

Waimea Middle School

STRIVE HI – SY 2021-22

	TITLE I GOALS SY 2021-22	ACTUAL SY 2021-22
ELA PROFICIENCY	48%	33%
Math PROFICIENCY	40%	28%
ELA ACHIEVEMENT GAP	27	21
Math ACHIEVEMENT GAP	29	24

NOTE: The Title I Goals were set in SY 2018-19 for School Years 2019-20, 20-21, and 22-23. These goals did not take into account school closure and the ramifications. Additionally, Science proficiency is not included in the Title I goals as only 8th graders are tested.

FROM THE STATE: Pandemic Related Considerations When Assessing Strive HI Results – Throughout the 21-22 SY, numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a 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.

HISTORICAL DATA

PROFICIENCY RATES – FULL SCHOOL YEAR STUDENTS

SCHOOL YEARS	ELA	MATH	SCIENCE
2014-15	34 %	28%	37%
2015-16	37%	34%	38%
2016-17	46%	29%	30%
2017-18	39%	31%	46%
2018-19	39%	34%	49%
2019-20	NONE	NONE	NONE
2020-21	38% (only 57 students tested)	23% (only 57 students tested)	35% (only 17 students tested)
2021-22	33%	28%	26%

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ACHIEVEMENT GAP RATES – FULL SCHOOL YEAR STUDENTS

The Achievement Gap is measured by how High Needs students (ELL, IDEA, and economically disadvantaged) perform in comparison to Non-High Needs students (All other students)

SCHOOL YEARS	ELA	MATH
2016-17	35	33
2017-18	39	36
2018-19	37	39
2019-20	NONE	NONE
2020-21	NONE	NONE
2021-22	21	24

2021-22 – ELA :

- Non-High Needs proficiency rate = 50%
- High Needs proficiency rate = 29%
- Achievement Gap = 21 points

2021-22 - Math

- Non-High Needs proficiency rate = 47%
- High Needs proficiency rate = 24%
- Achievement Gap = 24 points

MEDIAN GROWTH PERCENTILES – FULL SCHOOL YEAR STUDENTS

Schools' Smarter Balanced growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99.

SCHOOL YEARS	ELA	MATH
2016-17	58	49
2017-18	42	57
2018-19	62	57
2019-20	NONE	NONE
2020-21	46	46
2021-22	53	71

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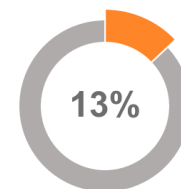
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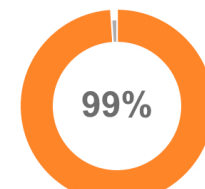
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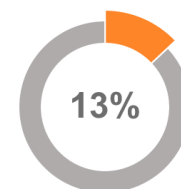
students enrolled



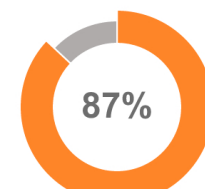
of students are English learners



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
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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)

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.



