



**LEILEHUA COMPLEX
COMMUNITY OF LEARNERS
Funded by the 21st CCLC Program**

**Year 4 Evaluation:
SY 2011-2012**

Submitted: October 2012



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EXECUTIVE SUMMARY

BACKGROUND & OBJECTIVES

QMark Research has been commissioned to conduct Leilehua Complex's 21st CCLC Program evaluation for Year 4.

The Leilehua Complex consists of ten schools in the North Area of Central District. The complex is unique in that it serves a diverse ethnic clientele from Schofield Barracks, Wheeler Army Airfield, Wahiawa Naval Communication Station, Kunia, Wahiawa, Poamoho, Helemano Military Reservation and Whitmore Village. There are two middle schools: Wahiawa Middle and Wheeler Middle; along with seven elementary schools: Hale Kula, Helemano, Iliahi, Ka`ala, Solomon, Wahiawa Elementary, Wheeler Elementary (not participating in 21st Century Grant in Year 4); all of which feed into Leilehua High School.

As of last year's evaluation (Year 3), seven schools were in Good Standing (three Pending and four Unconditional), one was in School Improvement Year 2 and two were in Restructuring. Four of the schools made Adequate Yearly Progress (AYP) which included: Helemano Elementary, Wheeler Elementary, Wahiawa Elementary, and Wheeler Middle.

Other progress that has been made among the complex schools include: Leilehua High School being granted a six-year accreditation with a mid-term review expiring on June 30, 2014 from the Western Association of Schools and College. Ka`ala received initial accreditation through June 2015. Hale Kula completed their midterm review in April 2012. Wahiawa Middle completed their three year revisit.

The Leilehua Complex "Community of Learners" is built on the premise that its students need opportunities for learning that extends beyond the normal school day. Because each student has different strengths and needs, often times the regular classroom task time is insufficient for students to practice or to assimilate new knowledge. Research on Title I Schools by Dr. Joseph F. Johnson, Jr., Executive Director for the National Center for Urban School Transformation found that High-performing Title I Schools have the following practices in place, which make them successful:

- Teach for Learning - Use a variety of approaches connected to students-interest, readiness, and culture.



- Have Timely Systems of Support - Systems for identifying student needs promptly.
- Parents Believe Educators Care - Teachers and parents learn about each other with student's best interest at core.
- Parents Learn How to Engage - Parents learn about strategies for supporting their child.
- Students are Eager to Work Hard - Students perceive that they are valued and respected by caring educators. Students are proud of their school. Students are challenged by content.

The schools in Leilehua Complex have dedicated themselves to embrace these practices of High-performing Title I schools.

The measurable objectives of Year 4 are:

- Show 5% increase in HSA baseline scores in Reading and Math.
- Show 5% increase in student proficiency, by grade levels, in HSA reading and math.
- Show 5% increase in student proficiency, by subgroups, in HSA reading and math.
- Of students tutored, 10% will show an increase in their math grades and 10% will show an increase in their reading grades.
- 40% of elementary students and 25% of secondary students and their parents will participate in school-based and complex-based activities, with a 5% increase in attendance after each activity.

Leilehua Complex's goals and objectives for its "Community of Learners" are aligned with the State Strategic Implementation Plan, School Improvement efforts, General Learner Outcomes for students and the attainment of the Hawaii Content and Performance Standards III and school's Academic and Financial Plans. All of its schools meet the requirement of being Title I. Its goals are also based upon the Complex's vision of providing rigorous and engaging standards-based classrooms,



producing graduates that will have maximum choices in life, parent and community partnerships and professionals that work together.

SECTION 1 – OVERALL SCHOOL STATUS

I. Adequate Yearly Progress (AYP)

Leilehua Complex continues to have four schools that ‘Met’ their AYP goals; three of which have improved since last school year (Iliahi Elementary, Kaala Elementary and Solomon Elementary). Kaala Elementary returned to its ‘Met’ status after slipping to ‘Not Met’ for the first time last year after four consecutive years of meeting its AYP goals. Solomon Elementary can be proud of its ‘Met’ status this year following three prior years where it had alluded them. Helemano Elementary for the third straight year has ‘Met’ its AYP goal.

Following at least two straight years of meeting their AYP goals (and in two cases five straight years), three schools did not meet their goal this school year (Wheeler Elementary, Wahiawa Elementary, and Wheeler Middle). Hale Kula Elementary (second year), Wahiawa Middle (second year) and Leilehua High (sixth year) continue to be challenged in meeting their AYP goals.

Looking at the movement trends by year since the baseline in 2006-07, 2007-08 was net neutral (one up and one down), 2008-09 was mainly a down year, followed by a banner improvement year in 2009-10, then another down year last year and this year again being net neutral (three up and three down).

AYP STATUS							
School Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	
Hale Kula Elementary	Met	Met	Not Met	Met	Not Met	Not Met	
Helemano Elementary	Not Met	Met	Not Met	Met	Met	Met	
Iliahi Elementary	Met	Met	Not Met	Met	Not Met	Met	
Kaala Elementary	Met	Met	Met	Met	Not Met	Met	
Wheeler Elementary	Met	Met	Met	Met	Met	Not Met	
Solomon Elementary	Met	Met	Not Met	Not Met	Not Met	Met	
Wahiawa Elementary	Met	Not Met	Not Met	Met	Met	Not Met	
Wahiawa Middle	Not Met	Not Met	Not Met	Met	Not Met	Not Met	
Wheeler Middle	Met	Met	Met	Met	Met	Not Met	
Leilehua High	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	
Change:	Improvement	NA	1	0	5	0	3



	Decline	NA	1	4	0	4	3
Status Total:	Met	7	7	3	8	4	4
	Not Met	3	3	7	2	6	6

II. No Child Left Behind (NCLB)

Seven of the 10 Complex schools are in Good Standing, three Unconditional (with two improving from Pending last year) and four Pending (with 3 slipping down from Unconditional last year). The remaining schools have had no change from last year with Solomon Elementary in School Improvement, Year 2 and Wahiawa Middle and Leilehua High in Restructuring.

