

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?

McKinley High

1039 South King Street | Oahu | Kaimuki-McKinley-Roosevelt 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.

Our Story

McKinley High has smaller learning communities to support students' transition to high school, strengthen teaching and learning practices and ensure students graduate ready for college and careers.

The school has established Freshman Houses where a team of teachers for different subjects share the same students. This places teachers in a stronger position to support their students' progress in all classes. In addition, all freshman have an upperclass mentor. Students also have a designated time to receive additional instruction and guided support to master key skills and concepts for their classes.

Work with teaching and learning strategies will continues with increased emphasis on the Common Core State Standards. Underlying all of the work at McKinley High has been an increased reliance on data.

About Our School

Principal | Ron Okamura Grades | 9-12 808-594-0400 www.mckinley.k12.hi.us

1,617

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



1039 South King Street | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

Pandemic Related Considerations When Assessing Strive HI Results

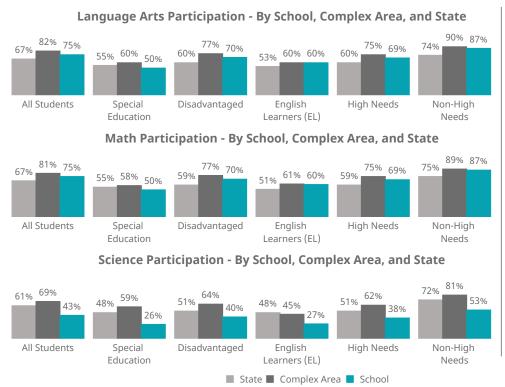
Throughout this 2020-21 school year (SY), numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic's impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results.

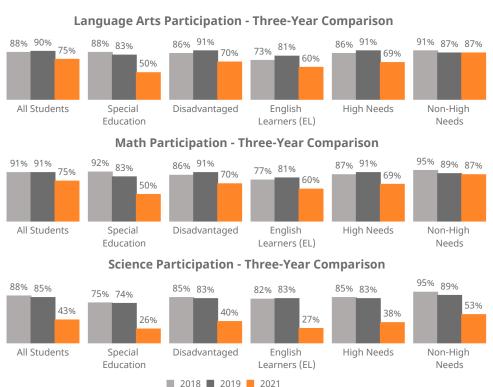
This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking 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 Haway'i Statewide Assessment Program (HSAP) Results.

https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4q2/view?usp=sharing



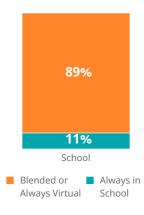


1039 South King Street | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

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 inperson 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.

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.

6 out of 1607

0.3%

of students did not have a device for connectivity State: 1.9% 6 out of 1607

0.3%

of students did not have internet access State: 2.8%



1039 South King Street | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

2020-21 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 assesssment, 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.

Langua	ge Arts	Ma	th	11
74% Non-High Needs	66% High Needs	30% Non-High Needs	27% High Needs	of students English are to English la proficiency
Achievement gap:		Achievement gap:		proficiency

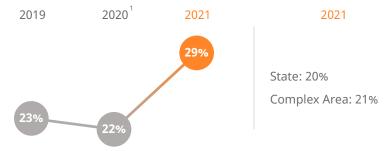
f students learning nglish are on-track English language



How many students are prepared for transition?

of 9th graders are promoted to 10th grade on-time	77% of students graduated on-time
of students completed a Career & Technical Education program by 12th grade	of students enrolled in postsecondary institutions the fall after graduation







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.

School State

63%

Run date: January 20, 2022

Secondary 58% (For grades 6-12)

 $^{^{1}}$ 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 graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs

McKinley High

1039 South King Street | Oahu | Kaimuki-McKinley-Roosevelt 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.

Our Story

McKinley High has smaller learning communities to support students' transition to high school, strengthen teaching and learning practices and ensure students graduate ready for college and careers.

The school has established Freshman Houses where a team of teachers for different subjects share the same students. This places teachers in a stronger position to support their students' progress in all classes. In addition, all freshman have an upperclass mentor. Students also have a designated time to receive additional instruction and guided support to master key skills and concepts for their classes.

Work with teaching and learning strategies will continues with increased emphasis on the Common Core State Standards. Underlying all of the work at McKinley High has been an increased reliance on data.

About Our School

Principal | Ron Okamura Grades | 9-12 808-594-0400 www.mckinley.k12.hi.us

1,617

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



1039 South King Street | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

Pandemic Related Considerations When Assessing Strive HI Results

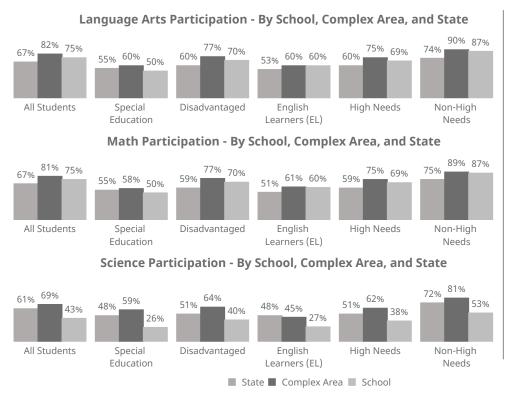
Throughout this 2020-21 school year (SY), numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic's impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results.

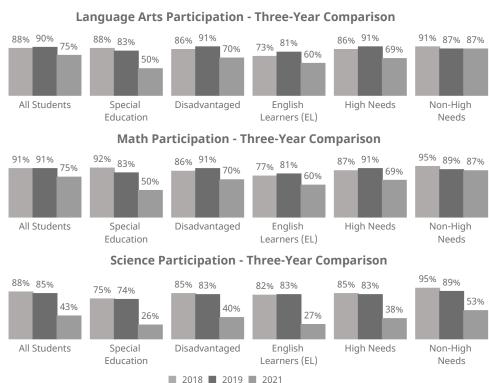
This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking 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/1mve1u1iXV6MQW3idks0mEd7la76YB4q2/view?usp=sharing





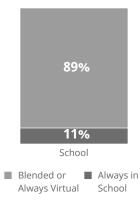
Run date: January 20, 2022

1039 South King Street | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

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 inperson 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.

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.

6 out of 1607

0.3%

of students did not have a device for connectivity State: 1.9% 6 out of 1607

0.3%

of students did not have internet access State: 2.8%



1039 South King Street | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

2020-21 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	
74%	66%	30%	27%
Non-High Needs	High Needs	Non-High Needs	High Needs
Achievement gap: 8 points		Achievement gap: 3 points	

of students learning English are on-track to English language

proficiency

1%

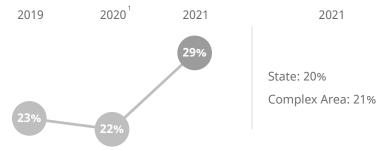


How many students are prepared for transition?

67%	of 9th graders are promoted to 10th grade on-time	77% of students graduated on-time
69%	of students completed a Career & Technical Education program by 12th grade	of students enrolled in postsecondary institutions the fall after graduation



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.

	School	State
Secondary		

(For grades 6-12) 58% 63%

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.