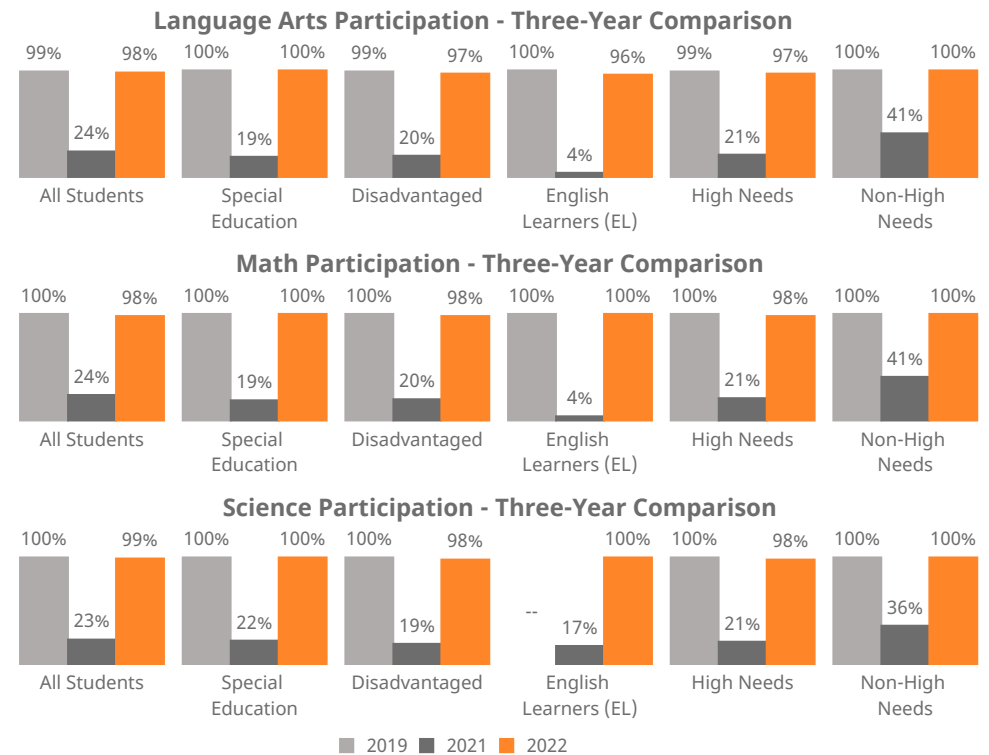
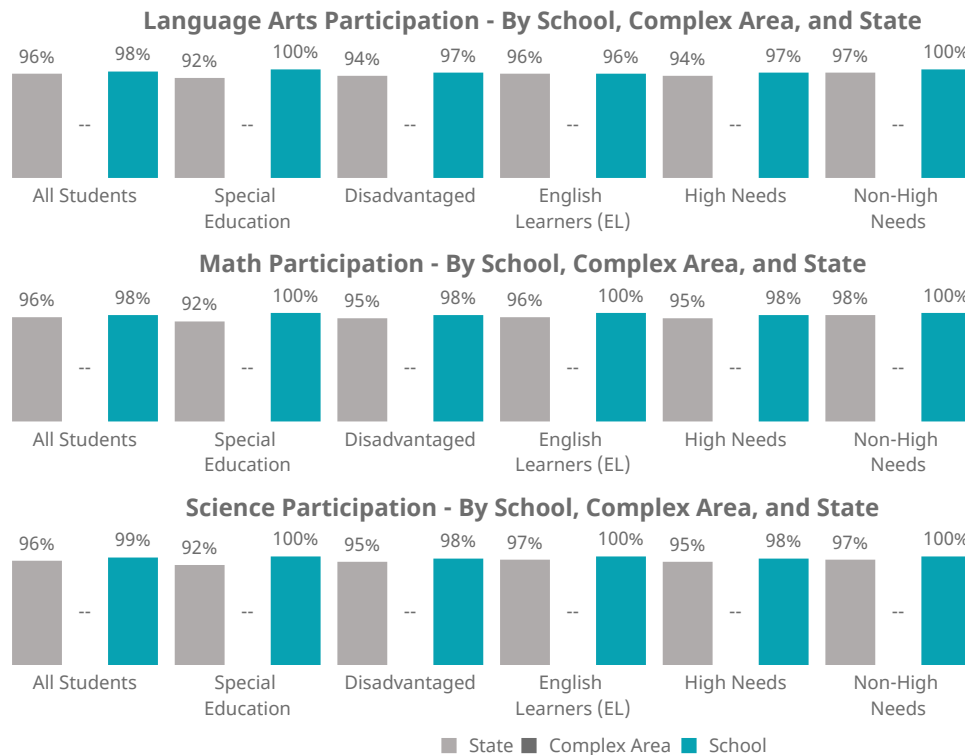
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How many students participated in testing?

