

Board of Education  
April 21, 2022  
9:00

Student Achievement Committee

#### **IV. Discussion Items**

A. **Presentation** on student academic status for the 2021-2022 school year, Interim Superintendent Keith Hayashi's 3-1-1 strategy data on and analysis for second quarter: elementary, middle, and high school quarterly grades; and English language arts and math universal screener data for elementary and middle schools (COMMENTS)

One thing I want to state upfront is that even if we compare November 18<sup>th</sup> Fall or SY2021-22 1<sup>st</sup> Quarter, December 16, 2021 and SY2021-2022 2<sup>nd</sup> quarter, by reviewing the data, we will never know if students in the Fall Data collection benefited from any interventions. Are they the same students in the 2<sup>nd</sup> Quarter or are they the same students that really did not improve? The differences in the percentages are not statistically significant.

Noted on page 2, Quarter 2 data may have been impacted by several scenarios.

- Readjustment included in-person learning, reestablish socialization, cope with physical, emotional and economic challenges and remedy negative effects of interrupted teaching and learning. Also noting that students that experienced trauma will need an extended amount of time.

#### **Table 1 (pg3) Students receiving a failing grade.**

We see that the percentages of students receiving a failing grade are basically the same. BUT are they the SAME STUDENTS from Q1 to Q2. I'm still not sure that including students with multiple needs being included in more than one category is the way to go with the metrics. Are the same students failing in both Math and ELA? Or are some in one group but not the other?

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#### **Data Findings (pg4)**

When comparing Middle School data for Math and ELA from Q1 this year to Q1 of last year, then last year's data should be shown on the Table rather than expecting us to go fish for it from last year. I do not agree that with any positive or negative comparisons between Q1 and Q2, because the percentages are too close to each other.

The Bottom Line for Table 1: Elementary schools were most affected REGARDLESS OF SUBGROUP.

Interventions did not prove successful.

What was done differently for Q3? Q4?

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Instead of looking at this by Ethnicity, again I looked by school level. Regardless of ethnicity, Elementary students have the highest percentage of students receiving at least one failing grade.

AND you have to ask in the column for Asians for both Q1 and Q2 their percentages are significantly lower and doing well. This lends itself to that ethnicity being economically advantaged. It also begs to question the significantly lower percentages in Middle school regardless of race with the exceptions of Pacific Islanders and Micronesians.

Again the interventions did not work if most percentages remained the same. Interventions did not prove successful.

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Table 3 (pg5) Universal Screener ELA

Tables 4(pg6) Universal Screener Math

When you look at the percentages of “one grade below” plus “Two or more grades below” the information is dismal.

#### Universal Screener ELA

| ELEMENTARY   | Q1                    | Q2                    |
|--------------|-----------------------|-----------------------|
|              | One grade level below | One grade level below |
|              | Two or more below     | Two or more below     |
| <b>Total</b> | <b>65.5%</b>          | <b>52.9%</b>          |
|              |                       |                       |
| MIDDLE       | Q1                    | Q2                    |
|              | One grade level below | One grade level below |
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| <b>Total</b> | <b>76.6%</b>          | <b>61.3%</b>          |
|              |                       |                       |

#### Universal Screener MATH

| ELEMENTARY   | Q1                    | Q2                    |
|--------------|-----------------------|-----------------------|
|              | One grade level below | One grade level below |
|              | Two or more below     | Two or more below     |
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It is possible that more students moved from “two or more” to “one grade level below.” However, you cannot know this without the “N” as in other tables.

Bottom line: What is going to be done differently to significantly improve.

**B. Presentation** on Department’s plan for summer school 2022 (COMMENTS)

There needs an equitable and improved process for enrolling in summer school this year. Enrichment Opportunities were for the most part not available. The sign up for enrichment seemed that some got the notices before others. Or there weren’t that many opportunities. However, the hard part comes from the student’s home school not providing access to a program and the parents HAVE TO FIND another school offering that program. Home schools give preference to students in their school.

The announcement must include all programs being offered at all schools.

The numbers for enrollment have been provided for the last 2 years. The data showing the impact of summer school has not been provided for the last 2 years. Except for “promoted to the next grade.” This data point shows that without this extra time or different environment, these students would not be promoted to the next grade. Is there an analysis of what prevented them from succeeding during the regular school year?

