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?

**Our Story**

Waipahu Intermediate School (WIS) focuses on College and Career Readiness and Response to Intervention to support all students. WIS also incorporates middle school practices with an emphasis on building relationships by having students loop with their core teachers and advisory teachers for two years.

WIS listens to students' voices and believes in students discovering what they are passionate about by offering an array of electives that include Agriculture, Animation, Yearbook, AVID, Band, Chorus, CTE Energy, Family Consumer Science, Woodshop, Dance, ESOL, Graphic Design, Hawaiian Language, Leadership, Music, Media, PE/Health, Reading Workshop, Math Workshop, Robotics, Russian, Media Wheel.

As part of the Middle School concept of inclusiveness and exploration, WIS has a large Inter-School Athletics and extra-curricular program. The sports offered are Cross Country, Flag Football, Soccer, Hip Hop Dance, Bowling, Volleyball, Track and Field, Golf, Cheerleading and Chorus Competition. Some of the extra-curricular programs include robotics, Chess, NUHS, Youth for Safety, weightlifting/conditioning, Ukulele, Seasonal Crafts, Natural Resources, Book Club and Arts and Crafts.
Waipahu Intermediate
94-445 Farrington Highway | Oahu | Pearl City-Waipahu Complex Area

Pandemic Related Considerations When Assessing Strive HI Results
Throughout this 2021-22 school year (SY), numerous pandemic-related challenges arose across Hawaiʻi’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.
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/1mve1u1IXv6MQW3idks0mEd7Jla76YB4g2/view?usp=sharing

<table>
<thead>
<tr>
<th>Language Arts Participation - By School, Complex Area, and State</th>
<th>Language Arts Participation - Three-Year Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart1.png" alt="Bar Chart" /></td>
<td><img src="chart2.png" alt="Bar Chart" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Participation - By School, Complex Area, and State</th>
<th>Math Participation - Three-Year Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart3.png" alt="Bar Chart" /></td>
<td><img src="chart4.png" alt="Bar Chart" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Participation - By School, Complex Area, and State</th>
<th>Science Participation - Three-Year Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart5.png" alt="Bar Chart" /></td>
<td><img src="chart6.png" alt="Bar Chart" /></td>
</tr>
</tbody>
</table>
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>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>47%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Math</td>
<td>33%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>Science</td>
<td>32%</td>
<td>27%</td>
<td>46%</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>State</th>
<th>Complex School</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>50%</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>Math</td>
<td>32%</td>
<td>36%</td>
<td>33%</td>
</tr>
<tr>
<td>Science</td>
<td>39%</td>
<td>49%</td>
<td>46%</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>76%</td>
<td>54%</td>
</tr>
<tr>
<td>High Needs</td>
<td>39%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Achievement gap: 37 points for Language Arts, 32 points for Math.

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>Level</th>
<th>Secondary (For grades 6-12)</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement gap</td>
<td>37%</td>
<td>61%</td>
<td>59%</td>
</tr>
</tbody>
</table>

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>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>58%</td>
<td>55%</td>
</tr>
<tr>
<td>HSA-Alt Language Arts</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>HSA-Alt Math</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>KAEO Language Arts</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>KAEO Math</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

How many 8th graders read on grade level?
75% 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>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>State: 33%</td>
<td>14%</td>
<td>11%</td>
<td>37%</td>
</tr>
<tr>
<td>Complex Area: 33%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Run date: September 23, 2022
Learn more at http://bit.ly/StriveHISystem
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?

**Our Story**

Waipahu Intermediate School (WIS) focuses on College and Career Readiness and Response to Intervention to support all students. WIS also incorporates middle school practices with an emphasis on building relationships by having students loop with their core teachers and advisory teachers for two years.

WIS listens to students' voices and believes in students discovering what they are passionate about by offering an array of electives that include Agriculture, Animation, Yearbook, AVID, Band, Chorus, CTE Energy, Family Consumer Science, Woodshop, Dance, ESOL, Graphic Design, Hawaiian Language, Leadership, Music, Media, PE/Health, Reading Workshop, Math Workshop, Robotics, Russian, Media Wheel.

As part of the Middle School concept of inclusiveness and exploration, WIS has a large Inter-School Athletics and extra-curricular program. The sports offered are Cross Country, Flag Football, Soccer, Hip Hop Dance, Bowling, Volleyball, Track and Field, Golf, Cheerleading and Chorus Competition. Some of the extra-curricular programs include robotics, Chess, NJHS, Youth for Safety, weightlifting/conditioning, Ukulele, Seasonal Crafts, Natural Resources, Book Club and Arts and Crafts.

**About Our School**

Principal | Alvan Fukuhara
Grades | 7-8
808-307-9000
www.waipahuintermediate.org

1,075 students enrolled

- 25% of students are English learners
- 58% of students are eligible for Free or Reduced Lunch
- 8% of students receive special education services
- 45% of special education students are in general education classes most of the day
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.
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/1mve1u1IXY6MQW3idks0mEd7la7eYB4g2/view?usp=sharing
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></th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>47%</td>
<td>33%</td>
<td>39%</td>
</tr>
<tr>
<td>2021</td>
<td>48%</td>
<td>24%</td>
<td>49%</td>
</tr>
<tr>
<td>2022</td>
<td>52%</td>
<td>33%</td>
<td>46%</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></th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>50%</td>
<td>39%</td>
<td>49%</td>
</tr>
<tr>
<td>Complex School</td>
<td>54%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>School</td>
<td>52%</td>
<td>46%</td>
<td></td>
</tr>
</tbody>
</table>

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></th>
<th>Smarter Balanced</th>
<th>HSA-Alt</th>
<th>KAEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>58%</td>
<td>37%</td>
<td>--</td>
</tr>
<tr>
<td>Math</td>
<td>55%</td>
<td>32%</td>
<td>--</td>
</tr>
</tbody>
</table>

How many 8th graders read on grade level?
75% 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></th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>14%</td>
<td>11%</td>
<td>37%</td>
<td>33%</td>
</tr>
<tr>
<td>Complex Area</td>
<td>14%</td>
<td>11%</td>
<td>37%</td>
<td>33%</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></th>
<th>Secondary (For grades 6-12)</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61%</td>
<td></td>
<td>59%</td>
</tr>
</tbody>
</table>

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.