (17,960)

*F/R lunch has a notation that CEP schools count is included at all students. Following year 2017-18 does not have that notation. F/R lunch uses Title I 1.6 factor for CEP schools

Summary
Over the years, enrollment has been steady at nearly 180,000 students in public Hawaii Department of Education (HIDOE) and charter schools.

For SY 2020-21, there was a noticeable decrease in enrollment with a drop of 2.6 percent (less 4,627 students). A deeper look into the enrollment data shows decreases were most noticeable in general education kindergarten (less 1971 students), grade 1 (less 839 students) and grade 6 (less 3325 students). This may be a result of parent hesitations to enroll their young children in school during the pandemic crisis. The decrease in grade 6 enrollment may be due to parents also choosing to homeschool and keep their child at home due to the pandemic instead of transitioning from an elementary school to a new middle school. The highest decrease in grade 6 enrollments were from complex areas that have all or most elementary schools culminating in grade 5 [Farrington-Kaiser-Kalani (-305), Kaimuki-McKinley-Roosevelt (-395), Campbell-Kapolei (-410), Baldwin-Kekaulike-Maui (-316)]. For some families, students may have disenrolled from public school to enroll in a private secondary school as grade 6 is a common admission grade level for private schools.

Although there was a decrease of 31 students who receive special education services in high school across the state, overall the enrollment of students receiving special education services increased by 71 students. Statewide enrollment data for English Learners and Free/Reduced Eligible students are not available as those numbers are determined later in the school year due to WIDA ACCESS for ELLs English Language proficiency testing and Title I lunch counts.

The unprecedented global COVID-19 pandemic crisis caused the state of Hawaii to shut down in March 2020, and to close its school buildings. The HIDOE shifted its focus to health and safety matters; to address basic needs such as school meals for students in need statewide; to focus on ensuring seniors would successfully graduate and transition; and to alleviate additional stressors for students and families. Thus, learning for quarter 4 was focused on enrichment learning. The HIDOE also received a federal waiver for certain assessment and accountability requirements, as did states across the nation. During this time, the state of Hawaii experienced a significant increase of workers who became unemployed due to the closing of tourism and businesses. Many businesses

were forced over the past few months to close permanently. As the state continues to plan for reopening, the economic downturn that has occurred in the past few months is anticipated to take several years to recover. With COVID-19, the world has changed, our state has changed, and there are still many unknowns. All of this impacts HIDOE's demographic composition. While our enrollment has decreased, a larger number of our families are living in poverty, and the needs of our students in our total population is growing as we are seeing in the number of schools that qualify for Title 1.

There has only been one change to HIDOE's poverty threshold for Title I Eligibility in the last several years, which occurred in SY 13-14 when the threshold changed from 35% to 47.2%. At that time the number of Title I schools decreased from 227 in SY 12-13 to 190 in SY 13-14. Since then, the poverty threshold has remained at 47.2% and the number of Title I schools has remained somewhat stable ranging from 192 in SY 14-15 to 181 for SY 19-20 and SY 20-21.

Also, Title I Eligibility is based on the prior year's data. Therefore, Title I Eligibility for SY 20-21 is based on SY 19-20 data, prior to the pandemic. We are still in the process of finalizing Title I Eligibility for SY 21-22 based on current SY 20-21 data. However, based on preliminary data, there will be an increase of Title I schools next school year. Preliminary data indicates there will be 193 schools, which likely reflects the current economic situation.

Number of Title I Schools Poverty Threshold: 47.2% Free/Reduced Eligible Students						
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
190	185	182	187	181	181	193

*This is preliminary data. SY 2020-21 data currently being processed and vetted to be used for the SY 2021-22 Title I school designations.

The Strive HI data is our state accountability metrics that share some common metrics with the ESSA state report card requirements, and the State Strategic Plan 2017-20 metrics. The State Strategic Plan 2020 targets are included as a reference for metrics that are used for both Strive HI and the Strategic Plan. The purpose of Strive HI is for state accountability on school and system progress, the purpose for ESSA metrics is for federal accountability mainly for equity and achievement, and the metrics for the state strategic plan is to monitor and evaluate statewide progress on the goals stated in the state plan.

The purpose of the Hawai‘i Board of Education Metrics is to monitor and evaluate the Department of Education’s Comprehensive Plan for Reopening Schools for School Year 2020-21.

The following section will provide:

A. STRIVE HI, ADVANCED PLACEMENT, AND DUAL CREDIT DATA
   The data will be provided in tables, followed by a summary for each of the areas below:
   Table 1: Academic Achievement and Gap
   Table 2: English Language Learners and Inclusion of Special Education Students
   Table 3: Chronic Absenteeism and School Climate
   Table 4: Transition
   Table 5: Advanced Placement and Dual Credit

B. EVERY STUDENT SUCCEEDS ACT (ESSA) DESIGNATIONS IN FALL 2021
   Table 6: Every Student Succeeds Act (ESSA) determinations in Fall 2021 information will follow student performance data.

C. REPORTS AND APPLICABLE MEASURES
   Table 7: Reports and Applicable Measures for ESSA Report Cards, ESSA Individual School Data, Strive HI and Strategic Plan 2017-2020.

A. STRIVE HI, ADVANCED PLACEMENT, AND DUAL CREDIT DATA

Table 1: Academic Achievement and Gap
How are students performing in each subject?
How are the gaps between High Needs (English learners, economically disadvantaged, and students receiving special education services) and Non-High Needs (all other students) student groups changing over time?

Subject	2015-16	2016-17	2017-18	2018-19	2019-20	2020 Target
ELA (Gap)	51% (33 pts)	51% (33 pts)	55% (32 pts)	54% (34 pts)	*	61% (25pts)
Math (Gap)	42% (29 pts)	43% (28 pts)	43% (29 pts)	43% (28 pts)	*	54% (22pts)
Science	43%	46%	46%	44%**	* Baseline	64%

* Due to COVID-19 and the subsequent U.S. Department of Education (ED) waiver from testing (SBA, HSA-Alt, KAEO), the following measures are not available/reported under 2020 Strive HI: (1) proficiency rates, (2) achievement gaps, (3) academic growth, and (4) third and eighth grade literacy.

**Bridge year testing as we planned for full implementation of NGSS in SY 2019-20.

Summary

This table provides available multiyear assessment results and gaps from previous years.

Achievement

The data over the previous years show English Language Arts (ELA) and math results were steady. In 2018-19, a Science Bridge test was used as a transition to fully implement the Next Generation Science Standards, known in schools as NGSS. This past school year 2019-20 would have been the baseline year for the statewide Science assessment.

- Since state assessments were cancelled in Spring 2020, student ELA, math, and science results are not available to determine student performance.
- Without performance data, the literacy, growth, and the achievement gap normally derived from the test results were unable to be calculated and reported for 2020.
- Based on the most recent data in 2019, ELA, math, and science are below the strategic plan targets.