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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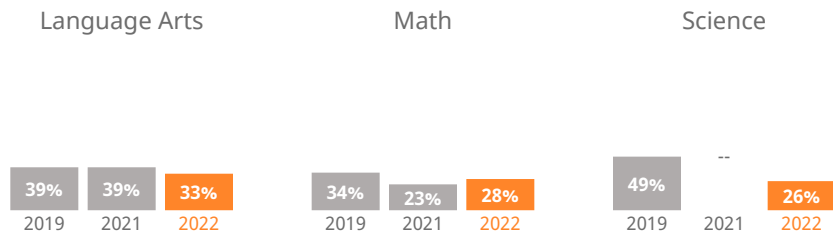
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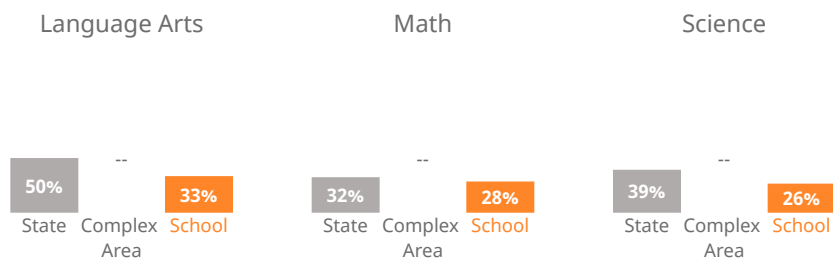
How are students performing in each subject?

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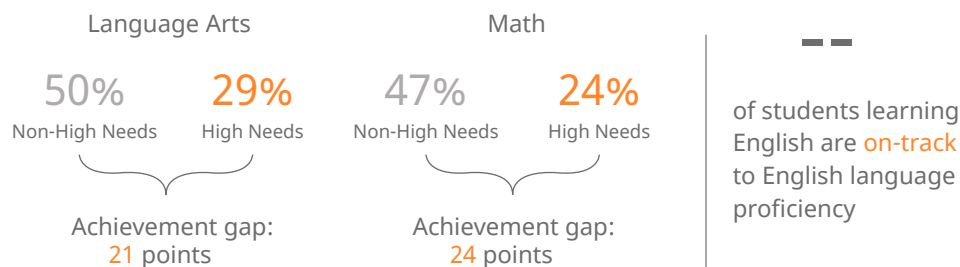
How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.



How are students' academic progress measured?

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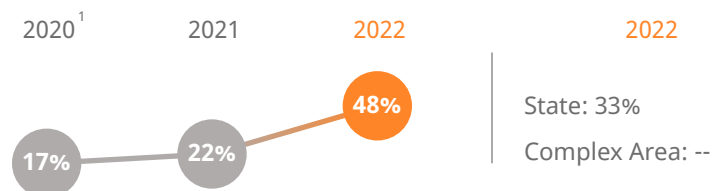


How many 8th graders read on grade level?

71% of 8th graders read **near, at, or above** grade level



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



How do students feel about their school?

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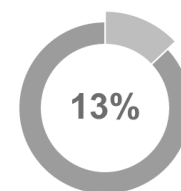
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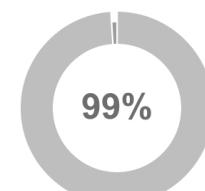
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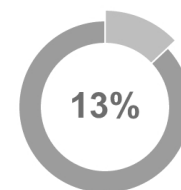
students enrolled



