

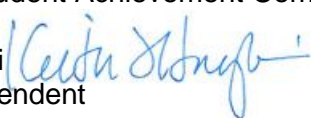


STATE OF HAWAII
DEPARTMENT OF EDUCATION
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OFFICE OF THE SUPERINTENDENT

April 21, 2022

TO: The Honorable Kili Namau'u
Chairperson, Student Achievement Committee

FROM: Keith T. Hayashi 
Interim Superintendent

SUBJECT: **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**

EXECUTIVE SUMMARY

The Hawaii State Department of Education (Department) continues to address the critical needs of students and make instructional decisions for intervention and acceleration based on the 3-1-1 priority areas identified by the Department at the beginning of School Year (SY) 2021-2022. The five priority areas include:

- Three priority areas for students: Attendance, academics and social-emotional learning;
- Staff well-being; and
- A safe return for everyone.

By focusing on these priority areas, the Department was better situated to address the impact that the Coronavirus 2019 (COVID-19) pandemic and the disruption to in-person learning had on student achievement.

The second quarter grade and winter universal screener data provide schools with valuable information on student academic progress based on the Department's 3-1-1 strategy. The Department notes that universal screening is a core component of the Hawaii Multi-Tiered System of Support (HMTSS) and recognizes that with the return to in-person learning, schools have created access to services like meals, health, therapy, academic support, and socialization with peers through co-curricular and extracurricular activities.

DESCRIPTION

On November 18, 2021, the Department provided the Hawaii State Board of Education (Board) Student Achievement Committee (SAC) with an analysis of elementary and middle school English Language Arts (ELA) and Mathematics (math) universal screener data for Fall of SY 2021-2022. On

December 16, 2021, the Department provided SAC with an analysis of middle and high school Quarter 1 ELA and math grades and on-track to high school graduation data.

For this agenda item, the Department will share data on SY 2021-2022 Quarter 2 elementary, middle and high school grades for ELA and math and the ELA and math universal screener data for elementary and middle schools from the winter administration.

PRESENTATION

Based on the belief that in-person learning is necessary for student academic success, Interim Superintendent Hayashi prioritized the return to daily in-person learning, despite the upsurge in COVID-19 cases due to the Delta variant. Along with the return to in-person learning, schools were required to administer regular universal screener assessments (K to 8) and monitor grades to measure student academic progress. Since universal screener assessments provide a snapshot of student academic progress, the 2021-2022 Educational Plan metrics and the COVID-19 case dashboard are also utilized to monitor and provide insight into the status of schools and students as they return to normalcy through daily in-person learning.

This presentation provides an update to student academic status for SY 2021-2022 by summarizing state-level disaggregated data and analysis of Quarter 2 ELA and math grades for elementary, middle, and high schools and winter universal screener data for elementary and middle schools. Additional data points on the quarterly progress of students and schools as monitored through the 2021-2022 Educational Plan metrics may be viewed on the Department's website at: <https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/ESSER-III.aspx>

Findings related to social-emotional learning and attendance will be included in the Department's update on its ESSER Educational and Fiscal Plans during the April 21, 2022 SAC-Finance and Infrastructure Committee Meeting.

Due to the ongoing COVID-19 pandemic, Quarter 2 data may have been impacted by other variables that could have caused disruptions to student academic progress, including but not limited to:

- Uncertainty and fear of exposure, hospitalizations and deaths due to COVID-19;
- COVID-19 testing kits were not readily available. Rapid COVID-19 test kits were widely distributed in January 2022;
- COVID-19 Delta variant was prevalent during Quarter 2;
 - Pacific Islanders were impacted by the Delta variant, accounting for 25% of the state cases, although representing only 4% of the population;
- Vaccinations of children (ages 5-12) were recommended by the Centers for Disease Control and Prevention (CDC) on November 2, 2022, which was during Quarter 2. Prior to this, elementary-aged children were not eligible for vaccinations;
 - Pacific Islander vaccination rates (post-vaccine period) were lower than other race/ethnicity groups.

