King William C. Lunalilo Elementary School
COMPREHENSIVE NEEDS ASSESSMENT
School Year 2022-2023

"Growing, Caring,   Learning…We are a Team"
Pursuing Excellence, Empowering All

Principal Wendy Kau

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We stand for purposeful education - an education where students don't just show understanding, but demonstrate their understanding through practical application!

Come SOAR with our Lunalilo Hawks!

INTRODUCTION

King William C. Lunalilo Elementary School celebrated its 93rd year of educating the students of the McCully-Moiliili Communities. The school opened its doors to learning in 1928 and has thrived ever since. We are a school that believes in equity and excellence for all students as we work in unison with the Hawaii Department of Education (HIDOE) to provide student voice, teacher collaboration, and school design. Our school strives to support and engage all students through the HIDOE five student promises of Hawaii, Equity, School Design, Empowerment, and Innovation.

King William C. Lunalilo Elementary School occupies a city block in Honolulu's densely populated urban center. It is located close to Waikiki, amid clusters of single-family homes and apartment buildings. Lunalilo Elementary is a school with a strong academic emphasis and high student achievement expectation which offers an array of comprehensive student support services to meet the needs of all students. The school community's efforts to help every child achieve high standards are apparent in the emphasis on standards-based learning, college and career readiness, developing 21st Century learning skills, and active participation in a safe and drug free school environment. The school strives to help each child practice the General Learner Outcomes on a daily basis and to raise our standards of learning by providing rigorous, relevant learning opportunities through highly qualified teachers. We encourage and promote student voice in a safe and supportive learning environment. We abide by Lunalilo School's Behavior Expectations - Be Safe, Be Responsible, Be Respectful and live by our school's vision "Growing, Caring, Learning...We are a Team." The vision and mission statements are revisited and revised each year during faculty meetings.

Lunalilo conducted the needs assessment process by collecting data from a variety of sources (LDS, ARCH, eCSSS, WIDA, iReady), analyzing the data, discussing strengths and areas of need, determining root causes, and focusing on appropriate next steps. To promote collaboration, data analysis and discussion first occurred in the Academic Review Team (ART), and then information was shared out with the entire faculty during a faculty meeting.

DEMOGRAPHICS - Who are we?

ENROLLMENT:

Enrollment by Subgroups

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	361	326	301	277	265
Disadvantaged	59.83%	62.58%	66.45%	51.26%	57.74%
IDEA	11.91%	12.88%	14.29%	13.72%	12.45%
EL	30.19%	39.88%	39.87%	39.71%	43.40%

Source: LDS (November 18, 2021)

Enrollment at Lunalilo Elementary School has decreased overall in the last 5 school years. The enrollment of subgroups, specifically EL students, has increased by about 13%.

Enrollment by Grade Level

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Pre-K Age 2	1	4	7	2	2
Pre-K Age 3	1	2	5	6	3
Pre-K Age 4	5	1	1	7	7
Kindergarten	45	50	31	25	44
1st Grade	61	47	52	36	28
2nd Grade	66	53	47	45	34
3rd Grade	32	66	58	41	47
4th Grade	65	33	68	57	43
5th Grade	85	70	32	58	57

Source: LDS (November 18, 2021)

The enrollment of pre-K has increased in the last 4 years while other grade levels have remained steady. For school years 2020-2021 and 2021-2022, no class size has gone above 60 students.

Enrollment by Ethnicity

Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	30.19%	26.07%	23.92%	22.74%	24.53%
Black	1.39%	1.84%	.66%	.36%	1.13%
Hispanic	15.79%	14.11%	14.62%	14.80%	11.32%
Multiple	16.07%	14.42%	13.95%	15.16%	15.09%
Pacific Islander	35.18%	41.72%	43.85%	42.96%	43.02%
White	1.39%	1.84%	2.99%	3.97%	4.91%

Source: LDS (November 18, 2021)

Enrollment by ethnicity has had minimal changes in percentages with Asian and Pacific Islander having the most changes. The amount of Asian students enrolled decreased while Pacific Islanders increased.

ATTENDANCE:

Attendance by Subgroups

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	95.68%	95.22%	94.54%	93.29%	85.44%
Disadvantaged	94.96%	94.62%	94.07%	90.74%	83.93%
IDEA	94.86%	92.15%	92.62%	90.71%	87.12%
EL	95.66%	94.78%	93.52%	91.43%	84.57%

Source: LDS (November 18, 2021)

Overall school attendance has decreased over the past 5 years in all subgroups. SY 2021-2022 has been the lowest percentage for attendance that Lunalilo has seen, as the school has never been in the 80% range before.

Attendance by Grade Level

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Pre-K Age 2	81.36%	91.45%	94.32%	94.67%	100.00%
Pre-K Age 3	94.78%	89.39%	85.65%	94.03%	88.96%

Pre-K Age 4	91.15%	96.07%	72.39%	83.99%	93.22%
Kindergarten	95.75%	93.48%	91.80%	93.40%	81.21%
1st Grade	95.54%	95.49%	92.80%	89.60%	83.95%
2nd Grade	94.91%	95.40%	94.42%	91.46%	83.95%
3rd Grade	95.80%	95.36%	96.55%	95.72%	83.15%
4th Grade	96.27%	96.45%	95.65%	93.75%	86.76%
5th Grade	96.30%	95.65%	95.89%	95.60%	89.85%

Source: LDS (November 18, 2021)