The data that will be collected at the conclusion of the 2022 summer programs should have been collected for 2020 and 2021.



April 20, 2022

VIA Email: [testimony.boe@boe.hawaii.gov](mailto:testimony.boe@boe.hawaii.gov)

State of Hawaii  
Board of Education  
Student Achievement Committee

Aloha Committee Chair Kili Namau'u, Committee Vice Chair Bill Arakaki  
and Committee Members,

**Reference:** Comment – Agenda IV.B. [Presentation on Department's plan for summer school 2022](#)

Mahalo to the Board of Education for prioritizing summer learning opportunities for Hawaii's youth.

Boys & Girls Club of Hawaii, serving school aged youth on the islands of O'ahu and Kaua'i, is proud of the service we maintained during the past two years as we struggled to survive a worldwide pandemic. As a non-school based after-school and summer enhanced learning organization, we not only remained opened for nearly the entire two years when schools and other programs were shut down, but we also doubled our operating hours to open our club doors to our children and teens who were struggling most. We opened the clubs from 7:30am through 5:30pm each weekday and welcomed youth to access our technology, WiFi, caring adult mentors and safe spaces when they needed us most.

Boys & Girls Club of Hawaii also did not lay off or furlough any employees because of the pandemic, a fact that is extremely important as the same caring, adult youth professionals our youth and families have grown to know and trust remained in place, providing an oasis of security and consistency during a time of uncertainty and stress. We provided healthy meals, SEL and academic enhanced learning opportunities in the clubs, through virtual learning and wellness visits to our families.

At BGCH we are honored to augment the life changing, positive work our teachers provide in our schools on a daily basis. We are proud to support them in their efforts and do everything we can to help fill the gaps so that our youth have the resources they need to succeed in life.

**Administrative Office**  
1000 Bishop Street  
Suite 505  
Honolulu HI 96813-4205  
Tel 808-949-4203  
Fax 808-955-4496  
[www.bgch.com](http://www.bgch.com)

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Charles C. Spalding

**President & CEO**  
Paddy Kauhane



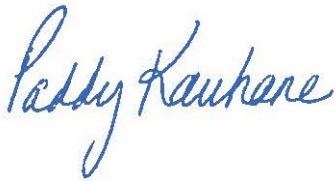
April 20, 2022  
Boys & Girls Club of Hawaii

VIA Email: [testimony.boe@boe.hawaii.gov](mailto:testimony.boe@boe.hawaii.gov)

State of Hawaii  
Board of Education  
Student Achievement Committee

I respectfully submit this testimony to ask the Board of Education to prioritize partnerships with out of school time organizations, both non-school and school based, so that we can collectively serve the youth who need us. BGCH proved our value during the pandemic and we remain staffed, open and ready to continue service now. Mahalo for allowing us to partner with the DOE as we work together to lift up our youth and provide them the resources they need to recover and resume life through this pandemic and beyond.

Yours very truly,

A handwritten signature in blue ink that reads "Paddy Kauhane". The signature is written in a cursive, flowing style.

Paddy Kauhane  
President & CEO  
Boys & Girls Club of Hawaii



April 20, 2022  
Student Achievement Committee

Dear Chair Namau'u and Members of the Committee,

We would like to comment on Discussion Items IV.A. and B.

**Discussion Item IV. A. Presentation on Student Academic Status for the 2021-2022 School Year, Interim Superintendent Keith Hayashi's 3-1-1 Strategy Data on and Analysis for Second Quarter: Elementary, Middle, and High School Quarterly Grades; and English Language Arts and Math Universal Screener Data for Elementary and Middle Schools.**

While DOE appears to be making progress in academics from Q1 to Q2 on grades and percentage of students on grade level, the situation is still dire.

Grades

It is alarming to see that in elementary school, over 17,000 students are failing English Language Arts (ELA) and over 12,000 are failing in math in Q2. In addition, the number of students receiving a failing grade for elementary, middle, and high school appear strikingly close to number of economically disadvantaged and special education students. More disaggregation would be useful as we cannot see the overlap of students in the respective categories. In addition, we cannot see which students are "Meets with Excellence" (ME), "Meets with Proficiency" (MP), and "Developing Proficiency" (DP.) If we knew this information, it would provide a more complete picture of the situation. There are also certain groups that have a greater percentage of failing grades as compared to others. Clearly, there needs to be additional supports to these students as well as all high-needs students.