Although Quarter 2 student academic performance did not exceed pre-pandemic levels, the Department has focused its response to pandemic-related challenges on providing students with what they needed to thrive and grow. Schools have continued to help students readjust to being in the classroom; reestablish their social identities after isolation; cope with ongoing physical, emotional, and economic challenges; and remedy the negative effects of interrupted teaching and learning. It will take

an extended amount of time to provide appropriate interventions and support to students who have experienced trauma.

Elementary, Middle, and High School ELA and Math Quarterly Grades

Quarterly grades provide a snapshot of students' progress towards meeting standards in core subject areas such as ELA and math. For middle and high schools, passing grades include A, B, C, D, and Satisfactory. Non-passing grades include F and Unsatisfactory. “No Grade,” “Incomplete,” and “Withdrawal” are excluded.

For elementary schools, students are provided with a status report at the end of each quarter with grades based on student progress toward goals, expectations, and targets taught during each interval of instruction. Students are considered to be making progress if they receive a “Meets with Excellence” (ME), “Meets with Proficiency” (MP), and “Developing Proficiency” (DP). “Well Below Proficiency” (WB) is considered a non-passing grade. “Not Applicable at This Time” (NA) is excluded.

Table 1 shows the number of elementary, middle, and high school students who received at least one failing grade during the second quarter of this school year disaggregated by high-needs subgroups: Economically Disadvantaged students, Students with Disabilities, and English Learners.

Table 1. Percentage and Number of Students Receiving a Failing Grade for Quarter 2 by High-Needs Subgroups

Percentage of Students Receiving a Failing Grade		All Students		Economically Disadvantaged		Students with Disabilities		English Learners	
		Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1
Elementary	ELA	22% 17,170	23% 17,886	29% 13,167	29% 13,468	55% 4,300	50% 3,796	39% 4,053	38% 3,971
	Math	16% 12,395	14% 11,302	21% 9,736	19% 8,822	42% 3,234	36% 2,712	29% 2,980	26% 2,664
Middle	ELA	7% 1,896	6% 1,658	9% 1,555	8% 1,400	7% 220	6% 200	11% 380	9% 322
	Math	6% 1,876	6% 1,633	9% 1,526	8% 1,341	6% 217	6% 204	12% 423	10% 351
High	ELA	11% 5,532	10% 4,900	16% 3,714	14% 3,307	15% 810	14% 749	17% 620	16% 580
	Math	12% 6,031	10% 5,176	16% 3,819	14% 3,381	14% 729	14% 729	21% 762	20% 745

For additional information, please see the ESSER Educational Plan Metrics dashboard:

<https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/ESSER-III.aspx>

Note: Data in “Economically Disadvantaged,” “Students with Disabilities,” and “English Learners” represent the count of students within each category; students with multiple needs will be included in more than one category.

Data Findings

- The percentages of students receiving a failing grade in ELA or math remained the same or slightly increased in Quarter 2 compared to Quarter 1 in this school year.
- Middle schools improved compared to Quarter 1 of the prior year for ELA and mathematics. Through appropriate in-person supports and interventions, grades appear to have improved in Quarters 1 and 2.
- The elementary Students with Disabilities subgroup had the highest percentage of students receiving a failing grade in elementary schools.

Table 2 below shows the percentage of elementary, middle, and high school students who received at least one failing grade in ELA or math during the second quarter of this school year disaggregated by race and ethnicity.

Table 2. Percentage of Students Receiving a Failing Grade for Quarter 2 by Race and Ethnicity

Percentage of Students Receiving a Failing Grade		Asian (Excl Filipino)		Black		Filipino		Hispanic		Native Hawaiian		Pacific Islander		*Micronesian		White		Other	
		Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1
		Elementary	ELA	12%	12%	20%	23%	19%	21%	25%	27%	28%	28%	39%	38%	48%	46%	17%	18%
Elementary	Math	7%	6%	16%	16%	14%	13%	18%	18%	20%	18%	31%	27%	39%	35%	11%	11%	14%	14%
Middle	ELA	2%	2%	5%	3%	4%	7%	8%	9%	10%	12%	13%	12%	16%	14%	5%	4%	5%	6%
	Math	2%	2%	6%	3%	4%	4%	9%	7%	10%	9%	14%	11%	17%	14%	5%	4%	6%	8%
High	ELA	5%	5%	11%	8%	7%	6%	12%	11%	16%	14%	23%	21%	29%	26%	9%	8%	10%	10%
	Math	7%	5%	14%	11%	9%	7%	15%	13%	15%	14%	24%	22%	31%	30%	10%	9%	12%	11%

*Micronesian subgroup represents a subset of the Pacific Islander subgroup.