All K-5 grades attendance is considered high risk in the 2021-2022 SY. For grades 3 and 5, attendance dropped from Low Risk to High Risk.
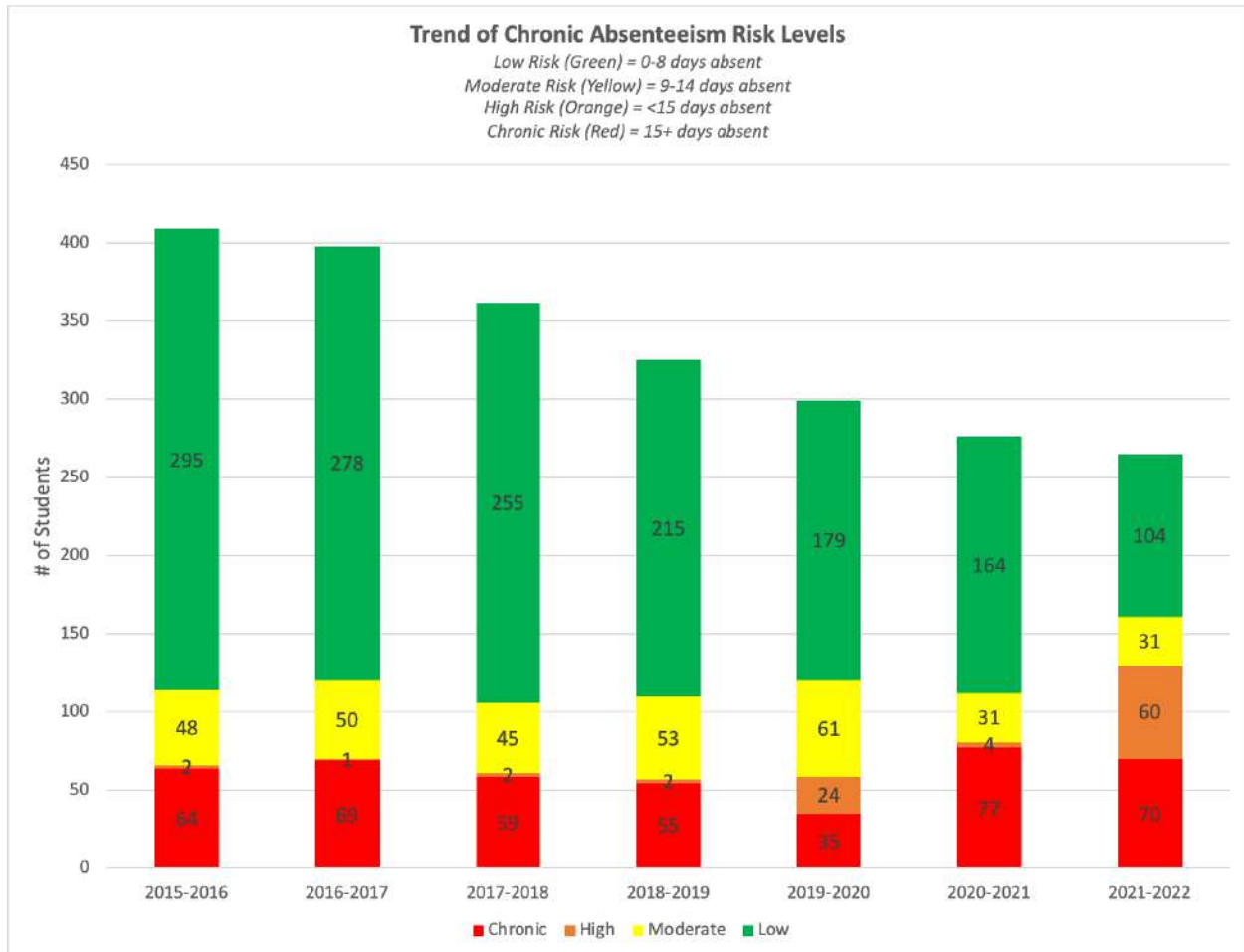
Attendance by Ethnicity

Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	97.19%	96.95%	97.14%	96.87%	91.85%
Black	97.21%	94.30%	96.96%	89.16%	75.00%
Hispanic	93.90%	94.35%	94.95%	94.16%	80.99%
Multiple	95.48%	96.00%	95.11%	95.96%	89.53%
Pacific Islander	95.30%	94.31%	92.59%	90.05%	81.57%
White	93.80%	91.68%	96.69%	94.58%	88.05%

Source: LDS (November 18, 2021)

All ethnicities' attendance has decreased over the years. The most significant decrease occurred in the black, hispanic, and pacific islander subgroups.

Chronic Absenteeism Over Time

Trend of Chronic Absenteeism Risk Levels

Low Risk (Green) = 0-8 days absent
Moderate Risk (Yellow) = 9-14 days absent
High Risk (Orange) = <15 days absent
Chronic Risk (Red) = 15+ days absent

# of Students	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Low	295	278	255	215	179	164	104
Moderate	48	50	45	53	61	31	31
High	2	1	2	2	24	4	60
Chronic	64	69	59	55	35	77	70

■ Chronic ■ High ■ Moderate ■ Low

Source: LDS (November 18, 2021)

There has been an increase in both chronic and high risk absenteeism. Most recently a significant increase in the high risk category.
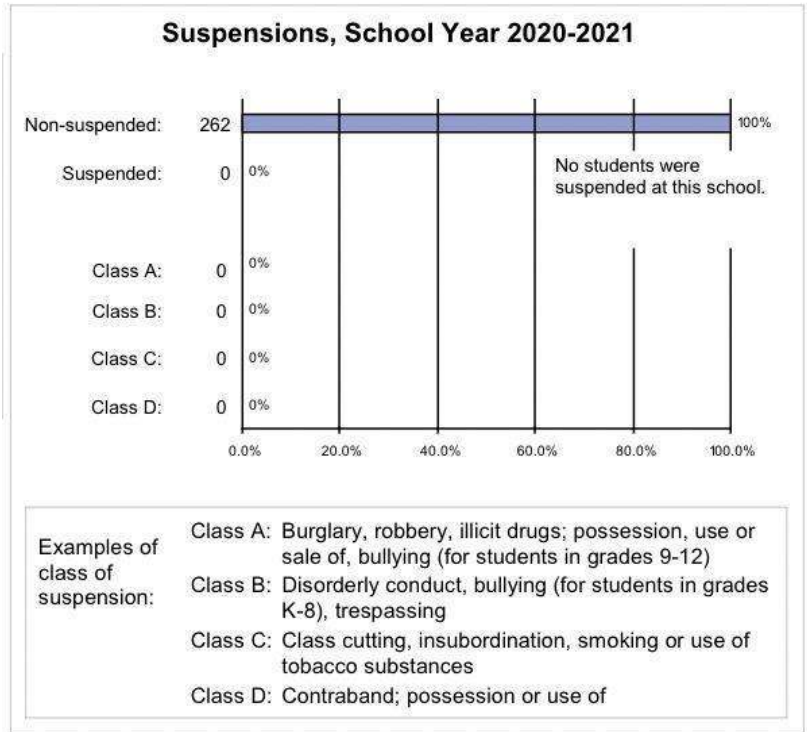
DISCIPLINE:

Total Number of Incidents					
Incidents	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Incidents	56	45	20		14

Total Number of Suspensions					
Action	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Suspension	9		3		

Discipline Student Count		
State Offense Group	2020-2021	2021-2022
Class A	1	2
Class B	1	2
Class D	1	2

# Students Without Incidents		
	2020-2021	2021-2022
Without Incidents	214	260

Discipline Incident Count		
State Offense Group	2020-2021	2021-2022
Class A	1	4
Class B	2	3
Class D	4	8

Source: LDS (November 18, 2021)

Suspensions, School Year 2020-2021

Non-suspended:	262	100%
Suspended:	0	0% — No students were suspended at this school.
Class A:	0	0%
Class B:	0	0%
Class C:	0	0%
Class D:	0	0%

Examples of class of suspension:
- Class A: Burglary, robbery, illicit drugs; possession, use or sale of, bullying (for students in grades 9-12)
- Class B: Disorderly conduct, bullying (for students in grades K-8), trespassing
- Class C: Class cutting, insubordination, smoking or use of tobacco substances
- Class D: Contraband; possession or use of

Source: ARCH, School Status & Improvement Report SY 2020-2021 (January 31, 2022)

Due to the change in leadership from the beginning of SY 2021-2022 until December 1, 2021, it is unclear whether accurate disciplinary data was kept. However, the data was kept in the CNA

because past data was still determined to be relevant to the overall story of the school. As of the second semester of SY 2021-2022, fidelity of disciplinary data has been high as the Principal and Vice Principal positions were permanently filled.

