




**STATE OF HAWAII
DEPARTMENT OF EDUCATION**

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 18, 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: Analysis of 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. The universal screener data is primarily used as a diagnostic student assessment and is typically used to see where students are at the beginning of the school year; monitor progress at mid-year; and assess growth toward the end of the school year. The data has been disaggregated by student subgroups to provide a base comparison.

DESCRIPTION

On October 21, 2021, the Department provided preliminary English Language Arts (ELA) and mathematics universal screener data for elementary and middle schools for quarter one of School Year (SY) 2021-2022.

In the current analysis, the universal screener data has been updated and disaggregated by grade level and proficiency. At the end of the first quarter, 90% of the students in grades 1 through 8 were screened; this represents 85,291 students in ELA and 87,773 students in mathematics. This data has been disaggregated by student subgroups, which include: economically disadvantaged students; students with disabilities; English Learners; and ethnicity.

PRESENTATION

This presentation provides the state-level disaggregated data for the first quarter ELA and mathematics universal screener information for elementary and middle schools. The universal screener data has been disaggregated by subgroups and analyzed to determine where students are at the beginning of this school year. The data was also analyzed to compare the same-student screener proficiencies between fall of SY 2020-2021 and Fall of SY 2021-2022. Data tables are organized to show the percent of students that improved or remained on grade level (titled as “gains” in the data tables) and the percent of students that dropped or remained two or more grade levels below.

KTH:ct
Attachment

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



OFFICE OF THE
Deputy Superintendent

**Presentation on Student Academic
Status for the 2021-2022 School Year:
Analysis of English Language Arts and
Math Universal Screener Data for
Elementary and Middle Schools**

**Hawaii State Board of Education
Student Achievement Committee Meeting
November 18, 2021**

Phyllis Unebasami
Deputy Superintendent

Robert Davis
Complex Area Superintendent, Leilehua-Mililani-Waialua

Brenda Vierra-Chun
Principal, Wheeler Middle School



Universal Screener - Elementary & Middle Schools

SY 2021-2022 - Fall Student Proficiency Summary

The universal screener data shows that a higher percentage of students are on or above grade level in ELA (34.1%) as compared to Math (25.4%). Both ELA and math data show 32% or one third of the students are two or more grade levels below.

	English Language Arts (ELA)*	Mathematics (Math)
On or above grade level	34.1% 29,109	25.4% 22,299
One grade level below	34.0% 28,963	42.5% 37,261
Two or more grade levels below	31.9% 27,219	32.1% 28,213

Data is as of end of first quarter 2021-2022

**Includes Reading, Early Literacy, and English Language Arts*



Universal Screener Grade Level Proficiency

English Language Arts

ELA	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
On or above grade level	26.2%	32.2%	45.4%	33.9%	33.5%	32.3%	33.8%	34.6%	
	2,725	3,637	5,279	3,926	3,933	3,542	2,683	3,384	29,109
One grade level below	63.9%	40.9%	23.5%	38.8%	28.2%	25.8%	23.9%	25.2%	
	6,653	4,618	2,728	4,485	3,299	2,823	1,896	2,461	28,963
Two or more grades below	9.9%	26.9%	31.1%	27.3%	38.3%	41.9%	42.3%	40.2%	
	1,033	3,038	3,623	3,156	4,492	4,589	3,360	3,928	27,219
Grand Total	10,411	11,293	11,630	11,567	11,724	10,954	7,939	9,773	85,291

Data is as of end of first quarter 2021-2022



Universal Screener Grade Level Proficiency

Mathematics

Math	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
On or above grade level	19.5%	19.7%	21.0%	25.5%	29.8%	29.5%	29.3%	29.4%	
	1,995	2,246	2,465	2,961	3,519	3,398	2,527	3,188	22,299
One grade level below	65.7%	49.6%	44.8%	40.8%	37.7%	33.9%	34.1%	33.2%	
	6,737	5,649	5,238	4,737	4,443	3,907	2,946	3,604	37,261
Two or more grades below	14.8%	30.7%	34.2%	33.7%	32.5%	36.6%	36.6%	37.4%	
	1,524	3,503	4,003	3,909	3,835	4,220	3,160	4,059	28,213
Grand Total	10,256	11,398	11,706	11,607	11,797	11,525	8,633	10,851	87,773