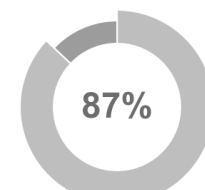
of students are
English learners



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
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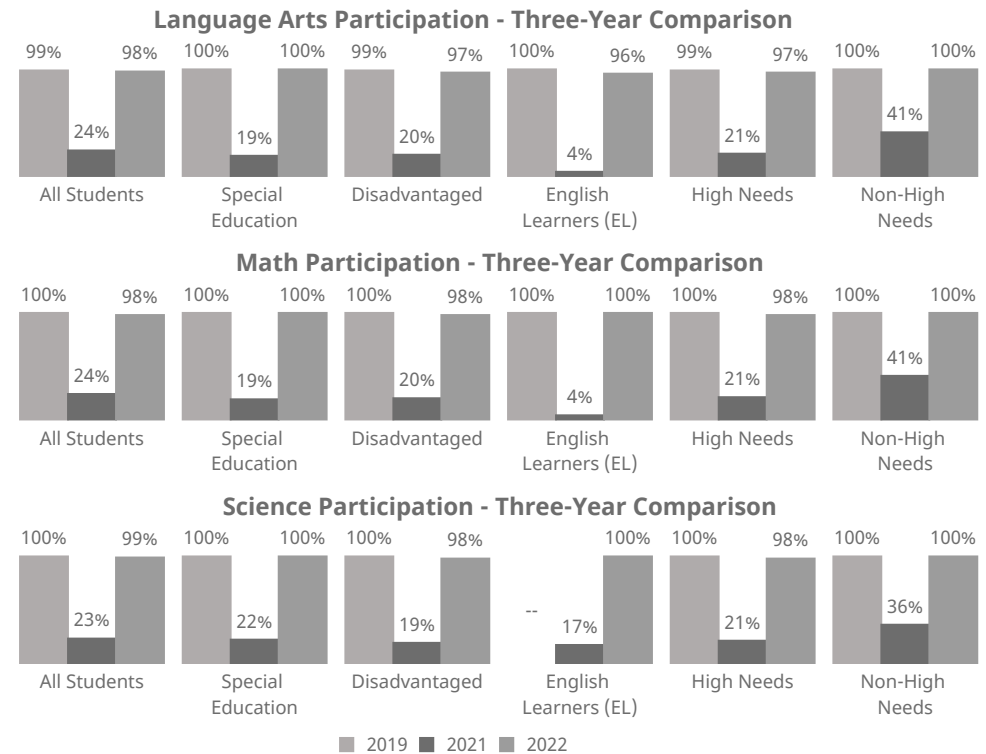
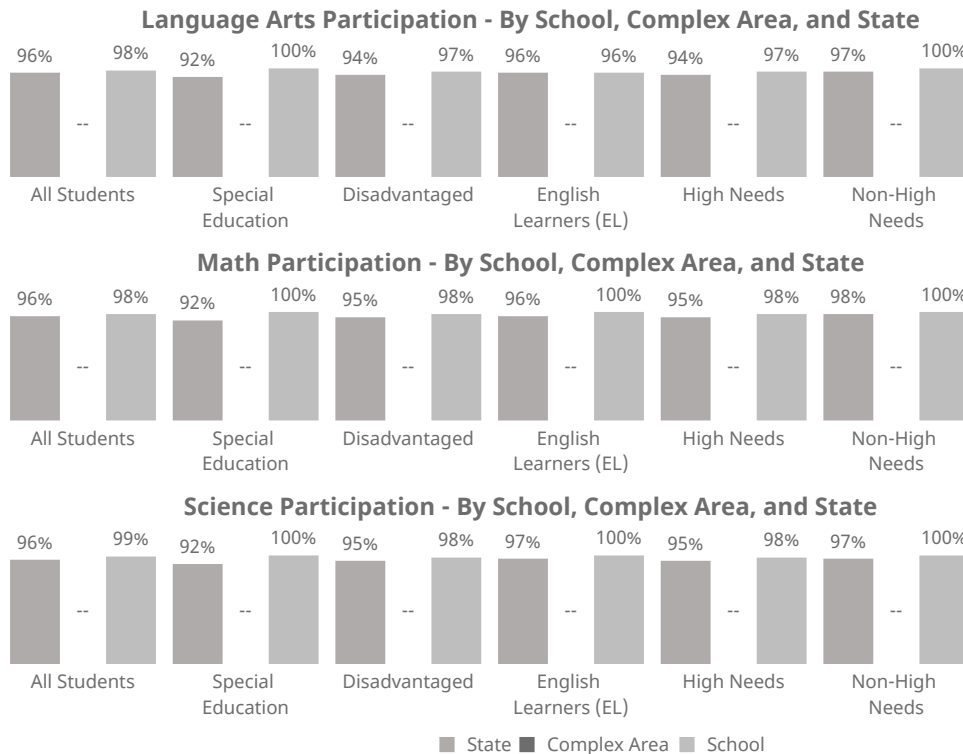
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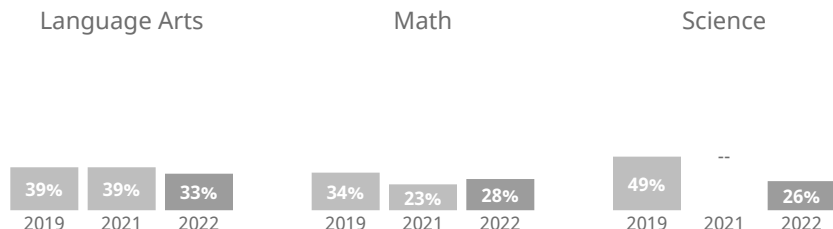
