Kea’au Elementary

16-680 Keaau-Pahoa Road | Hawai‘i | Kau-Keaau-Pahoa Complex Area

THE 2021-22 STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school’s performance on key indicators of student success. This report shows schools’ progress on federally-required indicators under the Every Student Succeeds Act; in addition to state-adopted measures focused on student equity, achievement and success. These results help inform action for teachers, principals, and other stakeholders.

Our Story

Kea’au Elementary School (KES), opened in 1999, is an academically rigorous preschool-grade 5 school located in the town of Kea’au (Ola’a), within the rural district of Puna on the island of Hawai‘i. It is one of nine schools that make up the Ka‘u-Kea’au-Pahoa Complex Area and one of four schools belonging to the Kea’au Complex. The Kea’au community is a diverse region, both geographically and in its rapidly growing population. The school community is what some parents describe as "filled with aloha" and what some teachers describe as "a very special place to work at."

KES is a Title I school that is committed to continuous improvement by utilizing a collaborative comprehensive process to identify the school’s needs. Data has been collected through the WASC accreditation process and a deep reflection on three-five years of past practices. Identified areas of focus are increasing student achievement & growth in all core academic areas through a cohesive and rigorous curriculum, increasing student engagement through highly effective instructional strategies, creating a safe campus that promotes positive student behaviors, increasing family engagement and involvement on campus, and reducing the number of chronically absent students.

The core curriculum at KES includes Stepping Stones for Math and Reading Wonders for English/language arts as resources. A newly-designed, teacher-developed ELA curriculum provides some students with opportunities to engage in project-based, interdisciplinary learning. The process of developing a teacher-created curriculum resulted in a deep dive of essential standards and learning to embed culturally-relevant, place-based learning experiences. With a trauma-informed learning environment in mind, the school utilizes Second Steps & Choose Love to provide social-emotional learning. Co-curricular activities like weekly Essentials classes (art, music, PE, makerspace, dance, etc), the annual Career Fair, and the Student Body Government ensure students have opportunities to engage in diverse learning experiences.

To ensure the school continues to be a learning organization, teachers and staff members receive professional development in areas such as, but not limited to, high-quality tiers of instruction, small groups, essential standards, SEL, 6 traits writing, Adverse Childhood Experiences (trauma-informed practices), and distance learning. The school schedule has been structured to foster collaboration among teachers in weekly Professional Learning Communities.

Learn more at http://bit.ly/StriveHISystem
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 Hawaiʻi Statewide Assessment Program (HSAP) Results.

https://drive.google.com/file/d/1mve1u1IXv6MQW3idks0mEd7Ia76YB4g2/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>Subject</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>40%</td>
<td>30%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Math</td>
<td>34%</td>
<td>18%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Science</td>
<td>23%</td>
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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.

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<th>Subject</th>
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<tbody>
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<td>23%</td>
<td>21%</td>
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</table>

State: 42%
Complex School: 63%

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>Measure</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>HSA-Alt</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>KAEO</td>
<td>Language Arts</td>
<td>--</td>
</tr>
<tr>
<td>Math</td>
<td>Language Arts</td>
<td>--</td>
</tr>
</tbody>
</table>

How many 3rd graders read on grade level?
75% of 3rd graders read near, at, or above grade level.

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

- 2020: 17%
- 2021: 37%
- 2022: 50%

State: 42%
Complex Area: 63%

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.

- Upper Elementary (For grades 3-5)
  - School: 71%
  - State: 73%

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.
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?

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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.

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2021-22 Strive HI School Performance Results

IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai‘i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.

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<td>45%</td>
<td>21%</td>
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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>Subject</th>
<th>Non-High Needs</th>
<th>High Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>48%</td>
<td>29%</td>
</tr>
<tr>
<td>Math</td>
<td>36%</td>
<td>19%</td>
</tr>
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Achievement gap: 20 points
Achievement gap: 16 points

How many 3rd graders read on grade level?
75% of 3rd graders read near, at, or above grade level

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

2020 1  | 2021   | 2022   | 2022 |
---------|--------|--------|------|
State:   | 42%    | Complex Area: 63% |
School:  | 17%    | 37%    | 50%  |

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