However, looking to this 2020-21 school year, please note the following:

- On Sept. 3, the ED informed states that no waivers for testing would be approved.
- As a result, we anticipate participation, proficiency, gap, and literacy will all be reported for 2021.
- Growth is a bit more uncertain. Analyses will be conducted to estimate the extent results are valid given no prior year data are available. Based on those findings, growth may or may not be reported. The HIDOE has been attuned to national guidance and collaboration with other states regarding accountability and reporting, and will continue to draw upon best practices that are developed during this time.

Thus, although there is no spring summative statewide ELA, math and science data, schools do have access to student summative test scores from the previous year, report card grades, school level universal screener data, and credits earned for the high schools to monitor on-time graduation of seniors. Teachers were encouraged to create classroom assessments that will inform them of students' readiness for the beginning of the grade level or course, in order to fill in any prerequisite skills or knowledge needed to be successful during the first quarter. This is in line with national guidance from the assessment experts, which is a proactive approach to accelerate learning rather than a remedial stance that will push students further behind.

Statewide Universal Screener Data as of October 6, 2020, shows that out of 112,206 students enrolled in grades 1-8 from 223 schools, 202 (90.6%) schools tested students in ELA and 201 (90.1%) schools tested students in math. From these schools, 74,187

students (66.1%) were tested in ELA and 73,336 students (65.4%) were tested in math. 21 (9.4%) schools with grades 1-8 did not test students in ELA, and 22 (9.9%) did not test students in math. In ELA, 40.4%of students are on or above grade level, 32.1% are one grade level below, and 27.9% are two or more grade levels below. For math, 31.9% are on grade level, 41.8% one grade level below, and 26.5% are two or more grade levels below.

Table 1.1 Statewide Universal Screener Data (As of Oct 6, 2020)

	English Language Arts	Mathematics
On or Above grade levels	40.4%	31.9%
One grade level below	32.1%	41.8%
Two or more grade levels below	27.9%	26.5%

Table 1.2 Percent of students performing at grade level, one grade level below, and two or more grade levels below

English Language Arts								Mathematics							
Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
47.8	44.3	51.8	36.9	34.0	32.5	36.6	36.4	41.9	32.6	27.9	29.2	33.0	31.1	30.9	28.9
47.3	39.0	23.6	39.9	29.6	25.3	24.1	24.8	50.5	46.5	45.5	42.8	39.6	36.0	34.9	35.4
5.3	17.4	25.3	23.5	36.5	42.3	39.7	39.1	7.6	20.9	26.7	28.1	27.6	33.0	34.5	36.2

Universal Screener Proficiency Grade Level (as of Oct 6, 2020)

The percent of students at grade level, one grade below, or two or more grade levels vary across the grade 1 to grade 8. The general trend of students on grade level decreases as you move up the grade levels. Universal screeners are typically used to see where students are at the beginning of the year, monitor progress at mid-year, and assess progress towards the end of the year. As a reminder, this is statewide data, and data will vary by schools. Therefore, this is valuable information for the schools to provide differentiated support for students depending on their present levels of performance and to monitor progress over time.

The Office of Curriculum and Instructional Design (OCID) has had to adjust its training, support and design model in response to COVID-19 closure impacts. With a laser focus on student achievement performance, OCID has adopted an acceleration approach as opposed to remediation; is supporting schools to use formative assessments to inform instruction to meet student needs aimed at mitigating learning loss; flexing student supports to conditions for learning; and improving distance learning to ensure equity for every student to have access to high quality curriculum and learning. The following

further describes the work that is occurring this year to support student progress in ELA, math, and science.

English Language Arts

The state *English Language Arts and Early Reading program* is addressing the needs of our complex areas and schools through various approaches. The focus is to build tri-level capacity while empowering complex areas and schools to implement their individual plans.

- State Literacy plan - Provides the framework for effective research-informed literacy instruction and supports that ensures all are literate.
- Comprehensive Literacy State Development (CLSD) grant partnerships - Federal grant supporting literacy instruction. Partnership with complex areas and literacy partners across the state to support their individual plans in addressing literacy instruction for all students. The following complex areas were recipients for the grant: Farrington-Kaiser-Kalani; Campbell-Kapolei; West Hawaii, Kaʻu-Keaʻau-Pahoa; Leilehua-Mililani-Waialua; and Pearl City-Waipahu.
- Language Essentials for Teachers of Reading and Spelling (LETRS) Training - The focus is a tri-level professional learning approach to understand the science of reading and early literacy. Complex area and school level personnel are engaged in the professional learning course for SY 2020-21. Complex area and school level personnel will use their new learnings to support teachers in their complex areas.
- Enhanced Core Reading Instruction (ECRI) grant opportunities - In partnership with the University of Oregon, Center on Teaching and Learning, Hawaii is positioned to be part of a four-year study on ECRI which is a research and evidence-based early reading program that has been piloted in Hawaii. Participants will be provided training, materials, and ongoing coaching and support if selected (waiting for federal education department notification).
- High School - ERWC (California State University's Expository Reading and Writing Curriculum Transition course) was established a few years ago and supports students who need extra support in transitioning to college level english courses.
- Statewide Professional Learning Collaboratives (PLC) - A quarterly collaborative that brings ELA, early reading, mathematics and science content areas together. Participants represent all complex areas across the state. Follow-up sessions will include school level personnel on topics covered during the complex area PLCs. Topics include the State Literacy Plan, Priority standards for SY 2020-21, integration, disciplinary literacy, and more.

Mathematics

In order to meet the mathematical needs and to build capacity in the tri-level system, mathematics programming will be working on the following for SY 2020-2021:

- Priority Instructional Content - Priority Instructional Content guidance was shared with the schools for Grades K-12 which included videos, slide decks, and a Google doc with clusters, standards, and considerations. Continued guidance will

be given to complexes and schools around different modes of distance learning (e.g. face-to-face, blended, online).

- Professional Learning Team (PLT) - Information and professional development are shared with the complex area leads for English Language Arts, mathematics, and science through the lens of disciplinary literacy.
- Mathematics professional learning and distance learning - Math Solutions will be working with OCID on professional learning and distance learning strategies webinars and coaching for complex level leads and school-level math participants.
- High School Professional Learning Communities (PLCs) - Schools using the HIDOE mathematics curriculum for Algebra 1, Geometry, and Algebra 2 will convene together once a quarter to discuss the curriculum, strategies that worked, distance learning strategies, etc.
- Responsive support for various complex areas and state offices.

Science

OCID is focusing on two main strategies for supporting science learning. The first is continued professional development for high-quality science teaching and learning. There are currently five new asynchronous modules under development, to be released shortly, with an emphasis on science teaching and classroom assessment aligned to the Next Generation Science Standards (NGSS). Subject area experts are working collaboratively across OCID to convene quarterly ELA, Mathematics, and Science Complex Area Professional Learning Team meetings to create webinars for teachers on topics that intersect the content areas through disciplinary literacy. The Educational Specialist for science continues to provide direct support to complex areas through office hours and professional development sessions for schools upon request.

