



PANDEMIC IMPACT AND RECOVERY IN HAWAII

A DESCRIPTIVE CASE STUDY

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EXECUTIVE SUMMARY: PANDEMIC IMPACT AND RECOVERY IN HAWAII *A DESCRIPTIVE CASE STUDY*

COVID-19 has impacted educators, students, families, and communities across the nation and the world. As districts and states focus on recovery efforts, they are interested in understanding its effects on academic growth and achievement and knowing how to appropriately respond to these impacts.

The Hawaii Department of Education is one of approximately 15 states that has partnered with The Center for Assessment to expand their work on calculating Student Growth Percentiles (SGPs) for students. These calculations can support states as they investigate the impact of COVID on students and schools and their recovery from the pandemic.

Using the 2022 Smarter Balanced and WIDA-ACCESS assessments, the Center for Assessment investigated COVID impacts on Hawaii students' test scores in mathematics and English language arts by the primary demographic subgroups, by complex (region) area, and by school to identify students most impacted. Based on this information, we categorized student rates of learning as **deceleration**, **stabilization**, and **recovery**.

We defined recovery as learning rates well above or below what they were before the pandemic. We categorized those rates as "high recovery," suggesting that students were on track to catch up to where they would have been had the pandemic not occurred, or "low recovery," suggesting that students were significantly off-track to catch up to where they would have been pre-COVID. We also categorized schools by the level of COVID's impact on student test scores. To gain insight into practices or strategies that potentially drove recovery, we were most interested in examining what took place in schools we identified as high impact/high recovery and low impact/high recovery. We used the impact and recovery data as the basis for identifying more than a dozen schools to investigate practices (programs, strategies, structures) that positively impacted students, educators, families and communities, using a case study design.

For our 16 case studies, we interviewed Hawaii school leaders and asked them to describe how their school teams supported the school community during the impact and recovery phases of the pandemic. These interviews served as the sole source of qualitative data to identify 1) themes that emerged from the high impact schools and how they contrast with the schools that did not experience a decline in testing results after the pandemic, and 2) themes that emerged from the high recovery schools and how they contrast with the schools that experienced little recovery after the 2022 state testing results.

Most of the school leaders reported similar themes about how the pandemic affected the school community, regardless of whether the school experienced high or low impact. Those

issues included concerns about people's emotional well-being, student and staff attendance, and technology and/or wi-fi accessibility. Schools did not differ significantly in the kinds of supports they deployed (programs, strategies, structures) during the pandemic's impact phase. We did not find any correlation between those supports and whether schools later experienced high or low recovery.

While different schools used similar practices, other contributing factors (e.g., leadership, staffing, other resources) appeared to have an impact on the recovery results. These contributing factors seemed to be specific to the school community, and consequently difficult to fully understand through the research and interview questions we posed.

The results of these case studies, therefore, lead us to believe that to fully understand how schools recovered from the pandemic it is important and necessary to understand the relationships among leaders and staff, educators, students and the community. As part of a deeper dive in understanding the entire school community, it is also necessary to understand the leadership qualities that supported the high recovery for these schools.

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INTRODUCTION

The COVID-19 pandemic led to the largest disruption of education in the history of the United States. Remote or hybrid learning environments, social distancing and other pandemic mitigation measures led to unprecedented and widely documented negative impacts on student learning across the United States including in Hawaii.

Hawaii, like all states, recognized the effects of the COVID pandemic on its education system but grappled with the challenges of evaluating its academic impact on students and knowing how to appropriately respond to these impacts with intentional, targeted, and evidence-based resources. Complicating this dilemma was the lack of accurate and detailed data on how schools were coping with the impacts of the pandemic on their students.

To that end, Hawaii utilized data derived from its Smarter Balanced Assessments (SBA) and WIDA-ACCESS assessments (WIDA) to better understand both the impact on students and the extent to which recovery was occurring. The Hawaii Department of Education contracted with the National Center for the Improvement of Education Assessment (Center for Assessment) to expand its work on calculating Student Growth Percentiles (SGP) for students so it could better investigate the extent to which students and the schools they attended were impacted and how they were recovering from the pandemic.

Methodology

Student Growth Percentiles (Betebenner, 2009) are a norm- and criterion-referenced framework for understanding student academic growth. In Hawaii, norm-referenced SGPs have been calculated since 2010 using the state's English language arts (ELA) and mathematics summative assessment data. Currently the state utilizes SBA and WIDA-ACCESS data to calculate SGPs.

SGP norms are traditionally calculated annually for each grade and content area in which the tests are administered. SGPs calculated annually are often referred to as cohort referenced SGPs. For SBA assessments, growth is currently calculated for grades 4 to 8 and 11. For WIDA-ACCESS, growth is currently calculated for grades 1 to 12.

Student Growth Percentiles are expressed in quantities ranging from 1 to 99 (i.e., percentiles) indicating student academic growth relative to other students in the same grade and content area, with 1 being extremely low and 99 being extremely high. An SGP of 50 is often referred to as typical growth.

When summarized across all students in a single grade and content area, SGPs are uniformly distributed with mean and median of 50. Note that for each year in which SGPs are calculated, the mean and median will be 50. Therefore, SGPs that are re-normed each year are incapable of informing the extent to which rates of learning decreased during the pandemic and increases as the pandemic subsided.

To utilize SGPs to understand the extent to which the pandemic has decreased the rate of student learning (academic impact), one can instead fix the growth norms and rely upon the invariance of the SBA and WIDA-ACCESS score scale. Student Growth Percentiles using historic

growth norms are often referred to as baseline referenced or anchored growth norms. We utilize growth norms calculated using pre-pandemic data (2019, 2018, 2017, and 2016) in order to understand how student academic growth (following the onset of the pandemic) compares to pre-pandemic growth.

Given the cancellation of SBA testing in 2020, the first year after the onset of the pandemic for which SBA SGPs could be calculated is 2021. Due to the skipped year, SGPs from 2019 to 2021 were calculated using pre-pandemic growth norms derived from 2017 to 2019 SBA data. WIDA-ACCESS assessments were not canceled in 2020 since they are generally administered in late winter (prior to the March 2020 onset of the pandemic). Growth norms from 2019 to 2020 were utilized to examine impacts on academics from 2020 to 2021 with WIDA-ACCESS exams.

We investigated impact and recovery across two time frames:

- **Impact:** SBA – spring 2019 to spring 2021, WIDA-ACCESS – spring 2020 to spring 2021
- **Recovery:** SBA – spring 2021 to spring 2022, WIDA-ACCESS – spring 2021 to spring 2022

We denote the testing window of time ending in spring 2021 as “impact” since spring 2021 roughly coincided with a point in time where schools were transitioning from education settings designed to mitigate virus transmission (e.g., remote classes) to more traditional education settings. The window of time ending in spring 2022 is denoted as “recovery” since most of the academic year 2021-2022 saw students back to traditional education settings. Going forward, we intend to examine recovery annually in 2023, 2024, and beyond, recognizing that performance still needs to be considered in light of the pandemic.

By definition, the pre-pandemic growth norms applied to the pre-pandemic data from which they are derived will yield mean and median SGPs of 50 for each grade and content area. However, when these growth norms are used with post-pandemic data, means and medians of 50 are not guaranteed. Indeed, if the pandemic and all the associated disruptions to education impeded student learning, we would expect to see means and medians well below 50, indicating that the pandemic impeded student learning. Conversely, if recovery efforts following the major disruptions associated with the pandemic positively impacted student learning, then means and medians would be expected to exceed 50. The analyses that follow investigate patterns of impact followed by recovery to locate outlier schools for further investigation.

School-level impact and recovery analyses

Utilizing 2021 SBA and WIDA-ACCESS data, the Center for Assessment investigated impacts on Hawaii students overall, by the primary demographic subgroups, by complex (region) area, and by school. Figure 1 is a heat map indicating the extent to which students, overall and by demographic subgroup, were impacted.

Figure 1. Academic Impact of students from 2019 to 2021 in ELA and Mathematics for grades 3 to 8

Hawaii 2019 to 2021 COVID-19 Academic Impact

SBA ELA and Mathematics
Grade & Content Area



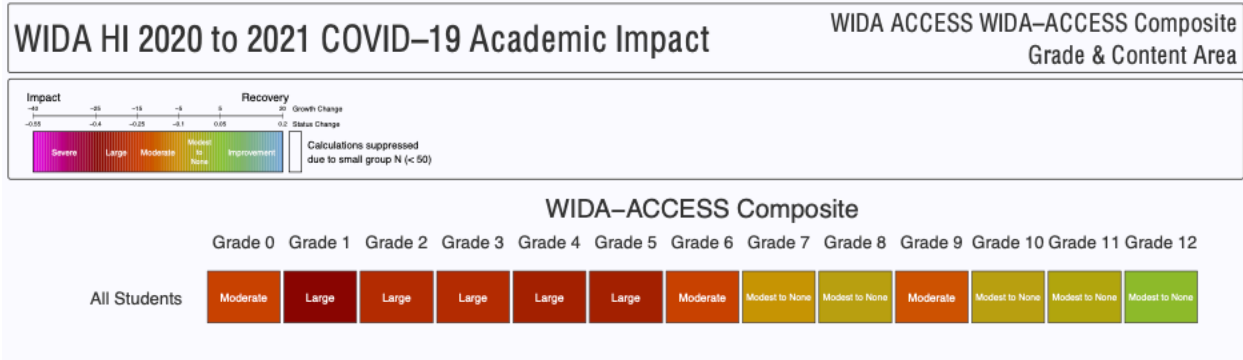
The results in the top row show the impact of the pandemic for all students by grade and content area. Grades 3 to 8 in ELA (left columns) and mathematics (right columns) are shown. The results indicate what has been reported and generally understood about the impacts on student learning both in Hawaii and nationwide: moderate to large academic impacts in ELA and large to severe academic impacts in mathematics. Recall that academic impact is indicated by the slowing of rates of learning. Median SGPs associated with student learning ranged from mid 20s to mid-30s in mathematics and from upper 30s to mid-40s in English language arts. Rates of learning this slow will require multiple years of effort for students to overcome.