It is a core tenant of Lunalilo that data drives our actions. To have consistent disciplinary data will show all stakeholders where our greatest needs are so that we can better target our groups as well as our initiatives.

We are currently working on stronger PBIS initiatives, which include Response to Interventions at all levels as well as a PBIS Hawk Store to motivate our students to observe our Behavior Matrix in all settings.

FACULTY AND STAFF:

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting ESSA Requirements	Advanced Degree
School Year	#	%	Average	%	%	%
2017-2018	27	100.0%	18.6	81%	98%	14.80%
2018-2019	24	100.0%	17.7	75%	93%	16.60%
2019-2020	24	95.8%	15.5	63%	100%	16.60%
2020-2021	22	100.0%	15.2	59%	100%	13.60%

Source: ARCH, Trend Report: Educational & Fiscal Accountability SY 2020 - 2021 (January 31, 2022)

School Status and Improvement Report   *School Year 2020-21*

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)[1]		22.0
Regular Instruction, FTE	59.0%	13.0
Special Instruction, FTE	27.2%	6.0
Supplemental Instruction, FTE	13.6%	3.0
Teacher headcount		22
Teachers with 5 or more years at this school		13
Teachers' average years of experience		15.2
Teachers with advanced degrees		3

Professional Teacher Credentials[1]

Fully licensed	100.0%	22
Emergency hires	0.0%	0

[1] Totals may not equal 100% due to rounding. Professional Teacher Credentials are based on teacher headcount number.

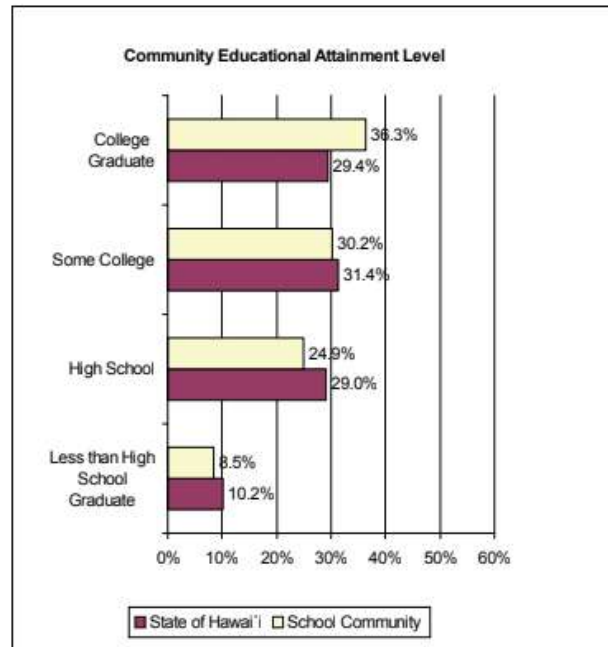*Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.*

Students per Teaching Staff [2]

Regular Instruction	18.2
Special Instruction	4.1

[2] These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE[3]	2.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

[3] Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

All Lunalilo teachers consistently met licensure requirements through 2019 with more than 15 years of instructional experience. By 2020 all teachers met ESSA requirements. The teaching staff consists of about twenty-four teachers with four designated to meet the 12% IDEA population.

COMMUNITY:

Based on the 2010 U.S. Census

Kaimuki HSC	School Community	State of Hawai'i
Total population	84,204	1,360,301
Percentage of population aged 5-19	12.7%	18.4%
Median age of population	40.8	38.6
Number of family households	17,984	313,907
Median household income	$55,311	$66,420

Community Educational Attainment Level

	School Community	State of Hawai'i
College Graduate	36.3%	29.4%
Some College	30.2%	31.4%
High School	24.9%	29.0%
Less than High School Graduate	8.5%	10.2%

Changing community demographics indicate that the community is turning into a majority of working professionals without families. This may be impacting our dwindling enrollment.

PERCEPTIONS - How do we do business?

School Quality Survey (SQS) Spring 2021:

School Return Rate:

Group	# Distributed	# Returned	Return Rate (%)
Students	164	111	67.6%
Parents	277	32	11.5%
Teachers	20	15	75.0%

SQS Summary Table

Dimension	Group		Average (5-1)	Percent (%) Response Positive (> 3.0)	Neutral (= 3.0)	Negative (< 3.0)
A. Safety	Students	Elementary	3.8	66.4%	23.2%	10.2%
	Parents		4.2	83.4%	9.9%	6.6%
	Teachers		3.3	48.8%	32.2%	18.8%
B. Well-Being	Students	Elementary	--	--	--	--
	Parents		4.4	91.4%	8.5%	0%
	Teachers		3.3	53.3%	21.6%	25%
C. Satisfaction	Students	Elementary	--	--	--	--
	Parents		4.4	88.7%	10.4%	0.8%
	Teachers		3.5	57.3%	29.3%	13.3%
D. Involvement/Engagement	Students	Elementary	--	--	--	--
	Parents		4.3	86.5%	12%	1.4%
	Teachers		3.3	44%	36%	20%

Source: School Quality Survey (September 2021)

Lunalilo Elementary School took the School Quality Survey in Spring 2021 during distance learning. Due to these factors, there was not a high return rate for the survey to the school. Based on the results, parents felt positively about their students' school experience in all areas. Students' perception remained positive and also neutral to their school experience.