Data is as of end of first quarter 2021-2022



Universal Screener Proficiency Levels for Economically Disadvantaged Students; Students with Disabilities; and English Learners

English Language Arts and Mathematics

ELA	All Students	Economically Disadvantaged	Students with Disabilities	English Learners	Non-High Needs
On or above grade level	ELA: 29,109 Math: 22,299	ELA: 23% Math: 16%	ELA: 6% Math: 6%	ELA: 12% Math: 9%	ELA: 51% Math: 39%
One grade level below	ELA: 28,963 Math: 37,261	ELA: 35% Math: 41%	ELA: 19% Math: 22%	ELA: 31% Math: 34%	ELA: 33% Math: 45%
Two or more grades below	ELA: 27,219 Math: 28,213	ELA: 42% Math: 43%	ELA: 75% Math: 72%	ELA: 57% Math: 57%	ELA: 16% Math: 16%

Data is as of end of first quarter 2021-2022



Universal Screener Proficiency Levels By Race /Ethnicities

English Language Arts and Mathematics

English Language Arts	All Students	Asian (excluding Filipino)	Filipino	Micronesian	Native Hawaiian	Pac. Islander (excl. Native Hawaiian & Micronesian)	White	All other ethnicities
On or above grade level	ELA: 29,109 Math: 22,299	ELA: 52.3% Math: 45.9%	ELA: 35.7% Math: 24.8%	ELA: 9.4% Math: 5.2%	ELA: 19.7% Math: 14.8%	ELA: 20.0% Math: 13.1%	ELA: 44.6% Math: 32.4%	ELA: 32.2% Math: 20.2%
One grade level below	ELA: 28,963 Math: 37,261	ELA: 30.1% Math: 39.7%	ELA: 35.6% Math: 46.0%	ELA: 28.5% Math: 27.9%	ELA: 35.2% Math: 40.7%	ELA: 36.5% Math: 41.3%	ELA: 34.0% Math: 45.5%	ELA: 35.3% Math: 44.7%
Two or more grades below	ELA: 27,219 Math: 28,213	ELA: 17.6% Math: 14.4%	ELA: 28.7% Math: 29.2%	ELA: 62.1% Math: 66.9%	ELA: 45.1% Math: 44.5%	ELA: 43.5% Math: 45.6%	ELA: 21.4% Math: 22.1%	ELA: 32.5% Math: 35.1%

Data is as of end of first quarter 2021-2022



Universal Screener Fall Proficiency Levels Comparison between SY 2020-2021 and SY 2021-2022

English Language Arts

Students who:		Fall SY 2021-2022			
		Two or more grade levels below	One grade level below	On or above grade level	Total
Fall SY 2020-2021	Two or more grade levels below	20.6%	4.5%	0.8%	25.9%
	One grade level below	10.4%	15.4%	7.2%	33.0%
	On or above grade level	4.0%	10.4%	26.7%	41.1%
	Total	35.0%	30.3%	34.7%	100.0%

Data is as of end of first quarter 2021-2022



Universal Screener Fall Proficiency Levels Comparison between SY 2020-2021 and SY 2021-2022

Mathematics

Students who: Gain -improved or remained on or above grade Stick - stayed the same Slide - dropped or remained two or more grades below		Fall SY 2021-2022			
		Two or more grade levels below	One grade level below	On or above grade level	Total
Fall SY 2020-2021	Two or more grade levels below	19.4%	4.8%	0.4%	24.6%
	One grade level below	11.1%	24.4%	6.8%	42.3%
	On or above grade level	3.4%	10.8%	18.9%	33.1%
	Total	33.9%	40.0%	26.1%	100.0%

Data is as of end of first quarter 2021-2022



Wheeler Middle School: Teacher-Student Relationships



Wheeler Middle School students.

