


STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 21, 2021

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Keith T. Hayashi 
Interim Superintendent

SUBJECT: **Presentation on School Performance Results for the 2020-2021 School Year:
Strive HI Performance System**

1. EXECUTIVE SUMMARY

The Strive HI Performance System reports student and school performance indicators, some of which are also used to meet federal accountability reporting requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA). This presentation focuses on the 2021 Strive HI Statewide Snapshot (Attachment A) and key Strive HI measures by subgroups (Attachment B).

The Hawaii State Department of Education (Department) applied for and received an accountability waiver for School Year (SY) 2020-21 from the U.S. Department of Education (ED). One of the conditions included in the accountability waiver is a requirement that the Department administer the state's summative assessments and because of the COVID-19 pandemic, the ED would not hold states to the 95% participation requirement. The waiver also requires that school proficiency scores be reported but not be used to identify schools for ESSA support and improvement in fall 2021.

Following the Hawaii State Board of Education General Business Meeting, the Strive HI Statewide Snapshot and the 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:
<https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>

2. DESCRIPTION

The Strive HI Statewide data are reported annually during the fall. Data shared include student achievement rates on statewide assessments on English Language Arts, Mathematics, and Science, and other Strive HI Performance System data.

Results from the Smarter Balanced Assessment (SBA), Hawaii State Alternate Assessment (AA), and the Kaiapuni Assessment of Educational Outcomes (KAEO) are combined to report state and school participation, proficiency, growth, and achievement gap results in the Strive HI Performance System reports. Combining these assessment results is done to meet the federal mandate that all students taking any statewide summative assessments be included in federal ESSA reporting.

Although the ED requires combining the reporting of these summative assessments (SBA, AA, and KAEO), a breakdown of participation and proficiency results by each assessment type and subgroups are provided as Attachment C.

The Strive HI Statewide Snapshot reports kindergarten through grade 12 student enrollment was 174,704, a decrease of 4,627 students from the previous year. Of the total enrollment, 9% (16,267 students) were English Learners; 50% (87,879 students) were eligible for free/reduced lunch, an increase of three percentage points from SY 2019-20; and 10% (18,031 students) received special education services.

3. UPDATE

Included in this year's Strive HI Statewide Snapshot are considerations and data that provide context to the achievement results and other outcome measures obtained in a school year affected by the COVID-19 pandemic. These COVID-19 related measures include participation rates by subgroups across three years, student learning modalities, and the digital devices and internet connectivity gap rates. These specific measures should be considered when examining the reduced number of students assessed, when interpreting proficiency and growth outcome data, and its impact on other Strive HI measures.

KTH:ct

Attachments: Attachment A - 2021 Strive HI Statewide Snapshot
Attachment B - 2021 Strive HI State Subgroup Data
Attachment C - 2021 SBA, Alternate, KAEO Assessment by Subgroup
Attachment D - Presentation on School Performance Results for the 2020-21
School Year

c: Office of Strategy, Innovation and Performance

2021 Strive HI Statewide Snapshot

This annual summary of the state's performance on key indicators of student success shows the state's progress on federally-required indicators under the Every Student Succeeds Act; in addition to state-adopted measures focused on student equity, achievement, and success. 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 294 schools (257 public, 37 charter) belong to one statewide public school district with 15 regional Complex Areas.

OUR MISSION

We serve our community by developing the academic, 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>.

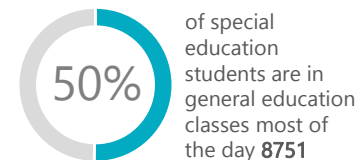
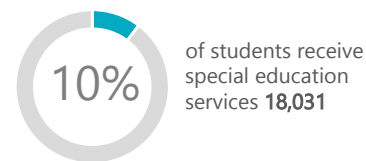
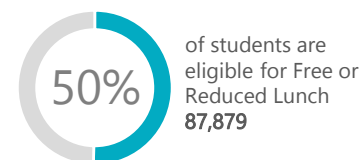
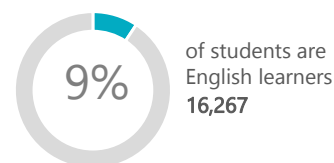
Interim Superintendent

Keith T. Hayashi

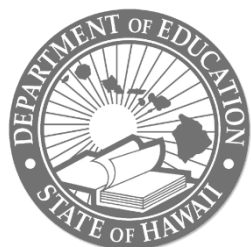
808-784-6161

HawaiiPublicSchools.org

174,704
students enrolled



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



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:





Pandemic Related Considerations When Assessing Strive HI Results

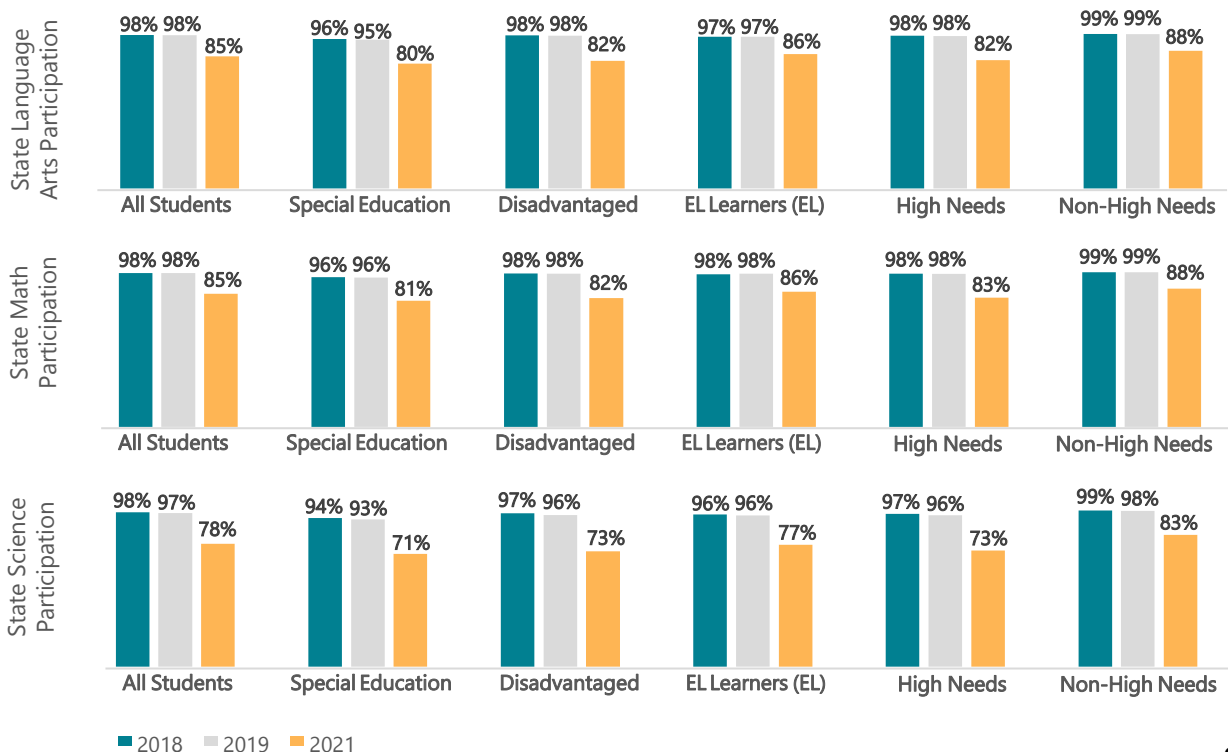
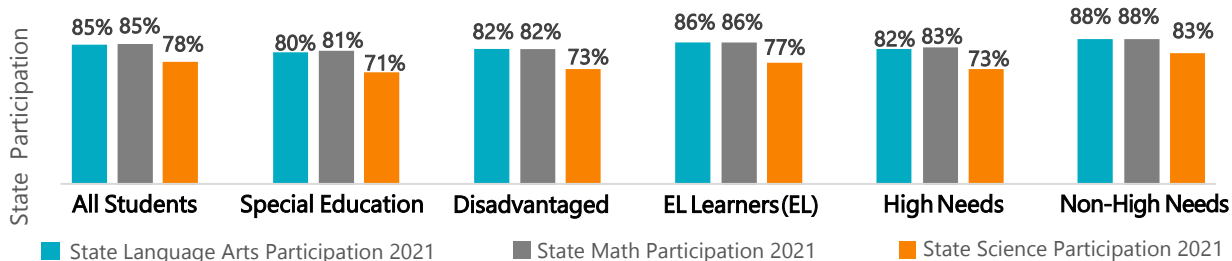
Throughout this 2020-21 school year (SY), numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic's impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results.