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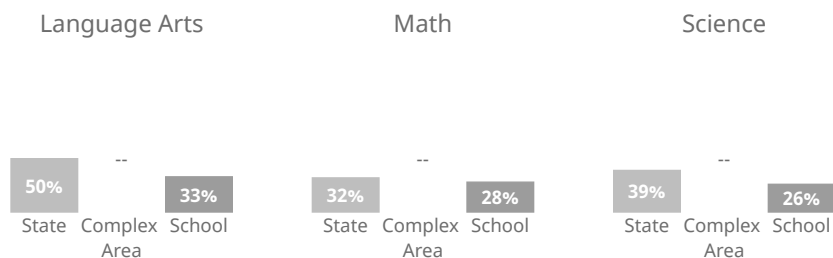
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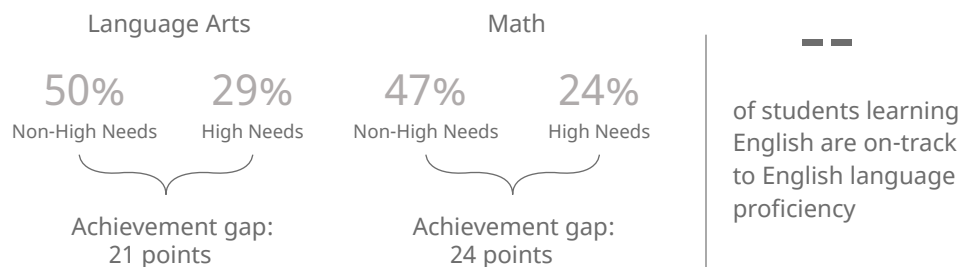
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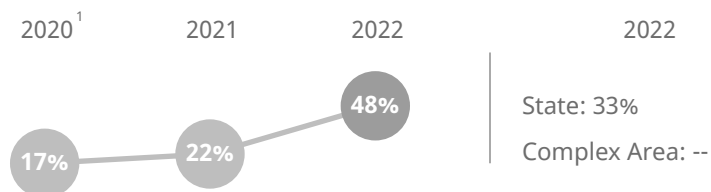


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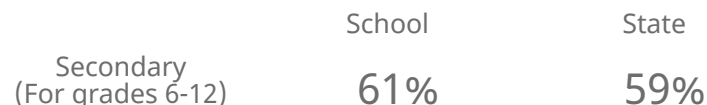


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