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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:

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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/1mve1u1IXv6MQW3idks0mEd71a76YB4g2/view?usp=sharing](https://drive.google.com/file/d/1mve1u1IXv6MQW3idks0mEd71a76YB4g2/view?usp=sharing)

**Language Arts Participation - By School, Complex Area, and State**

- All Students: 97%
- Special Education: 97%
- Disadvantaged English Learners (EL): 91%
- High Needs: 96%
- Non-High Needs: 97%

**Math Participation - By School, Complex Area, and State**

- All Students: 97%
- Special Education: 97%
- Disadvantaged English Learners (EL): 96%
- High Needs: 94%
- Non-High Needs: 98%

**Science Participation - By School, Complex Area, and State**

- All Students: 97%
- Special Education: 97%
- Disadvantaged English Learners (EL): 94%
- High Needs: 96%
- Non-High Needs: 100%

**Language Arts Participation - Three-Year Comparison**

- All Students: 100%
- Special Education: 100%
- Disadvantaged English Learners (EL): 100%

**Math Participation - Three-Year Comparison**

- All Students: 100%
- Special Education: 100%
- Disadvantaged English Learners (EL): 100%

**Science Participation - Three-Year Comparison**

- All Students: 100%
- Special Education: 100%
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SY 2021-2022


Run date: September 23, 2022
Mālama Honua PCS
41-054 Ehukai Street | Oahu | Charter Schools
2021-22 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>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Math</td>
<td>27%</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>Science</td>
<td>32%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</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>2019</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>42%</td>
<td></td>
<td>29%</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>Subgroup</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-High Needs</td>
<td>55%</td>
<td>36%</td>
</tr>
<tr>
<td>High Needs</td>
<td>36%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Achievement gap: 19 points

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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>44</td>
<td>57</td>
</tr>
<tr>
<td>HSA-Alt</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>KAEO</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

How many 3rd & 8th graders read on grade level?

- 67% of 3rd graders read near, at, or above grade level
- 71% of 8th graders read near, at, or above grade level

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

- 10% of students missed 15 or more days of school this year
- 19%

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>Non-High Needs</th>
<th>High Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Elementary (For grades 3-5)</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>Secondary (For grades 6-12)</td>
<td>65%</td>
<td>59%</td>
</tr>
</tbody>
</table>

State: 39%
Complex Area: --

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.

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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.

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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)

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<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
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<td>45%</td>
<td>49%</td>
<td>45%</td>
<td>--</td>
</tr>
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<td>27%</td>
<td>14%</td>
<td>24%</td>
<td>29%</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>Complex Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>51%</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
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<td>40%</td>
<td>24%</td>
</tr>
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<tr>
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<td>--</td>
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<tr>
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<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd graders read near, at, or above grade level</td>
<td>67%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>8th graders read near, at, or above grade level</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
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How many students missed 15 or more days of school this year?

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 chronic absenteeism</td>
<td>10%</td>
<td>19%</td>
<td>42%</td>
</tr>
</tbody>
</table>

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Complex Area: --

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<td>State</td>
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</tr>
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