2019 Data Summit
Equity and Student Success

Destination Action: A Data Journey
Destination Action: A Data Journey

Wayfinding: knowing where your destination is, knowing your present location, and deciding on how to get there.
Navigator ↔ Va’a

Educator ↔ Student

(@Honolulu Advertiser)
Know your destination…

Cradle to Career

- Early Childhood: Kindergarten Readiness
- Elementary School: 3rd Grade Literacy, 5th Grade Math Proficiency
- Middle School: 8th Grade Literacy and Math Proficiency
- High School: 9th Grade Completion, On-Time Graduation, College and Career Readiness
- Post Secondary: Post-Secondary Enrollment Program Completion

Illustration: Sean Edgerton

(@Patagonia)
Know where you are...
Use relevant data...

STUDENT Current and Longitudinal

- Enrollment
- Attendance
- Schedule
- Marks
- Assessments
- Universal Screener
- Diploma Requirements
- Demographics

(@ProjectWayfinder)
...to determine how to...
... get to your Destination
Instructional Support Staff Using LDS
Current (10 months) vs Prior Year

Instructional Support Count of Unique Staff

- 2018-2019: 2800+
- 2017-2018: 1000+

+17%

100+ Trainings
2800+ Staff
Overall LDS Usage - Instructional Support
Current (10 months) vs Prior Year

Instructional Support Cumulative LDS Usage

+34%

Most Requested Report:
 Student Detail Profile

* SY 2018-2019 data represents 10 months
Overall LDS Usage
Current (10 months) vs Prior Year

98% Schools
4390 HIDOE Staff
1070 School Leaders
2885 Instructional Support
435 State Programs, District, and Complex Area Staff

Cumulative LDS Usage
Comparison of Current and Prior School Years

+7%
Student Voice

“I am a va’a who is still rowing to find answers...”

Tuieteuati Eugene Alai
Farrington High School
Class of 2022
Wayfinding for our students

STUDENT
Current and Longitudinal

- Enrollment
- Attendance
- Schedule
- Marks
- Universal Screener
- Diploma Requirements
- Assessments
- Demographics
Are our students coming to school?
Student Attendance
Year to Date

93.39%

LDS-Operations Tab-Daily Student Dashboard
How many of our students are chronically absent?
# Students by Absent Days

Administration Tab-Attendance-Related Dashboards-Chronic Absenteeism
How many of our students are chronically absent and repeating a grade level?
Longitudinal Data System

# Students Chronically Absent by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Non Repeater Chronic</th>
<th>Non Repeater Persistently Chronic</th>
<th>Repeater Chronic</th>
<th>Repeater Persistently Chronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>100</td>
<td>50</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>01</td>
<td>150</td>
<td>75</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>02</td>
<td>200</td>
<td>100</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>03</td>
<td>250</td>
<td>125</td>
<td>60</td>
<td>30</td>
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<tr>
<td>04</td>
<td>300</td>
<td>150</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>05</td>
<td>350</td>
<td>175</td>
<td>90</td>
<td>50</td>
</tr>
<tr>
<td>06</td>
<td>400</td>
<td>200</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>07</td>
<td>450</td>
<td>225</td>
<td>115</td>
<td>60</td>
</tr>
<tr>
<td>08</td>
<td>500</td>
<td>250</td>
<td>130</td>
<td>70</td>
</tr>
<tr>
<td>09</td>
<td>550</td>
<td>275</td>
<td>145</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>600</td>
<td>300</td>
<td>160</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>650</td>
<td>325</td>
<td>175</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>700</td>
<td>350</td>
<td>190</td>
<td>110</td>
</tr>
</tbody>
</table>

Total Students: 176,496
Chronic Absenteeism: 13,049 (7.39%)
What is the pattern and trend of chronic absenteeism for our school in the last 7 years?
Longitudinal Data System
Early Alert Absences
Who are our students that are chronically absent and approaching chronic absenteeism?
Longitudinal Data System
Early Alert Absences

High Risk Students: Chronic Rate and <15days Absent
Attendance Plenary Panel

Toby Portner - Education Specialist
Education for Homeless Children and Youth Program

Aaron Tominaga - Principal
James Suster - Vice Principal
Waipahu Elementary School
E H C Y

Education of Homeless Children & Youth

Ensuring stability and full participation in school for children living in unstable housing situations.
Removing Barriers To Academic Success

School Stability + Access
Support during academic transition
STATEWIDE
n≈3000

BY ISLAND

OAHU 77%
MAUI 8%
HAWAII 9%
KAUAI 6%
MOLOKAI <1%
MCKINNEY VENTO ACT (MVA) defines ‘homeless children & youth as individuals who lack a fixed, regular and adequate nighttime residence including:

- Doubled Up – sharing the housing of others due to loss of housing or economic hardship
- Living in motels, hotel, trailer parks, or campgrounds due to lack of alternative adequate accommodations
- Abandoned in hospitals
- Sleeping in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for humans.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus stations

Unaccompanied Youth is define as a “homeless child or youth not in the physical custody of parent or guardian”.

