




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

OFFICE OF THE SUPERINTENDENT

October 21, 2021

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: Elementary, Middle, and High School Quarterly Grades; English Language Arts and Math Universal Screener Data for Elementary and Middle Schools; and On-Track High School Graduation**

1. EXECUTIVE SUMMARY

The Hawaii State Department of Education (Department) continues to make instructional decisions for intervention and acceleration to address the critical needs of students. One tool used to identify these needs is the universal screener. The English Language Arts (ELA) and Mathematics Universal Screener window closed on September 30, 2021 to provide schools with first quarter universal screener data for kindergarten through grade 8. This data will inform their work as they ensure students are supported through the Hawaii Multi-Tiered System of Support (HMTSS). The Department is currently analyzing the first quarter universal screener data in consultation with schools and complex areas to derive strategic action priorities for funding beyond what has already been in our revised Learning Acceleration plan. Thus, this presentation will provide preliminary state-level aggregated data.

The Department will present the data and analysis regarding elementary, middle, and high school quarterly grades and the on-track high school graduation data at a future meeting for the following reasons:

- Elementary, middle, and high school quarterly grades are not currently available. Per the Hawaii State Teachers Association Unit 5 Collective Bargaining Agreement, "the deadline for the submittal of grades shall be no

earlier than end of the work day on the fourth student day following the end of each quarter except for the fourth quarter" (p. 20).

- On-track high school graduation data are still being inputted, reviewed, and verified at the school level. Schools need the opportunity to review their on-track data to ensure accurate reporting.

2. DESCRIPTION

This presentation will provide preliminary ELA and Mathematics Universal Screener data for elementary and middle schools for quarter one of the 2021-2022 school year.

Universal screeners are important components of the HMTSS as it helps to establish instructional starting points and learning progress, especially for students who are most in need of additional supports in ELA and mathematics.

The HMTSS framework organizes integrated supports into three tiers to ensure equitable access to resources for all students.

- Tier 1, or primary instruction and evidence-based supports, is provided to all students. Core standards-based instruction integrated with positive behavior expectations and social and emotional learning is the foundation of Tier 1. For most students, Tier 1 meets their academic, behavioral, social, and emotional needs.
- Tier 2 provides targeted and supplemental instruction for identified students. Interventions are implemented at the grade or content level for students who need additional learning and/or behavioral support. In alignment with Tier 1, Tier 2 is intended to be timely supplemental support to further student success.
- Tier 3 is for students who are not responding to the other levels of intervention and need individualized assistance that may include additional services beyond the Department from outside agencies in the medical, therapeutic, and/or specialized programs. This level is tailored for intensive programs and services for students with significant learning, behavioral, social-emotional, and/or physical health needs.

By acknowledging that students have different needs for support, it is the skillful integration and implementation of supports provided among the three tiers that ensure success for every student.

The universal screener data provides a starting point for instructional decisions for intervention and acceleration that may include small-group instruction, intervention blocks, tutoring, out-of-school-time programs (after school, weekends, intersessions, summer), academic coaching, personalized activities, specialized services, or other

supports. The Department schools are committed to looking at the whole child to determine the students' academic, behavioral, and social-emotional needs and strategies to support their continued growth.

Schools will administer the universal screeners at the beginning, middle, and end of the school year to assess initial grade level performance, monitor progress and effectiveness of strategies, and finally determine end-of-the-year success. Schools may choose to do additional progress monitoring in between the three required screeners.

Schools have been administering the universal screener pre-assessment to identify students who are performing at grade level, one grade level behind, or two or more grade levels behind since school began in August 2021 and have been asked to complete the assessments by September 30, 2021. For the universal screener mid-assessment, schools will administer the assessment and report their data between November 1, 2021 and January 15, 2022. The final universal screener post-assessments will be conducted on or after April 15, 2022 and reported no later than May 28, 2022. While most schools use Curriculum Associates iReady or Renaissance Star for their universal screeners, some schools have selected other screeners.

Preliminary state universal data shows 90% of students in grades 1 through 8 were screened; this represents 86,850 students in ELA and 86,937 students in mathematics. Five schools (852 students) did not complete the pre-screener, and the report excludes 13 schools (3,560 students) that use a different screener where student data loading is in progress.