NCLB STATUS						
School Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Hale Kula Elementary	In Good Standing, Unconditional	In Good Standing, Unconditional	In Good Standing, Pending	In Good Standing, Unconditional	In Good Standing, Pending	In Good Standing, Pending
Helemano Elementary	Corrective Action, Year 1	Corrective Action, Year 1	Planning for Restructuring	Planning for Restructuring	In Good Standing, Unconditional	In Good Standing, Unconditional
Iliahi Elementary	In Good Standing, Unconditional	In Good Standing, Unconditional	In Good Standing, Pending	In Good Standing, Unconditional	In Good Standing, Pending	In Good Standing, Unconditional
Kaala Elementary	Restructuring	In Good Standing, Unconditional	In Good Standing, Unconditional	In Good Standing, Unconditional	In Good Standing, Pending	In Good Standing, Unconditional
Wheeler Elementary	In Good Standing, Unconditional	In Good Standing, Pending				
Solomon Elementary	School Improvement, Year 1	In Good Standing, Unconditional	In Good Standing, Pending	School Improvement, Year 1	School Improvement, Year 2	School Improvement, Year 2
Wahiawa Elementary	Restructuring	Restructuring	Restructuring	Restructuring	In Good Standing, Unconditional	In Good Standing, Pending
Wahiawa Middle	Restructuring	Restructuring	Restructuring	Restructuring	Restructuring	Restructuring
Wheeler Middle	In Good Standing, Unconditional	In Good Standing, Pending				
Leilehua High	Planning for Restructuring	Restructuring	Restructuring	Restructuring	Restructuring	Restructuring
Change						
Improvement	NA	2	0	2	2	2
Decline	NA	1	4	1	4	3



Looking at the movements by year since the baseline in 2007-08, 2009-10 was clearly a down year, while the other years experienced both improvements and declines.

SECTION 2 –STUDENT ACHIEVEMENT

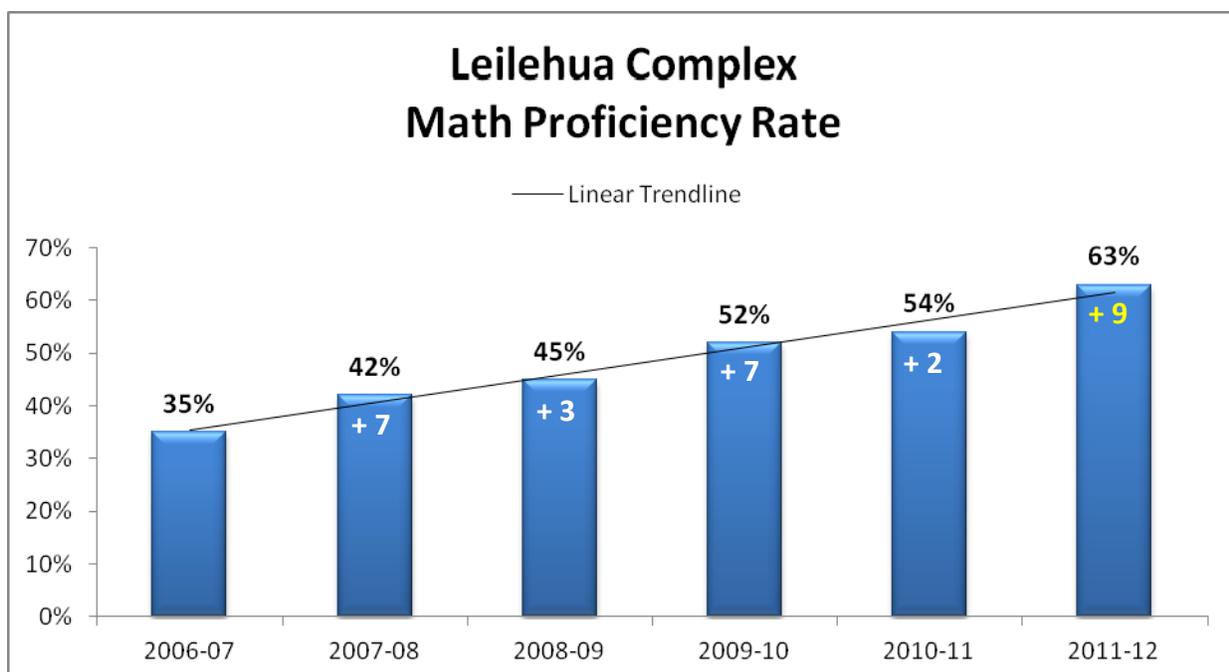
I. Hawaii State Assessment (HSA) Scores

Four key objectives related to Leilehua Complex’s HSA scores have been identified for this year’s grant evaluation, they include:

- Show 5% increase in HSA baseline scores in math;
- Show 5% increase in HSA baseline scores in reading;
- Improve student proficiency by 5%, by grade levels, in HSA reading and math; and
- Improve student proficiency by 5%, by subgroups, in HSA reading and math.