This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking during the past school year, including participation rates, students learning modalities, and access to adequate digital devices and internet connectivity.

How many students participated in testing?

These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. Consideration should be given to the following: (A) Participation rates should always be taken into consideration when reviewing proficiency results, and especially so, when students' modes of learning, instruction, and test-taking options are disrupted or altered during the school year; (B) Statewide participation rates should be compared across key subgroups; a (C) Participation rates allow readers to judge the extent proficiency and other test derived results such as growth, achievement gap, and 3rd and 8th grade literacy rates, are representative of all students eligible to test; and (D) When participation rates drop below 95%, one should ask, "To what extent are these results reflective of all students eligible to test?" "Are certain student subgroups over- or under-represented?" "Do those differences skew achievement results?" The following link provides guidelines and considerations when examining achievement results derived from low-participation rates, as well as other important pandemic related considerations: Appropriate Use of SY 2020-21 Hawai'i Statewide Assessment Program (HSAP) Results.

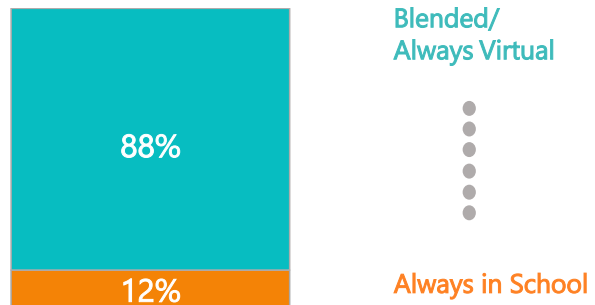
<https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing>



In what learning environment did students receive instruction?

This bar chart shows the percent of students receiving instruction completely in-person or in a blended or completely virtual setting. Consideration should be given to the following: (A) Students' learning modality varied across schools; (B) Some students seemed to achieve better in-person, while blended or completely virtual settings may have been more conducive to learning for other students; (C) A student's learning modality can serve as a useful comparison when examining individual student achievement based on their learning modality, however, caution should be given when drawing such conclusions; and (D) Certain students may be more likely to attend in-person compared to other types of students, that is, students with disabilities. Schools may look into these students to determine if that is the case before drawing conclusions about performance based on students' learning modality.

State Learning Environment



Source: Office of Information Technology Services (OITS)

How many students did not have adequate digital devices or internet access?

The following show the number and percent of students who did not have a digital device or internet access to adequately engage in distance learning.

State Device Gap

3,312
out of
166,758
or 1.9%
of students did not
have a device for
connectivity.

State Internet Access Gap

4,827
out of
166,758
or 2.8%
of students did not
have internet
access.

Source: Office of Information Technology Services (OITS)



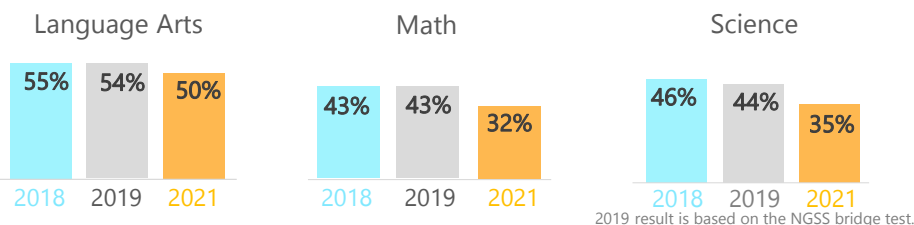
2021 Strive HI Statewide Snapshot

IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai'i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.



How are students performing in each subject?

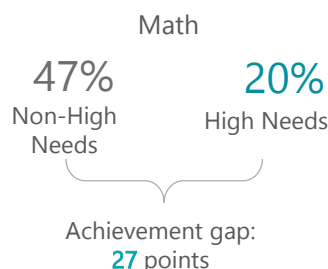
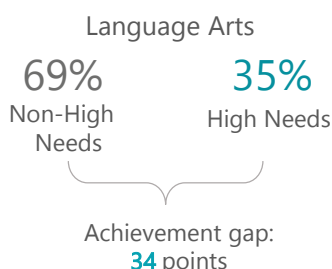
State assessments measure the percent of students **meeting the standard/who are proficient**.



How are student subgroups performing?

High Needs:
English learners, economically disadvantaged, and students receiving special education services.

Non-High Needs:
All other students.

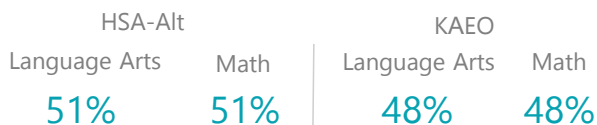


26% of students learning English are **on-track** to English language proficiency.



How are students' academic progress measured?

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



How many students are prepared for transition?

76% of **3rd graders** read near, at, or above grade level

77% of **8th graders** read near, at, or above grade level

85% of 9th grade students were **promoted** to 10th grade on-time

61% of students completed a **Career & Technical Education** program by 12th grade

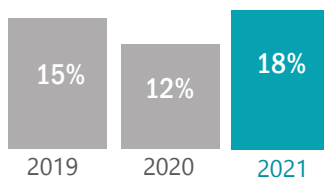
86% of students **graduated** on-time

50% of students enrolled in **postsecondary institutions** the fall after graduation



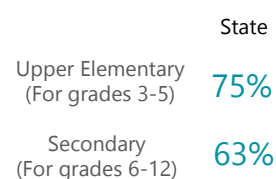
How many students missed 15 or more days of school?

Chronic absenteeism is the percentage of students who are absent **15 or more days** during the school year.¹



How do students feel positively about their school?

As measured by the Panorama Student Perception Survey.



¹2020 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 years prior to or following 2020, which were based on absences through May 1 of each school year.

2021 Strive HI State Subgroup Data

The following tables show:

participation, proficiency, growth, and chronic absenteeism (ChronAb) by subgroup.

Description

Tables include subgroups, two years of data, subject, and percent change (if appropriate).

**Participation - Language Arts, Math, Science*

**Proficiency - Language Arts, Math, Science*

**Growth - Language Arts, Math*

**Chronic Absenteeism*

Colored cells

***Participation**

	High 95%+
	Medium 85-94%
	Low 75-84%
	Insufficient <75%
	State performance

***Proficiency, Growth, and Chronic Absenteeism**

Generally, the top (3 or 4) and lowest (3 or 4) results are highlighted. However, when there are several subgroups with the same result, reviewers used their judgement as to the number of subgroups identified.