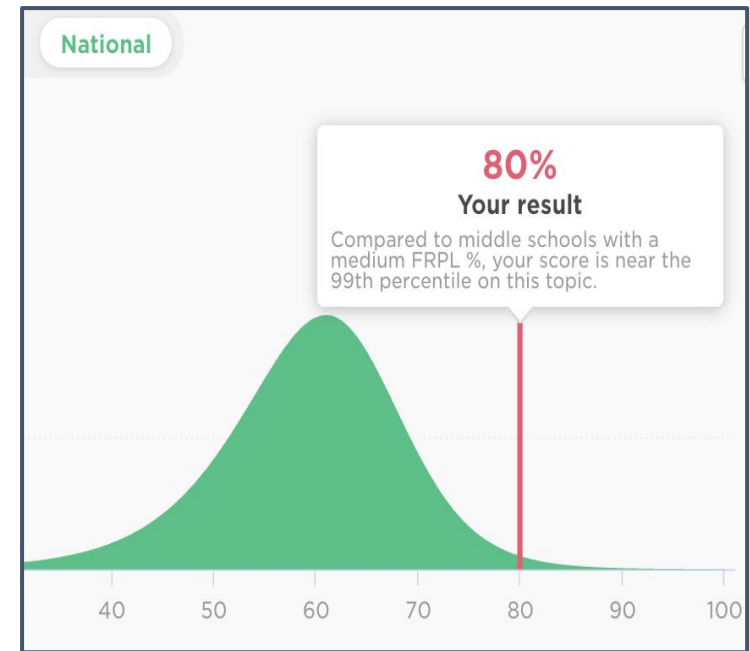
Teacher-Student Relationships

Based on 370 responses

How strong the social connection is between teachers and students within and beyond the classroom.

How have results changed over time?

Percent Favorable



National Results

Teacher-Student Relationship Trends



Systems of Instructional Practice: Structured Teacher Planning Time

IREADY GROWTH GOALS		DIAGNOSTIC ***Switch to End of year view***								
Typical Growth	Stretch Growth	SCALE SCORE (Beginning)		%T3	%T2	%T1	TEST SCORE MEDIAN	Mod 1 G1	Mod 2 NS2 & 3	Mod 3 NS5, 6, 7
14	27	486		30%	65%	5%	3.0	1.8	2.6	3.4
15	31	440		67%	33%	0%	2.6	2.6	2.3	3.1
15	28	476		32%	64%	5%	2.7	2.6	2.1	3.2
14	26	483		10%	83%	3%				
14	27	479		21%	75%	4%				
14	26	491		12%	77%	12%	3.6	3.3	3.4	3.8
14	27	480		29%	58%	13%	3.3	3.1	3.2	3.7
14	26	486		7%	82%	7%	3.0	2.5	2.4	3.4
14	27	483		32%	58%	11%	3.0	2.4	2.3	3.3
15	35	433		100%	0%	0%	1.9	1.5	2.0	2.7
14	30	457		75%	25%	0%	2.0	2.3	1	3
14	27	478		61	142	14	2.8	2.7	2.6	3.4
Typical Growth	Stretch Growth	SCALE SCORE (Beginning)	GRADE LEVEL (Beginning)	TIER (Beginning)			TEST SCORE MEDIAN	Mod 1 G1	Mod 2 NS2 & 3	Mod 3 NS5, 6, 7
15	35	442	Grade 3	At risk for Tier 3			1.9	1.8	2.0	3.5
15	35	440	Grade 3	At risk for Tier 3			1.4	0.8	1.0	2.7
15	35	425	Grade 2	At risk for Tier 3				N/A	N/A	N/A
15	35	448	Grade 3	At risk for Tier 3			2.0	2.0	2.0	3.5
15	35	445	Grade 3	At risk for Tier 3			1.4	N/A	2.5	1.4
15	35	436	Grade 3	At risk for Tier 3			2.0	1.4	2.3	3.5
15	35	438	Grade 3	At risk for Tier 3			2.7	1.2	3.2	3.1
15	35	411	Grade 1	At risk for Tier 3			1.9	2.0	1.5	2.1
15	35	424	Grade 2	At risk for Tier 3			1.8	1.2	1.8	2
15	35	417	Grade 2	At risk for Tier 3			1.8	1.8	1.8	2.5
13	25	500	Early 6	Tier 2			3.5		2.2	3.5
14	30	456	Grade 4	At risk for Tier 3			2.9	0.0	2.4	3.4
13	25	497	Early 6	Tier 2			3.3	3.7	2.8	4
14	26	477	Grade 5	Tier 2			3.2	3.2	2.9	3.4
13	25	495	Early 6	Tier 2			3.6			
13	25	498	Early 6	Tier 2			3.5	3.5	2.3	3.5
13	20	520	Mid 6	Tier 1			3.7	4.0	2.8	3.5