A. Show 5% Increase in HSA Baseline Scores in Math

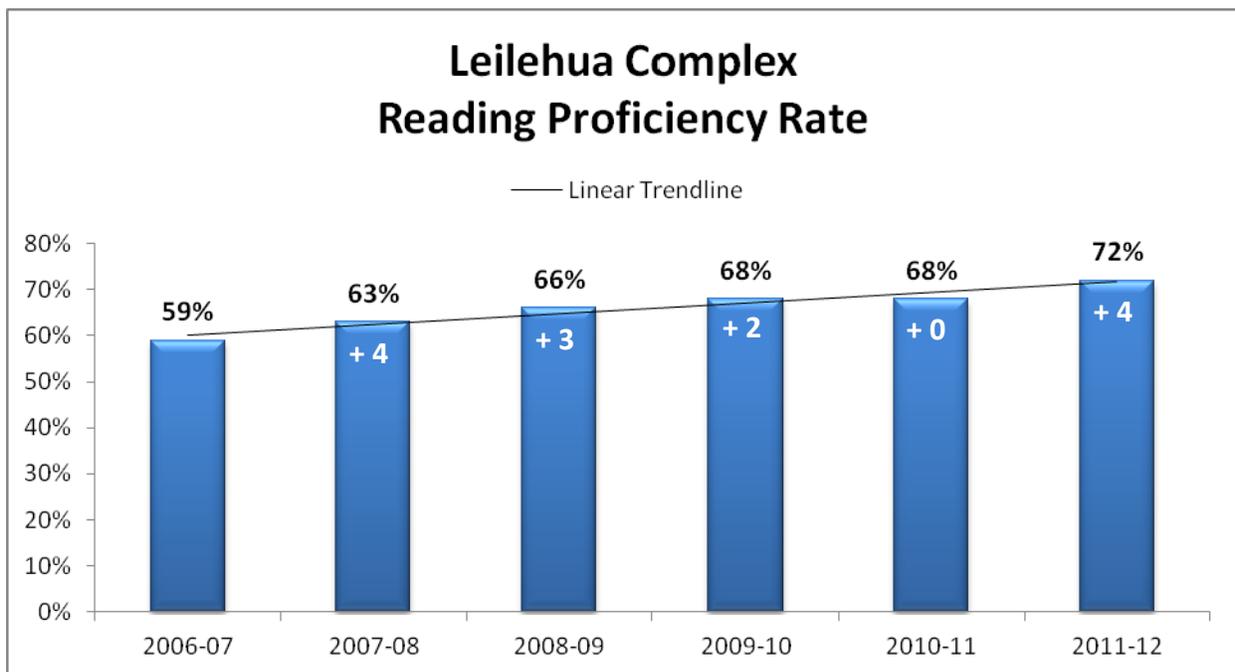
Leilehua Complex has successfully met this objective by increasing its math proficiency rate by 9% points from last year; it’s largest increase over the past 3 years. As seen in the chart below, the Complex has continued to increase its proficiency each year since 2006-07 producing a positive trend upward.





B. Show 5% Increase in HSA Baseline Scores in Reading

Leilehua Complex nearly met this objective, but fell just 1% point short of their 5% targeted increase in reading. As seen in the chart below, the Complex has improved four of the last five years since 2006-07; though they have yet to achieve the 5% improvement target in any one year. The trend overall is positive, though the slope is visibly flatter (i.e. progress smaller) than what was seen in the math results.

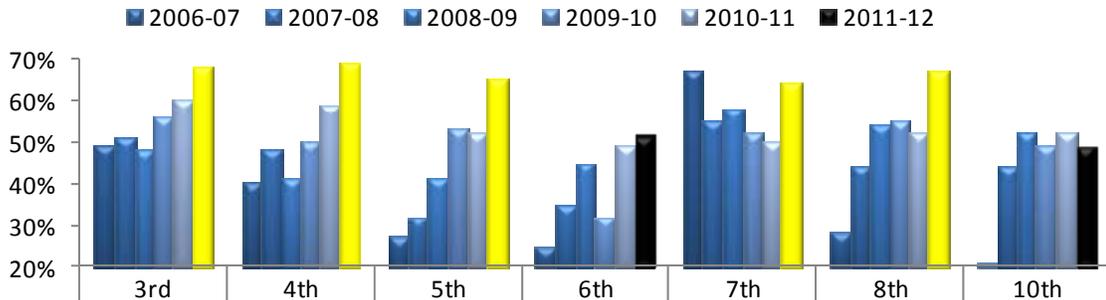


C. Improve Student Proficiency by 5%, by Grade Levels, in HSA Reading and Math

This objective was partially met with most of the grade levels (3rd, 4th, 5th, and 7th) achieving the 5% point proficiency increase in both math and reading; however, those in the 6th and 10th grades did not achieve their target in either math or reading, while those in 8th grade met their math target but not for reading.