[42 USC § 11434a(6)]
EXPANDING THE WEB OF SUPPORT AROUND CHILDREN AND YOUTH IN VULNERABLE HOUSING
BY RACE/ETHNICITY:
The Top 3

NATIVE HAWAIIAN: 42%
MICRONESIAN: 17%
FILIPINO: 14%

20% ARE ENGLISH LANGUAGE LEARNERS
COMPARED TO 10% OF HOUSED PEERS
CHRONICALLY ABSENT: MISSING 15+ DAYS OF SCHOOL FOR ANY REASON

ADVANCED PLACEMENT (AP)

GRADUATION RATE: BASED ON SENIOR COHORT

25% MISSING SCHOOL COMPARED TO 8% OF HOUSED PEERS

1% TAKING AP COURSES COMPARED TO 5% OF HOUSED PEERS

66% GRADUATE HIGH SCHOOL COMPARED TO 84% OF HOUSED PEERS
WHERE DO YOU FIT IN?

OFFICE OF STUDENT SUPPORT SERVICES
EDUCATION FOR HOMELESS CHILDREN & YOUTH

8 0 8 3 0 5 9 8 6 9
Waipahu Elementary School

We Empower Students to soar as lifelong learners and contributing members of society.
How We Made a Difference

- Built relationships with parents through phone calls and home visits.

- Began a PBIS attendance tracking incentive program for students.

- Assigned students who were chronically absent the year before mentors.

- Continue to learn the challenges our community face.

- Positive communication. We send out letters, but do not focus on the punitive aspects in the letters home.

- Built relationships in the community to help with attendance.
Data Placemat Activity
4 Chronic Absenteeism Reports

- Same school
- Middle School
- Hover function-Data Table
- 10 minutes to work with the data
- 5 minutes to share your findings with your table
Table Activity

• Work with a partner at your table to look at the data placemats and answer some of the prompt questions.

• Share out with your table.
# Students Chronically Absent by Grade

![Graph showing the number of students chronically absent by grade. The graph includes bars for non-repeaters and repeaters in grades 06 and 07, with a color legend indicating different types of absences. A table below the graph provides detailed data for each grade and category.]
# Students by Absent Days

![Bar chart showing the number of students absent for different day ranges.]

- 5-9 days: 139 students
- 10-14 days: 73 students
- 15+ days: 92 students
Chronic Absenteeism by Race
Early Alert Absences by Year
Analysis

- What important points seem to “pop-out”?
- What patterns and trends are emerging?
- What seems surprising or unexpected?
- What other data points would you like to explore?
Table Activity

• Work with a partner at your table to look at the data placemats and answer some of the prompt questions. **10 minutes**

• Share out with your table. **5 minutes**
A few comments...

• Share your table experience working with a data placemat.

• Share your table conversation.
Attendance becomes part of a bigger picture...
<table>
<thead>
<tr>
<th>Current Grade</th>
<th>Gender</th>
<th>Attendance</th>
<th>Discipline</th>
<th>Language Arts</th>
<th>Mathematics</th>
<th>Social Studies</th>
<th>Science</th>
<th>Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>SPED</th>
<th>Low SES</th>
<th>ELL</th>
<th>SPED or ELL or Low SES</th>
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</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>Male</td>
<td>82.3%</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Moderate Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>2415</td>
<td>2415</td>
<td>2415</td>
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<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>9th Grade</td>
<td>Female</td>
<td>88.1%</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>2405</td>
<td>2405</td>
<td>2405</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Male</td>
<td>98.0%</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>2405</td>
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<td>2405</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Female</td>
<td>98.3%</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>2405</td>
<td>2405</td>
<td>2405</td>
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<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Male</td>
<td>98.1%</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Moderate Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>2405</td>
<td>2405</td>
<td>2405</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Female</td>
<td>98.1%</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Moderate Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>2405</td>
<td>2405</td>
<td>2405</td>
<td>Yes</td>
<td>No</td>
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<td>Yes</td>
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<tr>
<td>6th Grade</td>
<td>Male</td>
<td>98.7%</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Moderate Risk</td>
<td>Low Risk</td>
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<td>2405</td>
<td>2405</td>
<td>2405</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>6th Grade</td>
<td>Female</td>
<td>98.7%</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Moderate Risk</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>2405</td>
<td>2405</td>
<td>2405</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

HAWAII STATE DEPARTMENT OF EDUCATION
HawaiiPublicSchools.org
# Story of a Student - data path worksheet

<table>
<thead>
<tr>
<th>Data Notes</th>
<th>Analysis</th>
<th>Strengths and Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>What patterns or trends are emerging?</td>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollments</td>
<td></td>
<td><strong>Needs</strong></td>
</tr>
<tr>
<td>Schedule</td>
<td>What seems to be surprising or unexpected?</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td><strong>Possible Next Steps</strong></td>
</tr>
<tr>
<td>Marks (Secondary)/Curriculum Marks (Elementary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Scores</td>
<td>What other data points would you like to explore?</td>
<td></td>
</tr>
<tr>
<td>Student History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Growth</td>
<td></td>
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</tr>
<tr>
<td>Universal Screener</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learner</td>
<td></td>
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</tbody>
</table>
Opportunities and Next Steps

• Consistent day attendance policy between accountability and LDS.
• Providing absences by periods for secondary schools.
• Provide absences by course subject.
Q & A
Aaron Tominaga
Principal of Waipahu Elementary

Destination Action: A Data Journey

(@Hugh Gentry/Reuters)