The second strategy for supporting science learning is a concerted effort in conjunction with the Assessment Office to positively reframe the discussion around state summative assessment. The goal is to position the state summative assessment as a tool/measure of student scientific literacy and proficiency in the standards, NOT as an intended outcome unto itself. To that end, OCID worked with the Assessment Office, Complex Areas, and teachers to develop the Hawai‘i State Assessment – Science (NGSS) Interpretation and Action Guide, which focuses on the use of state summative assessment to inform instruction. We are also working on creating a shared understanding that data from school year 2020–2021 will be the tentative “new baseline,” although interpretation will again be limited due to COVID impacts.

In addition to the work in the OCID office, Smarter Balanced system offers resources for educators on the Tools for Teachers website aligned to ELA and math state standards for instruction. Other supports are also available for planning and designing remote teaching and learning, tips on administering interim assessments, using the formative assessment process in remote learning, and accessibility considerations to support all students during remote instruction at this site https://smarterbalanced.org/our-system/educators/.

Achievement Gap

The Achievement Gap is determined by the performance of students in the High Needs group (English learners, economically disadvantaged, and students receiving special education services), compared with the performance of students in the Non-High Needs group consisting of all other students. While there are no gap results for 2019-20, we cannot ignore prior year gap rates, which over the last five years, have remained stagnant and shifting up and down by only 1 - 2 percentage points each year.

- English Learner and Special Education students are increasing over the past four and two years respectively.
- Free/Reduced lunch eligible students has consistently dropped from 51% in 2015-16 to 47% in 2019-20; however, it is anticipated that we will see a significant increase in this student group for this 2020-21 school year.
- The anticipated increase in our high needs students coupled with the dramatic drop in enrollment of over 4,600 students in 2020-21, will likely raise the percent of high needs students across all three categories. This underscores the urgency and importance of services and resources to help bridge the already unchanging gap.

Equity is at the heart of public education, and it is a moral imperative for the HIDOE to support schools so all students have the opportunity to learn and succeed. When the HIDOE had to abruptly shift to distance learning for the last quarter of SY 2019-20, schools immediately did what they could to distribute devices to students in need. In alignment with the Hawaii Board of Education Resolution dated May 21, 2020, HIDOE provided various summer learning opportunities through distance learning, blended, and full in-person models. CARES Act funds allowed the HIDOE to offer students with additional school-based summer learning opportunities where, in addition to official summer schools and E-school, 219 schools offered school-based learning opportunities, especially with vulnerable students in mind. Additional devices were also purchased for the summer learning programs and for SY 2020-21 by the HIDOE in order to provide more students with devices, especially when a distance or blended learning model is necessary.

Table 2: English Language Learners & Inclusion of Special Education Students
How well are English Language Learner students learning English?
To what extent are special education students included in general education?

	2015-16	2016-17	2017-18	2018-19	2019-20	2020 Target

Percent of students learning English are **on-track** to English language proficiency	--	38% (3,343)	41% (4,461)	38% (4,769)	**36% (5,130)**	N/A
*Special education students in general education classes for **80 percent or more of the day***	37% (6,180)	37% (6,302)	41% (6,829)	44% (7,472)	**48% (8,353)**	51%

Summary

English Language (EL) Learners On-Track to English Language Proficiency

The English Learners on-track to English proficiency is the percent of students learning English who are on-track to English language proficiency. This metric is available for 2020 because the WIDA assessments were completed before the pandemic. The percent of students on-track to English language proficiency continues to decrease to 36% for 2020. The group of English Learners has had the highest rate of increase among the three high need groups which include the economically disadvantaged and special education student groups. EL has been the smallest subgroup with 16,986 students or 9% of the total enrolled students (179,331), but had the largest increase of 711 students from 2019 to 2020. The sheer volume of the increase in number proportionally of EL students may have contributed to the decrease in on-track performance. There are 84,933 students (47%) eligible for Free or Reduced lunch and 17,421 (10%) of students receiving special education. English language proficiency is not a strategic plan metric; thus, there is no 2020 Target.

To increase the percent of students learning English so they will be on-track to English language proficiency, HIDOE has taken a number of steps to implement the EL Task Force Recommendations and support schools to improve outcomes related to Growth To Target (GTT), e.g., updated its State EL Guidance Manual, funded and established TESOL Teacher Licensure pathways, provided guidance on teacher staffing, as well as an EL Success Initiative that was started in SY 2019-20 to attempt to support meeting the 2025 ESSA Target of 75%,whereby ALL schools' ELs meet their individual student growth target.

The school level data is not reflective of all of these improvement efforts at this time. It is recognized that these changes and numerous program recommendations and supports will take time to be established and fully implemented. More details and information is available here: http://bit.ly/ELOnTrack

Inclusion Rate
The inclusion rate is the percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day. There was a significant increase of 4% from SY 2018-2019 to 48% in SY 2019-2020. Although the inclusion rate was lower than the strategic plan target, this is an increase of 11% from the 2016 baseline. During the SY 2019-2020, there was a focused concerted effort of principals and CASs to increase inclusion rates.

The HIDOE embraces a culture of inclusive education where all students are accepted members of their school community, where students with disabilities have equal access to and successfully engage in the same educational environment and learning opportunities as their non-disabled peers. Grounding this core belief is our **2030 Promise Plan** focus on equity as a promise: *Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.*

Inclusive education and practices are being realized across the state through the HIDOE *Hui Pu* Project which supports complex areas (CA) and schools in rethinking program design around student opportunities, expectations, and student-centered decision making. The Hui Pu Project has been rolled out in two phases. The first phase (School Years 17-18,18-19) included intensive support provided by Stetson and Associates for 50 targeted schools and their CA partners. The second phase (School Years 19-20, 20-21) is intended to scale practices across all schools in the HIDOE through the employment of the several initiatives and resources to ensure all our students are fully integrated into their school and community. More details and information is available here: http://bit.ly/HIDOEInclusivePractices

Table 3: Chronic Absenteeism & School Climate
How many students missed 15 or more days of school? How many students reported positively on the School Climate Survey?

	2015-16	2016-17	2017-18	2018-19	2019-20	2020 Target
Percent of students missing 15 or more days of school	15% (24,284)	15% (24,971)	15% (24,916)	15% (24,604)	**12%* (20,028)**	9%
Percent of students report a	(--)	72%[1] (--)	73%[2] (65,279)	74% (65,258)	**Baseline 62%**	TBA

positive school climate					**(--)** **UE = 70%**[3] (--) **S = 59%** (--)	

* 2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with prior years which were based on absences through May 1 of each school year.

Results from different surveys should not be compared

1 School Quality Survey. School climate result based on favorable item responses. There were a total of 54,855 students (grades 4, 5, 7, 8, 9, 11) who took the survey.