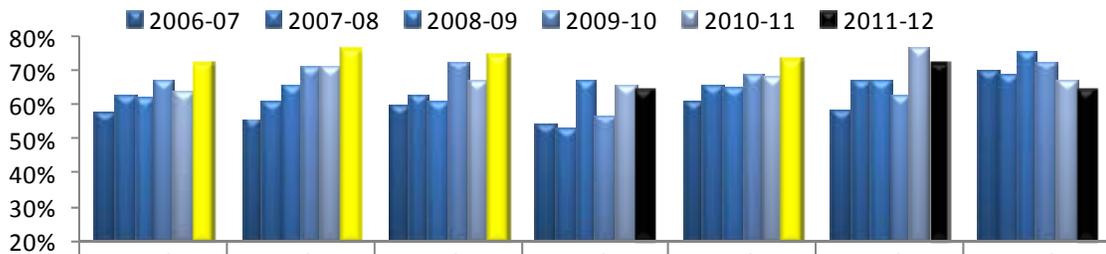


Leilehua Complex Math Proficiency Rate by Grade (Yellow bar indicates met 5% target increase)



	3rd	4th	5th	6th	7th	8th	10th
2006-07	49	40	27	25	67	28	21
2007-08	51	48	32	35	55	44	44
2008-09	48	41	41	45	58	54	52
2009-10	56	50	53	32	52	55	49
2010-11	60	59	52	49	50	52	52
2011-12	68	69	65	52	64	67	49

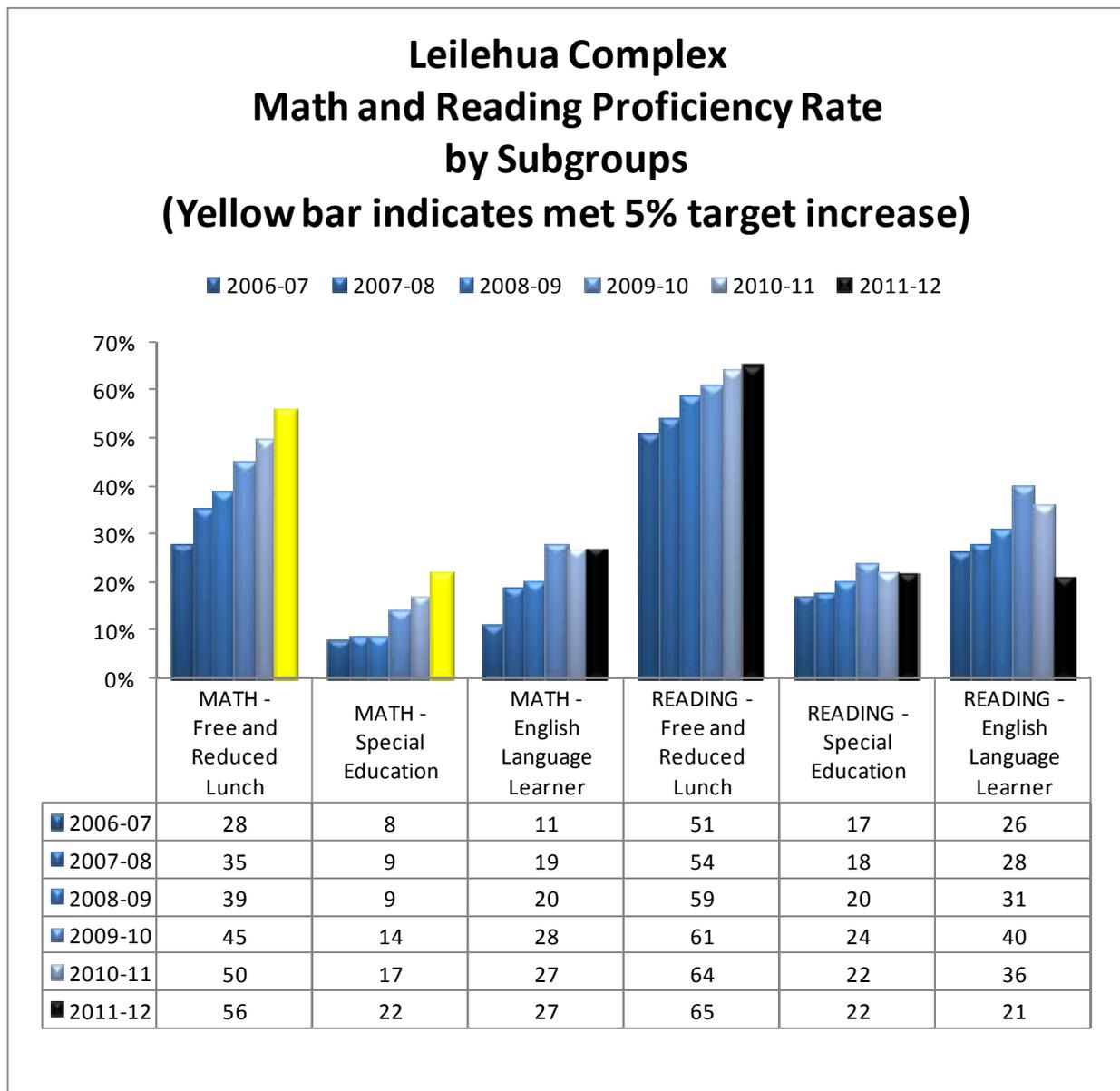
Leilehua Complex Reading Proficiency Rate by Grade (Yellow bar indicates met 5% target increase)



	3rd	4th	5th	6th	7th	8th	10th
2006-07	58	56	60	54	61	59	70
2007-08	63	61	63	53	66	67	69
2008-09	62	66	61	67	65	67	76
2009-10	67	71	73	57	69	63	73
2010-11	64	71	67	66	68	77	67
2011-12	73	77	75	65	74	73	65