ELA and Math Universal Screener:

DOE sites progress from Q1 to Q2, which should be acknowledged. However, the low percentage of students on grade level is troubling in English Language Arts (ELA) and math. If you look at the tables below, you will see that less than half and less than 40% of all students are on grade level in ELA in elementary school and middle school, respectively. Only 40% and 31% of all students are on grade level in math in elementary school and middle school, respectively. The situation is more severe among high-needs students and certain ethnic groups. Yet, when we look at the DOE's initiatives and expenditures, it is not clear what specific strategies are being used to provide more supports to students who are not on grade level. If strategies are being employed, we are not sure whether these strategies are contributing to improvement.

| ELA                     |       |                            |                   |       |                 |                  |             |
|-------------------------|-------|----------------------------|-------------------|-------|-----------------|------------------|-------------|
| On or above grade level | All   | Economically Disadvantaged | Special Education | EL    | Native Hawaiian | Pacific Islander | Micronesian |
| Elementary              | 47.0% | 35.4%                      | 10.6%             | 24.6% | 31.0%           | 24.8%            | 16.8%       |
| Middle                  | 38.7% | 27.9%                      | 6.2%              | 4.8%  | 21%             | 18.0%            | 10.7%       |

| Math                    |       |                            |                   |       |                 |                  |             |
|-------------------------|-------|----------------------------|-------------------|-------|-----------------|------------------|-------------|
| On or above grade level | All   | Economically Disadvantaged | Special Education | EL    | Native Hawaiian | Pacific Islander | Micronesian |
| Elementary              | 39.5% | 28.3%                      | 10.3%             | 20.6% | 26.0%           | 16.9%            | 9.8%        |
| Middle                  | 37.6% | 26.8%                      | 6.0%              | 10.2% | 21.7%           | 15.5%            | 8.9%        |

[https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC\\_04212022\\_Presentation%20on%20Student%20Academi%20Status%20%281%29.pdf](https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC_04212022_Presentation%20on%20Student%20Academi%20Status%20%281%29.pdf)

#### **Discussion Item IV. B. Presentation on Department's plan for summer school 2022**

The Coalition has been following DOE's summer school program for the past two sessions since the pandemic started in 2020. We have pointed out items that we think that the DOE could work on, such as clear and timely communication to families and a special reach out to our high-needs students who could benefit from the summer program. In addition, we have met with and commented to the DOE on improving its summer program reporting. For example, the Summer 2020 updates were frequent (weekly) and quite transparent in that they disclosed disaggregated subgroup information on attendance and progress indicators on which groups of students attended what classes. However, for Summer 2021, there was no update until the end of the program, and while the Summer Learning website was attractive and nice looking, it lacked the details on subgroup data. We took a screen shot which we have attached to illustrate this point. The DOE lists student participation by complex, but it does not disaggregate to subgroups. It is this subgroup data that we need to determine whether our high-needs students are utilizing the summer program. If they are not, we need to think more strategically on how to better engage them for these out-of-school programs, or during school.

While the DOE's memo paints a picture of a program that is comprehensive and organized, what we hear from parents and the community is that this is not the case. Communication is still lacking. The HDOE website only has information about summer school for 15 schools. We have attached this list. We assume that each school is providing information on their own summer school program. However, without a comprehensive picture of the state system, how can we be sure communication is effective?

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director



Courtesy of Hauula Elementary School

kindergarten to paid summer internship for HDOE's graduating seniors. Many schools also provided summer programs via learning hubs, which included opportunities for credit advancement, credit recovery, enrichment, intervention, remediation and transition, with options for full in-person, blended, or distance learning models.