	Top performing subgroup results
	Low performing subgroup results
	State performance

Participation by Subgroup - Language Arts, Math, Science

Content Area Subgroup Description	Language Arts		Math		Science	
	2019 Part.	2021 Part.	2019 Part.	2021 Part.	2019 Part.	2021 Part.
All Students	98%	85%	98%	85%	97%	78%
Disadvantaged	98%	82%	98%	82%	96%	73%
Special Education	95%	80%	96%	81%	93%	71%
English Learners (EL)	97%	86%	98%	86%	96%	77%
Homeless	96%	80%	96%	80%	93%	77%
Male	98%	85%	98%	85%	97%	78%
Female	98%	85%	98%	85%	97%	78%
Asian (Excluding Filipino)	99%	91%	99%	91%	99%	87%
Filipino	99%	88%	99%	88%	98%	81%
Pacific Islander	97%	81%	98%	82%	94%	72%
Native Hawaiian	97%	78%	97%	79%	95%	68%
Micronesians (Marshallese, Pohnpeian, Chuukese)	97%	82%	97%	83%	96%	83%
Black	98%	86%	99%	87%	98%	81%
White	98%	86%	98%	86%	98%	81%
Hispanic	98%	83%	98%	84%	97%	74%

Color Coding

High 95%+	Low 75-84%
Medium 85-94%	Insufficient <75%

Proficiency by Subgroup - Language Arts, Math, Science

Content Area	LA			Math			Science		
Subgroup Description	2019 Prof.	2021 Prof.	% Chg. (2021- 2019)/2019	2019 Prof.	2021 Prof.	% Chg. (2021- 2019)/2019	2019 Prof.	2021 Prof.	% Chg. (2021- 2019)/2019
All Students	54%	50%	-7%	43%	32%	-26%	44%	35%	-20%
Disadvantaged	40%	36%	-10%	30%	20%	-33%	32%	22%	-31%
Special Education	13%	12%	-8%	11%	8%	-27%	14%	9%	-36%
English Learners (EL)	15%	14%	-7%	18%	11%	-39%	13%	5%	-62%
Homeless	27%	23%	-15%	18%	11%	-39%	25%	16%	-36%
Male	48%	45%	-6%	42%	33%	-21%	44%	35%	-20%
Female	60%	55%	-8%	43%	31%	-28%	44%	34%	-23%
Asian (Excluding Filipino)	72%	68%	-6%	65%	54%	-17%	61%	54%	-11%
Filipino	58%	53%	-9%	46%	33%	-28%	44%	34%	-23%
Pacific Islander	30%	27%	-10%	23%	13%	-43%	23%	12%	-48%
Native Hawaiian	37%	32%	-14%	26%	16%	-38%	29%	18%	-38%
Micronesia (Marshallese, Pohnpeian, Chuukese)	21%	18%	-14%	15%	7%	-53%	16%	7%	-56%
Black	57%	52%	-9%	38%	28%	-26%	44%	36%	-18%
White	66%	60%	-9%	52%	40%	-23%	61%	47%	-23%
Hispanic	50%	45%	-10%	33%	22%	-33%	38%	27%	-29%

Growth by Subgroup - Language Arts, Math

Content Area Subgroup Description	LA			Math		
	2019 Growth	2020 Growth	% Chg. (2021- 2019)/2019	2019 Growth	2020 Growth	% Chg. (2021- 2019)/2019
All Students	51%	50%	-2%	51%	50%	-2%
Disadvantaged	48%	47%	-2%	48%	46%	-4%
Special Education	42%	40%	-5%	43%	47%	9%
English Learners (EL)	48%	46%	-4%	50%	46%	-8%
Homeless	48%	44%	-8%	45%	44%	-2%
Male	49%	48%	-2%	49%	50%	2%
Female	53%	53%	0%	52%	50%	-4%
Asian (Excluding Filipino)	55%	59%	7%	57%	60%	5%
Filipino	53%	52%	-2%	53%	50%	-6%
Pacific Islander	46%	45%	-2%	46%	43%	-7%
Native Hawaiian	46%	45%	-2%	46%	45%	-2%
Micronesians (Marshallese, Pohnpeian, Chuukese)	44%	42%	-5%	45%	40%	-11%
Black	51%	49%	-4%	51%	50%	-2%
White	52%	51%	-2%	52%	53%	2%
Hispanic	49%	47%	-4%	49%	47%	-4%

Chronic Absenteeism

Content Area	Chronic Absenteeism		
Subgroup Description	2019 ChronAb	2021 ChronAb	% Chg. (2021-2019)/2019
All Students	15%	18%	20%
Disadvantaged	21%	26%	29%
Special Education	23%	26%	14%
English Learners (EL)	17%	29%	72%
Homeless	33%	46%	39%
Male	15%	19%	27%
Female	15%	17%	12%
Asian (Excluding Filipino)	7%	6%	-9%
Filipino	9%	11%	22%
Pacific Islander	26%	40%	55%
Native Hawaiian	23%	27%	19%
Micronesian (Marshallese, Pohnpeian, Chuukese)	28%	49%	77%
Black	10%	13%	35%
White	13%	13%	-4%
Hispanic	17%	20%	19%

2021 SBA, Alternate, KAE0 Assessments by Subgroup

The following tables show:

participation and proficiency by subgroup and by the type of assessment.

Description

Tables include subgroups, two years of data, subject, and percent change (if appropriate).

**Participation - Language Arts, Math, Science*

**Proficiency - Language Arts, Math, Science*

Colored cells

*Participation

	High 95%+
	Medium 85-94%
	Low 75-84%
	Insufficient <75%
	State performance

*Proficiency

Generally, the top (3 or 4) and lowest (3 or 4) results are highlighted.
However, when there are several subgroups with the same result, reviewers used their judgement as to the number of subgroups identified.

	Top performing subgroup results
	Low performing subgroup results
	State performance

Smarter Balanced Assessment (SBA)

Participation by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021		
All Students	Participation	SBA	Language Arts	98%	85%	High 95%+	Low 75-84%
Disadvantaged	Participation	SBA	Language Arts	98%	82%		
Special Education	Participation	SBA	Language Arts	96%	80%	Medium 85-94%	Insufficient <75%
Limited English (ELL)	Participation	SBA	Language Arts	97%	86%		
Homeless	Participation	SBA	Language Arts	96%	79%		
Male	Participation	SBA	Language Arts	98%	85%		
Female	Participation	SBA	Language Arts	98%	85%		
Asian (Excluding Filipino)	Participation	SBA	Language Arts	99%	91%		
Filipino	Participation	SBA	Language Arts	99%	88%		
Pacific Islander	Participation	SBA	Language Arts	97%	81%		
Native Hawaiian	Participation	SBA	Language Arts	97%	78%		
Micronesia (Marshallese, Pohnpeian, Chuukese)	Participation	SBA	Language Arts	94%	82%		
Black	Participation	SBA	Language Arts	98%	87%		
White	Participation	SBA	Language Arts	98%	86%		
Hispanic	Participation	SBA	Language Arts	98%	83%		

Entity Name	Measure	Assessment	Subject Description	2019	2021
All Students	Participation	SBA	Math	98%	85%
Disadvantaged	Participation	SBA	Math	98%	83%
Special Education	Participation	SBA	Math	96%	81%
Limited English (ELL)	Participation	SBA	Math	98%	87%
Homeless	Participation	SBA	Math	97%	80%
Male	Participation	SBA	Math	98%	86%
Female	Participation	SBA	Math	99%	85%
Asian (Excluding Filipino)	Participation	SBA	Math	99%	92%
Filipino	Participation	SBA	Math	99%	88%
Pacific Islander	Participation	SBA	Math	98%	82%
Native Hawaiian	Participation	SBA	Math	98%	79%
Micronesia (Marshallese, Pohnpeian, Chuukese)	Participation	SBA	Math	97%	83%
Black	Participation	SBA	Math	99%	87%
White	Participation	SBA	Math	98%	86%
Hispanic	Participation	SBA	Math	98%	84%

Smarter Balanced Assessment (SBA)