School Quality Survey (SQS) Spring 2020:

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey* Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	70.0%	77.9%	86.3%	86.0%	62.4%	71.4%
	2020	69.8%	76.7%	82.8%	86.3%	59.5%	68.2%
Well-Being	2019	68.7%	76.5%	88.1%	90.7%	--	--
	2020	63.8%	75.7%	87.8%	91.0%	--	--
Satisfaction	2019	79.0%	74.8%	85.8%	86.6%	--	--
	2020	74.2%	72.9%	87.9%	87.5%	--	--
Involvement/Engagement	2019	68.0%	74.6%	71.4%	74.9%	--	--
	2020	60.0%	73.2%	73.4%	75.5%	--	--

Survey Return Rate**		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	83.3%	79.9%	30.0%	34.9%	73.9%	86.0%
	2020	84.0%	84.5%	63.2%	37.7%	77.5%	85.2%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Source: ARCH, School Status & Improvement Report SY 2019-2020 (November 22, 2021)

In Spring 2020, the School Quality Survey was administered to parents, students, and teachers. The school had a higher return rate from parents, higher than the state average. Teachers in 2020 and 2019, felt more positive about their experiences at Lunalilo Elementary School. Parents continued to have a high positive response about the schooling their children received.

Panorama Student Survey:

Beginning in the 2019-2020 school year, HIDOE began implementing the Panorama Student Survey. The survey was given in November 2019 and results were provided to schools and individual teachers (as applicable) in February 2020. The 2020 results were received in February 2021.

Fall 2020 Panorama Student Survey Results

	Lunalilo	KMR Complex	State
Classroom Climate	80%	81%	83%
Classroom Engagement	64%	67%	68%
Classroom Rigorous Expectations	76%	76%	78%
Classroom Teacher-Student Relationships	82%	80%	82%
Pedagogical Effectiveness	85%	83%	84%

Source: Panorama Student Survey 2020-2021

Fall 2019 Panorama Student Survey Results

	Lunalilo	KMR Complex	State
Classroom Climate	77%	76%	75%
Classroom Engagement	66%	69%	68%
Classroom Rigorous Expectations	79%	79%	79%
Classroom Teacher-Student Relationships	80%	79%	80%
Pedagogical Effectiveness	84%	82%	83%

Source: Panorama Student Survey 2019-2020

The 2019 and 2020 Panorama survey results show that Classroom Climate and Classroom Engagement are the biggest areas of concern. While these areas are on track with the Complex and State, they are on the low side. Classroom Teacher-Student Relationships is an area of success for the school.

STUDENT LEARNING - How are our students doing?

Smarter Balanced Assessment (SBA) English Language Arts (ELA):

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	43.8%	47.3%	42.7%	N/A	39.0%
Disadvantaged	35.5%	33.9%	30.9%	N/A	34.2%
IDEA	---	20.0%	---	N/A	---
EL	21.8%	18.7%	18.1%	N/A	20.9%

Source: ARCH ADC (November 19, 2021)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Asian (excluding Filipino)	58.3%	68.3%	59.0%	N/A	53.8%
Filipino	56.2%	52.3%	50.0%	N/A	---
Pacific Islander	15.3%	26.3%	23.2%	N/A	23.6%
Native Hawaiian	48.0%	48.1%	46.1%	N/A	25.0%

Source: ARCH ADC (November 19, 2021)

Student proficiency levels in English Language Arts dropped consistently from 47.3% in 2018 to 39% in 2021. All student subgroup categories have dropped in scores from 2018 to 2020. There was a slight improvement from our disadvantaged/EL group from 2018-2020, which reached only a 20% proficiency level. There was a significant decrease in proficiency of the Native Hawaiian population between 2019 (46.1%) to dropping to 25% in 2021.

Smarter Balanced Assessment (SBA) Math:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	39.9%	38.8%	41.9%	N/A	28.3%
Disadvantaged	29.5%	28.5%	29.5%	N/A	25.7%
IDEA	---	20.0%	---	N/A	---
EL	18.7%	11.7%	17.3%	N/A	20.3%

Source: ARCH ADC (November 19, 2021)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Asian (excluding Filipino)	55.9%	54.0%	62.2%	N/A	53.8%
Filipino	40.6%	42.8%	52.3%	N/A	---
Pacific Islander	15.3%	17.9%	23.2%	N/A	9.6%
Native Hawaiian	40.0%	37.0%	38.4%	N/A	5.0%

Source: ARCH ADC (November 19, 2021)

Math proficiency levels dropped from 41.9% by almost half from SY 18-19 to 28.3% in SY 20-21. These decreases may be due to impacts of the pandemic, return to learning transitions, and the accompanying drop in ELA proficiency. Students may face challenges with comprehending math questions. The most impacted groups include the Pacific Islanders and Native Hawaiian populations, implying that at-home learning may have contributed to gaps in learning.

Smarter Balanced Assessment (SBA) Science:

	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
All Students	51.7%	58.0%	65.5%	N/A	32.7%
Disadvantaged	36.0%	43.2%	60.0%	N/A	29.4%
Asian (excluding Filipino)	68.5%	---	---	N/A	---

Source: ARCH ADC (November 19, 2021)

For all students, in 2018-19 there was an increase in science proficiency scores. However, due to the pandemic the 2020-21 scores significantly decreased from 65.5% to 32.7%.

Smarter Balanced Assessment (SBA) by Grade Level:

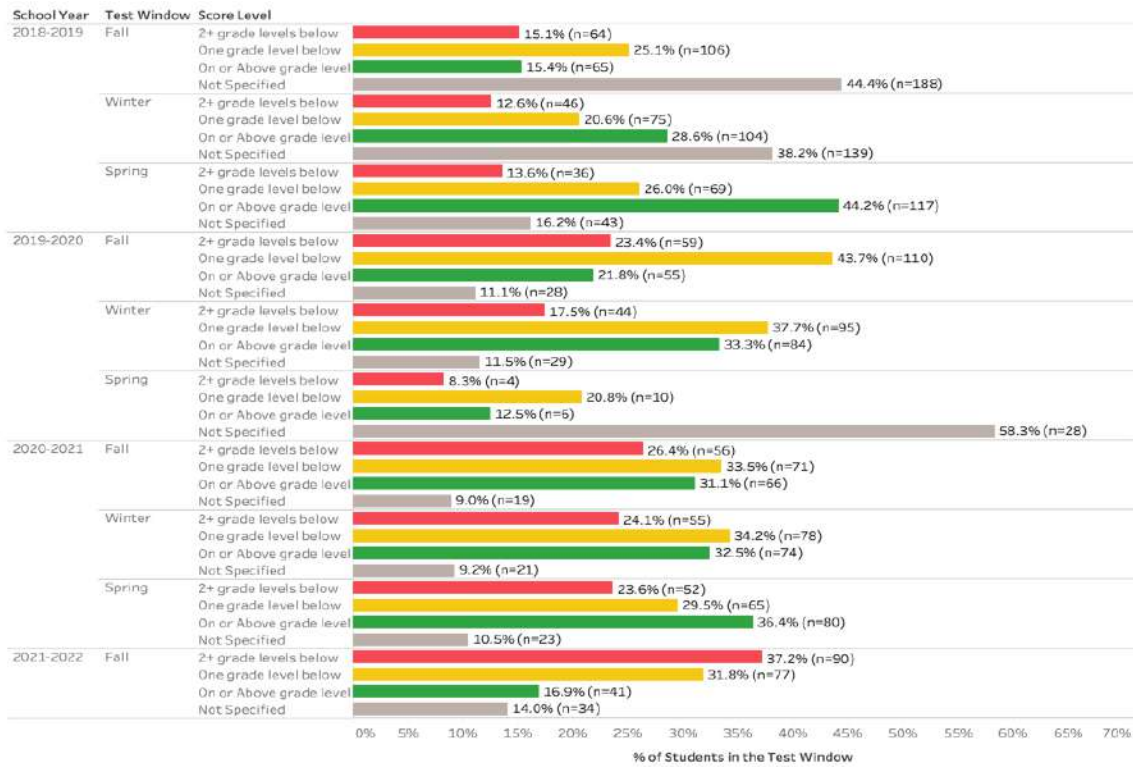| LANGUAGE ARTS					MATHEMATICS					SCIENCE	
	Grade 3	Grade 4	Grade 5			Grade 3	Grade 4	Grade 5			Grade 4/5
2018	50%	37%	51%		2018	34%	40%	37%		2018	58%
2019	27%	45%	49%		2019	33%	49%	38%		2019	59%
2020*	N/A	N/A	N/A		2020*	N/A	N/A	N/A		2020*	N/A
2021	35%	42%	42%		2021	43%	28%	16%		2021**	33%