2 Tripod Student Perception Survey.

3 Panorama Student Survey provides separate upper elementary (UE) grades 3-5, and secondary (S) grades 6-12 results. Favorability scores are taken from item responses. There were 36,250 upper elementary and 78,329 secondary students who took the survey.

<u>Summary</u>

Chronic Absenteeism

For SY 2019-20, 12% or 20,028 students were considered chronically absent through the end of 3rd quarter. With the COVID-19 pandemic crisis in Spring 2020 and the state emergency stay-at-home orders, school buildings were closed during the last quarter of the school year, and it was determined that the focus for the remainder of the year would be on enrichment, and attendance was not taken. Thus, the 12% reported is based on student absences of 15 or more days only through the end of 3rd quarter March 13, 2020, as opposed to previous years where the data was based on the absences through May 1. The chronic absenteeism rate was higher than the strategic plan target.

It is unknown what would have happened during the remaining six weeks with student absences for SY 2019-20, as many experienced teachers will tell you that 3rd quarter is a time where some students may slide in their motivation and performance, and regain their momentum and participation during the 4th quarter to “show up” and earn passing marks. On the other hand, it is also likely that many students were right below the 15 day threshold at the end of the 3rd quarter, and during the 4th quarter may have reached the 15 or more day threshold of absences that could have increased the overall rate more. When we analyze data from prior years based on the 15-day criterion using absences only up to the end of the 3rd quarter, for 2018 the unofficial rate would be 10.7% and for 2019 the rate would be 10.4%. This indicates that many students in the previous years reached the 15 or more day threshold after quarter 3, that resulted in the 15% overall rate taken on May 1. Therefore, with the many unknowns, the 12% chronic absenteeism rate for SY 2019-2020 should be considered as data available for this unusual year, and may be used to inform schools of their impact to reduce chronic absenteeism up to 3rd quarter, and it is not comparable to previous years.

Schools with low absenteeism rates tend to have a collaborative approach with clear procedures of reaching out to parents, with teachers making the first contact. This personal approach from the teacher who knows the student best shows concern from the school and sends a caring message that their child was missed. High expectations and a safe, clean, and inviting environment contribute to students wanting to be at school, and of course engaging and relevant instructional approaches are a given. A progressive approach is taken involving counselors or administrators as the number of absences increase.

The following principals of schools (elementary, middle, high, charter) with some of the highest attendance rates share their strategy on how to maintain low absenteeism rates.

Momilani Elementary
Principal Doreen Higa

- Absentees are called by the front office clerk by 9:30 a.m. Information shared with administration, counselor, and teachers. Teachers follow up by contacting absentees, sharing concern and giving tutorials.--all done in a timely fashion. As needed, the school team meets to address concerns.
- High Expectations for learning.
- Motto: Quality education in a caring environment.
- Google Classroom: communication for students, parents.
- 1:1 computing for all students.
- K-6 Students are able to navigate and respond to digital lessons.
- During these Distance Learning times, daily absentee rate is very low and often there are no absentees!

Principal states she works with wonderful, caring people. Momilani Team Strong! Side note from principal regarding attendance at school: I believe that air conditioning is important. Dust, bugs, heat affect everyone's well-being. Everyone loves to come to work/study/play a clean, safe environment.

Kaimuki Middle School
Principal Frank Fernandez

Generally, the school takes pride in maintaining a 97% daily attendance rate (DAR), which of course, is aided by limiting chronic absenteeism. Included in maintaining a high attendance rate, while keeping chronic absenteeism in check are strategies/practices that Kaimuki Middle School utilize as follows:

General Practices
An emphasis on healthy school culture with an intense focus on matching practices to our school's vision.... "Kaimuki Middle School....a place with heart that challenges and strengthens the mind, body, and spirit" through:

- A focus on academic and behavioral standards
- A positive, energetic, and fun student activities program

- The implementation of a Multi-tiered Student Support System which includes use of a screener, targeted and universal student supports, a school-based guidance program, consistent Proactive Classroom Management Strategies, and use of Positive Behavioral Intervention System (PBIS)
- A campus wide adherence to and development of our school's 4R's (Respect, Responsibility, Resilience, and Relationships)
- Being in a community that supports school efforts
- Hiring and developing competent and caring staff

Specific Attendance Practices

- Administrative stress on collecting and analyzing accurate attendance data
- Use of teacher/student teams (including a counselor and an administrator) to personalize response plan to individuals with developing attendance issues
- Daily use of School Messenger to alert parents/guardians of their youngsters' absence
- Meetings/conferences of students and parents/guardians of students having attendance issues with teacher teams, a counselor, and an administrator
- Providing information on in-school and out-of-school services to parents/guardians of students with chronic physical or emotional health conditions
- Quarterly recognition of all students (e.g., free dress/no uniforms necessary days) if attendance rate hits 97%

Radford High School
Principal James Sunday

Radford High School has developed a flow chart for absences (link below) so expectations and procedures are clear for all staff members. It is a collaborative effort to keep student attendance up. RHS Attendance Procedures Flow Map

Kihei Charter School
Director Michael Stubbs

Here are some of the factors that contribute to the attendance rate at Kihei Charter School, a K-12 “School of Choice” with a population of 712 students.

Proactive measures:

- Student engagement
- Student-centered instruction
- Project-based learning
- Experiential field-based learning
- Internships
- Sports and clubs

Reactive measures:

- Daily/period attendance
- Robo calls

- Teacher/Advisor/Admin calls/emails home
- Official truancy letters
- Court proceedings (rare)

As evident, school leadership is a key factor for maintaining low absenteeism, as it is in overall school success. These strategies shared by principals with some of the lowest absenteeism rates are best practices that can benefit diverse school demographics and populations across the state. If students are not present, they are missing out on the opportunity to learn.

School Climate

As a reminder, the school climate measure in the Strategic Plan has undergone changes during the past years. School Climate was a new measure in SY 2017-18. Baseline was taken from 2016-17 School Quality Survey (SQS) safety dimension questions. For the next two years, it has been based on the percentage of students reporting positive school climate as measured by the school climate dimension of the Tripod Survey.

Panorama Education was the selected student perception tool to be used beginning school year 2019-20, adhering to the Request for Proposal procurement requirements. The Panorama school climate measure is based on 13 questions for upper elementary and 16 questions for secondary based on the dimensions of school belonging, school safety, and valuing of school. Almost all of the Panorama questions for upper elementary are incorporated into the secondary survey. The Panorama secondary survey includes a few additional developmentally appropriate questions for the older students. The previous Tripod school climate was based on two questions for lower elementary and nine questions for secondary based on the school climate and safety dimensions. The two questions on the Tripod upper elementary survey were incorporated into the secondary survey. The school climate metric from Tripod was reported as a single positivity rate including both upper elementary and secondary students. As you can see, these are different instruments, as is the reporting scale.

