

Iroquois Point Elementary

5553 Cormorant Avenue | Oahu | Campbell-Kapolei Complex Area

THE 2021-22 STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' 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.

Our Story

Iroquois Point Elementary (IPES) believes learning is best done when it is authentic, relevant to the "real" world; and transdisciplinary – where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. Continuing the foundation of the International Baccalaureate (IB) program, IPES has enhanced student learning through the Project Based Learning (PBL) units. The integration of IB and PBL helps to ensure learning is engaging, relevant, challenging and significant. The curriculum framework emphasizes an inquiry-based approach to learning, and computers are available in all classrooms.

IPES has recently embarked in the Visible Learning journey where the focus is on developing assessment capable learners (GLO: Self-directed Learner). It is important for students to know where they are going, how they are going, and ask where to next (Hattie, 2012). IPES uses learning intentions and success criteria along with exemplars and rubrics so students know and understand what quality work looks like. Effective feedback from peers and teachers is another key ingredient to the learning.

The school offers Spanish, music, band, and physical education programs. Athletic activities are designed to teach fundamental concepts like teamwork and fair play. Intramural sports include basketball, track, volleyball and flag football. Iroquois Point provides many opportunities for families to gather in the celebration of and support for learning.

About Our School

Principal | Ofelia Reed

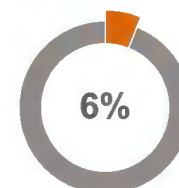
Grades | K-6

808-499-6500

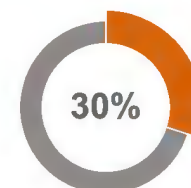
iroquois.k12.hi.us

672

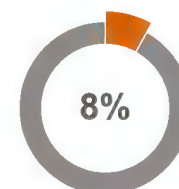
students enrolled



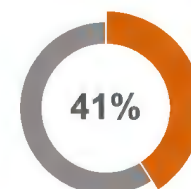
of students are
English learners



of students are
eligible for Free or
Reduced Lunch



of students
receive special
education services



of special
education
students are in
general education
classes most of
the day

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



Iroquois Point Elementary

5553 Cormorant Avenue | Oahu | Campbell-Kapolei Complex Area

Pandemic Related Considerations When Assessing Strive HI Results

Throughout this 2021-22 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.

Chronic Absenteeism and the Pandemic

(For 2022 results, see Page 4)

In school year 2021-22, there was a substantial, statewide increase in the chronic absenteeism rate. These increases were largely pandemic related and schools had very little control over such absences. While schools continued to implement follow-up procedures for absent students, the impact was minimal given the large number of students kept home due to several pandemic related factors. A number of factors described below were also seen nationally and are not unique to Hawaii only.

It is important to reiterate that the purpose of the Strive HI Chronic Absenteeism Measure is to identify schools where a substantial proportion of students did not receive the full year of instructional time. The measure is not intended to place fault with schools and is based on all student absences, both unexcused and excused absences. The following is a summary of key pandemic related factors that contributed to the large increase in chronic absenteeism rates across schools.

Statewide factors

The single most influential factor attributable to 2021-22 absences was due to COVID infections and quarantines due to potential exposure. Increases in absences and peaks in infection rates were consistently mirrored during September – November 2021 (Delta variant) and January – May 2022 (Omicron variant). Key factors observed included the following:

- Elementary students were disproportionately negatively impacted, accounting for over half of 2021-22 chronically absent students.
- Vaccinations for elementary age students were not readily available through the first half of the school year.
- Vaccine apprehension resulting in parents/guardians more likely to keep their child home knowing he/she is unvaccinated.
- Changes with COVID exposure/infection guidance caused confusion around when students should attend or not attend school.
- Exposure or infection of a single student impacting an entire household including multiple school aged siblings.
- Convenient and abundant access to home tests increased identification of positive results (including non-symptomatic cases) resulting in isolation and quarantines within the household.

Localized factors

The following are localized factors that were reported to increase absences. One was clustered in an individual complex area and the other disproportionately impacted a specific island:

- U.S. Navy emergency fuel storage leak coinciding with increases in absenteeism across one Central Oahu complex area.
- Bus driver shortages were already an issue pre-pandemic and exacerbated further by the pandemic. Approximately 15% of schools statewide were impacted to some degree. Big Island schools were most impacted with around 50% of schools across the island.