Participation by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021
All Students	Participation	SBA	Science	97%	78%
Disadvantaged	Participation	SBA	Science	96%	73%
Special Education	Participation	SBA	Science	94%	71%
Limited English (ELL)	Participation	SBA	Science	96%	77%
Homeless	Participation	SBA	Science	93%	77%
Male	Participation	SBA	Science	97%	78%
Female	Participation	SBA	Science	97%	78%
Asian (Excluding Filipino)	Participation	SBA	Science	99%	87%
Filipino	Participation	SBA	Science	98%	82%
Pacific Islander	Participation	SBA	Science	94%	71%
Native Hawaiian	Participation	SBA	Science	95%	68%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Participation	SBA	Science	97%	85%
Black	Participation	SBA	Science	98%	81%
White	Participation	SBA	Science	98%	81%
Hispanic	Participation	SBA	Science	97%	74%

Alternate Assessment (Alternate)

Participation by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021
All Students	Participation	Alternate	Language Arts	90%	75%
Disadvantaged	Participation	Alternate	Language Arts	91%	73%
Special Education	Participation	Alternate	Language Arts	90%	75%
Homeless	Participation	Alternate	Language Arts	90%	72%
Male	Participation	Alternate	Language Arts	91%	78%
Female	Participation	Alternate	Language Arts	90%	69%
Asian (Excluding Filipino)	Participation	Alternate	Language Arts	92%	74%
Filipino	Participation	Alternate	Language Arts	90%	78%
Pacific Islander	Participation	Alternate	Language Arts	86%	73%
Native Hawaiian	Participation	Alternate	Language Arts	90%	74%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Participation	Alternate	Language Arts	80%	70%
Black	Participation	Alternate	Language Arts	91%	74%
White	Participation	Alternate	Language Arts	90%	78%
Hispanic	Participation	Alternate	Language Arts	100%	75%
Limited English (ELL)	Participation	Alternate	Language Arts	92%	81%

High
95%+Low
75-84%Medium
85-94%Insufficient
<75%

Alternate Assessment (Alternate)

Participation by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021
All Students	Participation	Alternate	Math	90%	76%
Disadvantaged	Participation	Alternate	Math	90%	74%
Special Education	Participation	Alternate	Math	90%	76%
Homeless	Participation	Alternate	Math	90%	72%
Male	Participation	Alternate	Math	90%	78%
Female	Participation	Alternate	Math	90%	70%
Asian (Excluding Filipino)	Participation	Alternate	Math	92%	75%
Filipino	Participation	Alternate	Math	90%	79%
Pacific Islander	Participation	Alternate	Math	87%	73%
Native Hawaiian	Participation	Alternate	Math	90%	75%
Micronesia (Marshallese, Pohnpeian, Chuukese)	Participation	Alternate	Math	83%	72%
Black	Participation	Alternate	Math	83%	74%
White	Participation	Alternate	Math	89%	76%
Hispanic	Participation	Alternate	Math	95%	75%
Limited English (ELL)	Participation	Alternate	Math	91%	83%

Entity Name	Measure	Assessment	Subject Description	2019	2021
All Students	Participation	Alternate	Science	85%	72%
Disadvantaged	Participation	Alternate	Science	84%	71%
Special Education	Participation	Alternate	Science	85%	72%
Homeless	Participation	Alternate	Science	n/a	n/a
Male	Participation	Alternate	Science	84%	75%
Female	Participation	Alternate	Science	88%	64%
Asian (Excluding Filipino)	Participation	Alternate	Science	92%	69%
Filipino	Participation	Alternate	Science	86%	74%
Pacific Islander	Participation	Alternate	Science	74%	71%
Native Hawaiian	Participation	Alternate	Science	86%	65%
Micronesia (Marshallese, Pohnpeian, Chuukese)	Participation	Alternate	Science	58%	75%
Black	Participation	Alternate	Science	n/a	n/a
White	Participation	Alternate	Science	82%	83%
Hispanic	Participation	Alternate	Science	n/a	n/a
Limited English (ELL)	Participation	Alternate	Science	83%	81%

Kaipuni Assessment Of Educational Outcomes (KAEO)

Participation by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021		
All Students	Participation	KAEO	Language Arts	96%	76%	High 95%+	Low 75-84%
Disadvantaged	Participation	KAEO	Language Arts	96%	78%		
Special Education	Participation	KAEO	Language Arts	93%	80%		
Limited English (ELL)	Participation	KAEO	Language Arts	n/a	n/a	Medium 85-94%	Insufficient <75%
Homeless	Participation	KAEO	Language Arts	n/a	97%		
Male	Participation	KAEO	Language Arts	95%	75%		
Female	Participation	KAEO	Language Arts	96%	77%		
Asian (Excluding Filipino)	Participation	KAEO	Language Arts	100%	82%		
Filipino	Participation	KAEO	Language Arts	98%	89%		
Pacific Islander	Participation	KAEO	Language Arts	91%	87%		
Native Hawaiian	Participation	KAEO	Language Arts	96%	75%		
Micronesia (Marshallese, Pohnpeian, Chuukese)	Participation	KAEO	Language Arts	n/a	n/a		
Black	Participation	KAEO	Language Arts	n/a	n/a		
White	Participation	KAEO	Language Arts	97%	74%		
Hispanic	Participation	KAEO	Language Arts	n/a	n/a		

Entity Name	Measure	Assessment	Subject Description	2019	2021
All Students	Participation	KAEO	Math	96%	75%
Disadvantaged	Participation	KAEO	Math	96%	77%
Special Education	Participation	KAEO	Math	91%	80%
Limited English (ELL)	Participation	KAEO	Math	n/a	n/a
Homeless	Participation	KAEO	Math	n/a	94%
Male	Participation	KAEO	Math	95%	74%
Female	Participation	KAEO	Math	96%	76%
Asian (Excluding Filipino)	Participation	KAEO	Math	100%	82%
Filipino	Participation	KAEO	Math	96%	88%
Pacific Islander	Participation	KAEO	Math	91%	84%
Native Hawaiian	Participation	KAEO	Math	96%	74%
Micronesia (Marshallese, Pohnpeian, Chuukese)	Participation	KAEO	Math	n/a	n/a
Black	Participation	KAEO	Math	n/a	n/a
White	Participation	KAEO	Math	96%	75%
Hispanic	Participation	KAEO	Math	n/a	n/a

Kaipuni Assessment Of Educational Outcomes (KAE0)

Participation by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021
All Students	Participation	KAE0	Science	93%	75%
Disadvantaged	Participation	KAE0	Science	93%	75%
Special Education	Participation	KAE0	Science	90%	83%
Limited English (ELL)	Participation	KAE0	Science	n/a	n/a
Homeless	Participation	KAE0	Science	n/a	n/a
Male	Participation	KAE0	Science	93%	75%
Female	Participation	KAE0	Science	92%	75%
Asian (Excluding Filipino)	Participation	KAE0	Science	n/a	95%
Filipino	Participation	KAE0	Science	n/a	91%
Pacific Islander	Participation	KAE0	Science	n/a	n/a
Native Hawaiian	Participation	KAE0	Science	92%	72%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Participation	KAE0	Science	n/a	n/a
Black	Participation	KAE0	Science	n/a	n/a
White	Participation	KAE0	Science	95%	73%
Hispanic	Participation	KAE0	Science	n/a	n/a

Smarter Balanced Assessment (SBA)

Proficiency by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	SBA	Language Arts	54%	50%	-7%
Disadvantaged	Proficiency	SBA	Language Arts	40%	36%	-10%
Special Education	Proficiency	SBA	Language Arts	9%	9%	0%
Homeless	Proficiency	SBA	Language Arts	27%	23%	-15%
Male	Proficiency	SBA	Language Arts	48%	45%	-6%
Female	Proficiency	SBA	Language Arts	60%	55%	-8%
Asian (Excluding Filipino)	Proficiency	SBA	Language Arts	73%	69%	-5%
Filipino	Proficiency	SBA	Language Arts	58%	53%	-9%
Pacific Islander	Proficiency	SBA	Language Arts	30%	27%	-10%
Native Hawaiian	Proficiency	SBA	Language Arts	37%	32%	-14%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Proficiency	SBA	Language Arts	20%	18%	-10%
Black	Proficiency	SBA	Language Arts	57%	52%	-9%
White	Proficiency	SBA	Language Arts	66%	60%	-9%
Hispanic	Proficiency	SBA	Language Arts	50%	45%	-10%
Limited English (ELL)	Proficiency	SBA	Language Arts	15%	14%	-7%