This is a baseline year for the Panorama Student Perception survey and since it is a different instrument, the data should not be compared with the previous Tripod Survey that was used for the previous two years. Data from the Panorama survey shows that 70% of upper elementary students in grades 3-5 and 59% of secondary students in grades 6-12 reported positively on the first time administered Panorama Student Perception Survey. A combined single percentage of 62% was calculated using a formula derived by the Accountability Section based on 36,250 upper elementary students and 78,329 secondary students who took the survey. The single rate is intended as an overall metric to monitor progress moving forward.

The Panorama Education Student Perception survey comes with a dashboard that includes a “playbook” with hundreds of research-backed social and emotional learning interventions, activities and resources from expert organizations to improve teacher practice. This resource is at the fingertips of teachers, and it is also available on the

public Panorama Dashboard (bit.ly/HIDOEDistanceLearningSurveyDashboard) on the hawaiipublicschools.org website.

Table 4: Transition
How many students are prepared for transition?

MEASURES	2016 Baseline	2016-17	2017-18	2018-19	2019-20	2020 Target
3rd Grade Literacy	65%	65% (8,887)	73% (7,709)	75% (10,017)	*	76%
8th Grade Literacy	--	67% (8,024)	73% (8,843)	71% (8,598)	*	--
9th Grade On-Track	90%	91% (11,209)	90% (11,193)	91% (11,418)	**93% (11,995)**	94%
CTE Concentrator	38%	42% (4,539)	48%** (5,380)	56% (6,057)	**58% (6,492)**	50%
High School Graduation	82% (10,576)	83% (10,650)	83% (10,555)	84% (11,078)	**85% (10,585)**	86%
College-Going Rate	56%	55% (5,975)	55% (5,959)	55% (6,194)	**55% (5,883)**	62%

* Due to COVID-19 and the subsequent USDOE waiver from testing, the following measures are not available/reported under 2020 Strive HI: (1) proficiency rates, (2) achievement gaps, (3) academic growth, and (4) third and eighth grade literacy.
** Requirement changed from "C" or better to "D" or better.

Summary
The table shows key transition data points. Transition data provides stakes in the path to measure student progress for students to be successful in early years as it leads to success in middle, high, and career and college opportunities. The third grade literacy, 9th grade on-track, and the high school graduation measures are near the strategic plan target. The college-going rate has been steady below the strategic plan target and is an

area of continued focus while the Career & Technical Education (CTE) metric is higher than the strategic plan target.

3rd Grade Literacy
Third grade Literacy is the percentage of 3rd graders demonstrating reading of "At or Near" or "Above" grade-level expectation on Smarter Balanced Assessment claim level data. Third grade literacy data is used as an indicator for Strive HI and the Strategic Plan. We have known for years that third grade literacy is a key predictor of student success in future years. "A long-term study by the Annie E. Casey Foundation found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers. In fact, 88% of students who failed to earn a high school diploma were struggling readers in third grade." [Weyer, M. & Casares, J. (12/17/2019) *Pre-Kindergarten-Third grade Literacy, NCSL:https://www.ncsl.org/research/education/pre-kindergarten-third-grade-literacy.aspx#:~:text=A%20long%2Dterm%20study%20by,high%20school%20than%20proficient%20readers.*]

8th Grade Literacy
Eighth Grade Literacy is the percentage of 8th graders demonstrating reading of "At or Near" or "Above" grade-level expectation on Smarter Balanced Assessment claim level data. Eighth grade literacy is a metric for Strive HI only. Since this metric is not a strategic plan metric, there is not a 2020 target. Although this metric is not a Strategic Plan metric, nor is there as extensive research as there is for 3rd grade literacy, it is an important measure of middle schools to gauge their school progress that allows for another stake in the path to gauge readiness for middle school students to enter high school, on their way to college and career success.

While the 3rd and 8th grade Smarter Balanced literacy data is not available due to the testing waiver, it is important to note that universal screener data as described earlier is available to address those missing data pieces and identify needs of student learning gaps. In addition, historical student data from previous year grades, school universal screeners, and for 8th graders prior summative assessment data can also provide important information for the teacher's consideration.

9th Grade On-Track
Ninth Grade On-Track is the percentage of first-time 9th graders promoted to 10th grade on-time. This metric jumped to 93% this year, just under the 2020 target. The transition to high school for students is not an easy time with many new adjustments socially, emotionally, and academically, where ninth grade students may easily slide in their grades. Chicago Public Schools have done research in this area for years.
"The Chicago data on what works shows stunning results: freshmen who do pass all their classes are four times more likely to graduate from high school than students who do not. A student passing every class is deemed "on-track" to graduation at the end of the ninth grade. The research found that being "on-track" at the end of freshman year isn't just a good idea, **it is a stronger predictor of high school graduation than a**

student's race, family income, or test scores." [Gustainis, K. (04/18/2019) Does freshman year matter? Stand for Children Washington, http://stand.org/washington/blog/does-freshman-year-matter]

High school administrators, counselors, and many teachers through 9th grade advisory periods monitor students who may be in danger of passing courses in 9th grade by collaborating with feeder middle/intermediate schools to provide support for success along the way. Quarterly grades are monitored so counselors can provide additional individualized support. Research shows the importance of a significant adult on campus that can make all the difference for a student. In the recent Distance Learning (May 2020) and Summer Learning survey (July 2020), 85% (7,343 students) and 84% (729 students) of secondary students reported they had a significant adult on campus. All schools continue to strive for 100% of students having that significant adult.

Career & Technical Education Concentrator

The Career & Technical Education (CTE) Concentrator is a term created for the U.S. Department of Education Carl Perkins CTE Improvement Act of 2006 Hawaii State Plan. The CTE Concentrator metric is based on the percent of 12th grade students completing a CTE Program of Study with a grade of D or higher. The grade criterion changed from a "C" to "D" in 2017-18 as a result of feedback received from schools that course credit is earned with a grade of "D." The 2020 rate reflects a continued increase in the rate from 48% in 2017-18 to 58% for SY 2019-20, exceeding the 50% 2020 strategic plan target.

CTE uses a career pathway system that directly supports Hawai'i's plans for economic development and HIDOE's mission to cultivate lifelong learners via credit-bearing coursework leading to program certifications, degrees, and career readiness

High School Graduation

High school graduation metric is an on-time rate based on the federal methodology for Adjusted Cohort Graduation Rate of students for earning a diploma within four years. Graduation rates are lagged, meaning the dates in the columns reflect the reporting year, but the rate reflects the 2019 graduating cohort rate. The graduation rate is lagged because the fourth year of the four-year cohort period extends through the end of that summer, then data is verified, and therefore it is reported after the typical September Strive HI data release. The High School Graduation rate increased to 85% in 2020. This 85% rate translates into an additional 404 graduates in 2020, if it was compared to the 2016 rate of 82% applied to the same number of students in 2020.