Figure 1 also breaks out several demographic subgroups for examination. The results for each demographic subgroup generally follow what is observed for all students, with a few exceptions. Special education students generally show lesser impact than other students across most grades and content areas. Because special education students comprise a non-trivial portion of the student population (~12%), the results are not likely attributable to the small numbers of students tested. Investigation of why this group managed to avoid the academic headwinds of the pandemic better than other groups ranged from policy interventions (getting special education students back to class as early as possible) to the possibility that their growth was already diminished prior to the pandemic.

Figure 2 shows impact results for English Language Learner (ELL) students on the WIDA-ACCESS assessment. Because the examination does not test as many students as the SBA, results for demographic subgroups are not presented due to small counts in the demographic subgroups.

The results show an interesting pattern of large impacts in the elementary school grades and moderate to modest to no impact in the higher grades. This pattern was consistent across more than a dozen WIDA-ACCESS states the Center for Assessment examined.

Figure 2: Academic Impact of ELL students from 2020 to 2021 in grades 0 (kindergarten) to 12.

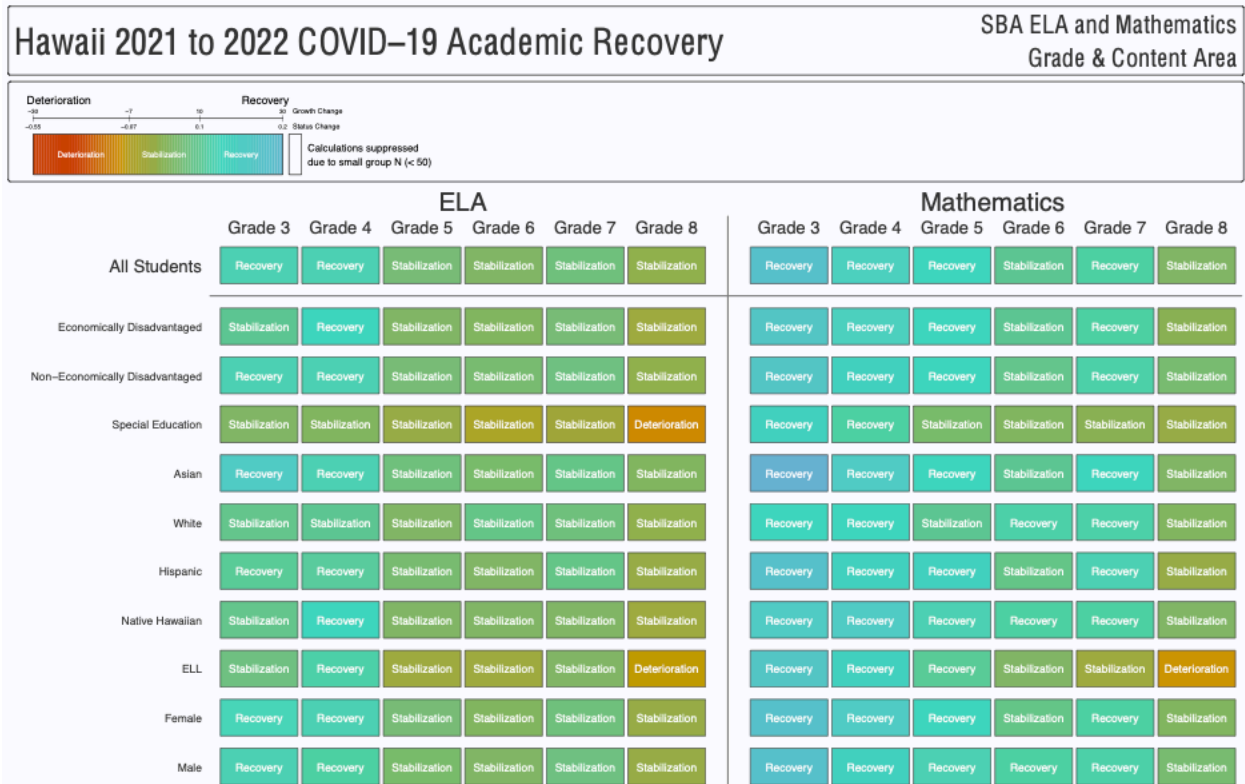


Transitioning from impact to recovery, the heat map in Figure 3 illustrates recovery results from SBA for 2021 to 2022. Recovery corresponds to the extent to which learning acceleration has occurred. Recall that during the early phases of the pandemic, learning rates (i.e., velocity) decreased. This is learning deceleration. For students to catch up, learning must accelerate, and to rates that exceed what was once considered normal in order for students to catch up.

The heat map of Figure 3 characterizes student rates of learning into three categories:

- **Deceleration:** Learning rates are well below what they were prior to the pandemic, suggesting that students were continuing to lose ground academically.
- **Stabilization:** Learning rates are approximately what they were historically, indicating that students’ rates of learning have returned to normal but are insufficient to catch students up to where they would have been prior to the pandemic.
- **Recovery:** Learning rates are well above what they were prior to the pandemic, suggesting that students are on track to catch up to where they would have been had the pandemic not occurred.

Figure 3. Academic Impact of students from 2021 to 2022 in ELA and Mathematics for grades 3 to 8 in Hawaii

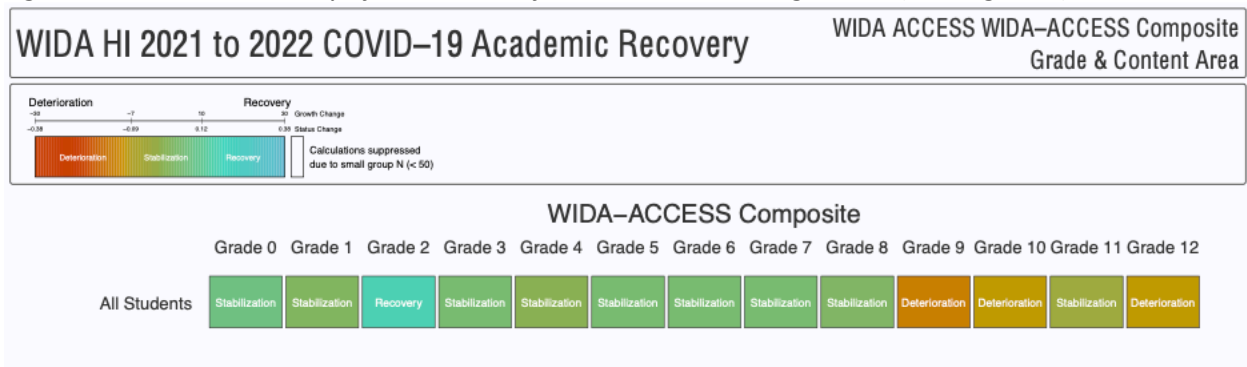


Recovery results for Hawaii for all students are very promising. At worst, for example in grades 5 to 8 in ELA, there is stabilization of learning rates. This implies median baseline SGP's near 50. In ELA grades 3 and 4, and in mathematics, learning growth from 2021 to 2022 exceeded what is necessary to catch students up.

As was seen with the SBA impact results, demographic subgroups show varying degrees of alignment with the overall state results. Some subgroups (e.g., Asian students) demonstrate higher rates of recovery than the state overall, and other subgroups (e.g., English language learners) demonstrate lower rates of learning.

WIDA-ACCESS results are presented in Figure 4. The results are similar in some respects to what was observed in 2021. Middle and high school results differed markedly from the elementary schools' results.

Figure 4: Academic Recovery of ELL students from 2021 to 2022 in grades 0 (kindergarten) to 12



Overall, recovery demonstrated within the Hawaii data was the best of all the 15 states that the Center for Assessment has analyzed. Student learning rates in the state were consistently, on average, well above what was demonstrated prior to the pandemic. With the goal of maintaining these rates of learning going forward, the Hawaii Department of Education (HIDOE) sought to analyze the data in an attempt to identify and isolate the factors contributing to recovery and increased rates of student learning. Using the impact and recovery data just described, the Center for Assessment proposed a case study analysis of more than a dozen schools identified based upon exemplary characteristics in their impact and recovery patterns. In the next section, we discuss this analysis in more detail.

CASE STUDY DESIGN

Descriptive case studies are a research methodology for describing, understanding, and/or predicting a real-world phenomenon within a specific context and describing how the phenomenon was addressed (Woodside, 2017). Case studies can provide a holistic view of the school community's context using a variety of qualitative research methods. They give researchers the opportunity to 1) engage in discussions about the context, challenges, and facilitators of the employed practices, programs, strategies, and/or structures, and 2) analyze the qualitative data to understand how the practices function within a specific situation (Erickson, 2018).