## Students by District & Complex Area

12,037

### Student Participation by Complex Area

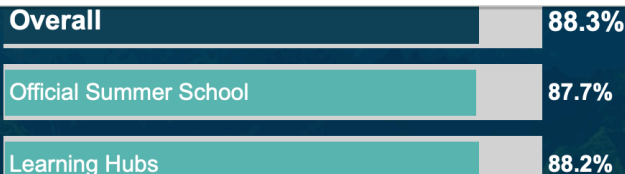
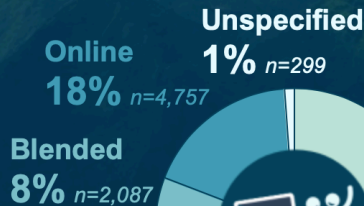
|                                    |                |
|------------------------------------|----------------|
| Aiea-Moanalua-Radford              | 2,576 students |
| Baldwin-Kekaulike-Maui             | 1,584 students |
| Campbell-Kapolei                   | 2,142 students |
| Castle-Kahuku                      | 1,428 students |
| E-School                           | 515 students   |
| Farrington-Kaiser-Kalani           | 2,718 students |
| Hana-Lahainaluna-Lanai-Molokai     | 270 students   |
| Hilo-Waiakea                       | 1,385 students |
| Honokaa-Kealakehe-Kohala-Konawaena | 1,009 students |
| Kailua-Kalaheo                     | 837 students   |
| Kaimuki-McKinley-Roosevelt         | 3,644 students |
| Kapaa-Kauai-Waimea                 | 1,173 students |
| Kau-Keaau-Pahoa                    | 844 students   |
| Leilehua-Mililani-Waialua          | 2,790 students |
| Nanakuli-Waianae                   | 1,035 students |
| Pearl City-Waipahu                 | 2,440 students |

Click on an island and/or a grade span bar to filter the graphics on this page.

Click on and hold the 'Ctrl' or 'Command' on the keyboard to select multiple districts or grade spans at once.

To remove filter, click on the selection again.

## Learning Modes





# Official Summer School 2022 List : District

## 2022

Updated: **03.31.22**

| School                           | SchAdd1                 | SchAdd2                  | SchPhone     |
|----------------------------------|-------------------------|--------------------------|--------------|
| <b>STATE OFFICE</b>              |                         |                          |              |
| Hawaii Online Courses (E-School) | 475 22nd Avenue         | Honolulu, HI 96816       | 808-305-9755 |
| <b>HONOLULU DISTRICT</b>         |                         |                          |              |
| Kula Kaiapuni 'o Ānuenue         | 2528 10th Ave.          | Honolulu, HI 96816       | 808-307-3000 |
| Kaimuki High                     | 2705 Kaimuki Avenue     | Honolulu, Hawaii 96816   | 808-733-4900 |
| Manoa Elementary                 | 3155 Manoa Road         | Honolulu, Hawaii 96822   | 808-988-1868 |
| <b>CENTRAL DISTRICT</b>          |                         |                          |              |
| Aiea High                        | 98-1276 Ulune Street    | Aiea, HI 95701           | 808-305-6500 |
| Leilehua High                    | 1515 California Ave.    | Wahiawa, HI 96786        | 808-305-3000 |
| Mililani High                    | 95-1200 Meheula Parkway | Mililani, HI 96789       | 808-307-4200 |
| Moanalua High                    | 2825 Ala Ilima St.      | Honolulu, HI 96818       | 808-305-1000 |
| Radford High                     | 4361 Salt Lake Blvd.    | Honolulu, HI 96818       | 808-421-4200 |
| <b>LEEWARD DISTRICT</b>          |                         |                          |              |
| James Campbell High              | 91-980 North Road       | Ewa Beach, HI 96706      | 808-305-3600 |
| Highlands Intermediate           | 1460 Hoolaulea Street   | Pearl City, Hawaii 96782 | 808-307-5104 |
| Pearl City High                  | 2100 Hookiekie Street   | Pearl City, HI 96782     | 808-307-5605 |
| Waipahu High                     | 94-1211 Farrington Hwy  | Waipahu, HI 96797        | 808-307-9555 |
| <b>HAWAII DISTRICT</b>           |                         |                          |              |
| Waiakea High                     | 155 West Kawili Street  | Hilo, HI 96720           | 808-974-4888 |
| <b>KAUAI DISTRICT</b>            |                         |                          |              |
| Kapa'a Elementary                | 4886 Kawaihau Rd.       | Kapaa, HI 96746          | 808-821-4424 |
| Kapaa High                       | 4695 Mailihuna Rd.      | Kapaa, HI 96746          | 808-821-4400 |