The Quarter 2 grades are meant to serve as a progress report and may not be representative of a student's final grades.

Data Findings

- The overall percentages of elementary, middle, and high school students receiving a failing grade in ELA and math were similar to those of Quarter 1.
- The number of failing marks given in the following subgroups slightly increased in comparison to Quarter 1:
 - Native Hawaiian; and
 - Pacific Islander (including Micronesian).

Elementary and Middle School ELA and Math Universal Screener Data

The winter administration of the ELA and math universal screener for students in kindergarten through grade 8 occurred from November 1, 2021 through January 15, 2022. Universal screeners are important components of the HMTSS as it helps to establish instructional starting points and monitor learning progress, especially for students who are most in need of additional supports in ELA and math. The data will inform the work of our schools as they ensure students are supported through the HMTSS.

Table 3. Universal Screener Results for Students - ELA

Universal Screener Results for Students ELA Statewide			All		
			Q2/Winter	Q1/Fall	% Change
Elementary	On or above grade level	%	47.1%	34.4%	12.7% favorable
		n	28,352	21,085	
	One grade level below	%	32.7%	37.4%	4.7% favorable
		n	19,706	22,929	
	Two or more grade levels below	%	20.2%	28.1%	7.9% favorable
		n	12,147	17,227	
	Total	%	100%	100%	
		n	60,205	61,241	
Middle	On or above grade level	%	38.7%	33.4%	5.3% favorable
		n	8,556	7,940	
	One grade level below	%	24.7%	25%	0.3% favorable
		n	5,456	5,935	
	Two or more	%	36.6%	41.6%	5%

	grade levels below	n	8,090	9,870	favorable
	Total	%	100%	100%	
		n	22,102	23,745	

Table 4. Universal Screener Results for Students - Math

Universal Screener Results for Students Math Statewide			All		% Change
			Q2/Winter	Q1/Fall	
Elementary	On or above grade level	%	39.5%	23.8%	15.7% favorable
		n	23,893	14,609	
	One grade level below	%	42.6%	46.2%	3.6% favorable
		n	25,742	28,349	
	Two or more grade levels below	%	17.9%	30%	12.1% favorable
		n	10,846	18,435	
	Total	%	100%	100%	
		n	60,481	61,393	
Middle	On or above grade level	%	37.6%	29.3%	8.3% favorable
		n	9,194	7,632	
	One grade level below	%	31.3%	33.7%	2.4% favorable
		n	7,656	8,789	
	Two or more grade levels below	%	31%	37%	6% favorable
		n	7,578	9,633	
	Total	%	100%	100%	
		n	24,428	26,054	

Data Findings

- Overall, when comparing fall (Quarter 1) to winter (Quarter 2), students’ universal screener results showed improvement in ELA and math, with a decrease in the number of students scoring two or more grade levels below.
- When comparing fall (Quarter 1) to winter (Quarter 2) universal screener results, elementary and middle school students showed a favorable increase in both ELA and math. However, elementary school students showed greater improvement than middle school students.
- Universal screener results for students in math were higher than in ELA.

Table 5. Universal Screeners by High Needs Subgroups (% Favorable Change Fall to Winter) - ELA