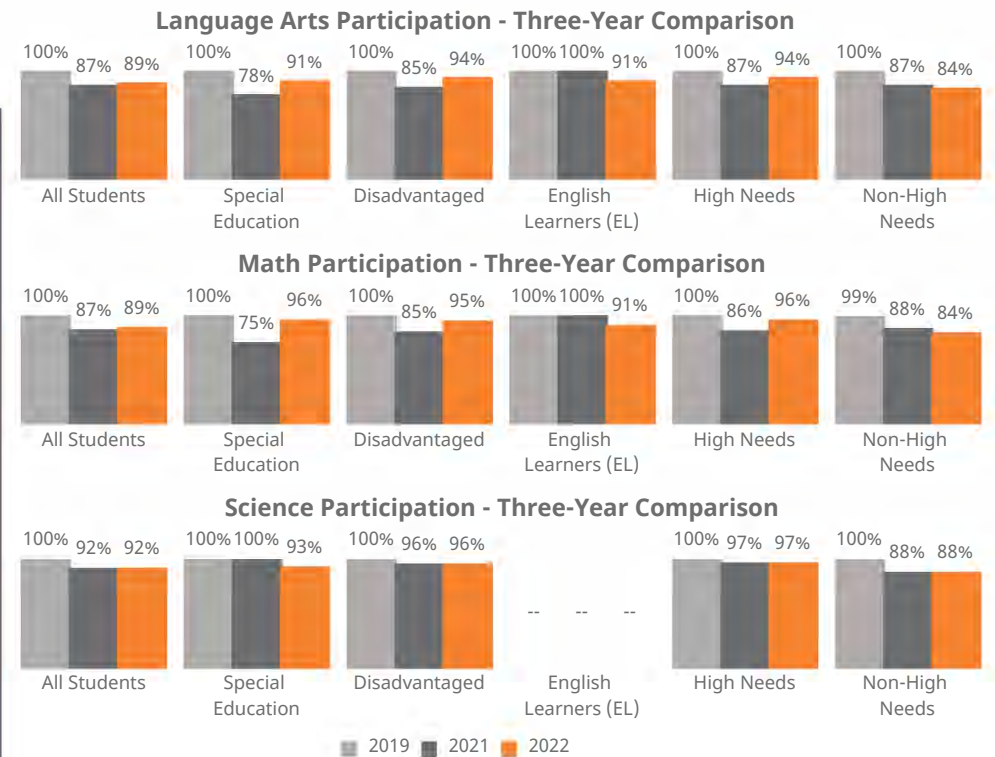
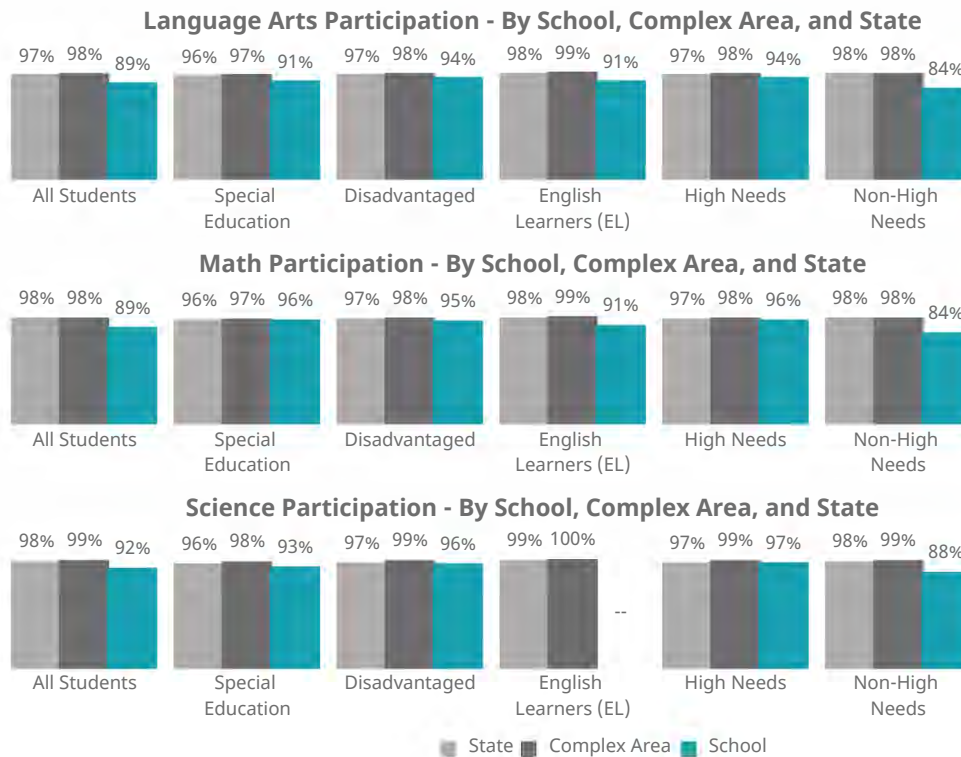
Iroquois Point Elementary