Smarter Balanced Assessment (SBA)

Proficiency by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	SBA	Math	43%	32%	-26%
Disadvantaged	Proficiency	SBA	Math	30%	20%	-33%
Special Education	Proficiency	SBA	Math	7%	5%	-29%
Homeless	Proficiency	SBA	Math	18%	11%	-39%
Male	Proficiency	SBA	Math	42%	33%	-21%
Female	Proficiency	SBA	Math	44%	31%	-30%
Asian (Excluding Filipino)	Proficiency	SBA	Math	65%	54%	-17%
Filipino	Proficiency	SBA	Math	46%	33%	-28%
Pacific Islander	Proficiency	SBA	Math	22%	12%	-45%
Native Hawaiian	Proficiency	SBA	Math	26%	16%	-38%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Proficiency	SBA	Math	14%	6%	-57%
Black	Proficiency	SBA	Math	38%	28%	-26%
White	Proficiency	SBA	Math	53%	40%	-25%
Hispanic	Proficiency	SBA	Math	32%	22%	-31%
Limited English (ELL)	Proficiency	SBA	Math	17%	10%	-41%

Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	SBA	Science	44%	35%	-20%
Disadvantaged	Proficiency	SBA	Science	32%	22%	-31%
Special Education	Proficiency	SBA	Science	10%	6%	-40%
Homeless	Proficiency	SBA	Science	24%	16%	-33%
Male	Proficiency	SBA	Science	44%	35%	-20%
Female	Proficiency	SBA	Science	44%	34%	-23%
Asian (Excluding Filipino)	Proficiency	SBA	Science	62%	54%	-13%
Filipino	Proficiency	SBA	Science	44%	34%	-23%
Pacific Islander	Proficiency	SBA	Science	22%	12%	-45%
Native Hawaiian	Proficiency	SBA	Science	28%	18%	-36%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Proficiency	SBA	Science	14%	7%	-50%
Black	Proficiency	SBA	Science	44%	36%	-18%
White	Proficiency	SBA	Science	61%	47%	-23%
Hispanic	Proficiency	SBA	Science	38%	27%	-29%
Limited English (ELL)	Proficiency	SBA	Science	12%	4%	-67%

Alternate Assessment (Alternate)

Proficiency by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	Alternate	Language Arts	47%	40%	-15%
Disadvantaged	Proficiency	Alternate	Language Arts	49%	44%	-10%
Special Education	Proficiency	Alternate	Language Arts	47%	40%	-15%
Homeless	Proficiency	Alternate	Language Arts	47%	n/a	n/a
Male	Proficiency	Alternate	Language Arts	47%	41%	-13%
Female	Proficiency	Alternate	Language Arts	48%	40%	-17%
Asian (Excluding Filipino)	Proficiency	Alternate	Language Arts	45%	33%	-27%
Filipino	Proficiency	Alternate	Language Arts	41%	43%	5%
Pacific Islander	Proficiency	Alternate	Language Arts	45%	42%	-7%
Native Hawaiian	Proficiency	Alternate	Language Arts	50%	46%	-8%
Micronesia (Marshallese, Pohnpeian, Chuukese)	Proficiency	Alternate	Language Arts	46%	36%	-22%
Black	Proficiency	Alternate	Language Arts	62%	n/a	n/a
White	Proficiency	Alternate	Language Arts	50%	34%	-32%
Hispanic	Proficiency	Alternate	Language Arts	43%	42%	-2%
Limited English (ELL)	Proficiency	Alternate	Language Arts	43%	43%	0%

Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	Alternate	Math	45%	40%	-11%
Disadvantaged	Proficiency	Alternate	Math	46%	43%	-7%
Special Education	Proficiency	Alternate	Math	45%	40%	-11%
Homeless	Proficiency	Alternate	Math	47%	n/a	n/a
Male	Proficiency	Alternate	Math	47%	40%	-15%
Female	Proficiency	Alternate	Math	40%	41%	2%
Asian (Excluding Filipino)	Proficiency	Alternate	Math	43%	39%	-9%
Filipino	Proficiency	Alternate	Math	44%	40%	-9%
Pacific Islander	Proficiency	Alternate	Math	41%	44%	7%
Native Hawaiian	Proficiency	Alternate	Math	50%	44%	-12%
Micronesia (Marshallese, Pohnpeian, Chuukese)	Proficiency	Alternate	Math	36%	39%	8%
Black	Proficiency	Alternate	Math	n/a	n/a	n/a
White	Proficiency	Alternate	Math	41%	33%	-20%
Hispanic	Proficiency	Alternate	Math	49%	46%	-6%
Limited English (ELL)	Proficiency	Alternate	Math	47%	42%	-11%

Alternate Assessment (Alternate)

Proficiency by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	Alternate	Science	46%	38%	-17%
Disadvantaged	Proficiency	Alternate	Science	51%	41%	-20%
Special Education	Proficiency	Alternate	Science	46%	38%	-17%
Homeless	Proficiency	Alternate	Science	n/a	n/a	n/a
Male	Proficiency	Alternate	Science	46%	36%	-22%
Female	Proficiency	Alternate	Science	47%	43%	-9%
Asian (Excluding Filipino)	Proficiency	Alternate	Science	46%	36%	-22%
Filipino	Proficiency	Alternate	Science	38%	47%	24%
Pacific Islander	Proficiency	Alternate	Science	34%	26%	-24%
Native Hawaiian	Proficiency	Alternate	Science	54%	40%	-26%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Proficiency	Alternate	Science	n/a	22%	n/a
Black	Proficiency	Alternate	Science	n/a	n/a	n/a
White	Proficiency	Alternate	Science	48%	37%	-23%
Hispanic	Proficiency	Alternate	Science	n/a	n/a	n/a
Limited English (ELL)	Proficiency	Alternate	Science	43%	40%	-7%

Kaiaipuni Assessment Of Educational Outcomes (KAE0)

Proficiency by Subgroup - Language Arts, Math, and Science

Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	KAE0	Language Arts	37%	30%	-19%
Disadvantaged	Proficiency	KAE0	Language Arts	32%	23%	-28%
Special Education	Proficiency	KAE0	Language Arts	4%	3%	-25%
Homeless	Proficiency	KAE0	Language Arts	n/a	12%	n/a
Male	Proficiency	KAE0	Language Arts	29%	21%	-28%
Female	Proficiency	KAE0	Language Arts	45%	38%	-16%
Asian (Excluding Filipino)	Proficiency	KAE0	Language Arts	45%	45%	0%
Filipino	Proficiency	KAE0	Language Arts	47%	51%	9%
Pacific Islander	Proficiency	KAE0	Language Arts	33%	18%	-45%
Native Hawaiian	Proficiency	KAE0	Language Arts	36%	28%	-22%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Proficiency	KAE0	Language Arts	n/a	n/a	n/a
Black	Proficiency	KAE0	Language Arts	n/a	n/a	n/a
White	Proficiency	KAE0	Language Arts	44%	42%	-5%
Hispanic	Proficiency	KAE0	Language Arts	n/a	n/a	n/a
Limited English (ELL)	Proficiency	KAE0	Language Arts	n/a	n/a	n/a

Kaipuni Assessment Of Educational Outcomes (KAE0)