The preliminary universal screener data for grades 1 through 8, which consists of only iReady and Star results, show that 33.7% of students in ELA and 25.2% in mathematics scored at or above grade level. 34.2% of students scored one grade level behind and 32.1% two or more grade levels behind in ELA. For mathematics, 42.5% of students scored one grade level behind and 32.3% two or more grade levels behind.

Once students are identified as performing one or more grade levels behind, schools may provide intervention blocks, small-group instruction, tutoring, out-of-school-time programs (after school, weekends, intersessions, summer), academic coaching, personalized activities, specialized services, or other supports.

State offices also provide supports for ELA and mathematics. Complex area needs differ and the state team responds to the individualized request for support. The following are some of the systemic supports for School Year 2021-2022.

ELA	Mathematics
Professional Learning in the Science of Reading (LETRS [®])	Tri-Level Capacity-Building and Sustainability <ul style="list-style-type: none"><li data-bbox="933 1942 1372 1978">● Supporting English Language

Consolidated Literacy State Development Grant (CLSD) Hawaii State Literacy Plan	Learners in Mathematics <ul style="list-style-type: none">● Mathematics Whole School Agreement● Coaching for Instructional Leaders Math Pathways Redesign
--	--

Data loading of the universal screener data for the 13 elementary and middle schools that used a screener other than Curriculum Associates iReady and Renaissance Star for Fall 2021 is in progress. Once the data is loaded, analysis of the state universal screener data will occur. The state-level analysis of the universal screener data does not delay the work at schools to support students. Schools have their universal screener data to identify their students most in need and are able to implement appropriate supports for students.

PRESENTATION

The attachment includes information about the requirements for schools to implement universal screening as part of the HMTSS and quarter one ELA and Mathematics Universal Screener data for elementary and middle schools, including the percent of students on or above grade level, a student proficiency summary, and supports to students and complex areas.

KTH:tu
Attachment

c: Office of Curriculum and Instructional Design



OFFICE OF THE

Deputy Superintendent

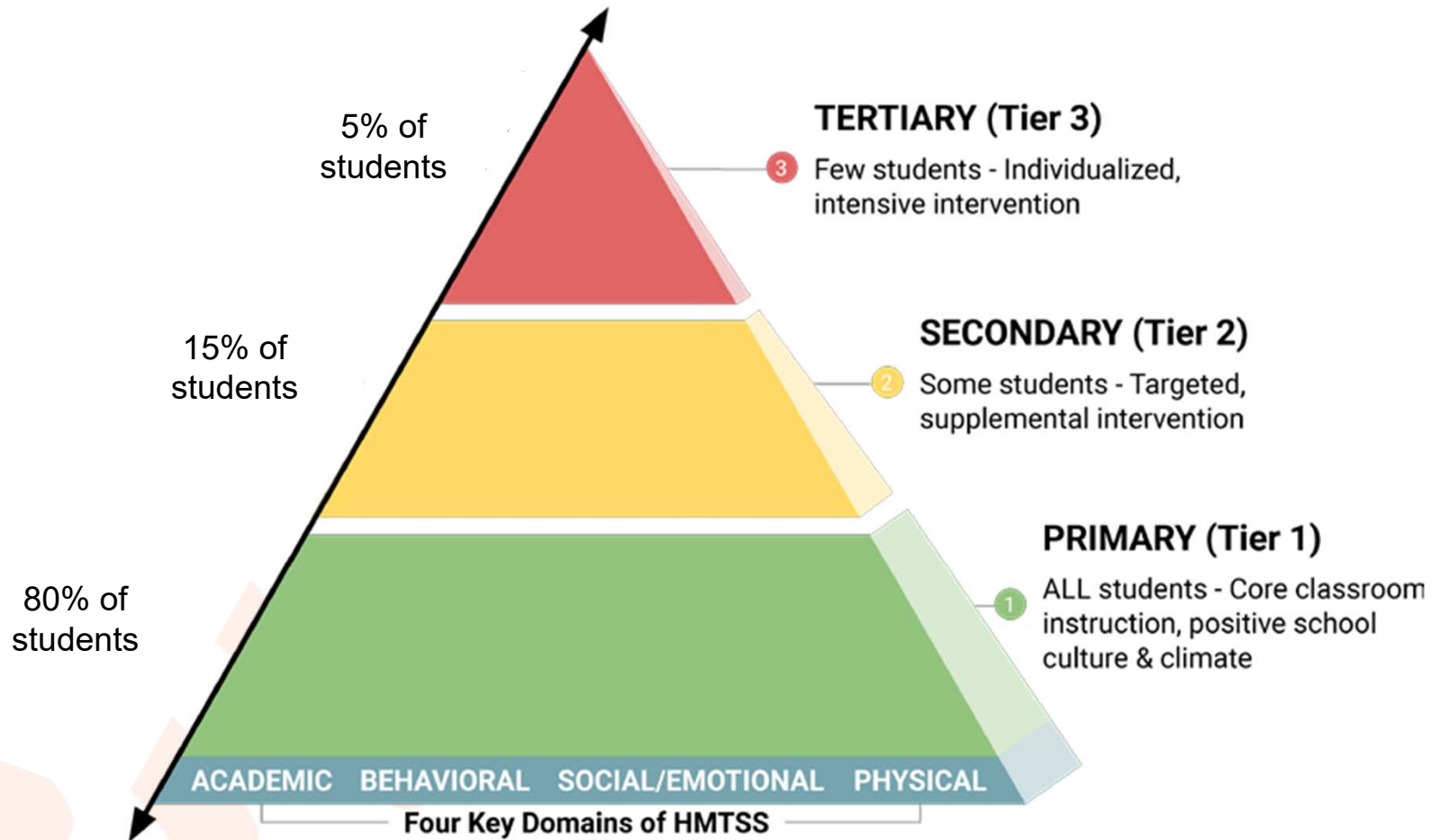
**Presentation on Student Academic Status
for the 2021-2022 School Year:
Elementary, Middle, and High School
Quarterly Grades; English Language Arts
and Math Universal Screener Data for
Elementary and Middle Schools; and On-
Track High School Graduation**