5553 Cormorant Avenue | Oahu | Campbell-Kapolei Complex Area

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. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. 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) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (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/1mve1u1iXV6MQW3ids0mEd7la76YB4g2/view?usp=sharing>





Iroquois Point Elementary

5553 Cormorant Avenue | Oahu | Campbell-Kapolei Complex Area

2021-22 Strive HI School Performance Results

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?

Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.

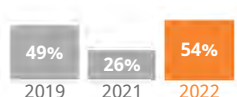
Language Arts



Math



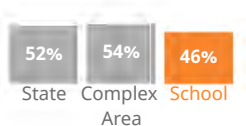
Science



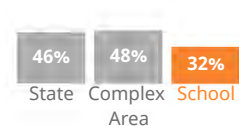
How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.

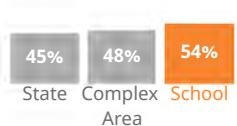
Language Arts



Math



Science



How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.

Language Arts

Math



Achievement gap:
23 points

Achievement gap:
22 points

45%

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



How are students' academic progress measured?

Schools' Smarter Balanced growth is represented by a Median Growth Percentile (MGP) which ranges from 1 - 99. HSA-Alt & KAEO growth shows the percent of students making one year of growth.

Smarter Balanced		HSA-Alt	--	--
	50		Language Arts	Math
Language Arts				
	53	KAEO	--	--
Math			Language Arts	Math

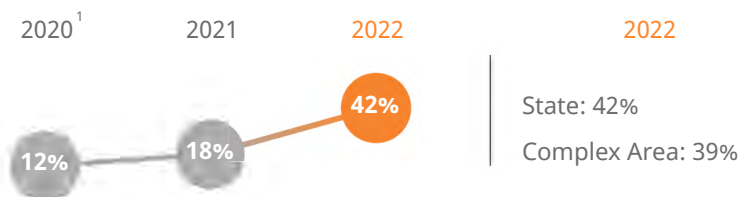


How many 3rd graders read on grade level?

77% of 3rd graders read **near, at, or above** grade level



How many students missed 15 or more days of school this year?



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Panorama Student Survey by school level.

Upper Elementary (For grades 3-5)	School 67%	State 73%
Secondary (For grades 6-12)	68%	59%

¹ 2020 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.

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

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

Iroquois Point Elementary

5553 Cormorant Avenue | Oahu | Campbell-Kapolei Complex Area

THE 2021-22 STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' 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.

Our Story

Iroquois Point Elementary (IPES) believes learning is best done when it is authentic, relevant to the "real" world; and transdisciplinary – where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. Continuing the foundation of the International Baccalaureate (IB) program, IPES has enhanced student learning through the Project Based Learning (PBL) units. The integration of IB and PBL helps to ensure learning is engaging, relevant, challenging and significant. The curriculum framework emphasizes an inquiry-based approach to learning, and computers are available in all classrooms.