Given the magnitude of the academic impacts affecting students, the state of Hawaii—and states nationally—have a genuine interest in identifying factors associated with helping students recover. Since education is a thoroughly studied social institution, there is little chance that a magical intervention exists that is capable of accelerating learning to the extent necessary to catch students up. A single intervention capable of catching students up would need to have as large a positive impact as the COVID pandemic was a negative impact.

Quantitative Data

An evidence-based way to search for effective strategies to support the learning acceleration necessary to catch students up is to identify schools demonstrating such acceleration and then

investigate those schools more closely to determine what constellation of factors contributed to the learning acceleration observed in the population-level state assessment data.

As previously mentioned, as part of the impact analyses (SBA 2019 to 2021) and recovery analyses (SBA 2021 to 2022), we calculated school-level impact and recovery summary data in addition to the state and demographic subgroup level summaries. Based on these summaries, a 2x2 contingency table emerged (Table 1).

Table 1: 2x2 contingency table categorizing schools based upon 2019 to 2021 impact results and 2021 to 2022 recovery results.

		Recovery	
Impact	High Impact/ Low Recovery	High Impact/ High Recovery	
	Low Impact/ No Recovery	Low Impact/ High Recovery	

We concern ourselves with three of the four cells (highlighted in orange):

High Impact/Low Recovery: Schools whose median SGP (or converted status) decreased by 15 or more points from 2019 to 2022 AND whose median SGP (or converted status) was at most what the school produced in 2019.

High Impact/High Recovery: Schools whose median SGP (or converted status) decreased by 15 or more points from 2019 to 2022 AND whose median SGP (or converted status) increased from 2019 levels by at least 10 or more points.

Low Impact/High Recovery: Schools whose median SGP (or converted status) decreased by at most 5 points from 2019 to 2022 AND whose median SGP (or converted status) increased from 2019 levels by at least 10 or more points.

Based upon these characterizations of impact and recovery, we identified schools falling into these categories and screened them based upon demographic (i.e., student body ethnicity, poverty), academic (i.e., elementary school, middle school, low/high achieving, low/high growth), and geographic considerations. A list of 32 elementary schools and 10 middle schools was established from which we selected a final group of 16 schools for a detailed case study investigation.

Qualitative Data

This case study research is intended to support the field in understanding how schools in Hawaii with a range of demographic and size differences sought to support student achievement and growth despite the devastating conditions created by COVID. We hypothesized that there were

multiple factors that contributed to the high recovery of the identified schools based on state testing data, including how the school administration addressed academic supports for students, supports for family and community, and supports for staff, as well as the contributing factors and barriers to implementing these practices. Interviews with school administration were the sole reporting mechanism used to gather the information from each school. This report summarizes the findings from the identified schools based on the following sets of key research questions addressed through these case study interviews:

Impact Phase

1. To what extent were there differences in high impact and low impact schools with respect to the issues experienced by students, both academically and emotionally, families and the community, and staff during the impact phase of the pandemic?
2. What were the contributing factors (e.g., leadership, staffing, other resources) that supported and/or enhanced the implementation of the different practices (programs, strategies, structures) for students, family and community, and staff? What were the barriers (e.g., leadership, staffing, other resources) to implementing the practices?

Recovery Phase

3. To what extent were there differences among high impact/high recovery schools, high impact/low recovery schools, and low impact/high recovery schools in the practices (programs, strategies, or structures) they implemented or adopted specifically to support student achievement during the pandemic?
4. To what extent were practices implemented to improve the well-being of students, their families, and the community during the pandemic?
5. To what extent were practices implemented to improve the well-being of staff during the pandemic?
6. What were the contributing factors (e.g., leadership, staffing, other resources) that supported and/or enhanced the implementation of the practices? What were the barriers (e.g., leadership, staffing, other resources) to implementing the practices?

Although the findings from this study center on the schools in Hawaii, we believe they have relevance for other states, districts, and schools considering the factors that impacted their schools and supported the recovery of those schools during a time of crisis.

A purposive sampling based on quantitative results (SBA) was used to select schools from three categories:

- High impact/high recovery (9 schools)
- Low impact/high recovery (4 schools)
- High impact/Low recovery (3 schools)

One principal of a high impact/high recovery school declined to participate in an interview, and one principal of a high impact/low recovery school scheduled an interview, canceled, and did

not respond to emails to reschedule. Consequently, we interviewed 14 school leaders for these case studies. The school profiles for these 14 schools are identified in Table 2 below.

Table 2. School Profiles

School	School Level	Student Enrollment	Minority Population	Economically Disadvantaged
A	Elementary	~ 500	3rd tertile: Micronesian student percentage	5th quintile: Free/reduced lunch percentage
B	Elementary	~ 600	2nd tertile: Micronesian student percentage	1st quintile: Free/reduced lunch percentage
C	Elementary	~ 700	1st tertile: Micronesian student percentage	3rd quintile: Free/reduced lunch percentage
D	Elementary	~ 750	1st tertile: Micronesian student percentage	4th quintile: Free/reduced lunch percentage
E	Middle	~ 1,600	1st tertile: Micronesian student percentage	4th quintile: Free/reduced lunch percentage
F	Elementary	~ 900	3rd tertile: Micronesian student percentage	4th quintile: Free/reduced lunch percentage
G	Intermediate (7th/8th)	~ 1,100	2nd tertile: Micronesian student percentage	3rd quintile: Free/reduced lunch percentage
H	Elementary	~ 1,100	1st tertile: Micronesian student percentage	2nd quintile: Free/reduced lunch percentage
I	Elementary	~ 600	1st tertile: Micronesian student percentage	1st quintile: Free/reduced lunch percentage
J	Elementary	~ 700	1st tertile: Micronesian student percentage	1st quintile: Free/reduced lunch percentage
K	Middle	~ 200	1st tertile: Micronesian student percentage	3rd quintile: Free/reduced lunch percentage
L	Elementary	~ 600	2nd tertile: Micronesian student percentage	3rd quintile: Free/reduced lunch percentage
M	Middle	~ 200	1st tertile: Micronesian student percentage	1st quintile: Free/reduced lunch percentage
N	Elementary	~ 600	1st tertile: Micronesia student percentage	3rd quintile: Free/reduced lunch percentage

The eight high impact/high recovery and the four low impact/high recovery schools were the main ones of interest for this descriptive qualitative analysis, since we sought to delineate and describe the range of practices (programs, strategies, structures)—school culture and relationships, and personnel supporting student growth and achievement, family and community well-being, staff well-being, and planning for future programs—that undergirded the high recovery based on state summative test results in 2022. The interviews with the two high impact/low recovery schools were intended to identify the extent to which the practices, culture, and/or personnel differed between the different schools and/or categories.

After we selected schools based on the quantitative data review, the Hawaii Department of Education (HIDOE) sent the principal at each identified school an email notifying them that they had been selected to be a participant in this case study and to anticipate an email from the researchers. Once the sample school leaders agreed to participate in the study, the research team developed a semi-structured interview protocol (Appendix A). This semi-structured, interview was the sole qualitative data source used to collect information about the practices employed in each school. We conducted each interview virtually in approximately 90 minutes. Each interview included at least two of the three researchers: one facilitated the interview, one took notes, and when available, the third served as an observer. Additionally, we recorded the interview and used the recordings to verify our notes when coding and analyzing the data.

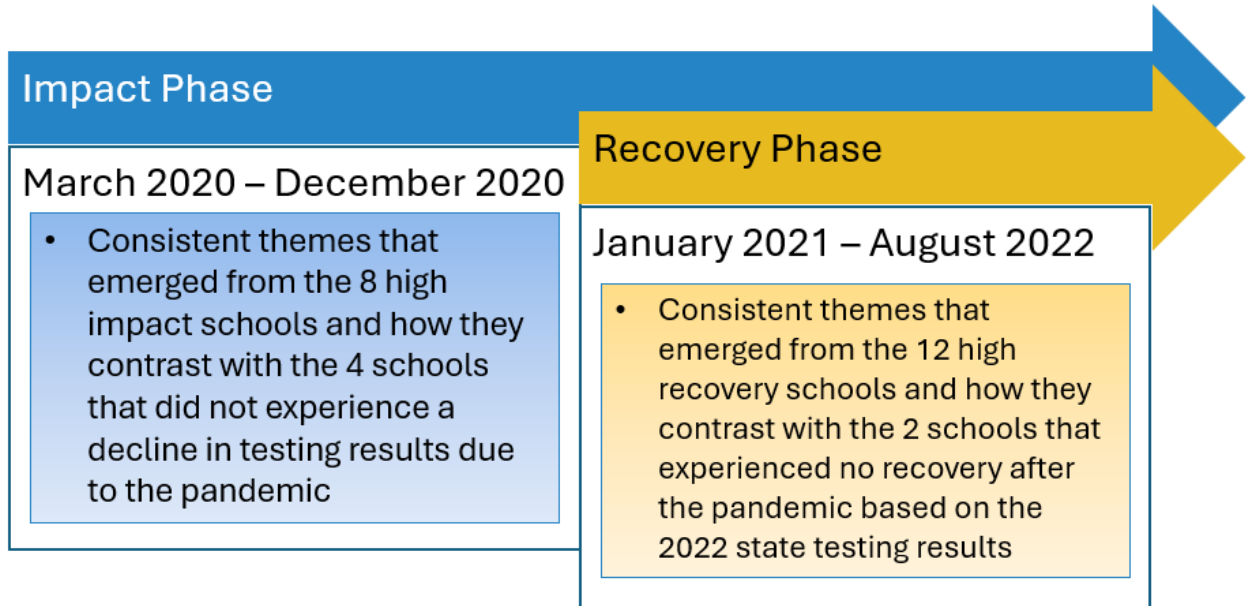
We interviewed school principals and other designated school leaders responsible for supporting the implementation of practices, programs, strategies, and/or structures necessary to support students, families, and staff during the pandemic. Half of the interviews included only the current principal; at the other seven schools they included vice principals, coaches, student services coordinators, curriculum coordinators, counselors, and/or technology coordinators to provide additional contextual information. Four of these principals did not hold their position during the pandemic, and in three of these situations, other leadership staff were present to provide the information necessary to describe the pandemic impact and the practices implemented during the recovery phase. Only one school did not have another administrator present to provide additional information. The semi-structured interviews included planned questions, which were a subset of the research questions, and were intended to support making meaning of how the administration believed the school was impacted as a result of the pandemic and the steps they took to recover from the pandemic.