Proficiency by Subgroup - Language Arts, Math, and Science

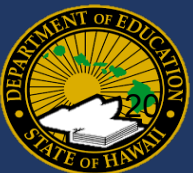
Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	KAE0	Math	25%	21%	-16%
Disadvantaged	Proficiency	KAE0	Math	21%	15%	-29%
Special Education	Proficiency	KAE0	Math	5%	4%	-20%
Homeless	Proficiency	KAE0	Math	n/a	6%	n/a
Male	Proficiency	KAE0	Math	23%	18%	-22%
Female	Proficiency	KAE0	Math	27%	23%	-15%
Asian (Excluding Filipino)	Proficiency	KAE0	Math	27%	33%	22%
Filipino	Proficiency	KAE0	Math	43%	33%	-23%
Pacific Islander	Proficiency	KAE0	Math	22%	13%	-41%
Native Hawaiian	Proficiency	KAE0	Math	23%	19%	-17%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Proficiency	KAE0	Math	n/a	n/a	n/a
Black	Proficiency	KAE0	Math	n/a	n/a	n/a
White	Proficiency	KAE0	Math	41%	29%	-29%
Hispanic	Proficiency	KAE0	Math	n/a	n/a	n/a
Limited English (ELL)	Proficiency	KAE0	Math	n/a	n/a	n/a

Entity Name	Measure	Assessment	Subject Description	2019	2021	% Change (2021-2019)/2019
All Students	Proficiency	KAE0	Science	40%	19%	-53%
Disadvantaged	Proficiency	KAE0	Science	33%	14%	-58%
Special Education	Proficiency	KAE0	Science	n/a	n/a	n/a
Homeless	Proficiency	KAE0	Science	n/a	n/a	n/a
Male	Proficiency	KAE0	Science	31%	16%	-48%
Female	Proficiency	KAE0	Science	46%	21%	-54%
Asian (Excluding Filipino)	Proficiency	KAE0	Science	n/a	n/a	n/a
Filipino	Proficiency	KAE0	Science	n/a	25%	n/a
Pacific Islander	Proficiency	KAE0	Science	n/a	n/a	n/a
Native Hawaiian	Proficiency	KAE0	Science	38%	15%	-61%
Micronesian (Marshallese, Pohnpeian, Chuukese)	Proficiency	KAE0	Science	n/a	n/a	n/a
Black	Proficiency	KAE0	Science	n/a	n/a	n/a
White	Proficiency	KAE0	Science	55%	50%	-9%
Hispanic	Proficiency	KAE0	Science	n/a	n/a	n/a
Limited English (ELL)	Proficiency	KAE0	Science	n/a	n/a	n/a

Presentation on School Performance Results for 2020-2021 School Year: Strive HI Performance System

**General Business Meeting
State of Hawai'i Board of Education
October 21, 2021**

Office of Strategy, Innovation and Performance





2021 Strive HI Statewide Snapshot

This annual summary of the state's performance on key indicators of student success shows the state's progress on federally-required indicators under the Every Student Succeeds Act; in addition to state-adopted measures focused on student equity, achievement, and success. 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 294 schools (257 public, 37 charter) belong to one statewide public school district with 15 regional Complex Areas.

OUR MISSION

We serve our community by developing the academic, 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/NāHopenaAo>.

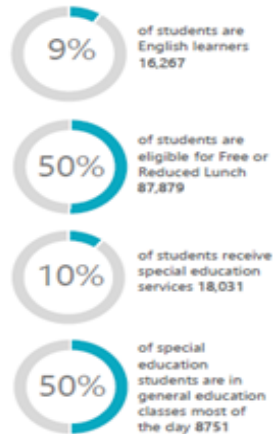
Interim Superintendent

Keith T. Hayashi

808-784-6161

HawaiiPublicSchools.org

174,704
students enrolled



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:

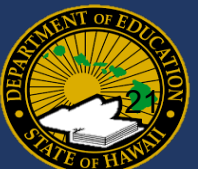


In SY 2021, Hawai'i public schools:

- Administered a shortened version of the statewide assessment that still ensures comparability with prior year results
- Used a skip-year growth methodology was used (No test was administered in SY2019-20)
- Participation rate penalties were waived by the U.S. Department of Education

CSI/TSI school identifications

were waived for an additional year by the U.S. Department of Education until Fall 2022 due to COVID-19



Pandemic Related Considerations When Assessing Strive HI Results

The pandemic's impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results.

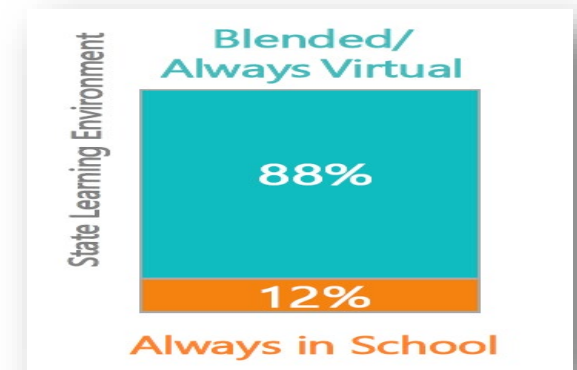
Participation

- Most schools were in hybrid or distance learning; testing was done in person (a few tested remotely/securely)
- Schools were encouraged to test all students
- 95% participation rate was waived by USDOE
- Despite the conditions, schools worked hard to test students and the data reflects this



State Learning Environment

- Results are an average across the four quarters
- 88% were either blended or always virtual, and 12% were always in-person



Pandemic-Related Considerations



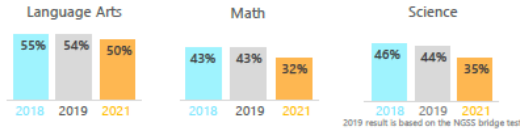
2021 Strive HI Statewide Snapshot

IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai'i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.



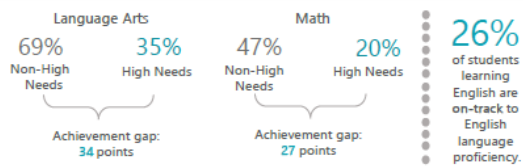
How are students performing in each subject?

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.



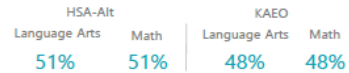
Non-High Needs: All other students.

26% of students learning English are on-track to English language proficiency.

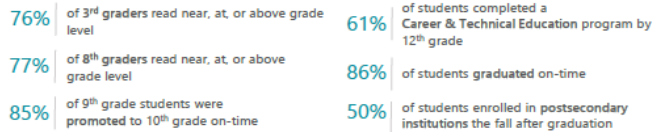


How are students' academic progress measured?

HSA-Alt & KAE0 tests show the percent of students making academic growth each year.

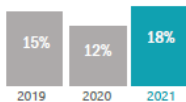


How many students are prepared for transition?



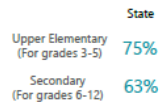
How many students missed 15 or more days of school?

Chronic absenteeism is the percentage of students who are absent 15 or more days during the school year.¹



How do students feel positively about their school?

As measured by the Panorama Student Perception Survey.



¹2020 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 years prior to or following 2020, which were based on absences through May 1 of each school year.