Source: LDS, 12/2/21
*Due to the COVID-19 pandemic, students did not take the SBA in Spring 2020.
**SY20-21 was the first year of an operational assessment based on the recently adopted Next Generation Science Standards. This was also the year the test was given to grade 5 instead of grade 4.
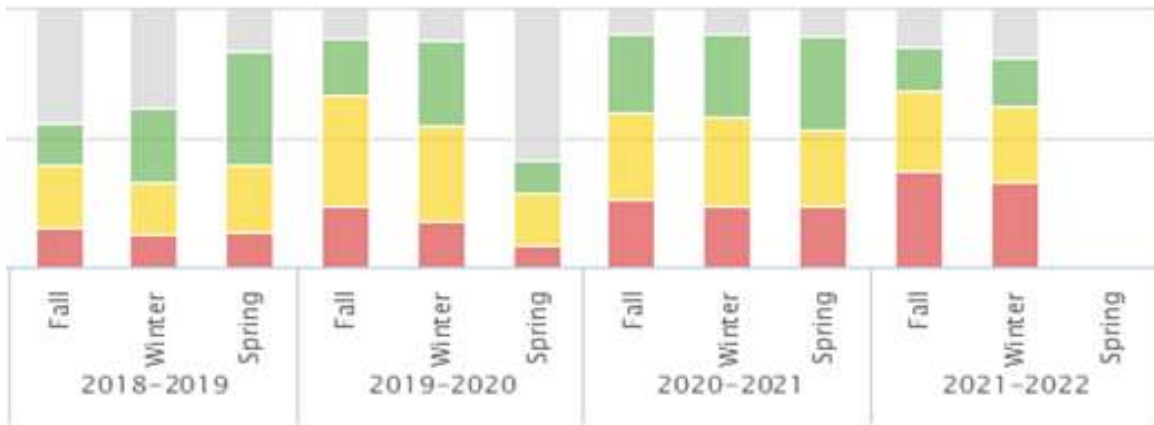
For English Language Arts, trends seem to be fluctuating in student proficiency. However, looking at grade level bands from year to year, they are showing growth (i.e. 2019 3rd graders were at 27% and 2021 5th graders were 42%). In Mathematics, all scores are trending downwards for student proficiency. Grade 3 is the most proficient in their math

skills and abilities. Science scores have dropped significantly after the COVID-19 distance learning and loss of learning for students. This aligns to the schools focus on English and Math during Distance Learning years.

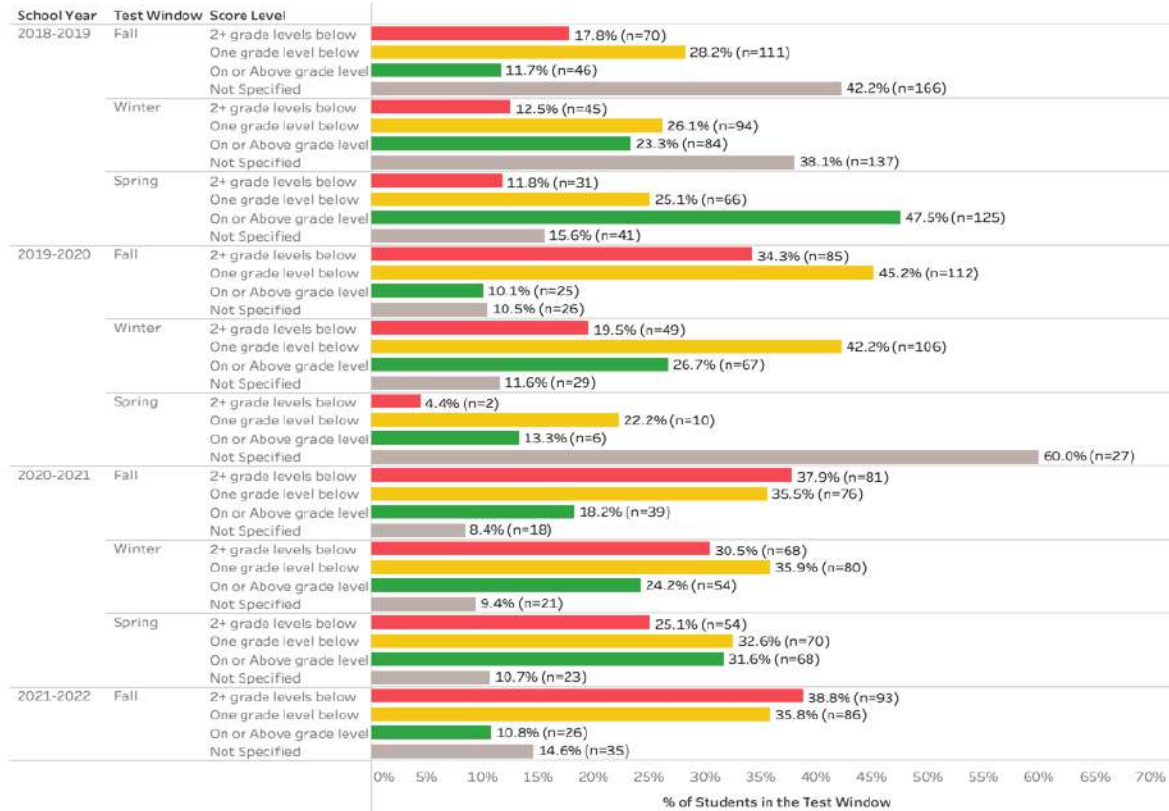**Universal Screener (STAR & iReady) English Language Arts (ELA):**