D. Improve Student Proficiency by 5%, by Subgroups, in HSA Reading and Math

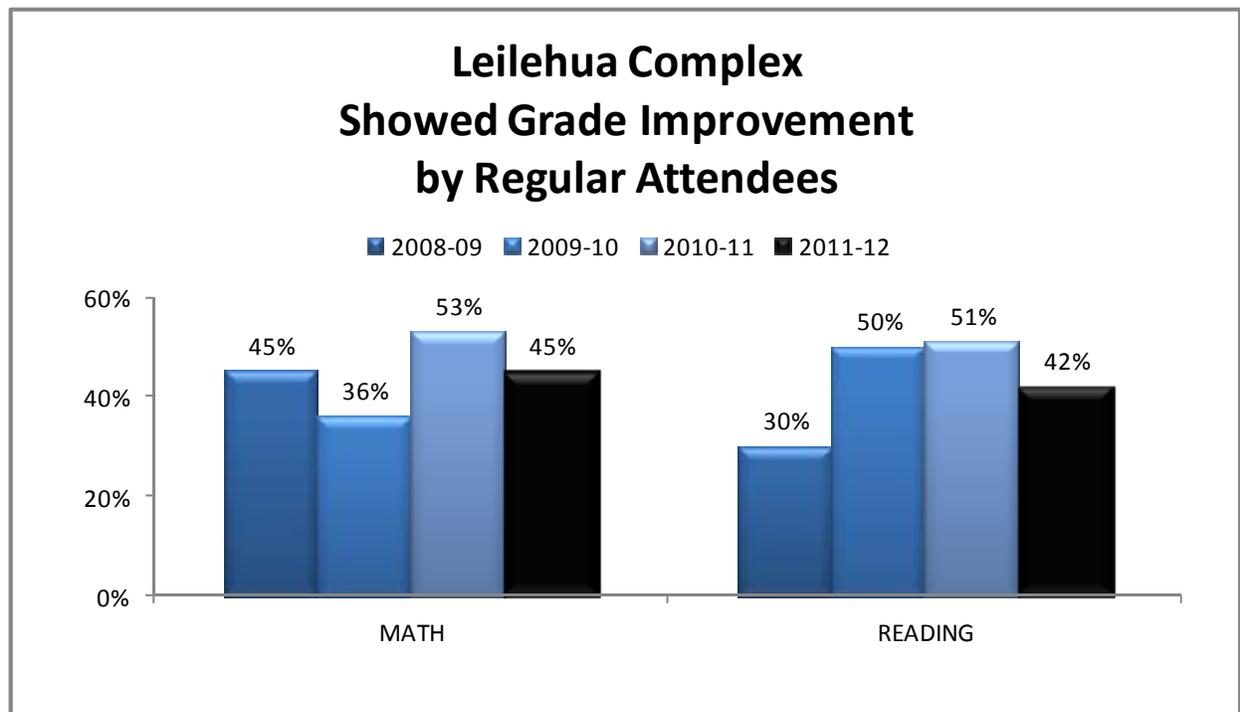
This objective was partially met with two of the three subgroups achieving the targeted 5% point improvement in math. However, no subgroup achieved the target in reading. Those groups whose proficiency levels did not meet the targeted improvement goal remained basically on par with last year with the exception of the reading proficiency among English Language Learners (ELL). Reading proficiency for this group fell by 15% points from last year; the second decline from its high point two years ago.



II. Improvement in Grades

In addition to its HSA target score objectives, Leilehua Complex also strived to see that its tutored students improve their grades as well. The objective for SY 2011-12 was to see 10% of the students tutored in its programs show an increase in their math grades and 10% show an increase in their reading grades. Based on the data submitted in the Annual Performance Reports for SY 2011-2012 by each active learning center in Leilehua Complex, this objective continues to be met for both math and reading.

Over 2 in 5 regular attendees (45% and 42%, respectively) within Leilehua Complex increased their math and reading/language arts grade by half a grade or more.