In this case study, we examined the qualitative interview data describing how administrators and educators in Hawaii supported students, families, and staff within their school during two significant time frames during COVID. As seen in Figure 5, for the changes to school practices, we identified the impact Phase as beginning in March 2020 and extending through approximately December 2020, when all students began to return to school in-person. We identified the recovery phase as beginning in January 2021 and extending through August 2022.

This report summarizes two key areas: 1) the consistent themes that emerged from the 8 high impact schools interviewed and how they contrast with the 4 schools that did not experience a decline in testing results due to the pandemic; and 2) the consistent themes that emerged from the 12 high recovery schools interviewed and how they contrast with the two schools that experienced little recovery after the pandemic based on the 2022 state testing results.

- High impact/high recovery (8 schools)
- Low impact/high recovery (4 schools)
- High impact/low recovery (2 schools)

Figure 5. Phases and Focus Themes



Coding Data Sources

The responses to the semi-structured interview questions, which were a subset of the research questions, were coded and analyzed to identify the themes for each of the phases: impact and recovery. Coding the qualitative data entails analyzing and organizing the information collected from the interviews and examining it for connections to the relevant features of the initiative, possible relationships between these features, and relationships to the research questions (Locke, Feldman, & Golden-Biddle, 2022). Data analysis included thematic coding and organization of notes along with the video/audio recordings, as well as multiple verbal and in-person debrief sessions by the research team. We used a coding system for this analysis to examine how the different schools demonstrated or referenced the impacts of COVID on their school community and how the school managed the practices during the recovery phase (see Appendix B). It is important to note that this study was not designed to evaluate the practices employed by the schools, or the progress they were making in the recovery from the pandemic. Rather, this study was intended to document the work of these case study schools to identify the facilitators and barriers encountered during the two identified phases of the pandemic.

QUALITATIVE DATA ANALYSIS AND SUMMARY OF FINDINGS

The key findings from all schools are summarized, providing an overview of the practices (programs, strategies, or structures). Based on the qualitative data, the results were synthesized, and are organized by the research questions.

Impact Phase

Research Question 1:

To what extent were there differences in high impact and low impact schools with respect to the issues experienced by students, both academically and emotionally, families and the community, and staff during the impact phase of the pandemic?

Most school leaders and leadership teams reported similar themes with respect to how the pandemic impacted students, families and the community, and staff between March 2020 and December 2020, regardless of their impact status. Those themes are described below. Table 3 summarizes the themes related to student issues, family and community issues, and the themes related to school staff issues.

Student Issues and Themes

SOCIAL-EMOTIONAL

All except two of the high impact/high recovery school leadership teams reported concerns about social-emotional issues as a direct result of the pandemic. These issues ranged from major concerns such as violence, drug issues, and suicide ideation to concerns about immaturity and students' ability to socialize with peers and teachers while online and in the classroom after returning to school. The leaders of low impact/high recovery and high impact/low recovery schools reported similar issues.

ATTENDANCE

All except two of the school leaders interviewed (1 low impact/high recovery; 1 high impact/low recovery) reported attendance as an issue. In some cases, during the initial impact phase (March 2020-August 2020), schools were unsure how to measure online attendance. Several school leaders reported that 50% of the students were chronically absent and, students missed as many as 55 days. Other school leaders reported that parents were unconcerned about sending students to school or that access to technology or connectivity was the issue underlying student attendance.

TECHNOLOGY

All of the leaders of the low impact/high recovery and high impact/low recovery schools reported that students had access to computers prior to the pandemic or were able to pick up a computer during the onset of the pandemic. The one low impact/high recovery school that reported an issue related to technology said connectivity was the greatest concern. Five of the high impact/high recovery school leaders reported concerns about providing devices and connectivity to students, or that they struggled with connectivity. One school leader reported that the school did not provide devices to students due to the uncertainty of instruction during the initial impact phase. One principal was not able to report on what occurred with the use of technology since he was not the principal during the impact phase of COVID.

MEDICAL ISSUES

Medical concerns ranged from outbreaks of COVID that could harm medically fragile students or entire families (due to communal living arrangements) to being able to keep school buildings sterilized. Most concerns were voiced by the leadership of the high impact/high recovery schools.

ACADEMIC ACHIEVEMENT

Most school leaders reported a concern that all students might fall behind academically. Four leaders expressed specific concerns about struggling students and special education students, and one school leader identified a concern about incoming kindergarten students.

Overall, leaders in all school categories consistently reported similar student concerns, especially about social-emotional issues and attendance. A greater percentage of high impact/high recovery school leaders also expressed concerns about technology, medical issues, and academic achievement. Only one low impact/high recovery school leader reported concerns about technology, and that concern focused on connectivity to wi-fi.

Family and Community Issues and Themes

PARENTAL INVOLVEMENT

Issues related to parental involvement included parents disengaging from communication with the school, being unable to support students academically or doing the students' schoolwork for them. Leaders also expressed concerns about illness in the home, especially when they were multi-generational homes. One high impact/low recovery school leader reported concerns that parents would disagree about bringing students back to school or keeping them at home.

FAMILY ISSUES

Among all schools reporting a concern, the overarching issue was parents' worries about loss of employment. One low impact/high recovery school leader did not report any family concerns and one high impact/low recovery school leader reported that many families were concerned about lack of daycare for students. In addition, school leaders reported concerns about families being isolated, lacking food, struggling with social emotional issues, and understanding the impact of COVID on schooling.

COMMUNITY ISSUES

Only three school leaders reported community issues that included an uptick of violence (high impact/high recovery school); the two low impact/ high recovery school leaders expressed concerns about overall student safety.

All school categories consistently reported similar family concerns, especially related to loss of employment and its impact on students.

Staffing Issues and Themes

Two major themes emerged from the school leaders about COVID's impact on staff: teacher behaviors and mental health, and access to substitutes.

TEACHER BEHAVIORS AND MENTAL HEALTH

All but one school leader reported issues regarding teacher behaviors and mental health concerns. The concerns centered on the possibility that teacher burnout and stress, and low teacher morale, could contribute to teachers resigning from the profession, retiring, moving to a position that they considered to be less stressful, or being chronically absent. One high impact/high recovery school leader reported that 20% of the staff were absent on a regular basis. Additionally, school leaders reported that a teacher shortage made filling positions difficult. Overall, all school categories consistently reported similar issues related to staff.

SUBSTITUTES

Nine of the 14 school leaders interviewed reported a lack of substitutes for all school positions including teachers, cafeteria staff, and custodians.

Table 3. Impact Phase: Issues and Themes

	High Impact/High Recovery							Low Impact/High Recovery				High Impact/Low Recovery		
Student Issues and Themes														
Issues and Themes	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Social-emotional issues (e.g., disruptive behaviors, immaturity, inappropriate behaviors)	X	X	X	X	X	X			X	X	X			X
Attendance and student engagement	X	X	X	X	X	X	X	X	X		X		X	X
Technology	X	?		X		X	X	X				X		
Medical issues	X	X			X	X	X					X		
Academic achievement	X	?	X	X		X	X	X	X			X		X
Family and Community Issues and Themes														
Parental involvement	X	X	X			X	X	X	X		X		X	
Family issues	X	X	X	X	X	X	X	X	X	X		X	X	X
Community issues	X								X	X				
Staffing Issues and Themes														
Teacher behaviors and mental health	X	X	X	X	X	X	X	X	X	X	X		X	X
Substitutes	X	?	X		X	X		X	X	X	X		X	

X – considered an issue

Blank – not an issue

? – unable to comment

Research Question 2:

What were the contributing factors (e.g., leadership, staffing, other resources) that supported and/or enhanced the implementation of practices (programs, strategies, structures) for students, family and community, and staff? What were the barriers (e.g., leadership, staffing, other resources) to implementing the practices?