**Hawaii State Board of Education
Student Achievement Committee Meeting
October 21, 2021**

Phyllis Unebasami
Deputy Superintendent



HMTSS & Universal Screening





Universal Screener for School Year 2021-2022

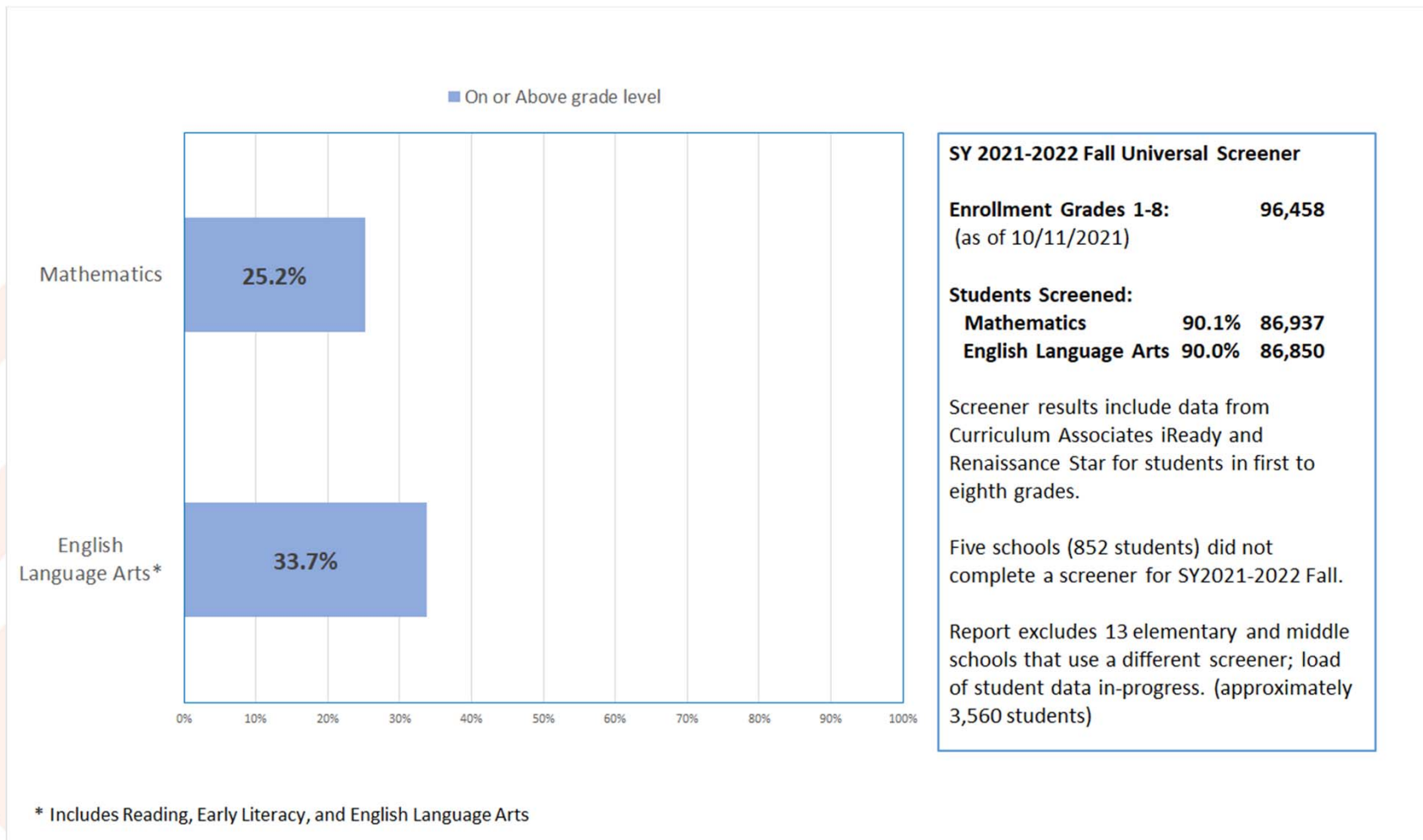
- The purpose of universal screeners is for classroom and school level use, it is not a summative measure.
- Students grades K to 8 will be assessed three times during the school year using universal screening as part of HMTSS
 - Beginning of Year - by September 30, 2021
 - Middle of Year - by January 15, 2022
 - End of Year - by May 28, 2022
- Schools select the screener, majority use iReady or Star
- Schools report students who are on or above grade level, one year below, or two or more years below