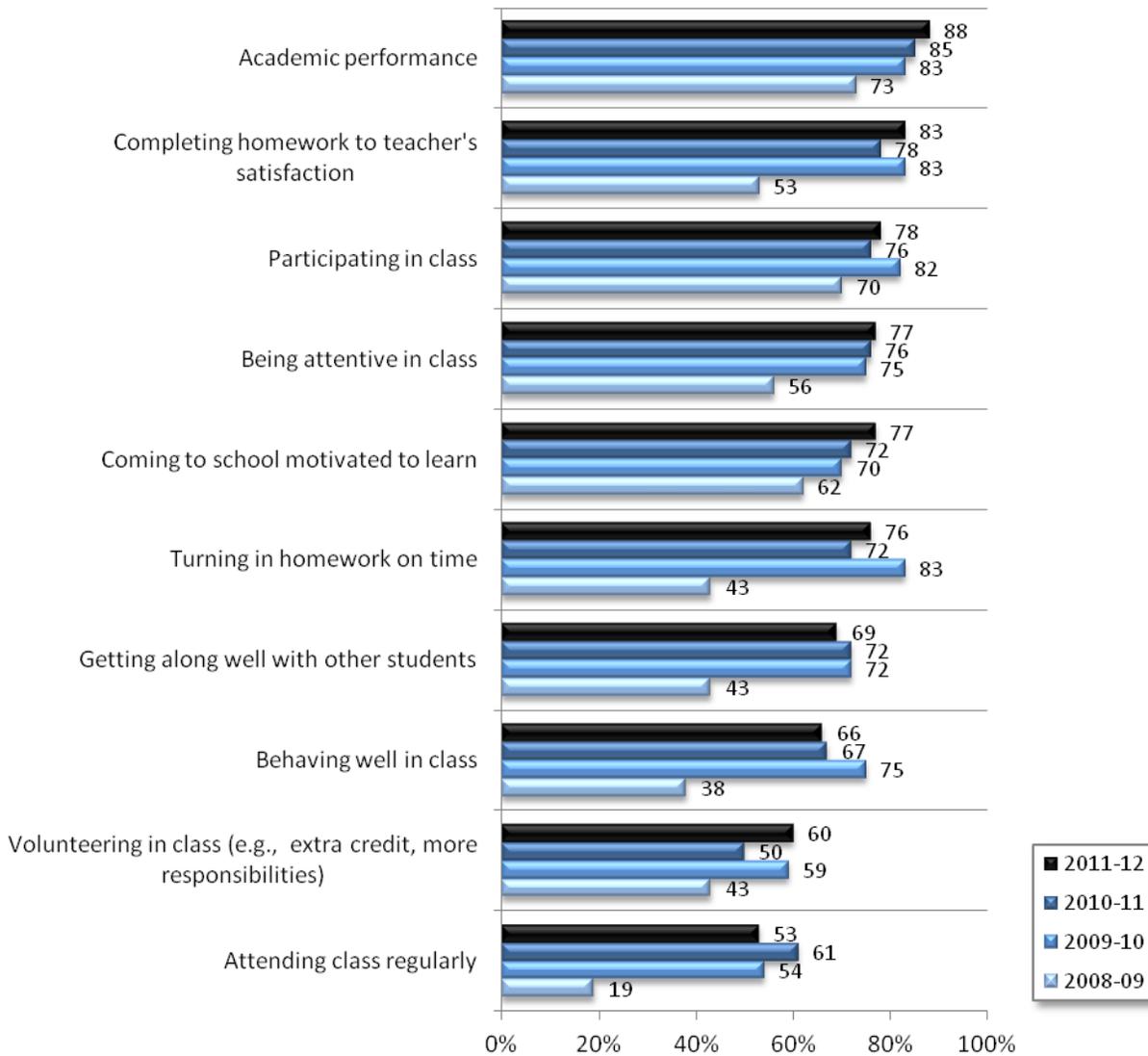




III. Improvements in Student Behavior

As shown in the chart below, a majority of regular attendees across the Complex continue to show improvement on each of the behaviors evaluated. Seven of the 10 behaviors showed an increase over last school year; with five of them equaling or attaining their highest improvement level since 2008-09. The single largest increase (10% points; 60%, up from 50%) is seen in *volunteering in class*. *Attending class regularly* is the area that showed the lowest level of improvement as well as had the largest dip from last year (53%, down 8% points from 61%).

Regular Attendee Behavioral Improvements (Slight, Moderate or Significant Improvement)





IV. Improvement in Student and Parent Involvement

Leilehua Complex strives to provide opportunities for learning that engages its students and their parents' participation and support. At the outset of SY 2011-12, the Complex set an objective to have 40% of elementary students and 25% of secondary students and their parents participate in school-based and complex-based activities, with a 5% increase in attendance after each activity.

During SY 2010-11, after many countless hours of planning and coordinating by volunteers and those involved with Leilehua Complex's 21st Century grant, the Complex held its first Community Literacy Event on April 16, 2011. The intent for SY 2011-12 was to repeat the Complex-wide Community Literacy event in order to fulfill the above stated objective. However, due to unanticipated circumstances which included: many of last year's coordinators who were involved in planning the Community Literacy event leaving the program as well as others not having the time to assume those roles; the administrators were considering combining the Literacy Event with the Complex Community Science Event, unfortunately the Community Literacy event did not take place and is being reevaluated for the future. It was then decided that it is much more feasible to hold smaller Literacy Events at individual schools which is part of their Title I requirement, rather than to take on a Complex-wide event that requires much more resources and hours of coordination and planning.

Some of the learning centers (Hale Kula Elementary, Wahiawa Middle, Solomon Elementary, and Iliahi Elementary) conducted parent and community outreach in the forms of sending out bulletins and permission forms to parents, holding orientation/informational meetings, recruiting parents as volunteers for program competitions (e.g. robotics), and/or holding a performance showcase/celebration event. One coordinator shared the following comment regarding the success of their performance celebration event in getting parents who would otherwise normally not be involved:

"...it's almost impossible to attract parents to come for any informational meetings or like anything to the school...So we had a winter performance celebration and a spring one for our dance component as well as our chorus and even ukulele joined in with them and you know it was really good because the kids are happy to see their parents there. And that may be the only time throughout the whole year that their parents come out to see them"



The Leilehua Complex administrators also worked with the learning center librarians on a summer reading program where students who read a book during summer and turned in a book report when they returned to school in spring would receive a book to read from the Complex. The intent of this program was to continue to open up the “world of books and literacy” to students and their families. A total of 19 book reports were submitted by students in the Complex: 8 from Hale Kula Elementary, 1 from Solomon Elementary, 4 from Wahiawa Elementary and 6 from Wheeler Elementary.