Practices Supporting Students

During the impact phase of the pandemic, two areas of support for students were identified as a need by most of the school leaders: social-emotional support and instructional support (Table 4). Five school leaders did not identify or provide any social-emotional support for students during the March 2020-December 2021 impact phase. The social-emotional support in the remaining schools ranged from simply being compassionate and checking in with students to implementing one or a combination of practices such as drive-by graduation for 5th grade students, providing shirts and snacks to students, engaging students in virtual activities such as Bingo, lunch bunch, clubs or extracurricular activities and/or parties, and providing “Choose Love” Social Emotional Learning (SEL) lessons. Three schools reported providing emotional counseling for schools (1 high impact/high recovery; 2 low impact/high recovery).

The instructional supports during this impact phase focused primarily on sending home paper instructional packets and providing virtual learning through Acellus or Google Classroom. One low impact/high recovery school reported providing a summer hub for struggling students. In the fall of this phase, four schools (two in the high impact/high recovery category, and one from the other two school categories) reported bringing English Language Learners or special education students back to school for instruction using an attendance hub on a rotating A-B schedule.

Similar student supports were implemented across each school category; however, only one high impact/high recovery school reported providing counseling for students and two low impact/high recovery schools reported providing counseling for students.

Family and Community Practices

Three key areas of support provided for families and the community that emerged from the interview data included the provision of food, regular communications, and establishing external partnerships. During the initial phase of the pandemic, 10 school leaders (6 high impact/high recovery, 3 low impact/high recovery, and 1 high impact/low recovery) reported providing breakfast and/or lunch to either students and/or students and their families. The distribution of food was described as either “drive-by pick-ups” or “grab and go” meals.

All except two high impact/high recovery schools reported intentionally communicating with families during this impact phase of the pandemic. One principal at a low impact/high recovery school was not sure what communication was conducted during this time. Communication with families was made through various strategies including email, phone calls, letters, Instagram and/or YouTube video recordings, as well as home visits. The information provided through this communication ranged from school information, medical information, support for seeking legal help, support for accessing counseling, safety drill procedures (e.g., earthquake, lockdown, fire),

family check-in, technology support, and engaging students and families in social stories and activities.

During this initial impact phase, four school leaders at the high impact/high recovery and one at the low impact/high recovery schools reported partnering with community agencies to support the students and their families. These partnerships included churches, social organizations, nurses, high school students, and a local food bank.

Overall, the leaders in all school categories consistently reported similar practices related to families and the community.

Staff Practices

One major type of practice that was identified by all but one of the school leaders as a means of supporting staff was engagement in social-emotional activities. These activities included supplying meals, offering positive praise and/or gifts, creating an open-door policy, scheduling virtual activities (e.g., scavenger hunt, guess the song), allowing access to counselors, mental health days, collaboration opportunities, or simply communicating to keep everyone on the same page. Two school leaders who weren't at their school during this phase were unable to respond.

Factors that Supported/Inhibited the Implementation of Practices

The school leaders reported that the practices (programs, strategies, structures) identified for each of the groups (students, family and community, and staff) were made possible by site-based decision-making and in some cases, by the principal. All high impact/high recovery school leaders and one low impact/high recovery and one high impact/low recovery school leaders reported some use of data (universal screeners, formative assessment information, teacher observation, Panorama survey) and/or data teams (RTI, HMTSS) to identify student needs and to determine how best to inform instruction moving forward. No data was used to determine family/community or staff needs.

Two main barriers were identified by the school leaders when deciding which programs to implement and how to implement them: 1) rapid changes in decisions from the state and federal level regarding virtual and in-person instruction, and 2) funding. With respect to funding as a barrier, some leaders reported using Elementary and Secondary School Emergency Relief (ESSER) funds, state funds, complex funds, or school funds when appropriate, while other schools reported not receiving ESSER funds in time. Additionally, one low impact/high recovery school reported having access to funds from a foundation, and one high impact/high recovery principal reported that personal funds were used to support one or more programs.

Table 4. Impact Phase: Practices and Supporting/Inhibiting Factors

	High Impact/High Recovery							Low Impact/ High Recovery				High Impact/ Low Recovery		
Student Practices Implemented														
Supports	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Social-Emotional: <i>compassion, drive by graduation, check-ins, virtual Bingo, shirts and snacks, lunch bunch, virtual clubs, "Choose Love"; virtual parties, extra-curricular</i>	X	?	X			X	X	X	X	X	?			
Emotional: <i>Counseling</i>					X					X		X		
Instructional: <i>Paper packets</i>		X		X	X		X		X	X		X		X
Instructional: <i>virtual learning</i>		X	X			X	X	X	X	X		X	X	
Instructional: <i>attendance hub and no new materials</i>								X			X (EL)		X (sped)	
Summer hub: <i>acceleration for struggling students</i>										X				
Family and Community Practices Implemented														
Food	X	?	X		X	X	X	X	X		X	X		X
Communication	X	X	X			X	X	X	X	X	?	X	X	X
Partnerships	X	?			X	X					?	X		
Staff Practices Implemented														
Social-Emotional	X	?	X	X	X	X	X	X		X	?	X	X	X
Factors that Support/Inhibit Implementation of Practices														
Data use	X	?	X	X	X	X	X	X	X			?	X	
Funding	+	?	- P		+	+		+	+			?	+	+

X – practice implemented

Blank – no practice reported

? – unable to comment

+ - had accessible funds (F-foundation funding; P-personal funding)

- did not have accessible funds

Recovery Phase

Research Question 3:

To what extent were there differences among high impact/high recovery schools, high impact/low recovery schools, and minimal impact/large recovery schools in the practices (programs, strategies, or structures) implemented or adopted specifically to support student achievement during the COVID-19 pandemic?

We identify the recovery phase of the pandemic for schools as beginning in January 2021 and extending to August 2022. While we realize that many schools are still recovering from the impacts of the pandemic, this phase focuses on the time period in which schools were returning to in-person instruction and throughout the following school year leading to the reinstatement of state testing. The questions posed are intended to probe this research question targeting the instructional focus and additional student supports implemented between January 2021-August 2021 and August 2021-August 2022 to improve student achievement. Additionally, we sought to identify the emotional supports provided, the data used to reinforce the use of the practices, barriers encountered when implementing the practices, and how supporting programs were funded (Table 5 and Table 6).

Social Emotional Supports

All school leaders reported that there were no issues with connectivity to the internet and all students had devices during this time frame. Two high impact/high recovery and one high impact/low recovery school leader reported no social-emotional practices in place during the recovery period of the pandemic. All other school leaders in the high impact/high recovery category reported some form of social-emotional support ranging from providing students with breaks throughout the day, focusing on the [HĀ Framework](#), providing regular access to counselors, and implementing the SEL program “Choose Love.” One low impact/high recovery leader reported the use of “Choose Love” for social-emotional support, one reported using a program supporting healthy bodies and relationships to help students identify strategies for coping and making good choices, one school leader reported providing office hours and check-ins with students, and a fourth leader reported that the staff was monitoring the well-being of students. One large impact/poor recovery leader also reported using “Choose Love” as a social-emotional program for students along with implementing spirit week.

January 2021-August 2021 Instructional and Supporting Programs

During the beginning of the recovery phase, six of the high impact/high recovery leaders reported some form of hybrid instruction in which students were learning virtually part of the week and in-person the remainder of the week. The return to in-person learning generally occurred through a staggered return with special education students, English learners, and/or at-risk students returning first while other students followed either a four-track system (e.g., one day in school, three days virtual) or half of the week in school and half of the week virtual. Two school leaders reported bringing back only special education students, English learners, and at-risk students in-person during this period while all other students remained virtual. All low impact/high recovery leaders reported that all students engaged in hybrid learning during this period, with one leader reporting that students returned to all in-person learning during

the fourth quarter. Both high impact/low recovery leaders reported hybrid learning for all students with one leader also reporting in-person learning for all students during the fourth quarter.

During this initial phase of recovery, school leaders identified that the supporting programs they implemented supplemented their instructional programs. A variety of programs were identified, with most focusing on supporting special ed, English Language Learners and/or struggling students, as noted in Table 5. Eight high recovery schools offered at least one type of supporting program for students, while four high recovery schools did not. However, the intensity of the program (sessions per week), dosage (minutes per session), duration (starting to ending dates), delivery model (virtual or in-person), the focus of the program (ELA, math), and selection of students varied from school-to-school. During this time period of the recovery phase, only the low impact/high recovery school leaders reported the use of tutoring to support struggling students. Neither of the low recovery schools offered any supporting programs for struggling students or enrichment programs for any students.

Barriers

Several issues were reported as barriers that inhibited the implementation of the supporting programs. The two most significant barriers that emerged through the interviews were staff shortages and the need for social distancing. More specifically, some school leaders reported that teachers were “burned out” and uninterested or unable to engage in any student support outside of the school day, such as after-school tutoring. Additionally, the need for social distancing inhibited other supporting programs such as enrichment or small group tutoring. Other issues identified are noted in Table 5.