SY 2020-2021

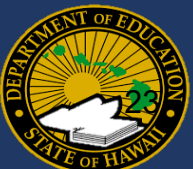
Learn more at <http://bit.ly/StriveHISystem>

Run date: September 24, 2021

State Performance

- Decrease in Language arts, math, and science scores
- The 2021 result of 26% of English Learners having “Met” Growth-To-Target has decreased from prior years
- For HSA-Alt and KAE0 students’ growth for language arts and math coincidentally were the same within each of the assessments at 51% and 48% respectively
- Both 3rd and 8th grade literacy increased from 2019. Third grade as a one point increase to 76% while 8th grade presented a notable 7 point increase to 77%
- Drop in 9th grade promotions, from 93% to 85%
- Steady annual increase in students completing a Career and Technical Education program
- The 2020 cohort graduation rate increased by 1 percentage point for the third straight year in a row
- The College-going rate decreased by 5 percentage points from 2020 where it remained stable at 55% since 2017

State Performance Results



Content Area	Language Arts		Math		Science	
Subgroup Description	2019	2021	2019	2021	2019	2021
All Students	98%	85%	98%	85%	97%	78%
Disadvantaged	98%	82%	98%	82%	96%	73%
Special Education	95%	80%	96%	81%	93%	71%
English Learners (EL)	97%	86%	98%	86%	96%	77%
Homeless	96%	80%	96%	80%	93%	77%
Male	98%	85%	98%	85%	97%	78%
Female	98%	85%	98%	85%	97%	78%
Asian (Excluding Filipino)	99%	91%	99%	91%	99%	87%
Filipino	99%	88%	99%	88%	98%	81%
Pacific Islander	97%	81%	98%	82%	94%	72%
Native Hawaiian	97%	78%	97%	79%	95%	68%
Micronesian (Marshallese, Pohnpeian, Chuukese)	97%	82%	97%	83%	96%	83%
Black	98%	86%	99%	87%	98%	81%
White	98%	86%	98%	86%	98%	81%
Hispanic	98%	83%	98%	84%	97%	74%

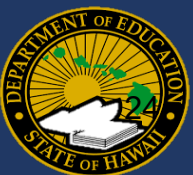
- Participation rates ranged between 91% and 68%
- Non-High Needs had the highest rates
- Of High Needs students, English Learners showed the highest participation rates
- Science participation rates were not as high as ELA and math

Color Coding

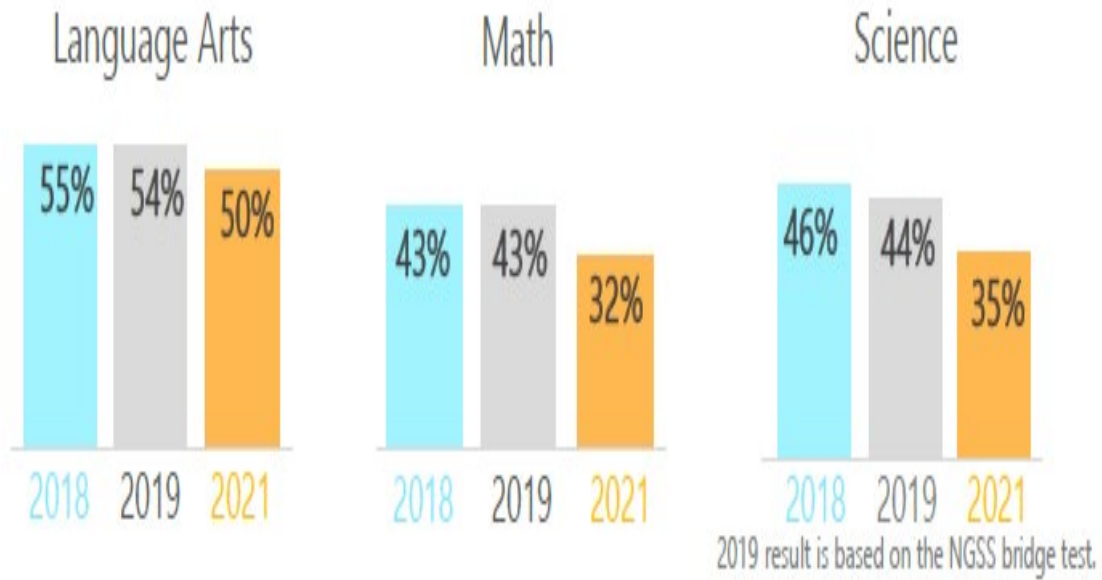
High 95%+	Low 75-84%
Medium 85-94%	Insufficient <75%

Note: Participation results may not be proportionally representative of the student population. Schools are advised to examine the nuances of whether certain subgroups are over- or under-represented.

State Participation Data by Subgroups

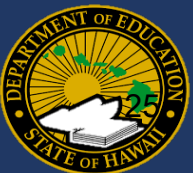


State Proficiency by Content Area and Subgroups

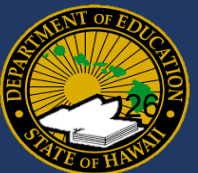


- While proficiency in all three content areas decreased, math and science saw much larger declines
- Language arts decreased by 4 percentage points, math by 11 points, and science by 9 points
- Math was most negatively impacted with a percent change from 2019 by -26%, followed by science by -20%, and language arts by -7%
- Over the next few years, we will get a better sense of the “recovery rate,” and how long it will take to return to 2019 levels

State Proficiency Data by Subgroups

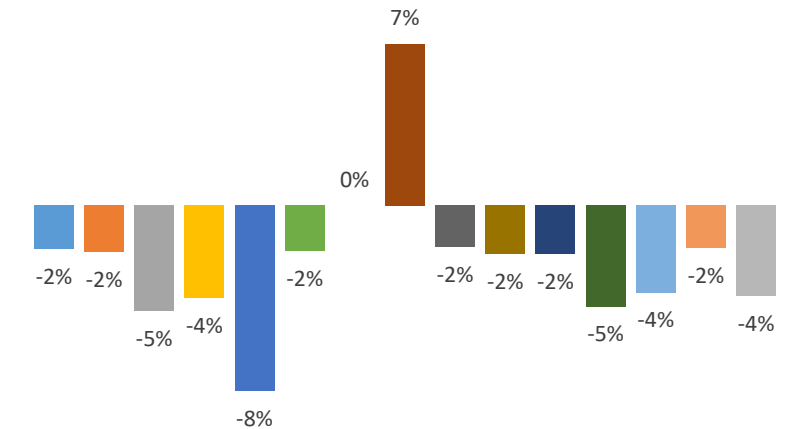


Content Area	Language Arts			Math			Science		
Subgroup Description	2019	2021	% Chg. (2021-2019)/2019	2019	2021	% Chg. (2021-2019)/2019	2019	2021	% Chg. (2021-2019)/2019
All Students	54%	50%	-7%	43%	32%	-26%	44%	35%	-20%
Disadvantaged	40%	36%	-10%	30%	20%	-33%	32%	22%	-31%
Special Education	13%	12%	-8%	11%	8%	-27%	14%	9%	-36%
English Learners (EL)	15%	14%	-7%	18%	11%	-39%	13%	5%	-62%
Homeless	27%	23%	-15%	18%	11%	-39%	25%	16%	-36%
Male	48%	45%	-6%	42%	33%	-21%	44%	35%	-20%
Female	60%	55%	-8%	43%	31%	-28%	44%	34%	-23%
Asian (Excluding Filipino)	72%	68%	-6%	65%	54%	-17%	61%	54%	-11%
Filipino	58%	53%	-9%	46%	33%	-28%	44%	34%	-23%
Pacific Islander	30%	27%	-10%	23%	13%	-43%	23%	12%	-48%
Native Hawaiian	37%	32%	-14%	26%	16%	-38%	29%	18%	-38%
Micronesian (Marshallese, Pohnpeian, Chuukese)	21%	18%	-14%	15%	7%	-53%	16%	7%	-56%
Black	57%	52%	-9%	38%	28%	-26%	44%	36%	-18%
White	66%	60%	-9%	52%	40%	-23%	61%	47%	-23%
Hispanic	50%	45%	-10%	33%	22%	-33%	38%	27%	-29%