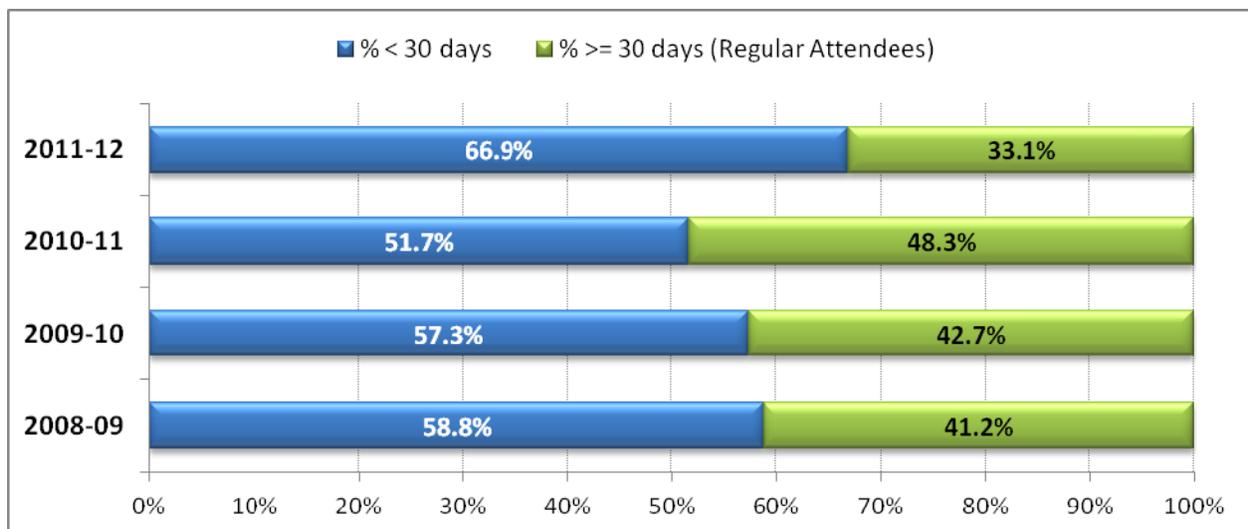
SECTION 3 - COMPLEX REACH

I. Total Attendees vs. Regular Attendees

More students are being served overall by Leilehua Complex. The total number of students served in SY 2011-12 by all of the active learning centers in the Complex increased by 391 from last school year to a new high of 1,925 attendees. The number of regular attendees, those attending 30 days or more, dipped from last year's high of 741 to 637 this school year.

	2008-09	2009-10	Change '08-09 to '09-10	2010-11	Change '09-10 to '10-11	2011-12	Change '10-11 to '11-12
Total Attendees	1,027	1,593	+ 566	1,534	- 59	1,925	+ 391
Regular Attendees	423	680	+ 257	741	+ 61	637	- 104

Looking at these results in terms of attendance proportions, we find that the percentage of 'Regular Attendees' has declined from last year's 48.3% to just under a third this school year (33.1%). The Complex should continue to look at ways to bring their Regular Attendee proportion up next year.





Coordinators identify the strongest (i.e. most popular) programs among students tend to be those involving sports or the performing arts/ music. These two types of activities are also the best at attracting parental involvement, which is oftentimes lacking in certain key demographics. Finding ways to tie them together could help boost continued attendance and increase Regular Attendees.

II. Special Services Attendance

Overall, for those students that could be identified, more special services students are being served by the Leilehua Complex in SY 2011-12 and more of them are attending regularly (30 or more days). The program showing the largest increase from last year is limited English proficiency (or English Language Learners (ELL)).

Special Services Program	Total Student Attendees				Regular Student Attendees			
	APR Year				APR Year			
	2010	2011	2012	% chg '11 to '12	2010	2011	2012	% chg '11 to '12
Limited English Proficiency	119	89	180	+102%	83	59	109	+85%
Eligible for free or reduced lunch	628	633	897	+42%	330	269	357	+33%
Special Needs or Disabilities	109	95	152	+60%	56	47	60	+28%

III. Staffing

The schools in Leilehua Complex are diverse in nature; in addition to their high disadvantaged population the schools also have a high military student population. The schools have been greatly impacted by deployment difficulties that have translated itself all the way down to the classroom. Families are experiencing their fourth or fifth deployment, with increased incidents of student behavior, classroom discipline; students' social-emotional behavior is tenuous. Home life for many of the military impacted students is unstable, with many changes; therefore school has become the one consistent environment in their lives. The effect of deployment on its students has brought attention to the potential gaps in their learning. Although, schools have comprehensive systems of supports for students during the regular day; its students need additional supplemental interventions, such as the programs provided by the 21st



Century Grant, after school as well. The schools provide their own tutors - typically teachers from each respective school that then tutor after school as well.

Even with an overall decrease in funding from last school year, Leilehua Complex was able to increase its staffing in order to serve and support the increased number of students in its programs.

A. School Year

During the school year, the Complex had a net increase of 19 staff (14 paid and 5 volunteers). Among the paid position changes, shifts were made which resulted in the total number of school-day teachers increasing by 22 and nonteaching school staff decreasing by 10.