ELA		All	Economically Disadvantaged	Students with Disabilities	English Learners
Elementary	On or above grade level	12.7%	11.5%	4.1%	10%
	Fall to Winter	34.4 to 47.1	23.9 to 35.4	6.5 to 10.6	14.6 to 24.6
	One grade level below	4.7%	2%	-5.6%	-0.6%
	Fall to Winter	37.4 to 32.7	38.9 to 36.9	21.6 to 27.2	37.2 to 37.8
	Two or more grade levels below	7.9%	9.5%	9.7%	10.7%
	Fall to Winter	28.1 to 20.2	37.2 to 27.7	71.9 to 62.2	48.2 to 37.5
Middle	On or above grade level	5.3%	5%	1.4%	1.8%
	Fall to Winter	33.4 to 38.7	22.9 to 27.9	4.8 to 6.2	3 to 4.8
	One grade level below	0.3%	0.2%	-1.7%	-3.5%
	Fall to Winter	25 to 24.7	24.7 to 24.5	12.4 to 14.1	13.9 to 17.4
	Two or more grade levels below	5%	4.9%	3.1%	5.3%
	Fall to Winter	41.6 to 36.6	52.4 to 47.5	82.8 to 79.7	83.1 to 77.8

Table 6. Universal Screeners by High Needs Subgroups (% Favorable Change Fall to Winter) - Math

Math		All	Economically Disadvantaged	Students with Disabilities	English Learners
Elementary	On or above grade level	15.7%	13%	4.3%	10.3%
	Fall to Winter	23.8 to 39.5	15.3 to 28.3	6 to 10.3	10.3 to 20.6
	One grade level below	3.6%	-2%	-9.1%	-6%
	Fall to Winter	46.2 to 42.6	44.8 to 46.8	24.1 to 33.2	38.5 to 44.5
	Two or more grade levels below	12.1%	14.9%	13.5%	16.3%
	Fall to Winter	30 to 17.9	39.9 to 25	69.9 to 56.4	51.2 to 34.9
Middle	On or above grade level	8.3%	7.2%	1.6%	4.4%
	Fall to Winter	29.3 to 37.6	19.6 to 26.8	4.4 to 6	5.8 to 10.2
	One grade level below	2.4%	0.8%	-3.4%	-2.5%
	Fall to Winter	33.7 to 31.3	33.1 to 32.3	16.9 to 20.3	22.2 to 24.7
	Two or more grade levels below	6%	6.4%	5%	7%
	Fall to Winter	37 to 31	47.3 to 40.9	78.7 to 73.7	72.1 to 65.1

Data Findings

- Overall, the high needs elementary students improved in the “two or more grade levels” below category for both ELA and math.
- Middle school English Learners improved in the “two or more grade levels below” category for ELA. Middle school Economically Disadvantaged and English Learners students improved in the “two or more grade levels below” category for math.
- Students with Disabilities experienced an increase in the percentage of students “one grade level below” for ELA and math. The data suggests that students are moving favorably from “two or more grade levels below.”

Table 7. Universal Screeners by Race and Ethnicity (Percent Favorable Change Fall to Winter) - ELA

ELA		Asian (Excl. Filipino)	Black	Filipino	Hispanic	Native Hawaiian	Other	Pacific Islander	White	*Microne- sian
Elementary	On or above grade level	13.3%	12.5%	14.1%	13.6%	10.9%	13.2%	9.6%	13.7%	7.2%
	Fall to Winter	52.6 to 65.9	35.2 to 47.7	36.7 to 50.8	28.6 to 42.2	20.1 to 31	35.2 to 48.4	15.2 to 24.8	41.5 to 55.2	9.6 to 16.8
	One grade level below	8.5%	5.9%	7%	4.3%	0.4%	5.8%	-1.5%	6.3%	-4.7%
	Fall to Winter	32.4 to 23.9	39.8 to 33.9	39.8 to 32.8	39.5 to 35.2	38.8 to 38.4	37.8 to 32	37 to 38.5	37.1 to 30.8	33.8 to 38.5
	Two or more grade levels below	4.9%	6.6%	7.1%	9.2%	10.5%	7.4%	11.1%	7.4%	11.9%
	Fall to Winter	15 to 10.1	25 to 18.4	23.5 to 16.4	31.8 to 22.6	41.1 to 30.6	27 to 19.6	47.8 to 36.7	21.4 to 14	56.6 to 44.7
Middle	On or above grade level	6.1%	7.2%	5.6%	5%	2.7%	7.5%	3%	5.3%	2.2%
	Fall to Winter	51.2 to 57.3	38.7 to 45.9	33.2 to 38.8	26.4 to 31.4	18.2 to 20.9	39.3 to 46.8	15 to 18	46.2 to 51.5	8.5 to 10.7
	One grade level below	1.9%	1.2%	0.2%	1.4%	-1.2%	2.9%	-0.3%	0.6%	-1.4%
	Fall to Winter	24.4 to 22.5	28.3 to 27.1	26 to 25.8	26.7 to 25.3	25.8 to 27	23.9 to 21	21.2 to 21.5	25.1 to 24.5	16.4 to 17.8
	Two or more grade levels below	4.2%	5.9%	5.5%	3.5%	3.9%	4.6%	3.3%	4.7%	3.5%
	Fall to Winter	24.4 to 20.2	33 to 27.1	40.8 to 35.3	46.8 to 43.3	56 to 52.1	36.8 to 32.2	63.8 to 60.5	28.6 to 23.9	75 to 71.5