Data Tracker

LT Unit 1													
LT Mid Unit 1 - RL.6.1													
RL.6.1 (A) Support Inferences in Literary Texts													
2021- 2022													
	AVG	(3/4)	E1A (3/5)	E1F (3/4)	E1D (3/5)	E1A (3/4)	(5/6)	(3/4)	(3/5)	(3/5)	E1A (3/4)	U1A (3/5)	
AVG	55.8%	59.0%	61.0%	48.0%	55.0%	50%	68.0%		60.0%	54.0%	40.0%	63.0%	
Item #1	45.4%	48%	42%	26%	35%	47%	57%		38%	50%	33%	78%	
Item #2	50.7%	67%	58%	26%	50%	42%	70%		44%	50%	33%	67%	
Item #3	66.5%	62%	83%	39%	65%	53%	91%		75%	75%	33%	89%	
Item #4	57.1%	62%	50%	61%	58%	58%	57%		69%	50%	50%	56%	
Item #5	34.4%	33%	33%	39%	31%	42%	61%		44%	0%	50%	11%	
Item #6	29.1%	33%	42%	26%	35%	21%	26%		25%	50%	0%	33%	
# of students													
Data Analysis							Unit Feedback						
STRENGTHS: What strategies work well to help students master this standard? OPPORTUNITIES: Lowest Scoring Questions? What are students still struggling with? What strategies can we try during corrective instruction to fill this gap?							ACTION: What we might do planning-wise in the future to improve the implementation of this unit of instruction?						
MA--Students did poorly on item 6. Question asked how Ali was able to figure out a secret. Need to reinforce students closely examine focus question--highlight what it is being asked--then check back that their answer matches what is being asked. This should be practiced more than once--eg, the Athena question--Why did she turn Arachne into a spider? More questions like this that require student to closely examine the focus question, and check answer with focus question prior to submitting answer.							<ul style="list-style-type: none"> Lesson 3 needs two days More time spent finding evidence that best supports inferences. More practice with different types of texts. Need more time between assessment and corrective instruction 						
LB: Finding the best evidence is always something students struggle with and we yet again saw that here. Since this is the first exposure to this, there is space to grow for sure. For future lessons maybe having some questions about choosing the BEST piece of evidence would be helpful. I love how the lessons have students create their own inference though and I see the value in the activities that we have planned. Maybe having some inferences that are already created							TEAM DISCUSSION: STRENGTHS <ul style="list-style-type: none"> Question 3 - Kids understood inference by the end of the unit. Data showed 4% growth from last year OPPORTUNITIES <ul style="list-style-type: none"> Students struggled with HOW/WHY the evidence showed the inference (Ali was a good friend) Need to work on going back to check the source. 						

Unit Feedback



Systems of Instructional Practice: Teacher Data Chats

Student Success Plan (SSP)

Step 1: After beginning of the year (BOY) diagnostic, complete all the sections in this template at a conference on the SDE's, and make your action and goals.
Step 2: After the first 20% diagnostic, complete all the sections in this template at a conference on the SDE's, and make your action and goals.
Step 3: After the 40% diagnostic, complete all the sections in this template at a conference on the SDE's, and make your action and goals.
Step 4: After the 60% diagnostic, complete all the sections in this template at a conference on the SDE's, and make your action and goals.

Teacher Information

Teacher Name	Room	Secondary Room

Student Area

Student Name	Room	Secondary Room

Learning Goal

By the end of the school year, students will be on pace to demonstrate 80% typical growth and 20% stretch growth in the subject area listed above.