IPES has recently embarked in the Visible Learning journey where the focus is on developing assessment capable learners (GLO: Self-directed Learner). It is important for students to know where they are going, how they are going, and ask where to next (Hattie, 2012). IPES uses learning intentions and success criteria along with exemplars and rubrics so students know and understand what quality work looks like. Effective feedback from peers and teachers is another key ingredient to the learning.

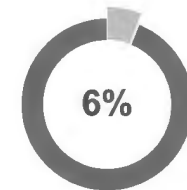
The school offers Spanish, music, band, and physical education programs. Athletic activities are designed to teach fundamental concepts like teamwork and fair play. Intramural sports include basketball, track, volleyball and flag football. Iroquois Point provides many opportunities for families to gather in the celebration of and support for learning.

About Our School

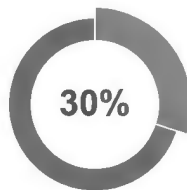
Principal | Ofelia Reed
Grades | K-6
808-499-6500
iroquois.k12.hi.us

672

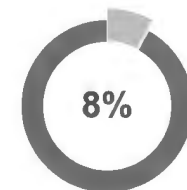
students enrolled



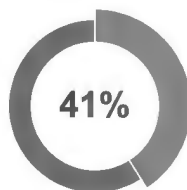
of students are
English learners



of students are
eligible for Free or
Reduced Lunch



of students
receive special
education services



of special
education
students are in
general education
classes most of
the day



Iroquois Point Elementary

5553 Cormorant Avenue | Oahu | Campbell-Kapolei Complex Area

Pandemic Related Considerations When Assessing Strive HI Results

Throughout this 2021-22 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.

Chronic Absenteeism and the Pandemic

(For 2022 results, see Page 4)

In school year 2021-22, there was a substantial, statewide increase in the chronic absenteeism rate. These increases were largely pandemic related and schools had very little control over such absences. While schools continued to implement follow-up procedures for absent students, the impact was minimal given the large number of students kept home due to several pandemic related factors. A number of factors described below were also seen nationally and are not unique to Hawaii only.

It is important to reiterate that the purpose of the Strive HI Chronic Absenteeism Measure is to identify schools where a substantial proportion of students did not receive the full year of instructional time. The measure is not intended to place fault with schools and is based on all student absences, both unexcused and excused absences. The following is a summary of key pandemic related factors that contributed to the large increase in chronic absenteeism rates across schools.

Statewide factors

The single most influential factor attributable to 2021-22 absences was due to COVID infections and quarantines due to potential exposure. Increases in absences and peaks in infection rates were consistently mirrored during September – November 2021 (Delta variant) and January – May 2022 (Omicron variant). Key factors observed included the following:

- Elementary students were disproportionately negatively impacted, accounting for over half of 2021-22 chronically absent students.
- Vaccinations for elementary age students were not readily available through the first half of the school year.
- Vaccine apprehension resulting in parents/guardians more likely to keep their child home knowing he/she is unvaccinated.
- Changes with COVID exposure/infection guidance caused confusion around when students should attend or not attend school.
- Exposure or infection of a single student impacting an entire household including multiple school aged siblings.
- Convenient and abundant access to home tests increased identification of positive results (including non-symptomatic cases) resulting in isolation and quarantines within the household.

Localized factors

The following are localized factors that were reported to increase absences. One was clustered in an individual complex area and the other disproportionately impacted a specific island:

- U.S. Navy emergency fuel storage leak coinciding with increases in absenteeism across one Central Oahu complex area.
- Bus driver shortages were already an issue pre-pandemic and exacerbated further by the pandemic. Approximately 15% of schools statewide were impacted to some degree. Big Island schools were most impacted with around 50% of schools across the island.