Table 5. Practices Implemented to Support Student Achievement: January 2021-August 2021

	High Impact/High Recovery								Low Impact/ High Recovery				High Impact/ Low Recovery	
Student Practices Implemented														
Supports	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Social-Emotional														
• Counselor			X		X									
• HĀ Framework				X										
• “Choose Love”						X		X	X					X
• Breaks							X							
• Office hours/check-ins										X				
• MCAP Program											X			
• Monitoring well-being												X		
• Spirit Week														X
Instruction: Jan 2021-Aug 2021														
• Hybrid for all students	X	X	X	X	X	X			X	X	X	X*	X	X*
• In-person for special ed, EL, & at-risk; virtual for all other students							X	X						
Supporting Programs: Jan 2021-Aug 2021														
• Learning hub for struggling/IEP and/or EL students			X			X								
• Summer hub for struggling students			X	X			X							
• Tutoring									X		X	X		
• Extra supports for struggling students during school day														

• Kindergarten transitions program			X									X		
• Enrichment			X				X					X		
• After-school programs									X					
Barriers: January 2021-August 2021														
• Staffing Shortages: burnout	X	X	X		X		X	X	X		X		X	
• Social distancing: limit students, double planning by teachers			X	X		X		X					X	X
• Changing schedules				X										
• Student behaviors				X						X			X	
• Inconsistent or lack of attendance				X							X	X		X
• Lack of student transportation					X									
• Funding									X		X			

X – practice implemented
Blank – no practice reported

August 2021-August 2022 Instructional and Supporting Programs

All school leaders reported that students returned to school for in-person learning during this period. Only one school reported returning on a rotating A-B schedule during this school year. During this recovery phase, all school leaders except one high impact/high recovery school and one high impact/low recovery school reported the implementation of one or more supporting programs for students.

Barriers

As was the case during the initial recovery period, the barriers to implementing the supporting programs were reported to be staffing shortages and the need for social distancing. However, during this period, these two barriers were reported by eight high impact/high recovery school leaders and one low impact/high recovery school leader. Overall, the number of barriers was reduced between the two periods of time identified in the recovery phase of the pandemic. Other issues identified are noted in Table 6.

Table 6. Practices Implemented to Support Student Achievement: August 2021-August 2022

	High Impact/High Recovery							Low Impact/High Recovery				High Impact/Low Recovery		
Student Practices Implemented														
Supports	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Instruction: August 2021-August 2022														
• Fully in-person	X	X	X	X	X	X		X	X	X	X	X	X	X
• A-B Return							X							
Supporting Programs: August 2021-August 2022														
• Learning hub for struggling/IEP and/or EL students								X						
• Summer hub for struggling students			X	X			X					X		
• Tutoring	X				X		X	X	X			X		X
• Extra supports for struggling students during school day		X					X			X				
• Kindergarten transitions program												X		
• Enrichment							X	X				X		
• After-school programs									X		X			X
Barriers: August 2021-August 2022														
• Staffing Shortages: burnout	X	X			X		X	X						
• Social distancing: limit students, double planning by teachers			X	X				X		X				
• Changing schedules														
• Student behaviors				X									X	

• Inconsistent or lack of attendance													X		X
• Lack of student transportation					X										
• Loss of funding due to low enrollment												X			

X – practice implemented
Blank – no practice reported

Data Use

Throughout the recovery phase of the pandemic, teachers and school leaders used a variety of data sources to identify struggling students and those most in need of returning to school and/or engaging in the supporting programs being offered. They also used those data sources to develop appropriate and/or differentiated lessons. The most widely used data source was the i-Ready Diagnostic Assessment, as reported by four high impact/high recovery school leaders, one low impact/high recovery school leader, and one high impact/low recovery school leader. Other data used can be viewed in Table 7.

Funding

Funding sources that school leaders used during the recovery phase are similar to those used during the impact phase of the pandemic. School funds were the most used source across all school categories, followed by ESSER funds. The funding sources are unsurprising, since all schools had or were returning to in-person schedules and instruction. The use of funding sources can be viewed in Table 7.

Table 7. Data and Funding Used During the Recovery Phase

	High Impact/High Recovery							Low Impact/High Recovery				High Impact/Low Recovery		
Data Used During the Recovery Phase														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Longitudinal data	X													
i-Ready		X				X	X	X	X					X
STAR			X											
DRA									X					
Lexia														X
Classroom summative assessments									X					
Formative assessments			X									X		X
Panorama									X					
Funding Used During the Recovery Phase														
ESSER	X	X	X	X			X							X
Foundation/Grants		X							X		X			X
Title I		X		X								X		
Title III		X												
School funds			X	X		X		X	X	X		X		X
Other federal funds					X				X		X			
Complex/State funds								X			X			
Community support: PTO								X	X	X				

X – data/funding source identified

Blank – no data/funding source identified

Research Question 4:

To what extent were practices provided to improve the well-being of students, their families, and the community during the COVID-19 pandemic?

During the recovery phase of the pandemic, school leaders reported on the same key areas of support provided for families and the community as they identified during the impact phase of the pandemic: the provision of food, communications, and partnerships. Additionally, we asked leaders to identify the ways in which emotional support was provided during the recovery phase (Table 8).

Four high impact/high recovery, one low impact/high recovery, and one high impact/low recovery school leaders reported that they continued providing students and families with lunches during this phase of the pandemic. One high impact/high recovery leader reported providing dinner at open house events.

The amount and type of communication varied among the schools. For example, one high impact/high recovery leader reported that during the impact phase, emails were sent to parents, phone calls were made to provide regular school information and legal help, and overall, the school became the communication hub for identifying family needs. During the recovery phase, the same leader reported that the only communication provided entailed weekly newsletters and invitations for parents to come to the school campus. An example of more information being communicated during the recovery phase by a high impact/ high recovery leader is the use of newsletters, flyers, invitations to the school, the school website messenger, and the teacher reminder app. On the other hand, during the impact phase, this leader did not report on the use of any communication strategies. In some cases, different information was communicated to families during this phase of the pandemic. Overall, as noted in Table 8, there were discrepant forms of communication provided by the school leaders in all categories, which included less communication, different types of communication being shared, and in several categories, no school communication being shared.

During the recovery phase, half of the school leaders reported partnering with community agencies to support the students and their families. Only one high impact/ high recovery school leader reported that the partnership previously established was no longer a partner. These partnerships included social services, Hazel Health, Parent-Teacher Organization, local stores in the community, food banks, and churches.

During this phase of the pandemic, many school leaders continued the emotional support that had been initiated during the impact phase of the pandemic. Only one high impact/high recovery and one low impact/high recovery school leader reported no emotional support for families during this time frame. All other school leaders reported some form of emotional support, including monitoring via a Panorama SEL survey, providing virtual coffee hours, counseling, home visits, continued medical support, among other similar types of activities.

A range of funding sources were reported to support the practices for students, families, and the community's well-being including ESSER funds, Title I funds, school funds, and state funds, to name a few. The full use of funding sources can be viewed in Table 8.

Table 8. Students, Family, and Community Well-Being Practices During the Recovery Phase

Practices	High Impact/High Recovery								Low Impact/ High Recovery				High Impact/ Low Recovery	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Emotional supports		X	X	X	X	X	X	X	X	X		X	X	X
Food	X					X	X	X				X		X
Communication	X Less			X More	X More	X Diff	X Diff	X Less	X Same			X Diff	X Same	X Less
Partnerships	X	+	+			X				+	+	X		+
Funding														
ESSER		X				X	X				X	X		
Foundation/Grants						X								
Title I				X		X								
Title II						X								
Title III														
School funds			X				X		X		X	X		X
Other federal funds								X			X			
Complex/State funds		X	X								X			
Community support: PTO	X									X	X			

X – practice implemented

+ new partnership identified

Blank – no practice/funding source reported

Research Question 5:

To what extent were practices provided to improve the well-being of staff during the COVID-19 pandemic?

As was the case during the impact phase, we asked school leaders to report on the emotional support provided for staff during the recovery phase of the pandemic. Additionally, we asked leaders to identify any professional learning opportunities they provided during the recovery phase and the source of funding they used for the practices and professional learning (Table 9).

All high impact/high recovery, all low impact/high recovery, and one high impact/low recovery school leaders reported providing teachers and staff with continued wellness practices including praise, an open-door policy, celebrations, quarterly socials, access to yoga, and other similar mindfulness activities for emotional support.

All school leaders except one high impact/low recovery school leader reported providing some form of professional learning opportunity during the recovery phase of the pandemic. One high impact/high recovery school leader reported that the professional learning focused on data collection, analysis, and use. A range of professional learning focused on improving instructional practices (e.g., Visible Learning, administrative classroom visits, curriculum and pacing guide revisions), supporting students (e.g., trauma-informed practices, supporting vulnerable students, character education), and the use of technology tools were reported by leaders in the different school categories as noted in Table 9.

A range of funding sources were reported to support the practices for the staff activities, including ESSER funds, school funds, and personal funds, to name a few. The full use of funding sources can be viewed in Table 9.

Table 9. Staff Well-Being Practices During the Recovery Phase

Practices	High Impact/High Recovery								Low Impact/High Recovery				High Impact/Low Recovery	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Emotional supports	X	X	X	X	X	X	X	X	X	X	X	X		X
Professional Learning Opportunities	X	X	X	X	X	X	X	X	X	X	X	X	X	
· Data collection, analysis and use	X													
· Instructional practices		X	X			X	X		X					
· Student supports		X		X		X		X		X	X			
· Technology tools					X	X			X			X	X	
Funding														
ESSER											X			
Foundation/Grants									X					
School funds						X		X	X	X		X		X
Complex/State funds		X										X		
Community support											X			
Personal funds			X	X							X			

X-practice implemented

Blank-no practice/funding source provided

Research Question 6:

What were the contributing factors (e.g., leadership, staffing, other resources) that supported and/or enhanced the implementation of the practices? What were the barriers (e.g., leadership, staffing, other resources) to implementing the practices?