Table 8. Universal Screeners by Race and Ethnicity (Percent Favorable Change Fall to Winter) - Math

Math		Asian (Excl. Filipino)	Black	Filipino	Hispanic	Native Hawaiian	Other	Pacific Islander	White	*Microne- sian
Elementary	On or above grade level	19.3%	16.1%	18.2%	13.9%	11.8%	17.3%	8.7%	17.4%	5.2%
	Fall to Winter	43.3 to 62.6	16 to 32.1	23 to 41.2	16 to 29.9	14.2 to 26	23.6 to 40.9	8.2 to 16.9	28.6 to 46	4.6 to 9.8
	One grade level below	13.5%	4.1%	5.6%	-1.3%	-3.9%	6.1%	-8.5%	7.2%	-12.1%
	Fall to Winter	43.7 to 30.2	53.8 to 49.7	50.1 to 44.5	48.3 to 49.6	43.5 to 47.4	48.2 to 42.1	37.3 to 45.8	49.3 to 42.1	30.3 to 42.4
	Two or more grade levels below	5.8%	12%	12.6%	15.1%	15.6%	11.2%	17.1%	10.2%	17.3%
	Fall to Winter	13 to 7.2	30.2 to 18.2	26.9 to 14.3	35.6 to 20.5	42.3 to 26.7	28.2 to 17	54.5 to 37.4	22.1 to 11.9	65.1 to 47.8
Middle	On or above grade level	10.7%	8.3%	10.5%	7.4%	5.6%	8.6%	3.8%	8.3%	3%
	Fall to Winter	51.5 to 62.2	22.8 to 31.1	28.5 to 39	19.8 to 27.2	16.1 to 21.7	30 to 38.6	11.7 to 15.5	37.7 to 46	5.9 to 8.9
	One grade level below	6%	2.4%	4%	1%	-0.9%	1.5%	-0.6%	2.6%	-2.5%
	Fall to Winter	30.8 to 24.8	41 to 38.6	37.1 to 33.1	33.7 to 32.7	34.0 to 34.9	31.6 to 30.1	28.6 to 29.2	33.8 to 31.2	22.6 to 25.1
	Two or more grade levels below	4.7%	5.9%	6.4%	6.2%	6.5%	7.2%	4.4%	5.7%	5.4%
	Fall to Winter	17.7 to 13	36.2 to 30.3	34.4 to 28	46.4 to 40.2	49.9 to 43.4	38.5 to 31.3	59.7 to 55.3	28.4 to 22.7	71.5 to 66.1

Data Findings

- Asian elementary and middle school students showed a favorable change to improving to “on or above grade level” and “one grade level below” from fall to winter for ELA and math.
- Black middle school students showed a favorable change in improving to “on or above grade level” and “one grade level below” for ELA and math.
- Filipino elementary and middle school students showed a favorable change to improving to “on or above grade level” from fall to winter for math.

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- White elementary and middle school students showed a favorable change to improving to “on or above grade level” and “one grade level below” from fall to winter for ELA and math.
- Micronesian elementary school students showed a favorable change to improving “two or more grade levels below” for ELA and math. However, changes in proficiency levels for Micronesian students for “on and above” and “one grade level below” were generally lower than the other race/ethnicity subgroup categories.

The Department will continue assess student performance outcomes and address the negative impacts of the COVID-19 pandemic.

Thank you for your continued support of our students and our schools.

KTH:ct

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