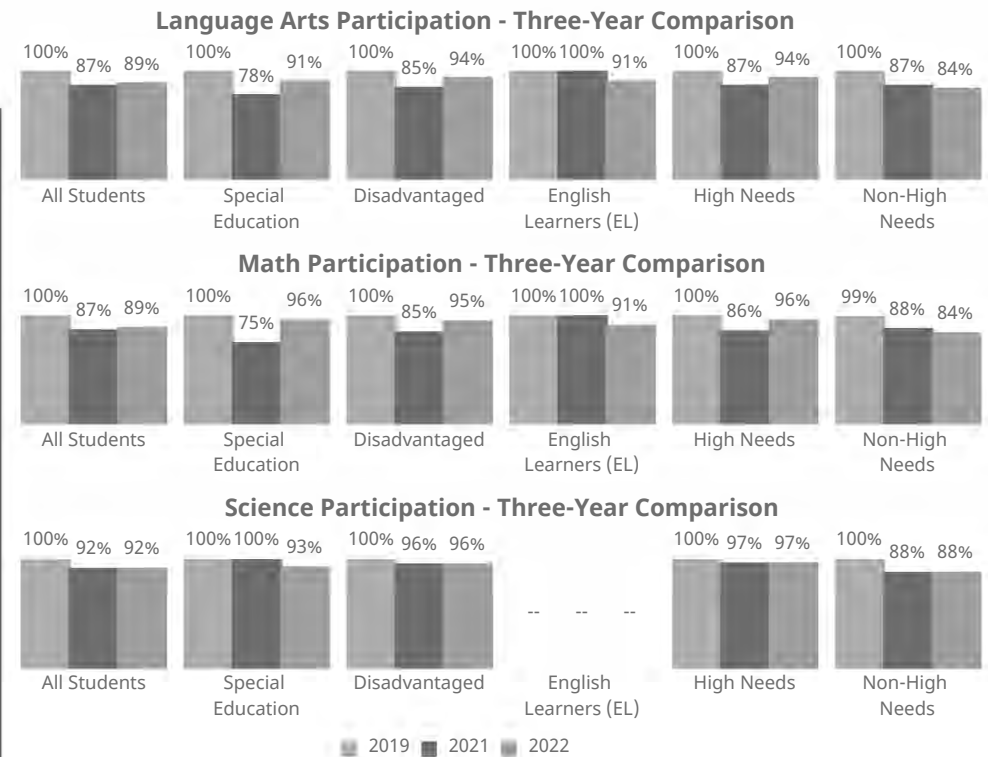
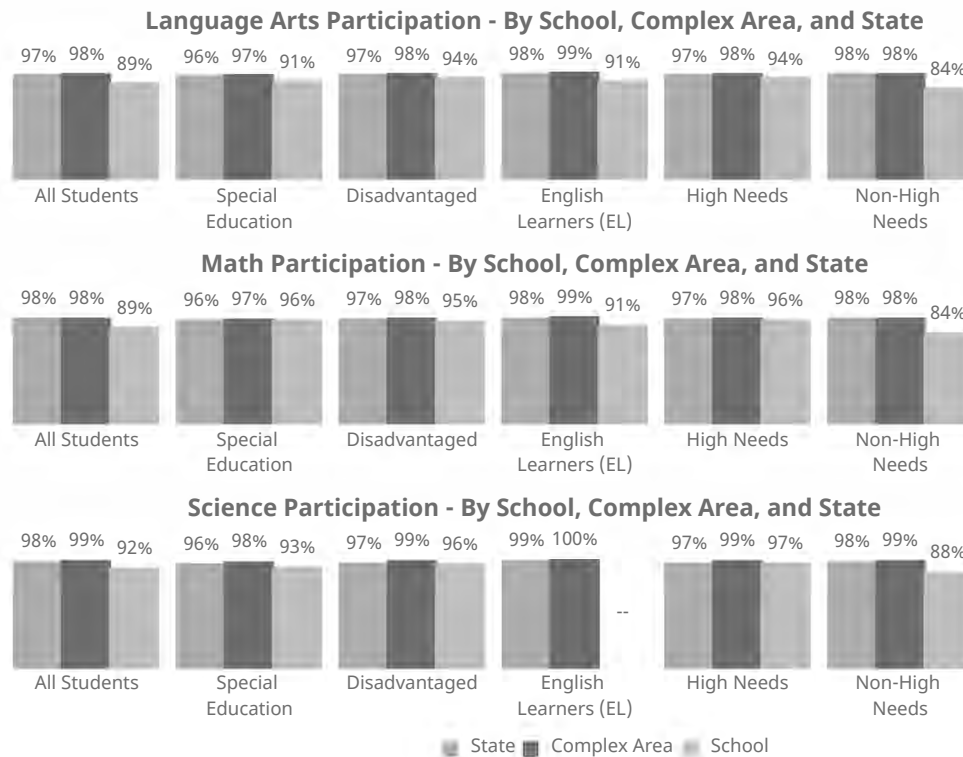
Iroquois Point Elementary

