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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:

- 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.
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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. 

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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>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
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<td>60%</td>
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</tr>
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<td>28%</td>
<td>24%</td>
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</tr>
<tr>
<td>Science</td>
<td>34%</td>
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</table>

How are students performing compared to others?
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<table>
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<tr>
<th>Subject</th>
<th>State 2019</th>
<th>Complex School 2019</th>
<th>State 2021</th>
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How are student subgroups performing?
High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.

<table>
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<tr>
<th>Subject</th>
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</tr>
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<tbody>
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Achievement gap: Language Arts 29 points, Math 20 points

6% of students learning English are on-track to English language proficiency

How many students are prepared for transition?

87% of 9th graders are promoted to 10th grade on-time
81% of students graduated on-time

87% of students completed a Career & Technical Education program by 12th grade
53% of students enrolled in postsecondary institutions the fall after graduation

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

2020 1 2021 2022

19% 19% 39%

State: 32% Complex Area: 39%

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.

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

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