District

## HE'E Coalition Members and Participants

Academy 21

Alliance for Place Based Learning

American Civil Liberties Union

Atherton YMCA

\*Castle Complex Community Council

\*Castle-Kahuku Principal and CAS

\*Education Institute of Hawai'i

\*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawai'i

Harold K.L. Castle Foundation

\*HawaiiKidsCAN

\*Hawai'i Afterschool Alliance

\*Hawai'i Appleseed Center for Law and Economic Justice

\*Hawai'i Association of School Psychologists

Hawai'i Athletic League of Scholars

\*Hawai'i Children's Action Network

Hawai'i Education Association

Hawai'i Nutrition and Physical Activity Coalition

\* Hawai'i State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

Head Start Collaboration Office

It's All About Kids

\*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

Kamehameha Schools

Kanu Hawai'i

\*Kaua'i Ho'okele Council

Keiki to Career Kaua'i

Kupu A'e

\*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the Odds

Native Hawaiian Education Council

Our Public School

\*Pacific Resources for Education and Learning

\*Parents and Children Together

\*Parents for Public Schools Hawai'i

Special Education Provider Alliance

\*Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

\* Youth Service Hawai'i

*Voting Members (\*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*

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April 21, 2022  
Student Achievement Committee



Dear Chair Namau'u and Members of the Committee,

We'd like to comment on Agenda Item IV. B. Presentation on Department's plan for summer school 2022.

The Hawai'i Afterschool Alliance applauds the Department of Education for investing in summer programs and focusing on making summer opportunities free and accessible to more students.

As schools plan their summer offerings, we encourage the DOE and the Board to look to community partners to support our students during the summer months. Schools don't have to do this work alone, especially as teachers and school leaders are exhausted and burnt out from teaching during the pandemic. Community partners can help fill in the gaps where capacity is needed to provide enrichment activities, social-emotional learning, and more.

We also encourage the Department of Education to extend their [Vendor List No. E22-06 \(RFP D22-039\)](#), which was created to "provide out-of-school time services." It expires at the end of June 2022, in the middle of summer. We hope to see it extended beyond this summer and for the next school year to make it easier for schools to partner with community organizations who have expertise in serving youth during after school hours and the summer.

Mahalo for the opportunity to testify.

Paula Adams  
Executive Director  
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Hawaii State Board of Education  
Student Achievement Committee  
Kili Namau'u, Committee Chairperson  
Bill Arakaki, Committee Vice Chairperson

Aloha Chair Namau'u, Vice Chair Arakaki, and Members of the Committee,

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

**We would like to offer comments on Action Item A) Presentation on student academic status for the 2021-2022 school year, Interim Superintendent Keith Hayashi's 3-1-1 strategy data on and analysis for second quarter: elementary, middle, and high school quarterly grades; and English language arts and math universal screener data for elementary and middle schools.**

- The DOE referenced the lower vaccination rate for Pacific Islanders and higher proportion of COVID-19 cases, but we believe further reporting on the impact of the pandemic would be helpful to better put student achievement in context. For example, was there any correlation between student achievement and missed instructional days due to absenteeism and quarantine/isolation? We've previously testified to our concern that students being kept away from school were given paltry learning supports, without even the option to listen in to their classes via WebEx or Google Meet.
- We were disappointed that the data presented today did not include a breakdown by complex area or school. This more granular reporting would enable the BOE and DOE to engage in a more strategic and targeted discussion about what is and isn't working.

- Similarly, we would like to see data on the number of students who have taken advantage of extended learning opportunities, tutoring, and other supports this school year. As the BOE and DOE consider how to best address learning loss, it would be helpful to analyze any data that indicates which interventions and practices seem to be making the greatest difference.

**We would also like to offer comments on Action Item B) Presentation on Department's plan for summer school 2022.**

- We applaud the DOE for continuing to offer official summer school without tuition for DOE students. While it is unclear whether this practice will be sustainable beyond the immediate COVID-19 pandemic, we strongly encourage the BOE and DOE to consider how to budget for this support in perpetuity.
- Summer learning hubs continue to be a significant component of the DOE's summer offerings, and yet it continues to feel like information on the hubs remains scarce. While we recognize that the individualized nature of these hubs is at the core of this concept, it would be helpful for the DOE to provide a way to review brief summaries on each of the hubs, including some of the highlights, lessons learned, and the specific enrichment activities and programs offered.
- Given that the summer learning hubs are highly localized, what supports are being provided to principals and administrators to successfully execute these hubs? We recognize that the system features principals with a wide range of experience, so we hope newer principals can get the help they need to offer robust programs and partner with local nonprofit and community organizations.

Mahalo for your consideration,

David Miyashiro  
Founding Executive Director  
HawaiiKidsCAN