Kea‘au Middle

16-565 Keaau-Pahoa Road | Hawai‘i | Kau-Keaau-Pahoa Complex Area

THE 2020-21 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.

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Kea‘au Middle School lies at the crossroads of upper and lower Puna, and draws students in grades 6-8 from a mostly rural community. The story of Kea‘au Middle School has evolved in the past decades along with dramatic changes in the demographics of the area. Historically evolving from a sugar cane plantation village called Ola‘a, Kea‘au town is growing into a suburban small town with some comforts of the city such as fast food restaurants, food markets, and business offices. The land values and beauty of the volcanic Ohia forests have attracted many locals from other islands, as well as mainlanders seeking a slower pace and affordability.

Today, Kea‘au Middle School serves a large part-Hawaiian, Filipino, and white population. We face challenges associated with the high poverty level of our community, the large area we serve and the distance between our students' homes and school, inadequate systems of transportation, the lack of suitable infrastructure, substandard utilities and roadways in the rural subdivisions, and the threat of volcanic activity in the neighboring areas of Puna. This year has brought about additional challenges in the area of technology and internet accessibility. With the COVID pandemic preventing face-to-face learning, teachers were forced to teach using online platforms. Many families did not have the resources and services required for this model of education so Kea‘au Middle School issued Chromebooks to all students and mifis to those families where internet services were not available. Even with these supports offered, we were not able to reach all students. Only beginning in February were we able to bring 8th grade students back to campus for face-to-face classes followed by 7th graders on March 1, and finally 6th graders after the spring break. This left little time to make up for lost hours of instruction during the quarantine.

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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

Run date: January 20, 2022
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. 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/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.

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.

- 16 out of 709 students did not have a device for connectivity (2.2%)
- 31 out of 709 students did not have internet access (4.3%)

Source: Office of Information Technology Services (OITS)
**Kea‘au Middle**
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**2020-21 Strive HI School Performance Results**

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### 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2018</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>41%</td>
<td>39%</td>
<td>31%</td>
</tr>
<tr>
<td>Math</td>
<td>21%</td>
<td>22%</td>
<td>11%</td>
</tr>
<tr>
<td>Science</td>
<td>30%</td>
<td>27%</td>
<td>17%</td>
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</table>

### How are students performing compared to others?
Compares the percent of students meeting the standard/who are proficient on state assessments.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2018</th>
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<tr>
<td>Math</td>
<td>27%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Science</td>
<td>33%</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>

### How are student subgroups performing?
High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Non-High Needs (%)</th>
<th>High Needs (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>63%</td>
<td>26%</td>
</tr>
<tr>
<td>Math</td>
<td>24%</td>
<td>9%</td>
</tr>
</tbody>
</table>

7% of students learning English are on-track to English language proficiency.

### How many 8th graders read on grade level?
70% of 8th graders read near, at, or above grade level.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>State: 17%</td>
<td>20%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Complex Area: 52%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>School Level</th>
<th>2021 [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary (For grades 6-12)</td>
<td>61%</td>
</tr>
<tr>
<td>School</td>
<td>63%</td>
</tr>
</tbody>
</table>

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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.

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![Bar chart showing the percent of students receiving instruction completely in-person or in a blended or completely virtual setting.]

(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.

16 out of 709
2.2% of students did not have a device for connectivity
State: 1.9%

31 out of 709
4.3% of students did not have internet access
State: 2.8%

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Run date: January 20, 2022
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Language Arts | Math | Science
---|---|---
2018 | 31% | 30% | 31%
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Achievement gap: 36 points

Achievement gap: 15 points

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