Proficiency

Proficiency	Beginning of Year	Mid Year	End of Year
Typical Growth			
Stretch Growth			

Students who did not meet proficiency yet

Beginning of Year	Mid Year	End of Year

TYPICAL GROWTH
(80% by the end of the year)

Typical Growth	Beginning of Year	Mid Year	End of Year
Typical Growth			
Stretch Growth			

STRETCH GROWTH
(20% by the end of the year)

Stretch Growth	Beginning of Year	Mid Year	End of Year
Stretch Growth			
Typical Growth			

Reflection on Instructional Strategies and Student Achievement

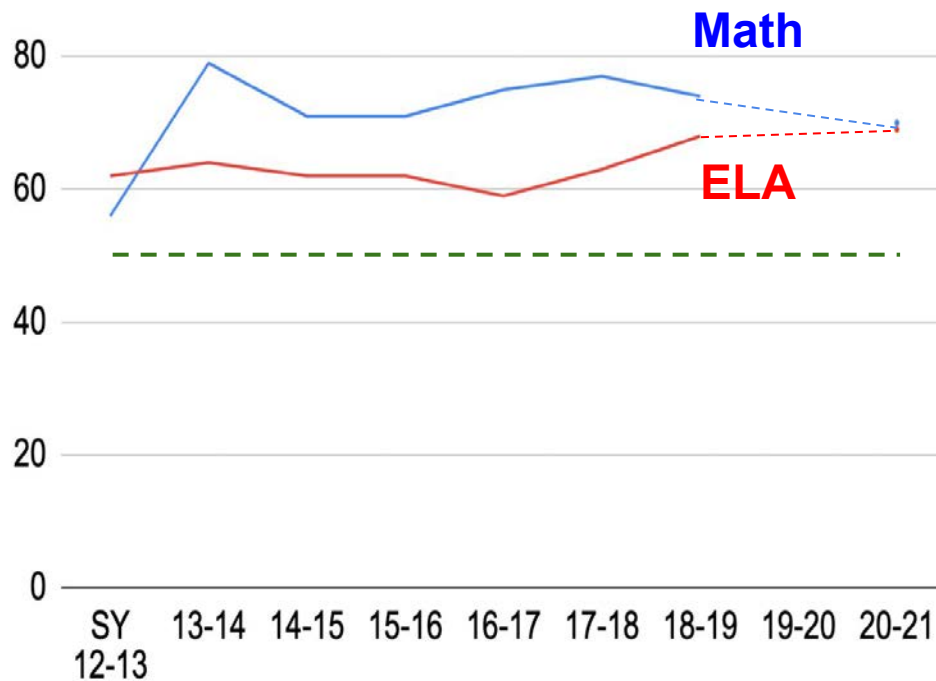
Beginning of Year Reflection

Reflection on Instructional Strategies and Student Achievement	
Beginning of Year Reflection	
What strategies, aligned to our WMS Academic Plan, will you implement to ensure that students meet the learning goal?	
Instructional Strategy #1 (choose one from the drop down menu)	Strengthening explicit instruction - I do (think aloud) we do (gradual release) you do
Description of Instructional Strategy	In my classroom, students tend to not understand instruction the first time it is explained to them, therefore the use of the "I do", "we do", "you do" method has been extremely helpful especially when introducing new concepts such as CERCC structured writing. This also allows for me to pair up my stronger students with my students who may need some more help during the "we do" portion of groupwork. First I will model the way I think and what I am looking for to my students with the help of the elmo. Then, students will break into small groups or partnerships and attempt to complete a similar task together. We will then review answers as a class to ensure that students understand the concept together. Then, I will be able to assess whether or not students fully grasped the learning objective by having them attempt to try what was modeled independently.
Instructional Strategy #2 (optional)	Conducting frequent checks for understanding and providing immediate quality feedback
Description of Instructional Strategy	This strategy connects very closely with the "I do", "we do", "you do" strategy - as the two tend to go hand in hand with one another during daily lessons and throughout the units in both ELA and social studies. When we complete the different areas of the first strategy I will ensure that I am including frequent checks for understanding throughout my lesson in the form of exit tickets, small quizzes, popsicle stick checks (call on students at random), and doing fun activities like kahoot to see what my students got from the lesson and what they missed. Additionally, when my students hand in writing or other types of assignments I am always very swift in grading their work so that they have the opportunity to learn from their mistakes and correct where they went wrong. This not only allows for my students to have the opportunity to raise their grades in class, but it shows them that learning is a process and we grow everytime we get feedback. Lastly, I have also been utilizing the process of peer-editing in the classroom often as this allows for students to give each other quality feedback that is not just provided by their teacher. This results in students better understanding their rubrics, how they are graded, and gives them the opportunity to correct the work of others. They take well to peer editing as it builds relationships between students when they help each other to perfect their writing.