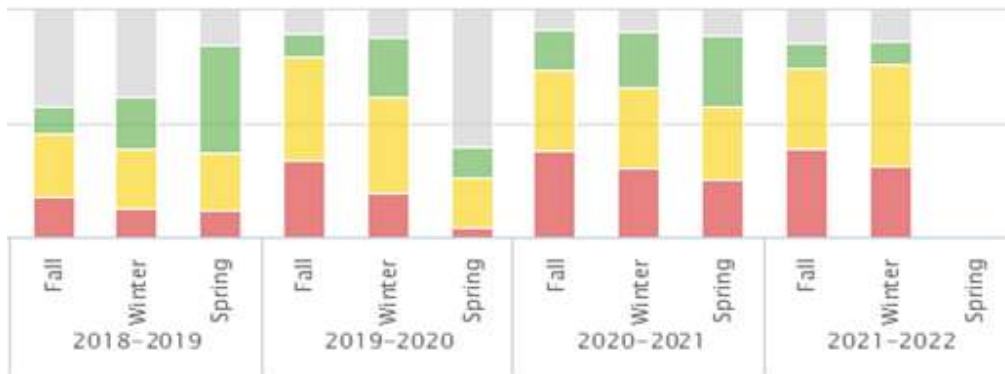| School Year	Test Window	Score Level	
2018-2019	Fall	2+ grade levels below	15.1% (n=64)
		One grade level below	25.1% (n=106)
		On or Above grade level	15.4% (n=65)
		Not Specified	44.4% (n=188)
	Winter	2+ grade levels below	12.6% (n=46)
		One grade level below	20.6% (n=75)
		On or Above grade level	28.6% (n=104)
		Not Specified	38.2% (n=139)
	Spring	2+ grade levels below	13.6% (n=36)
		One grade level below	26.0% (n=69)
		On or Above grade level	44.2% (n=117)
		Not Specified	16.2% (n=43)
2019-2020	Fall	2+ grade levels below	23.4% (n=59)
		One grade level below	43.7% (n=110)
		On or Above grade level	21.8% (n=55)
		Not Specified	11.1% (n=28)
	Winter	2+ grade levels below	17.5% (n=44)
		One grade level below	37.7% (n=95)
		On or Above grade level	33.3% (n=84)
		Not Specified	11.5% (n=29)
	Spring	2+ grade levels below	8.3% (n=4)
		One grade level below	20.8% (n=10)
		On or Above grade level	12.5% (n=6)
		Not Specified	58.3% (n=28)
2020-2021	Fall	2+ grade levels below	26.4% (n=56)
		One grade level below	33.5% (n=71)
		On or Above grade level	31.1% (n=66)
		Not Specified	9.0% (n=19)
	Winter	2+ grade levels below	24.1% (n=55)
		One grade level below	34.2% (n=78)
		On or Above grade level	32.5% (n=74)
		Not Specified	9.2% (n=21)
	Spring	2+ grade levels below	23.6% (n=52)
		One grade level below	29.5% (n=65)
		On or Above grade level	36.4% (n=80)
		Not Specified	10.5% (n=23)
2021-2022	Fall	2+ grade levels below	37.2% (n=90)
		One grade level below	31.8% (n=77)
		On or Above grade level	16.9% (n=41)
		Not Specified	14.0% (n=34)

% of Students in the Test Window

Source: LDS (November 18, 2021)

For Fall 2021-22, iReady scores for students 2 or more grade levels below in ELA is 37.2%. There was a decrease in scores from Spring 2020-2021 (36.4%), with only 16.9% are on or above grade level in Fall 2021-2022.

Universal Screener (STAR & iReady) Math:

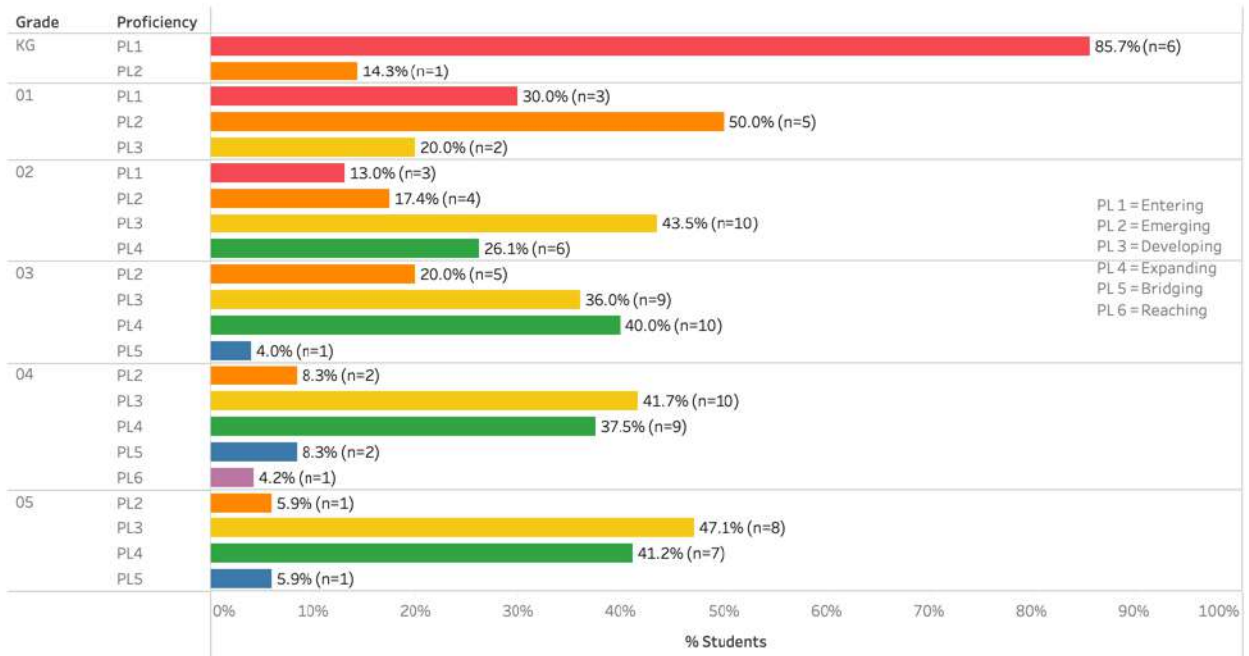| School Year	Test Window	Score Level	% of Students in the Test Window
2018-2019	Fall	2+ grade levels below	17.8% (n=70)
		One grade level below	28.2% (n=111)
		On or Above grade level	11.7% (n=46)
		Not Specified	42.2% (n=166)
	Winter	2+ grade levels below	12.5% (n=45)
		One grade level below	26.1% (n=94)
		On or Above grade level	23.3% (n=84)
		Not Specified	38.1% (n=137)
	Spring	2+ grade levels below	11.8% (n=31)
		One grade level below	25.1% (n=66)
		On or Above grade level	47.5% (n=125)
		Not Specified	15.6% (n=41)
2019-2020	Fall	2+ grade levels below	34.3% (n=85)
		One grade level below	45.2% (n=112)
		On or Above grade level	10.1% (n=25)
		Not Specified	10.5% (n=26)
	Winter	2+ grade levels below	19.5% (n=49)
		One grade level below	42.2% (n=106)
		On or Above grade level	26.7% (n=67)
		Not Specified	11.6% (n=29)
	Spring	2+ grade levels below	4.4% (n=2)
		One grade level below	22.2% (n=10)
		On or Above grade level	13.3% (n=6)
		Not Specified	60.0% (n=27)
2020-2021	Fall	2+ grade levels below	37.9% (n=81)
		One grade level below	35.5% (n=76)
		On or Above grade level	18.2% (n=39)
		Not Specified	8.4% (n=18)
	Winter	2+ grade levels below	30.5% (n=68)
		One grade level below	35.9% (n=80)
		On or Above grade level	24.2% (n=54)
		Not Specified	9.4% (n=21)
	Spring	2+ grade levels below	25.1% (n=54)
		One grade level below	32.6% (n=70)
		On or Above grade level	31.6% (n=68)
		Not Specified	10.7% (n=23)
2021-2022	Fall	2+ grade levels below	38.8% (n=93)
		One grade level below	35.8% (n=86)
		On or Above grade level	10.8% (n=26)
		Not Specified	14.6% (n=35)