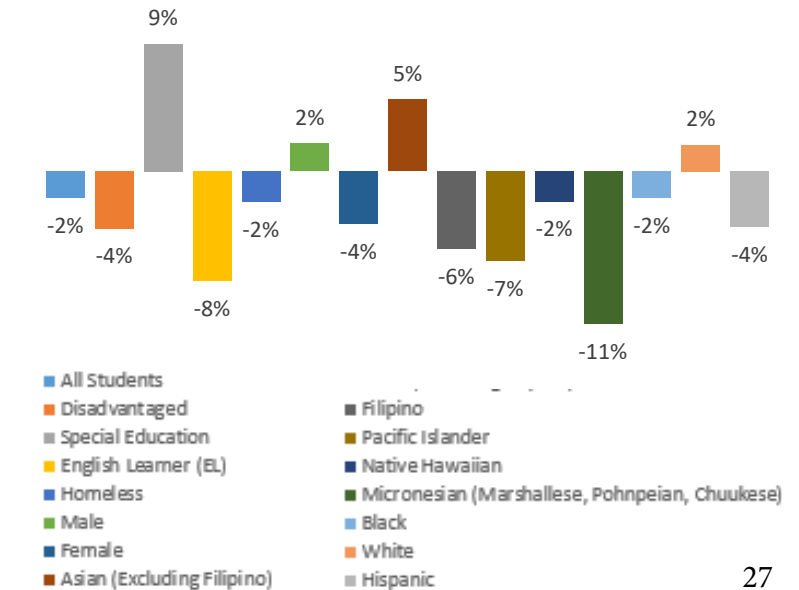


Content Area	Language Arts			Math		
Subgroup Description	2019 Growth	2021 Growth	% Chg. (2021-2019)/2019	2019 Growth	2021 Growth	% Chg. (2021-2019)/2019
All Students	51%	50%	-2%	51%	50%	-2%
Disadvantaged	48%	47%	-2%	48%	46%	-4%
Special Education	42%	40%	-5%	43%	47%	9%
English Learners (EL)	48%	46%	-4%	50%	46%	-8%
Homeless	48%	44%	-8%	45%	44%	-2%
Male	49%	48%	-2%	49%	50%	2%
Female	53%	53%	0%	52%	50%	-4%
Asian (Excluding Filipino)	55%	59%	7%	57%	60%	5%
Filipino	53%	52%	-2%	53%	50%	-6%
Pacific Islander	46%	45%	-2%	46%	43%	-7%
Native Hawaiian	46%	45%	-2%	46%	45%	-2%
Micronesian (Marshallese, Pohnpeian, Chuukese)	44%	42%	-5%	45%	40%	-11%
Black	51%	49%	-4%	51%	50%	-2%
White	52%	51%	-2%	52%	53%	2%
Hispanic	49%	47%	-4%	49%	47%	-4%

Language Arts, % Chg., 2021-2019

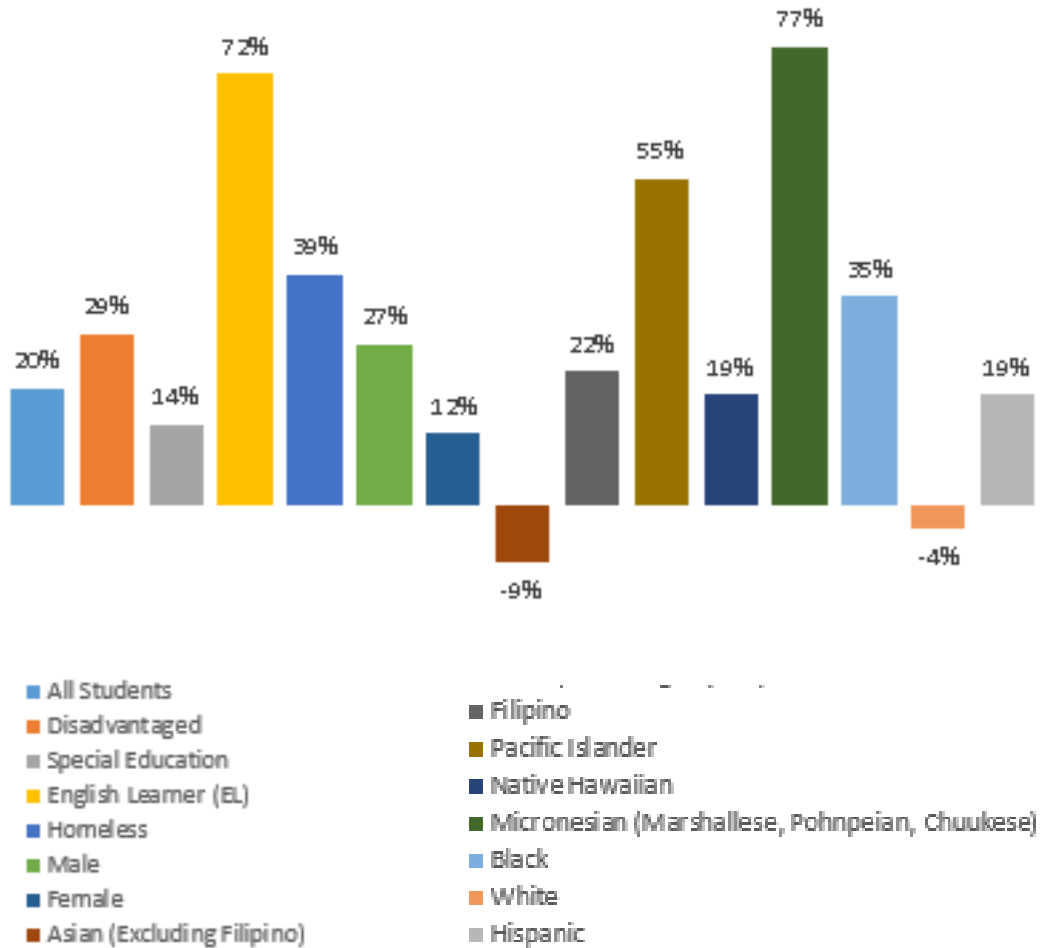


Math, % Chg., 2021-2019



State Growth Data by Subgroups

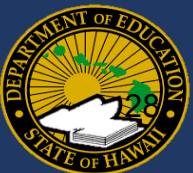
Chronic Absenteeism, % Chg., 2021-2019



Subgroup Description	2019	2021	% Chg. (2021-2019)/2019
All Students	15%	18%	20%
Disadvantaged	21%	26%	29%
Special Education	23%	26%	14%
English Learners (EL)	17%	29%	72%
Homeless	33%	46%	39%
Male	15%	19%	27%
Female	15%	17%	12%
Asian (Excluding Filipino)	7%	6%	-9%
Filipino	9%	11%	22%
Pacific Islander	26%	40%	55%
Native Hawaiian	23%	27%	19%
Micronesian (Marshallese, Pohnpeian, Chuukese)	28%	49%	77%
Black	10%	13%	35%
White	13%	13%	-4%
Hispanic	17%	20%	19%

Note: 2020 results were available but because it was based on an attendance period of only three quarters, it is best not to compare 2020 with 2021. We are using 2019 data to compare against 2021, both of which were based on the full four quarters of the school year.

State Chronic Absenteeism Data by Subgroups



Insights and Outcomes

- The pandemic negatively impacted participation and proficiency across all content areas and subgroup
- All content areas were impacted by the pandemic
- High Needs students had the largest decreases in participation across all content areas
- Asian, excluding Filipino, and White students had the highest proficiency rates across all content areas, with special education, English Learner, and Micronesian students having the lowest rates
- Statistically, low performing subgroups were more negatively impacted by the pandemic in language arts and math, for both proficiency and growth

National Trends

- Reports from a few sources have shared that generally:
 - Students testing in 2021 scored lower in math than in reading
 - Students of color and low-income students were disproportionately impacted
- Specifically, states such as Ohio, Georgia, Tennessee, and Colorado that have published assessment information also showed:
 - A decrease in student performance and growth with disadvantaged students and certain subgroups disproportionately impacted
 - Increased absences and
 - Like Hawai'i , Ohio also reported lower student enrollment
- Hawai'i is working with other national organizations to further study the impact on learning

Insights/Outcomes and National Trends