Based on your beginning-of-year student proficiency data, why and how do you believe your selected instructional strategy(ies) will support students in achieving their growth goal this year?	I believe that the two strategies I chose are the correct ones for the group of students that I have in my learning environment this year. They seem to need a little more help with instruction and desire that need for instant feedback in order to correct their work. Without either of these two very structured strategies I feel as though most of them will feel as though they are lost or struggling. My students this year are slightly below grade level in regards to some aspects of maturity - this calls for helping them to grow not only as students but as individuals both inside and outside of the classroom. The way in which this can be done is certainly by explicit modeling, and providing feedback after they have attempted something rigorous or new themselves.
Review your list of vulnerable students (sped, el, tier 3). What additional instructional support might these students need? How will you provide systems of support and frequent feedback to target the needs of our most vulnerable learners?	For my most vulnerable students, I have attempted to spend extra time with them both outside of our regular classtime. By having them come spend time with me during lunch or recess to further explain and go over any assignments or in class work, they get extra support in a smaller environment - allowing for many of them to open up to me a little more and truly tell me what they may be struggling in. Many of these at risk students also need to be reminded to complete their work throughout the school day - however it does seem to be helpful for them. Lastly, I have been pairing up my tier 3 students with tier 1 high achievers. This allows for them to receive help from peers rather than just the teacher - I believe this is both encouraging for them, as they see their peers excelling and wish to excel too, and it is helping them grasp a better understanding of the topic we are discussing. All in all, the small group support system seems to be something that allows for more personal time for feedback and correction.



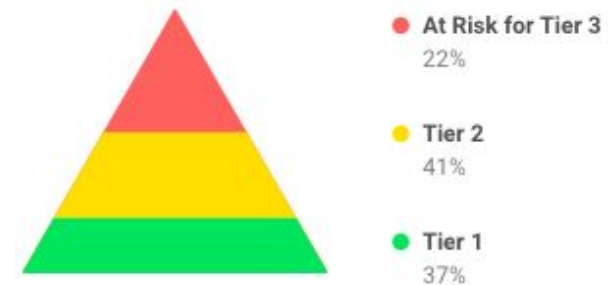
Growth Reports

Strive HI Growth Percentiles

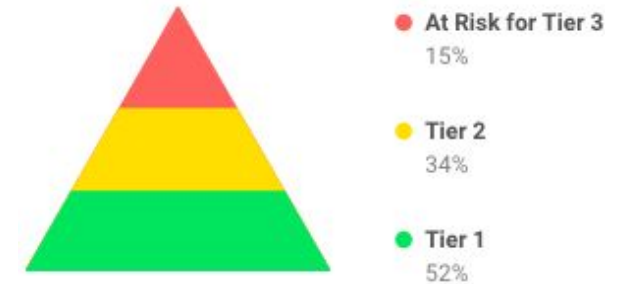


Over 50% of our students make more than 1 year's worth of growth each year

Beginning of year



Mid-year



In SY 19-20

Tier 1 increased from 37% to **52%**
Tier 3 decreased from 22% to **15%**



Systems of Student Support: Collaboration Aloha Respect Empower

Student Name	Coursework	Attendance	Behavior	SEL
[Redacted]	Sx4	4	0	6
[Redacted]	Cx9	4	0	5
[Redacted]	Bx3	0	0	3
[Redacted]	Cx3	0	0	5
[Redacted]	Fx3	10	0	2
[Redacted]	Bx11	0	0	
[Redacted]	Bx6	1	0	6
[Redacted]	Fx3	3	0	0
[Redacted]	Sx2	0	0	5
[Redacted]	Bx10	0	0	6
[Redacted]	Cx4	1	0	3
[Redacted]	Bx7	1	0	3
[Redacted]	Cx6	4	0	2