Source: LDS (December 2, 2021)

For Fall 2021-22, iReady scores for students 2 or more grade levels below in Math is 38.8%. In Spring 2020-202,1 31.6% of students were on or above grade level, and decreased to 10.8% are on or above grade level in Fall 2021-2022.

ACCESS:

ACCESS - Overall SY 2021-21
Source: LDS, 2021Nov18

Grade	Proficiency	
KG	PL1	85.7% (n=6)
	PL2	14.3% (n=1)
01	PL1	30.0% (n=3)
	PL2	50.0% (n=5)
	PL3	20.0% (n=2)
02	PL1	13.0% (n=3)
	PL2	17.4% (n=4)
	PL3	43.5% (n=10)
	PL4	26.1% (n=6)
03	PL2	20.0% (n=5)
	PL3	36.0% (n=9)
	PL4	40.0% (n=10)
	PL5	4.0% (n=1)
04	PL2	8.3% (n=2)
	PL3	41.7% (n=10)
	PL4	37.5% (n=9)
	PL5	8.3% (n=2)
	PL6	4.2% (n=1)
05	PL2	5.9% (n=1)
	PL3	47.1% (n=8)
	PL4	41.2% (n=7)
	PL5	5.9% (n=1)

PL 1 = Entering
PL 2 = Emerging
PL 3 = Developing
PL 4 = Expanding
PL 5 = Bridging
PL 6 = Reaching

% Students

Source: LDS (November 18, 2021)

WIDA ACCESS measures the EL students English ability in four domains: listening, reading, speaking, and writing. During the 2020-2021 ACCESS testing, most students scored in the Developing range (PL3). The students that scored in the Emerging range were primarily from lower grades. In the school year 2020-2021, we had only 5 out of 106 students exit the EL program based on their WIDA proficiency scores. It is possible that distance learning and parent refusals for testing could have impacted these scores.

Strive HI:

Indicator	2018	2019	2020	2021
Language Arts Proficiency	47%	43%	N/A*	39%
Math Proficiency	39%	42%	N/A*	28%
Science Proficiency	58%	66%	N/A*	33%
Language Arts Achievement Gap	37 points	43 points	N/A*	29 points
Math Achievement Gap	26 points	40 points	N/A*	20 points
Students learning English are on-track to English language proficiency	29%	45%	53%	32%
Language Arts Median Growth Percentile	48	53	N/A*	54
Math Median Growth Percentile	43	63	N/A*	54
3rd graders reading near, at, or above grade level	80%	68%	N/A*	69%
Chronic Absenteeism	12%	12%	7%**	19%

Students reporting positive school climate	64%	69%	69%	73%

*Due to COVID-19, in SY 2020, no statewide tests were administered.

**2020 chronic absenteeism is based on absences only through the end of third quarter (3/13/2020).

Strive HI data demonstrates a downward trend of math proficiency and growth. Data also indicates that there was a significant drop in science proficiency. 3rd graders reading near, at, or above grade level has also decreased 11% over three years.
Chronic Absenteeism increased, but perhaps expected due to the pandemic and quarantine requirements.

SCHOOL PROCESSES - What are our processes?

This was a list created by the Grade Level Chairs (GLCs) during their CNA work session. This is not an exhaustive list as there may still be items missing. After creating this inventory, the GLCs "categorized" each one based on the CSI framework color coding.
- Green means the process or program is important and being implemented the way it should.
- Yellow means it is important but implementation is inconsistent.
- Pink means it needs to be tweaked to align to our vision.
- Blue means it is not important and should be eliminated.

The GLCs also came up with programs or processes that may need to be reinstated but those are not listed here.

While items are highlighted in blue, those items are not immediately being eliminated. Instead, they will be reexamined for overall implementation and effectiveness within our system and addressed appropriately - as will all items on the lists. This decision was based on what was highlighted blue, specifically "communication." Communication is an integral part of any organizational structure and therefore will be examined for restructuring rather than elimination.