Staffing Patterns: School-Year					
Type of Staff Member		APR Year			
		2010	2011	2012	Chg '11 to '12
School-day teachers (include former and substitute teachers)	Paid	127	114	136	+22
	Volunteer	0	2	0	-2
Center administrators and coordinators	Paid	9	8	8	NC
	Volunteer	3	2	3	+1
Youth development workers (and other nonschool-day staff with a college degree or higher)	Paid	0	1	3	+2
	Volunteer	0	0	0	NC
Other nonteaching school staff (e.g., librarians, guidance counselors, aides, etc.)	Paid	7	10	0	-10
	Volunteer	0	0	1	+1
Parents	Paid	0	0	0	NC
	Volunteer	0	0	0	NC
High school students	Paid	0	0	0	NC
	Volunteer	0	0	0	NC
College students	Paid	3	0	2	+2
	Volunteer	0	0	0	NC
Other staff with some or no college	Paid	0	1	0	-1
	Volunteer	0	0	6	+6
Other community members (e.g., business mentors, senior citizens, clergy etc.)	Paid	0	0	0	NC
	Volunteer	0	1	0	-1
Other	Paid	0	1	0	-1
	Volunteer	0	0	0	NC
Total		149	140	159	+19

NC= No change



B. Summer

During the summer the Complex had a net increase of 39 staff (28 paid and 11 volunteers). More than double the number of school-day teachers (45 vs. 22, respectively) were involved in the Complex's summer program this year compared to last summer.

Staffing Patterns: Summer					
Type of Staff Member		APR Year			
		2010	2011	2012	Chg '11 to '12
School-day teachers (include former and substitute teachers)	Paid	24	22	45	+23
	Volunteer	0	0	0	NC
Center administrators and coordinators	Paid	4	4	6	+2
	Volunteer	0	1	2	+1
Youth development workers (and other nonschool-day staff with a college degree or higher)	Paid	0	0	2	+2
	Volunteer	0	0	0	NC
Other nonteaching school staff (e.g., librarians, guidance counselors, aides, etc.)	Paid	8	6	7	+1
	Volunteer	0	0	0	NC
Parents	Paid	0	0	0	NC
	Volunteer	0	0	0	NC
High school students	Paid	0	0	0	NC
	Volunteer	1	1	5	+4
College students	Paid	3	2	0	-2
	Volunteer	1	0	0	NC
Other staff with some or no college	Paid	0	0	2	+2
	Volunteer	0	0	6	+6
Other community members (e.g., business mentors, senior citizens, clergy etc.)	Paid	0	0	0	NC
	Volunteer	0	0	0	NC
Other	Paid	0	0	0	NC
	Volunteer	0	0	0	NC
Total		41	36	75	+39

NC= No change



IV. Hours of Operation

In addition to Leilehua Complex’s attendance increasing, the amount of programming made available to its students has also increased. As seen in the table below, the following measures are clearly up from last year: number of weeks open during the summer and school year, days per week open during the summer, and weekday hours per week during the summer. Each of the other measures remaining basically consistent with last year.

Weeks And Days Open	APR Year		
	2010	2011	2012
Weeks open during the summer	2.33	2.67	3.11
Weeks open during the school year	29.89	23.33	27.22
Days per week open during the summer	1.89	2	3
Days per week open during the school year	3.56	4	3.89
Typical Hours of Operation - Summer	2010	2011	2012
Weekday hours per week	6.78	7	10.11
Weekday evening hours per week	0	0	0
Weekend hours per week	0	0	0
Typical Hours of Operation - School Year	2010	2011	2012
Weekday hours per week before school	1.33	2	1.78
Weekday hours per week during school	0	0	0
Weekday hours per week after school	4.67	5.22	4.89
Weekend hours per week	0	0	0.44



SECTION 6 – CHALLENGES, RECOMMENDATIONS, PLANS FOR SUSTAINABILITY

This section contains a summary of comments from coordinators.

One of the primary concerns identified was the newly implemented paperwork requirements for new employees taking part in the programs and the centralizing of approvals.

- It may be beneficial to develop a ‘train-the-trainer’ support network among the coordinators where those who have gone through the steps or process can help their fellow coordinators.

A number of staffing challenges were mentioned by coordinators that would require additional resources to be made available or rules to change.

- Some smaller schools struggle with recruitment mainly due to their limited teacher resources.
- Offering talent based program (such as dance, music, etc.) is difficult due to the inability of just anyone filling-in for the instructor when absent.
- Staffing restrictions relating to part-time employees prevent some schools from recruiting qualified staff for the program

In order to attract the best teachers to the program and to improve the overall level of instruction, coordinators would like to see two things in particular happen in terms of compensation:

- Pay teachers for their preparation or meeting time, and
- Provide a pay rate that is comparable to what other programs are offering.

Coordinators feel at a loss in their ability to get needed supplies approved for their teachers.

- It is recommended that coordinators be instructed on best practices to follow when they feel they have a justified request for the approval of supplies or equipment for their learning center programs.



As far as formal training is concerned, many coordinators say that it was not available to them when they started the program. The program manual is perceived to contain most of the technical information that is needed, but it is highly unlikely to be looked at. Preference is to contact someone personally if assistance is needed.

- Having their principal or the Complex's program administrator take an active role in the training process is very helpful.

Obstacles such as lack of daycare for younger siblings or no transportation home after the programs conclude necessitates that some potential attendees have to go home at the end of the school day rather than stay and participate in the programs.

- Look for ways to provide or partner with organizations that can offer afterschool daycare for siblings and transportation for students that participate in the program.

When the 21st Century grant expires in 2013 for the Leilehua Complex, coordinators want to sustain similar programs at their school; however most have not planned on how this would happen because they don't know where to begin.

- Increasing coordinators' awareness of what funding may be available and how to go about pursuing it is a first step in helping these programs to be sustained.
- Seek community partners to fund the complex

Based on the data and findings from this report, evaluation results will be used to refine and strengthen the 5th year of implementation of "Leilehua Complex's Community of Learner's program."

Results from this Evaluation will be disseminated to the public via the State's 21st CCLC web page, and through each School's web page.