The school leaders reported that the practices (programs, strategies, structures) identified for each of the school community groups (students, family and community, and staff) were made possible by collaboration activities, utilizing collected data, and various funding sources. Specifically, five high impact/high recovery and three low impact/high recovery school leaders reported that greater collaboration between leaders and teachers supported the success of the implemented practices. Other forms of collaboration that contributed to the implementation of the practices during the recovery phase included teacher-to-teacher grade level and curriculum meetings between teachers and curriculum coordinators. One high impact/high recovery, one low impact/high recovery, and one high impact/low recovery school leader reported increased collaboration with complex-area superintendents as a supporting factor. Additional collaboration activities reported to support the implementation of the practices included collaboration with the Hawaii Teachers' Association (high impact/high recovery), collaboration with technology teams (low impact/high recovery, and collaboration with the university (high impact/low recovery). Two high impact/high recovery school leaders reported no collaboration activities that supported or enhanced the implementation of the practices.

All high impact/high recovery school leaders reported that data collection, analysis, and use supported and/or enhanced the implementation of the practices during the recovery phase. The data used can be viewed in Table 10 below. Additionally, one school leader reported the initiation of a comprehensive needs assessment to gather additional data from staff, students, and families. Another school leader reported that state testing data was included in their data review along with program monitoring. School leaders identified no other new data.

School leaders identified few factors during the recovery phase as barriers or inhibiting factors to implementing the practices they identified. One low impact/high recovery and one high impact/low recovery school leader identified social distancing as a barrier or inhibiting factor. One high impact/high recovery and one low impact/high recovery school leader reported loss or lack of funding. Three high impact/high recovery school leaders reported a lack of clear communication from district and state leaders as an inhibiting factor to implementing practices. All supporting and inhibiting factors can be viewed in Table 10.

Table 10. Supporting and Inhibiting Factors for Implementing Practices During the Recovery Phase

	High Impact/High Recovery								Low Impact/High Recovery				High Impact/Low Recovery	
Supporting Factors	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Collaboration	X	X		X		X	X	X	X	X	X	X	X	X
Data collection and use	X	X	X	X	X	X	X	X		X	X	X	X	
Inhibiting Factors	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Social distancing										X				X
Loss of teachers													X	
Funding			X							X				
District/State Communication	X			X		X								

X – identified as a supporting/inhibiting factor

Blank – not reported

DISCUSSION

The purpose of this descriptive analysis case study research was to delineate and describe the range of practices (programs, strategies, structures), school culture and relationships, and personnel which supported student achievement, family and community well-being, staff well-being, and planning for future programs that undergirded the high recovery based on state summative test results in 2022. The review of the interview data supported our analysis of the emerging themes.

Impact of the Pandemic

One key goal of this study was to understand how the pandemic impacted high impact schools and how those experiences contrast with those of the four schools that did not experience a decline in testing results due to the pandemic.

Student Growth and Achievement Issues

The majority of school leaders reported, regardless of their school category, student issues related to social-emotional needs. However, attendance and student engagement issues were reported as an issue for all high impact/high recovery schools and both high impact/low recovery schools. Only two of the four low impact/high recovery schools reported this issue. Only one low impact/high recovery school reported concerns about technology or medical issues, while these impacts were expressed as concerns by over half of the high impact/high recovery school leaders. On the other hand, these impacts are similar to those in the high impact/low recovery schools. As a result of this information, it would be necessary to explore these issues further to ascertain why the low impact/high recovery schools did not view these as issues and how they mitigated their impact on student achievement.

Family and Community Issues

Family issues were reported as a concern by all but one school leader. Parental involvement was reported by all except two of the high impact/high recovery school leaders; however, there was less concern about parental involvement by the low impact/high recovery leaders. Interestingly, only one high impact/high recovery leader and neither of the high impact/low recovery school leaders expressed concern about the larger community, whereas two of the four low impact/high recovery school leaders were concerned. Follow-up interviews would be necessary to understand the relationships between the school community and the broader community.

Staff Issues

Issues related to school staff were consistent across all schools regardless of their category. However, one school leader did not report issues related to teacher behaviors, mental health, or accessing substitutes. This principal reported being creative in ensuring that substitutes were available on a regular basis and that teachers were supported. Further discussions would be necessary to understand the relationships between the school leaders and staff.

Practices Employed

A second key goal of this study was to understand the types of practices employed, both during the impact phase and the recovery phase, by the 12 schools that experienced a high recovery from the pandemic and how they contrasted with those in the two schools that experienced a low recovery after the pandemic based on the 2022 state testing results.

Supporting Student Practices

During the impact phase of the pandemic, all school leaders identified utilizing either paper packets or virtual learning for students. Two low impact/high recovery school leaders reported providing some counseling for students; no other school leader reported this support for students. Additionally, only one low impact/high recovery school leader reported implementing a summer learning hub during the impact phase.

During the initial recovery phase (January 2021-August 2021) of the pandemic, most school leaders reported some form of social emotional support and hybrid learning for all students. Two high impact/high recovery school leaders reported in-person learning for special education, English learners, and at-risk students. Additionally, half of the high impact/high recovery and three of the four low impact/high recovery school leaders reported implementing some form of a supporting program for students. The high impact/low recovery school leaders reported no supporting programs during this period.

Staffing shortages were reported by most school leaders throughout this period of time. Two high impact/high recovery, two low impact/high recovery, and one high impact/low recovery school leader reported that staffing was not a barrier during this period. Exploring how these schools ensured that staffing was available for all students during this period would be an area for follow-up discussion.

During the August 2021-August 2022 recovery phase, all school leaders, except one high impact/high recovery school, reported all students receiving instruction in-person. All school leaders except one high impact/high recovery and one high impact/low recovery leader reported providing one or more supporting programs for student achievement. Additionally, five high impact/high recovery school leaders continued to report staffing shortages, whereas the low impact/high recovery and high impact/low recovery leaders did not report staff shortages as a barrier to implementing their practices or supporting programs. Discussions with leaders to fully understand these barriers would be another area for further understanding.

All school leaders except two high impact/high recovery, two low impact/high recovery, and one high impact/low recovery school leaders reported using some form of data to make decisions about practices implemented and instruction. Further discussions would be necessary to understand how the data was analyzed and used for decision-making. Finally, only one high impact/low recovery school reported not using any funds other than the school's budget for the practices employed. This would be another area to fully understand through further discussion.

LIMITATIONS

The research team obtained valuable information from the school leaders involved in the case study research about the impact of the pandemic on students, families/communities, and staff during the impact phase of the pandemic and practices implemented during the recovery phase of the pandemic. While this is an initial review of what educators in Hawaii underwent during the pandemic, we also recognize that there were several limitations to this research that should be noted.

- 1) Due to the small number of schools included in this study (14/230 elementary and middle schools; only two low recovery schools) we are unable to generalize the results.
- 2) We used only one qualitative data source (one round of interviews with each school's leaders) to gather information, and we interviewed only the current school leaders, although in some cases the current principal included additional school leaders. In some schools we were unable to speak with the school leader during the pandemic. Additionally, we did not interview or speak with teachers, parents, and/or community leaders to gain a broader understanding of what occurred during the impact and recovery phases of the pandemic, nor did we ask any questions related to the relationship between leaders and teachers, leaders and parents, leaders/teachers and families/community.
- 3) The interviews occurred in February and March 2023. Often the school leaders interviewed were unclear about what impacts and/or supports occurred between the time frames we asked about or there were discrepancies between the accounts of the school leaders included in the interview. Consequently, there may be errors in the information reported in this report.
- 4) This report includes only one year of recovery data. It is unclear whether the schools that demonstrated high recovery in this one year will be able to maintain and/or improve the growth as seen on the 2022 state test when the 2023 test results are reviewed. Additionally, it is unclear whether the schools that showed low recovery will demonstrate the ability to bounce back to pre-pandemic growth. A follow-up study review of state testing data should occur to verify the results.
- 5) Research has revealed that school leadership is integral to improved student achievement. The Leithwood and Jantzi (2005) study found that schools with effective leadership had students who performed significantly better on standardized tests than schools with ineffective leadership. The study also found that schools with effective leadership had higher rates of student attendance and lower rates of student dropout. While we can speculate about effective leadership from these interviews, we did not include any questions related to leadership characteristics, and to include any conjecture in this report would be irresponsible.

CONCLUSION AND NEXT STEPS

This case study research was structured to isolate the ways in which the pandemic impacted schools, as well as the practices (programs, strategies, structures) employed by schools to recover from the effects of the pandemic. This study appears to support the idea that rates of return from various programs are idiosyncratic, thereby requiring a careful and thorough examination of each school community to determine best practices going forward. The results of this case study can support the Hawaii Department of Education as it plans next steps for understanding not only the practices employed for students, parents and community, and staff by high recovery schools, but also the relationships between leaders and staff, educators, and students, and the school and community, as well as the leadership qualities that supported the high recovery.

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APPENDIX A: Semi-Structured Interview Protocol

Opening Questions

1. How long have you been at your school? How long were you in your position prior to the onset of the pandemic in Spring 2020?
2. What did you see as the strengths of your school prior to the pandemic? Why do you think this?
3. What were/are your greatest concerns for students, their families, and your staff during and after the pandemic?
4. Were there any interim or state testing results that surprised you (contradictory between school-based assessments and state testing results, results in 2021 versus 2022)?