5553 Cormorant Avenue | Oahu | Campbell-Kapolei Complex Area

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. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. 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) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (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/1mve1u1iXV6MQW3ids0mEd7la76YB4g2/view?usp=sharing>





Iroquois Point Elementary

5553 Cormorant Avenue | Oahu | Campbell-Kapolei Complex Area

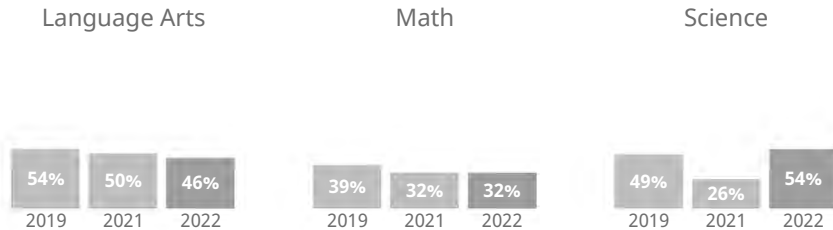
2021-22 Strive HI School Performance Results

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.



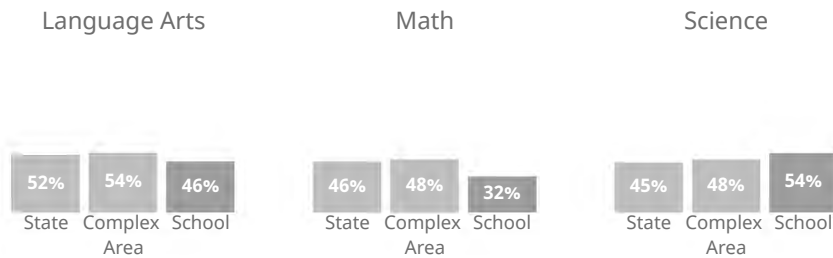
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.



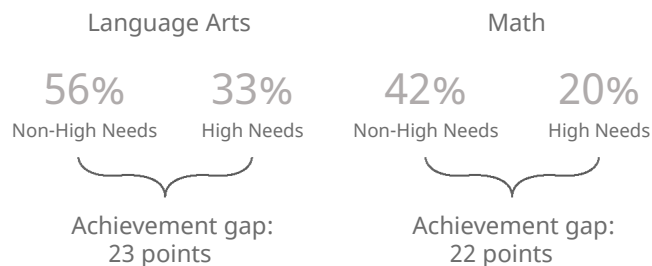
How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.



45%
of students learning English are on-track to English language proficiency



How are students' academic progress measured?

Schools' Smarter Balanced growth is represented by a Median Growth Percentile (MGP) which ranges from 1 - 99. HSA-Alt & KAEO growth shows the percent of students making one year of growth.

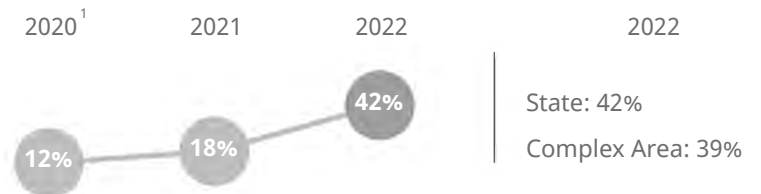


How many 3rd graders read on grade level?

77% of 3rd graders read near, at, or above grade level

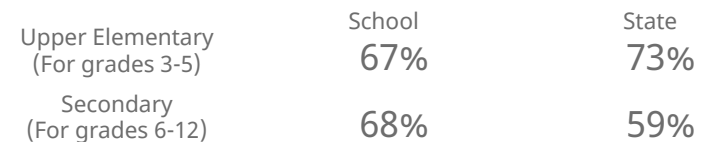


How many students missed 15 or more days of school this year?



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Panorama Student Survey by school level.



¹ 2020 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.