College-Going Rate

College-Going Rate is the percentage of high school completers enrolled in postsecondary institutions nationwide, vocational or trade schools, two- or four-year colleges in the fall following graduation. This is based on the class of 2019, the same as the reported graduation cohort. College-Going Rate remains constant over the last four years at 55%.

Table 5: Advanced Placement and Dual Credit

	2015-16	2016-17	2017-18	2018-19	2019-20
How many students enrolled in at least one AP course?	6,481	7,931	7,943	6,956**	**7,009**
How many students took at least one AP exam?	5,958	6,599	6,945	6,985	**5,921***
How many exams were taken?	8,972	9,903	10,453	10,763	**9,115***
What percent of exams were passed with a score of 3 or higher?	40.5% (3,634 exams)	42.2% (4,178 exams)	43.6% (4,560 exams)	44.1% (4,745 exams)	**51.5%* (4,691 exams)**
How many students participated in Dual Credit?	1,573 (14%)	1,823 (17%)	2,015 (18%)	2,388 (22%)	**2,496* (22%)**
How many students earned 6 or more Dual Credits? or Percentage of Class of 2019 completers earning 6 or more dual credits? (In the Promise Plan)	753 (7%)	899 (8%)	1,045 (9%)	1,366 (13%) 2019	**1,474* (13%)**

* *Preliminary data, College Board releases data in Sept so numbers may change slightly.*

*** Data has been updated from preliminary data presented in 2019 reflecting the change in business rules that occurred after the 2019 presentation. This number represents unduplicated counts, where previous year numbers comprised of the number of course enrollments (a student can enroll in more than one course) as compared to the number of students enrolled in one or more courses.*

Summary

Advanced Placement and Dual credit are not Strive HI metrics, however, the data is included here as valuable measures contributing to the success trajectory of our students for college and career readiness.

Advanced Placement

Please note that most of this for 2019-20 are preliminary data that may change when finalized. However, this preliminary data on student learning progress is available for 2020. There was a decrease in the number of students who took Advanced Placement (AP) exams. The pandemic during the fourth quarter resulted in the AP exams being administered at home online, thus may have been a cause for less students taking the exams. There were 9,115 AP exams taken, which is also less than the previous year. A student may take an AP exam without registering for the course, as well as take more than one AP exam. There was a big jump in the percent of exams passed from 44.1% in 2019 to 51.5% in 2020. Since there were substantially fewer students who took exams, it is possible that those that did take the exams may have had greater home supports in place to navigate the extra effort needed to take the exam during the pandemic, or perhaps had better connectivity access to take the exam. The College Board allowed students to take an AP exam at an alternate date if they experienced technical difficulties, but many students did not take advantage of this opportunity. They may have felt frustrated at the challenge of bandwidth inconsistencies or lack of test preparation confidence. Looking ahead and considering equity issues, this is an area that will be a consideration moving forward.

Dual Credit

The Dual Credit metric indicates the number of students who earned six or more credits from a higher education institute while enrolled in high school. The 2019-2020 numbers are preliminary data from the College and Career Readiness Indicators report published annually (*http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/).*

In 2020, participation and the percent of students earning dual credits were stable. However, the progress from the baseline data in 2016 shows an increase of 8% higher number of students who participated in dual credit courses, and the percent of students who received dual credit almost doubled from 7% to 13%. For a student, dual credit is like money in the bank when attending college as they are able to use applicable credits towards their associate or bachelor degrees.

B. ESSA DESIGNATIONS IN FALL 2021

Table 6: ESSA Designations
Which ESSA designations will be identified?

When	Federal Designation	Last Identified
Fall 2021 (For 3 yrs)	**CSI: Comprehensive Support & Improvement** *In Fall 2021, a CSI school either exits CSI status by meeting the exit criteria or retains status for an additional three years. An additional 5% of the lowest performing schools will be identified.*	**2017 18 schools**
Fall 2021 (For 3 yrs)	**A-TSI: Additional Targeted Support** *In Fall 2021, A-TSI schools are automatically exited from A-TSI status due to Hawaii's federally approved amendment. These schools, along with all other schools not identified as CSI in Fall 2021, will be eligible for A-TSI identification.*	**2017 11 schools**
Fall 2021 (Annually)	**TSI-CU: Targeted Support & Improvement, Consistently Underperforming** *In Fall 2021, TSI-CU schools are eligible to be identified as A-TSI if the subgroup performs at or below the highest performing CSI school.*	**2019 8 schools**

<u>Summary</u>
Under ESSA, school districts must provide additional support for schools whose data show performance challenges relating to graduation rates, assessments, and other school performance data. Hawaii's ESSA consolidated state plan measures include Proficiency and Growth in both English Language Arts and Math, Graduation, Chronic Absenteeism, and English Language Proficiency for English Language Learners. The intention is to take a careful look at subgroups (economically disadvantaged, major racial and ethnic groups, children with disabilities, and English learners) to provide assistance to schools who serve our students who are most in need to fulfill the promise of equity and excellence for all students.

Annually, HIDOE identifies schools for "targeted support and improvement" with "consistently underperforming" (TSI-CU) subgroups. Hawaii defines a consistently

underperforming subgroup as any subgroup of students with the lowest performing unit score, in the bottom ten percent of all schools for two consecutive years.

Once every three years, HIDOE identifies “additional” targeted support and improvement (A-TSI), the TSI-CU schools whose consistently underperforming subgroups’ unit score is equal to or lower than the highest unit score of Title I schools identified for “comprehensive support and improvement” (CSI).

Because the 2019-20 testing year was interrupted by the COVID-19 pandemic and a federal waiver granted, new school designations initially scheduled for Fall 2020 were pushed back to Fall 2021.

The School Transformation Branch (STB) provides school improvement planning technical assistance, resources, and support to identified Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (A-TSI and TSI-CU) schools and all complex areas / Hawaii State Public Charter School Commission. Resources include providing each complex area with a Complex Academic Officer, a Continuous School Improvement Resource Teacher, and a Title I Linker to assist schools with planning, implementing, monitoring, and evaluating their school improvement efforts. Additionally, STB works with identified schools and complex areas to access school improvement funds to ensure appropriate resources are provided and supports are in place to best facilitate school improvement. STB builds capacity for schools and complex areas to engage in continuous efforts to improve achievement and provide educational equity and excellence for all students, provides guidance and tools for sustainable student achievement, and develops supportive partnerships with schools and complex areas. STB also provides direct support to identified CSI schools through quarterly support and monitoring visits, providing technical assistance and facilitating connections to HIDOE and external partner supports, as needed.

Looking ahead:

- CSI: Fall 2021 identification for three years. Current CSI schools undergo exit criteria. Those not meeting those exit criteria maintain their designation for another three years. Then an additional 5% of the lowest performing schools will be identified as CSI.
- A-TSI: automatically exited from A-TSI status due to Hawaii’s federally approved amendment. These schools, along with all other schools not identified as CSI in Fall 2021, will be eligible for A-TSI identification.
- TSI-CU: TSI-CU schools are eligible to be identified as A-TSI if the subgroup performs at or below the highest performing CSI school.