Universal Screener

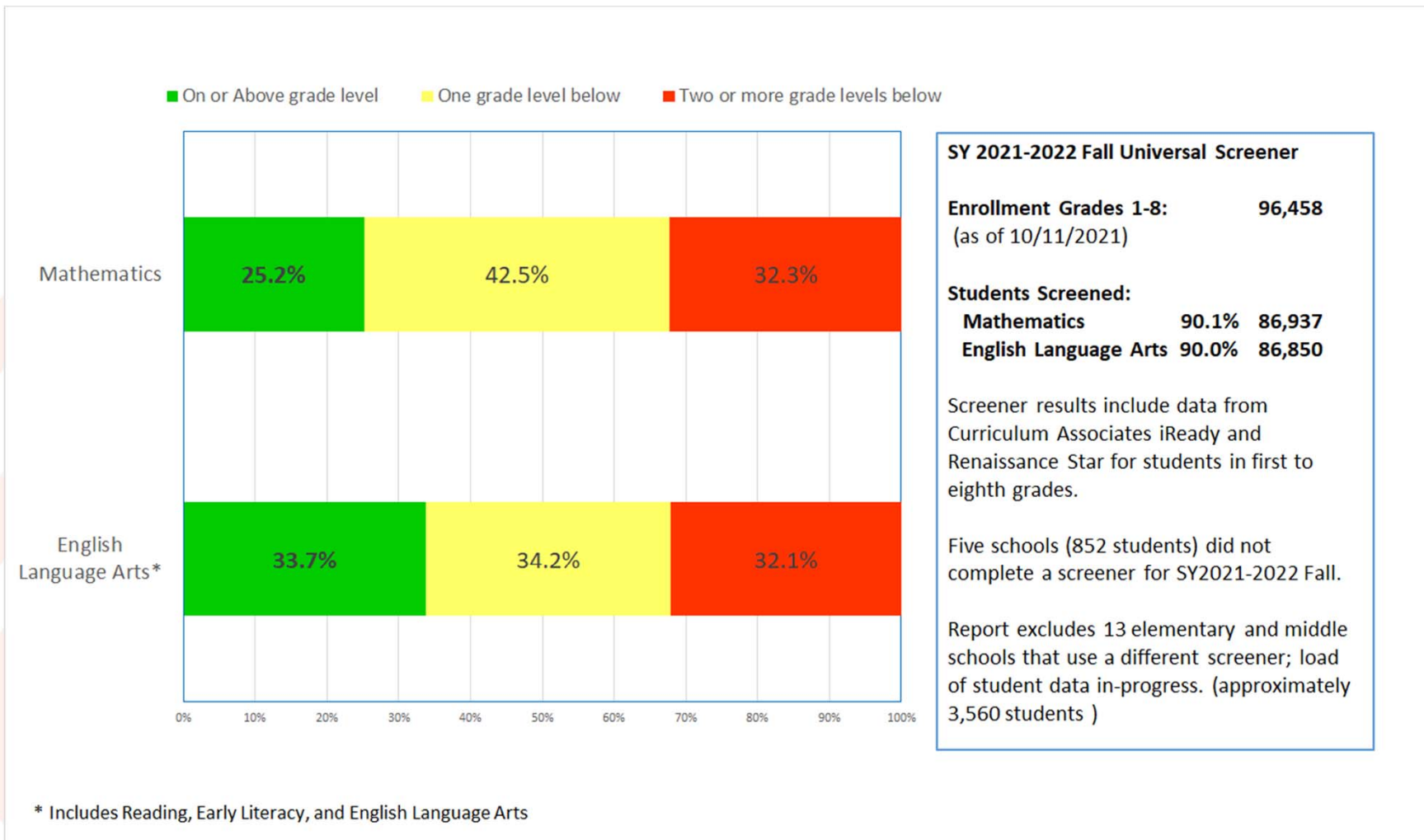
SY 2021-2022 - Fall

Percent of Students On or Above Grade Level





Universal Screener SY 2021-2022 - Fall Student Proficiency Summary



SY 2021-2022 Fall Universal Screener

Enrollment Grades 1-8: **96,458**
(as of 10/11/2021)

Students Screened:

Mathematics	90.1%	86,937
English Language Arts	90.0%	86,850

Screener results include data from Curriculum Associates iReady and Renaissance Star for students in first to eighth grades.

Five schools (852 students) did not complete a screener for SY2021-2022 Fall.

Report excludes 13 elementary and middle schools that use a different screener; load of student data in-progress. (approximately 3,560 students)

* Includes Reading, Early Literacy, and English Language Arts



School & Complex Area Supports for Academics

Tier 1 Core curricula and instruction	Tier 2 Support for targeted academic needs	Tier 3 Intensive, individualized support for academic needs
<p>Learning Acceleration - access to grade level content</p> <p>Classroom formative assessments to fill gaps necessary to attain concepts</p> <p>In-Person Learning opportunity for all students</p> <p>Summer Programs</p>	<p>Intervention Blocks</p> <p>Small-group instruction</p> <p>Tutoring during out of school time (e.g. afterschool, weekends, intersessions)</p> <p>Academic Coaching</p> <p>Personalization activities</p> <p>Specialized services</p> <p>Summer Programs</p>	<p>One-to-one tutoring</p> <p>Academic support during the school day or out of school time (e.g. afterschool, weekends, intersessions).</p> <p>Academic Coaching</p> <p>Personalization activities</p> <p>Specialized services</p> <p>Summer Programs</p>