Student Success Data

Panorama Student Support Plans

Intervention Plans

Behavior Tier 2 Strategy Counseling

No progress reported

More actions - Update progress

Progress Monitoring Notes

Week 1 In Progress

Plan created [Redacted] started the year displaying disrespectful/inappropriate language during class and during unstructured times (recess and lunch). She was confrontational with her teachers and struggled to make connections with her peers. Teachers have focused heavily on building personal relationship with student and have connected her to the ASACS counselor on campus. The focus of ASACS counseling sessions will be to develop social skills and emotional regulation.

Timeline key @

Counseling

Plan details

Champion	Start date	Duration	Session frequency	Session duration
[Redacted]	Aug 31, 2021	6 weeks	Weekly	40 minutes

Monitoring frequency: Every other week Team: [Redacted]

Show less

Student Support Plans

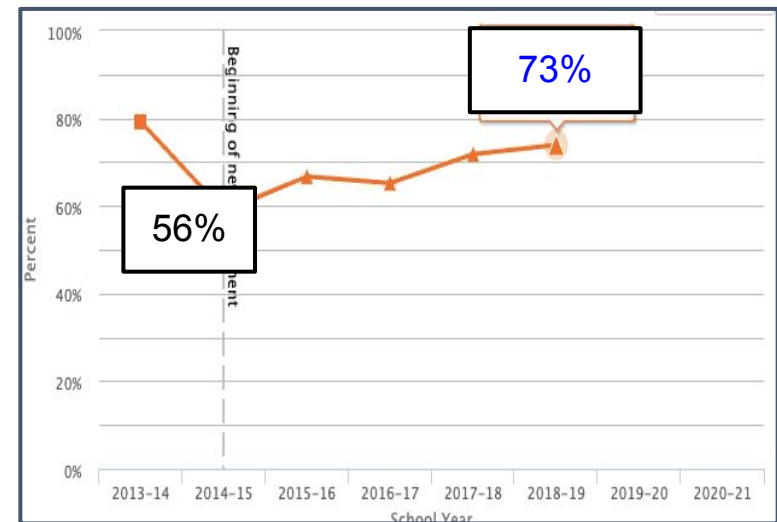


Wheeler Middle School students.

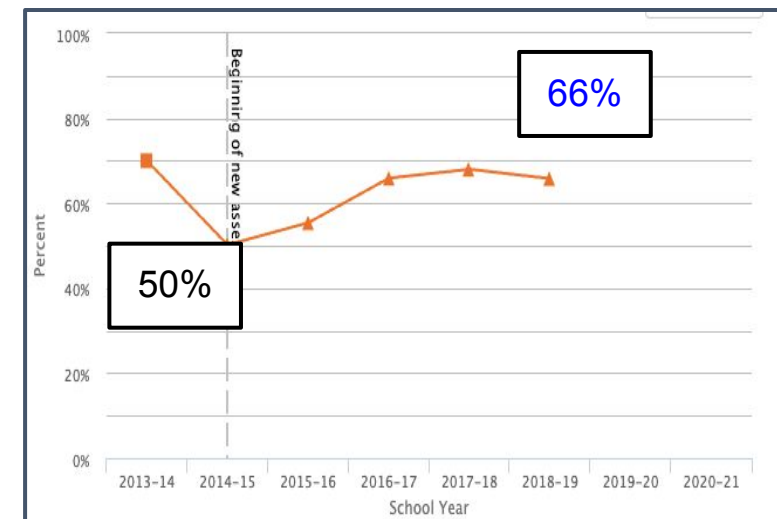
Wheeler Middle School students.



Wheeler Middle School campus.



ELA Achievement



Math Achievement