C. REPORTS AND APPLICABLE MEASURES

Although the data presented was primarily annual Strive HI school performance data, the following information in Table 7 is provided as a reference to summarize the data points for multiple reporting purposes.

Table 7: Reports and Applicable Measures ESSA Report Cards, ESSA Individual School Data, Strive HI, and Strategic Plan 2017-2020
Which measures are used for the ESSA Report Cards, ESSA Internal School Data, Strive HI, and the Strategic Plan 2017-2020?

Accountability Measures	ESSA Report Cards	ESSA Individual School Data	Strive HI School Performance Reports	Strategic Plan 2017-2020
1. Proficiency (LA/math)	*X*	*X*	*X*	*X*
2. Proficiency (science)	*X*	*na*	*X*	*X*
3. Growth (LA/math)	*X*	*X*	*X*	*na*
4. 2020 Graduation	*X*	*X*	*X*	*X*
5. 2021 Graduation	*X*	*na*	*na*	*na*
6. Chronic Absenteeism	*X*	*X*	*X*	*X*
7. English Language Proficiency	*X*	*X*	*X*	*na*
8. Achievement Gap	*na*	*na*	*X*	*X*
9. 3rd Grade Literacy	*na*	*na*	*X*	*X*
10. 8th Grade Literacy	*na*	*na*	*X*	*na*

11. School Climate	*na*	*na*	*X*	*X*
12. Ninth-Grade Promotion	*na*	*na*	*X*	*X*
13. CTE Concentrator	*na*	*na*	*X*	*X*
14. College-Going	*X*	*na*	*X*	*X*
15. Inclusion	*na*	*na*	*X*	*X*
16. Teacher Positions Filled	*na*	*na*	*na*	*X*
17. Teacher Retention	*na*	*na*	*na*	*X*
18. Repairs & Maintenance Backlog	*na*	*na*	*na*	*X*
19. Family and Community Engagement	*na*	*na*	*na*	*X*

HAWAIʻI STATE

Department of Education

Presentation on School Performance Results for the 2019-20 School Year

General Business Meeting
State of Hawaii Board of Education
November 19, 2020

Office of Strategy, Innovation and Performance
Office of Curriculum and Instructional Design

Guiding Questions

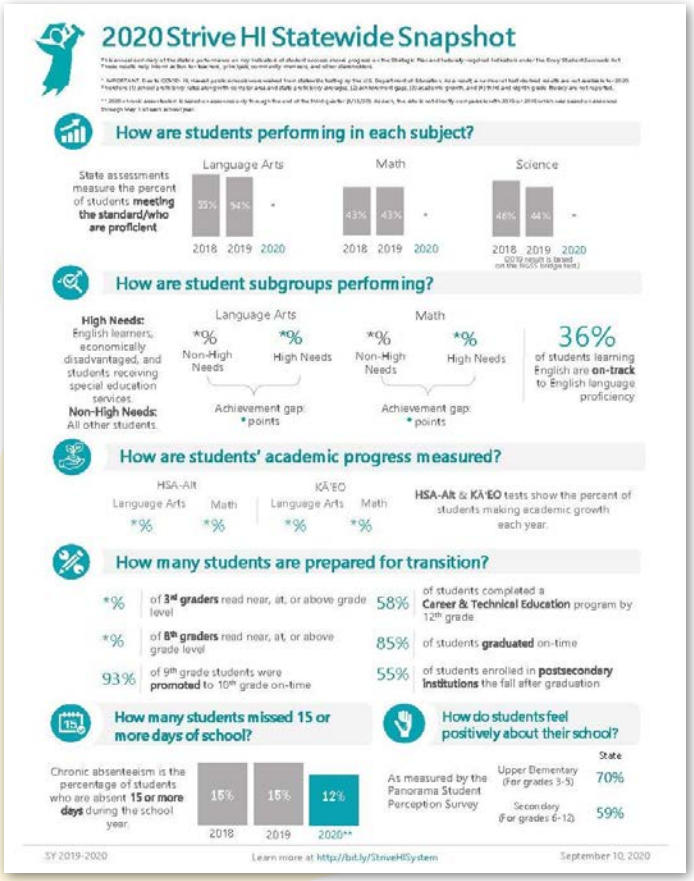
The presentation today will focus around the three guiding questions:

1. What is the student performance data telling us about SY 2019-20 and how are the results compared to prior years?
2. Which ESSA designations will occur in Fall 2021?
3. What are the strategies to support student success for the 2020-21 school year?

Attachment B Included:

- Table 1: Academic Achievement and Gap
- Table 2: English Language Learners & Inclusion of Special Education Students
- Table 3: Chronic Absenteeism & School Climate
- Table 4: Transition
- Table 5: Advanced Placement
- Table 6: Every Student Succeeds Act (ESSA) determinations in Fall 2021 information will follow student performance data
- Table 7: Reports and Applicable Measures ESSA Report Cards, ESSA Individual School Data, Strive HI and Strategic Plan 2017-2020

What is the student performance data telling us about SY 2019-20 and how are the results compared to prior years?



2020 Strive HI Statewide Snapshot

How are students performing in each subject?

State assessments measure the percent of students **meeting the standard/who are proficient**

Language Arts: 55% (2018), 54% (2019), * (2020)
Math: 43% (2018), 43% (2019), * (2020)
Science: 46% (2018), 44% (2019), * (2020)
(2019 result is based on the NGSS bridge test)

How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving special education services.
Non-High Needs: All other students.

Language Arts: *% Non-High Needs; *% High Needs; Achievement gap: * points
Math: *% Non-High Needs; *% High Needs; Achievement gap: * points

36% of students learning English are **on-track** to English language proficiency

How are students' academic progress measured?

HSA-AR: Language Arts *%; Math *%
KĀ'EO: Language Arts *%; Math *%

HSA-AR & KĀ'EO tests show the percent of students making academic growth each year.

How many students are prepared for transition?

*% of **3rd graders** read near, at, or above grade level
*% of **8th graders** read near, at, or above grade level
93% of 9th grade students were **promoted** to 10th grade on-time
58% of students completed a **Career & Technical Education** program by 12th grade
85% of students **graduated** on-time
55% of students enrolled in **postsecondary institutions** the fall after graduation

How many students missed 15 or more days of school?

Chronic absenteeism is the percentage of students who are absent **15 or more days** during the school year.