Instructional Processes	Organizational Structures	Programs
- EL pull-out services / instruction for PL1-2 - Inclusion for EL - WIN TIME - Google Classroom - PBL/EDP - Inclusionary Practices - Differentiated Instruction - Scaffolding - non-linguistic representation - use of graphic organizing/ note-taking	- Parent-child activities - Community projects/ partnerships - EL Parent Coffee Hour - Data Teams - CSSS - Family Literacy Events - School Community Council - Faculty and Leadership Team Meetings - GLC specific responsibilities	- iReady - PBIS/HAWK store - Second Step - Wonders/ ConnectED - IXL - AVID - myON - Typing Club - STEMscopes - Thursday Envelope - SORA - Story Marker Grammar (pre-school) - Scholastic News/ Science Spin - Hour of Code/

	● Communication Process	Family Hour of Code/ Code.org ● Origo: Stepping Stones ● Assemblies: Winter, Lunalilo's birthday, end of the year ● Internet Safety/ Responsible Use Assembly ● PSAP ● International Peace Garden ● Coding Club/Video (at times) ● EL homework help after school program ● After/Before school programs based on need each year ● Exploration Station (B6) ● Study Jams/ BrainPop ● Fifth Grade graduation/celebration

It is also important to note that our Special Education department utilizes other programs such as Starfall and Orton-Gillingham Mathematics to support their learners. There may be other instances of this occurring in other specialized instructional programs as well.

How Did We Get to Where We Are?

After reviewing and analyzing different types of data, below is a summary of strengths, challenges, and implications:

DEMOGRAPHICS:

STRENGTHS	CHALLENGES
- Diverse student population - Suspension decreased in the last year 1:1 devices K-5 92% of students who start here, end here (Low transient population) - Large High Needs Subgroup to target student needs - EL 43% - IDEA 12% - Disadvantaged 58% - Smaller student population (<300) resulting in smaller classes and increased teacher attention SQS - School percent rating equivalent to state response (in safety, well-being, satisfaction) Teachers - Licensed teachers from 2017-20: 95% to 100% - Retained all teachers - Years of experience average 15-18 years 2019-2020: 100% teachers ESSA HQ "Experienced" teachers 63% with 100% HQT - Behavior/Discipline incidents decreased	- Increase in EL population - Attendance has decreased significantly over 2 years - Chronic absenteeism and high risk absenteeism increased 2020-2022 (learning loss) - Attendance 2021-22 - Grade K - 81% attendance (missing skills/foundation) - Enrollment decreasing last 3 years (by 96 students) - Class sizes are larger per teacher 19% of students missed 15+ days of school (2020 = 7%) - Retention rate 0% for past 3 years (learning loss, parent deny) - Accuracy of disciplinary actions and incident reporting

IMPLICATIONS:

- Buy-in for students: Programs for students
- Stronger & consistent attendance policies
- Every teacher is a teacher of language
    - EL students being supported in class
    - Consider more opportunities for EL inclusion
- Improvement of systems to support gap students
- Targeted instruction for subgroups
- Teacher brainstorm/articulation time to address strategies to address instructional need
- Revisit and implement school wide attendance & discipline policies
    - SSC clerk needed to help with inputting data
- Community-targeted programs to make families value school & daily attendance
    - Policies
    - Solution-based responses
    - What is # of multiple overlap

PERCEPTIONS:

STRENGTHS	CHALLENGES

SQS:
● 75% Teacher return rate
● Parents (11% return rate):
    ○ Well-being rating 91%
    ○ Satisfaction rating 88%
● Parents have a favorable view of school & staff
● Both parents and students feel there is a clear set of rules
	SQS:
	● Parent return rate 11.5%
	● Teacher satisfaction 57.3%
	● Approximately 75% of students neutral to strongly agree "Students at my school who do not behave are disciplined"
	● Huge percent gaps between Parent-Teacher-Student regarding safety

- Parents satisfied with communication (with high ratings) 73% of students felt positive about school climate Panorama: - Results are similar to complex & state - Consistency - High relationship score	24% of students are worried about the "mean" student - Staff does not feel they are treated fairly & that staff discipline is handled effectively - High neutral responses Panorama: - Low engagement

IMPLICATIONS:
- Translated questionnaires to increase parental response rate   - School culture

STUDENT LEARNING:

STRENGTHS	CHALLENGES

● School SBA participation rate was higher than the State and Complex Area for SY20-21
● Students had access to technology (0.3% did not have a device)
● 69% of 3rd graders were reading near, at, or above grade level for SY20-21
● Prior to COVID, the trend in Science scores was increasing
● Slight increase in ELA proficiency for disadvantaged & EL subgroups from 2018 to 2020
● There are no students in proficiency level 1 after 2nd grade (WIDA ACCESS)
● iReady on grade level consistently increases by the end of the year
	● ELA SBA
	  ○ Overall student proficiency decreased
	  ○ EL proficiency was at 20%
	  ○ SPED proficiency was at 0%
	● Math SBA
	  ○ Overall student proficiency decreased
	  ○ Exited EL not proficient
	  ○ Huge drop in proficiency Native Hawaiian & Pacific Islanders
	● Science SBA
	  ○ Large decrease in proficiency
	  ○ EL proficiency was at 0%
	● iReady: Large percent of students are 1 or more grade levels below
	● Only 32% of EL are on track to English proficiency

IMPLICATIONS:

● Build up testing/educational stamina (provide students with assessments that look similar to state and school wide assessments)
● Consider homogenous groups in classes (possibly even across grade levels)
● Need to restructure Science curriculum (and may need to have articulation meetings with grades 3-5)
● Implement programs/curriculum to close gaps
● Planning time for articulation
● PD on differentiation & small group targeted instruction
● Implement "old" traditions, programs, and routines

- Re-evaluate both old and recent processes to find what fits our staff and students while being attainable/realistic

CONTRIBUTING CAUSES:

After determining the main challenges at Lunalilo Elementary School, the faculty used the problem solving cycle to determine possible contributing causes. Below is a table summarizing the causes that are within the school's control.

Challenge 1: Low ELA Proficiency
Possible Contributing Causes: ● No clear EL curriculum program to support students in ELA ● Limited access to books to read at school and home ● Limited life experiences in community (i.e, zoo, museums) ● Students lack writing skills and test taking skills ● Students not reading and comprehending at grade level ● Parent-school communication challenging

Where Do We Want to Be? How Can We Get to Where We Want to Be?

King William C. Lunalilo Elementary School Vision and Mission:

School Vision: *"Growing, Caring, Learning…We Are a Team"*

School Mission: Together—school, home, and community—we will provide a safe, nurturing, and challenging environment for helping each child become: well-adjusted, healthy, responsible, a productive citizen, an achiever of standards, and a critical thinker.

PRIORITIES FOR SY22-23 ACADEMIC PLAN

Although many implications came out during the data analysis process, the school will prioritize the following in revising the school's Academic Plan:

- Utilize the data teams process in a unified effort to address specific, targeted powerful practices to increase student achievement.

- These powerful practices will focus on high leverage strategies that are English Learner specific but good for all learners to ensure the greatest impact to all Lunalilo students in all subject areas and learning categories.

- The administrative and leadership teams will continue to strengthen the current systems in place as well as implement any new and/or needed systems and processes to improve communication and understanding for all stakeholders.