English Language Arts

GOAL: Tri-level Shared Expectations, Capacity-Building and Sustainability

Professional Learning in the Science of Reading - Language Essentials for Teachers of Reading and Spelling (LETRS® COHORTS)

- 10 Complex Areas currently working with 160 teachers to build and deepen understanding of the science of reading (LETRS® Volume 1)
- 13 Complex areas working as part of a state cohort to build and increase understanding (LETRS® Volume 2)

Consolidated Literacy State Development Grant (CLSD)

- 6 Complex Areas engaged in a multi-year effort to improve literacy

Hawaii State Literacy Plan

- Continue to increase the use of evidence-based practices outlined in the Hawaii State Literacy Plan

Complex Area and School technical assistance as requested to address unique community needs.



Mathematics

Goal: Tri-level Shared Expectations, Capacity-Building and Sustainability

- Professional learning for Complex Area teams, focused on equitable and effective mathematics teaching and learning
- Coaching for instructional leaders in mathematics to sustain equitable and effective mathematics teaching and learning
- Complex Area Math Professional Learning Community (ongoing)

Math Pathways Redesign (multi-year project)

- Expansion of mathematics pathways and courses (beginning Fall 2021) with a focus on equitable access for all students in support of college, career, and community readiness

Complex Area and School technical assistance as requested to address unique community needs.



OFFICE OF THE
Deputy Superintendent



MAHALO!