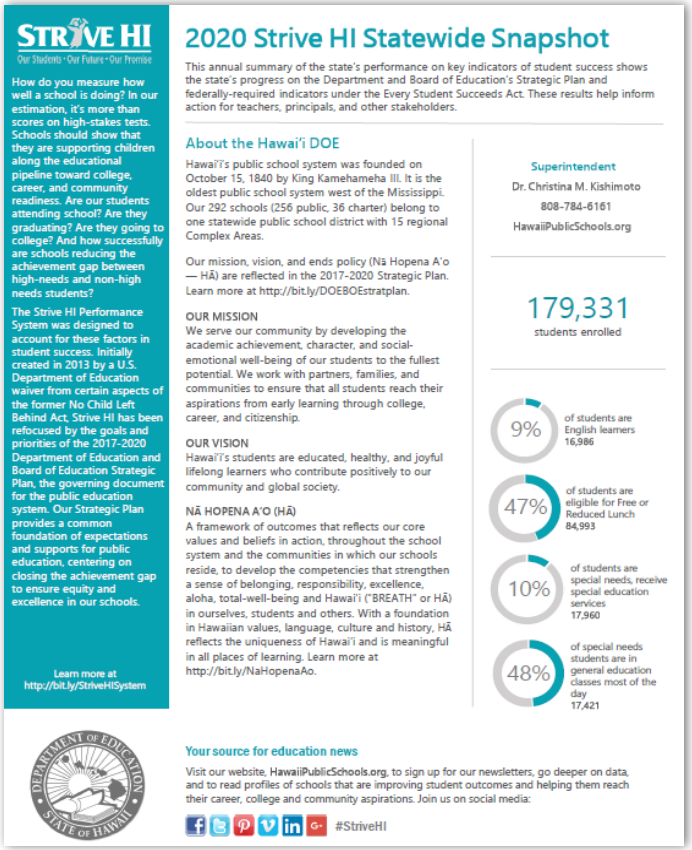
15% (2018), 15% (2019), 12% (2020**)

How do students feel positively about their school?

As measured by the Panorama Student Perception Survey

State
Upper Elementary (For grades 3-5): 70%
Secondary (For grades 6-12): 59%

SY 2019-2020 | Learn more at http://bit.ly/StriveHISystem | September 10, 2020



STRIVE HI
Our Students · Our Future · Our Promise

2020 Strive HI Statewide Snapshot

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

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system. Our Strategic Plan provides a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence in our schools.

Learn more at http://bit.ly/StriveHISystem

About the Hawai'i DOE

Hawai'i's public school system was founded on October 15, 1840 by King Kamehameha III. It is the oldest public school system west of the Mississippi. Our 292 schools (256 public, 36 charter) belong to one statewide public school district with 15 regional Complex Areas.

Our mission, vision, and ends policy (Nā Hopena A'o — HĀ) are reflected in the 2017-2020 Strategic Plan. Learn more at http://bit.ly/DOE8OEstratplan.

OUR MISSION
We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

OUR VISION
Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

NĀ HOPENA A'O (HĀ)
A framework of outcomes that reflects our core values and beliefs in action, throughout the school system and the communities in which our schools reside, to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawai'i ("BREATH" or HĀ) in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning. Learn more at http://bit.ly/NaHopenaAo.

Superintendent
Dr. Christina M. Kishimoto
808-784-6161
HawaiiPublicSchools.org

179,331
students enrolled

9% of students are English learners 16,986
47% of students are eligible for Free or Reduced Lunch 84,993
10% of students are special needs, receive special education services 17,960
48% of special needs students are in general education classes most of the day 17,421

Your source for education news
Visit our website, **HawaiiPublicSchools.org**, to sign up for our newsletters, go deeper on data, and to read profiles of schools that are improving student outcomes and helping them reach their career, college and community aspirations. Join us on social media:
#StriveHI

Metrics

2020 Metrics Unavailable	2020 Metrics Available
• English Language Arts (ELA) Proficiency • Mathematics Performance • Science Performance • Achievement Gap (ELA/Math) • Growth • Grade 3 and Grade 8 Literacy	• English Language Proficiency for English Learners • Inclusion of Special Education Students • Chronic Absenteeism* • School Climate • Transition • Advanced Placement & Dual Credit**

*Adjusted metric for 2020
** Preliminary data for 2020

Reflections

Noteworthy…

- Ninth grade on-track swayed between 90% and 91% since 2016 but jumped to 93% in 2020
- CTE Concentrator consistently gone up since 2016 from 38% to 58% in 2020
- The High School Graduation Rate has moved from 82% for the 2015 graduating cohort for 2016 to 85% in 2020, translating to hundreds of additional students graduating
- The Inclusion Rate increased by 4% in 2020 from the previous year, and a total 11% increase from 2016

Continue to work on…

- English Learners proficiency in English decreased 2 years in a row from 41% to 36%
- The Chronic Absenteeism Rate over the prior three years has been static at 15% and is concerning given the importance of attendance and continuity of instruction
- The College Going Rate has been static at 55% for four years in a row

Which ESSA designations will occur in Fall 2021?

When	Federal Designation	Last Identified
Fall 2021 (For 3 yrs)	**CSI: Comprehensive Support & Improvement** *In Fall 2021, a CSI school either exits CSI status by meeting the exit criteria or retains status for an additional three years. An additional 5% of the lowest performing schools will be identified.*	**2017 18 schools**
Fall 2021 (For 3 yrs)	**A-TSI: Additional Targeted Support** *In Fall 2021, A-TSI schools are automatically exited from A-TSI status due to Hawaii's federally approved amendment. These schools, along with all other schools not identified as CSI in Fall 2021, will be eligible for A-TSI identification.*	**2017 11 schools**
Fall 2021 (Annually)	**TSI-CU: Targeted Support & Improvement, Consistently Underperforming** *In Fall 2021, TSI-CU schools are eligible to be identified as A-TSI if the subgroup performs at or below the highest performing CSI school.*	**2019 8 schools**

What are the strategies to support student success for the school year 2020-21?

Strategy 1: **Accelerate, not remediate, curriculum and instruction**

Theory of Action: By accelerating curriculum and instruction, students will have increased opportunity to learn in their enrolled classes and grade levels.

***Strategy 2*: Formative assessments to mitigate learning loss**

Theory of Action: By using formative assessments early and often, teachers will be able to determine immediate tiered responses to personalize student learning plans to mitigate learning loss brought on by the health pandemic.

What are the strategies to support student success for the school year 2020-21?

Strategy 3: Digital Transformation for Learning Plan

Theory of Action: By designing a high quality e-learning system with rigorous, engaging, and culturally relevant and empowering content, we will ensure greater equity of access through improved and flexible learning designs for in-person, blended, and distance learning.

Helemano Elementary teachers deliver writing lessons to kinder students during Quarter 1.

Next Steps

- Tri-Level Approach to student success with collaboration and support from state offices
- Design a robust teacher training program for summer 2021
- Leverage local business partners to help fund the HIDOE Digital Transformation for Learning Plan
- Schedule Spring 2021 Board Data Retreat with a focus on Equity of Access through the Digital Transformation Learning Plan