Interview questions intended to support Research Question 1: To what extent did high impact/high recovery schools, high impact/no recovery schools, and no impact/high recovery schools differ in the practices (programs, strategies, or structures) they implemented or adopted specifically to support student achievement during the COVID-19 pandemic?

1. What are the types of student issues that you were/are dealing with (e.g., student absences, drops in enrollment, drop-outs, lower graduation rates)?
2. What practices (programs, strategies, or structures) did you implement/eliminate specifically to support students following the pandemic?
 - a. What did you do between March 2020 and August 2020?
 - b. What did you do between August 2020 and August 2021?
 - c. What did you do between August 2021 and August 2022?
3. In what ways are these practices (programs, strategies, or structures) similar/different from practices previously in place to support struggling students?
4. What strategies did you implement/eliminate specifically to support students following the pandemic?
5. In what ways are these programs similar/different from programs previously in place to support struggling students?
6. What structures did you put in place specifically to support students following the pandemic?
7. In what ways are these structures similar/different from programs previously in place to support struggling students?

8. To what extent are these staffing issues impacting the practices (programs, strategies, or structures) intended to support student achievement?
9. How did you support these programs/strategies?

Interview questions intended to support Research Question 2: To what extent are there differences in the practices or community support provided to improve the well-being of students and their families during the COVID-19 pandemic?

1. What are the types of family/community issues that you were/are dealing with (e.g., parental loss of work, community violence, health issues)?
2. What practices or community support did you provide to specifically improve students' emotional well-being during and following the pandemic?
 - a. What did you do between March 2020 and August 2020?
 - b. What did you do between August 2020 and August 2021?
 - c. What did you do between August 2021 and August 2022?
3. In what ways are these practices/community supports similar/different from supports previously in place to help students emotional well-being?
4. What practices or community support did you provide to specifically improve the emotional well-being of the families during and following the pandemic?
5. In what ways are these practices/community supports similar/different from supports previously in place to help the emotional well-being of families?
6. How did you support these programs/strategies?

Interview questions intended to support Research Question 3: To what extent are there differences in the practices or community support provided to improve the well-being of staff during the COVID-19 pandemic?

1. What are the types of crises that you and/or your staff deal with on a regular basis (e.g., teacher retention due to COVID, staffing shortages, staff burnout, lack of substitutes, chronic teacher absenteeism, mid-year resignations)?
2. What practices or community support did you provide to specifically improve the emotional well-being of staff during and following the pandemic? (*Examples might include wellness days*)
 - a. What did you do between March 2020 and August 2020?
 - b. What did you do between August 2020 and August 2021?
 - c. What did you do between August 2021 and August 2022?
3. What practices or community support did you provide to specifically improve staff retention during and following the pandemic?
4. In what ways are these practices/community supports similar/different from supports previously in place to help the emotional well-being or retention of staff?

5. How did you support these programs/strategies?

Interview questions intended to support Research Question 4: What were the contributing factors (leadership, staffing, other resources) that supported or enhanced the use of the practices? What were the barriers (leadership, staffing, other resources) to implementing the practices?

1. In what ways did you, central office administrators, and others engage in both long- and short-term planning for accelerating student learning?
 - a. What did you do between March 2020 and August 2020?
 - b. What did you do between August 2020 and August 2021?
 - c. What did you do between August 2021 and August 2022?
2. In what ways did you, central office administrators, and others engage in both long- and short-term planning related to the well-being of families and staff?
3. What state-district-school policy/structure/financial barriers that inhibited the implementation of identified practices? In what ways were you able to work around them, if you did?

Interview questions intended to support Research Question 5: To what extent were the practices or supports continued and monitored after students returned to school?

1. How are you and your staff monitoring the programs, practices, and/or supports to determine their impact on student achievement/acceleration?
2. Based on your short- and long-term planning, what is the future of these programs, practices, and/or supports?
3. How will you fund the programs moving forward?
4. To what extent have school/complex area roles and structures been altered by the pandemic? How have these changes impacted classroom and school supports? How have they impacted student achievement and acceleration (e.g., job sharing, revised organizational structures, development of more local assessments, classroom observations, more frequent parent and stakeholder surveys and communication, greater collaboration between complex and school leaders)?
5. Were any policy changes made as a result of promoting student achievement/acceleration (e.g., moving from centralized to school-based decision-making)?

Interview questions intended to support Research Question 6: To what extent were the practices or supports continued and monitored after students returned to school?

1. In what ways did you, central office administrators, and others continue to utilize and monitor the practices and supports after students returned to school?
 - a. What did you do between August 2020 and August 2021?
 - b. What did you do between August 2021 and August 2022?
2. In what ways did you, central office administrators, and others engage in both long- and short-term planning related to the well-being of families and staff?

APPENDIX B: School Interview Coding Forms

	School A		
	High Impact/High Recovery		
	Eight years at the school		
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Student trauma: Violence, homelessness, drug issues (Fentanyl), job loss, community changes by state. Social emotional has been a big challenge since COVID. Many students with obvious trauma. Not sure whether that's because of COVID or not.	Technology	Full internet access and fully digital; Google suite and other supplemental digital tools
Attendance and student engagement	Keeping students engaged was very hard. Attendance is still down. Parents thin, "if they didn't need to be there then, why do they have to be there now?"	Emotional supports	Recognized SEL needs but did not implement programs until beginning of 2023
Technology	We did not have enough devices to send to kids	January 2021-August 2021 instruction	100% full day direct instruction via digital platform (bell-to-bell). December: In-person and on-line combination
Medical	Increase in therapy and medication to deal with trauma and mental health issues	January 2021-August 2021 supporting programs	None
Academic achievement	Increase in stagnating or worsening academic achievement with an increase in special education students	January 2021-August 2021 barriers to programs	N/A

	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Full in-person learning
Parental involvement	Parental Involvement: - parents didn't have ability or desire to support students at home. Once they got a tablet/computer, parents did what they needed to do. Concerns with families: Most parents we follow up with, but some do not follow through. getting in touch with parents is a concern.	August 2021-2022 supporting programs	EL newcomers program - program for students who did not know English; After-school tutoring in ELA foundations and comprehension - individualized; summer programs
Family issues	Loss of employment	August 2021-2022 barriers to programs	Lack of teachers for after school programs, summer school, and tutoring
Community issues	Violence is on the uptick. Homelessness camps are popping up around our campus Fentynol causing problems at home and community. .	Use of data	Examination of longitudinal data; looking at and tracking student progress based on interventions
	Category #4: Staffing Impact	Funding	ESSER
Teacher behaviors and mental health	Teacher resignations/ retirements, burnout due to too much change too fast		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	Lack of substitutes; couldn't find substitutes.	Emotional supports	None reported
	Category #5: Student Supports	Food	Continued food giveaways
Emotional supports	Compassion and strong support services	Communication	Weekly newsletters; invitation for parents to come to campus

Instruction	Paper packets made by teachers and sent out by office and collected the following week; 100% full day direct instruction via digital platform (bell-to-bell). September: Special ed and EL students were in-person with a rotating A-B schedule;	Partnerships	Bring social services on campus
	Category #6: Parental/Community Supports	Funding	Partnerships with churches, social organizations, and community partnerships
Food	Food giveaways-breakfast and lunch daily. Drive-up services		Category #3: Staff Support Practices
Communication	Access to technology, sent emails and made phone calls to provide school information and legal help, became the hub for identifying loss and needs	Emotional supports	Continued previous year supports and access to therapy,
Partnerships	Partnered with churches and social organizations	Funding	N/A
	Category #7: Staff Supports	Professional Learning	Leadership classes on data collection and analysis
Emotional supports	Provided food, positive praise, gifts from principals, open door policy about all topics		Category #4: Contributing Factors

	Category #8: Planning and Finances		Brought in new staff ideas, revisited policies and procedures, went back to distributive leadership, revising curriculum
Decision-making	Top-down from principal; lack of other support	Data Collection	Comprehensive needs assessment including input from staff, students, families, and data, strength RTI and HMTSS; train special ed teachers and staff
Barriers	Changing decisions from state and federal level	Funding	State funding formula, small grants, local organizations, donations
Data use	Use of i-Ready and teacher input during RTI and HMTSS meetings	Barriers	Vague decision-making
Funding	ESSER funds		

School B			
High Impact/High Recovery			
First year at the school - not there during the pandemic; no other supporting administration			
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Disruptive behaviors and socialization issues	Technology	None reported
Attendance and student engagement	Chronic absenteeism (50% of students were chronically absent)	Emotional supports	None reported
Technology	<i>Unable to comment due to not being at the school during the pandemic</i>	January 2021-August 2021 instruction	Started on-line then had rotating schedule
Medical	Medically fragile students catch COVID and need to be taken off the island, abuse and neglect	January 2021-August 2021 supporting programs	None reported
Academic achievement	<i>Unable to comment due to not being at the school during the pandemic</i>	January 2021-August 2021 barriers to programs	None reported

	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Full in-person learning following academic plan and differentiating instruction based on iReady data
Parental involvement	Multi-generational families many outbreaks and parents kept students home.	August 2021-2022 supporting programs	After-school tutoring supported by a foundation started halfway into the school year; pull-out programs for special ed students
Family issues	Loss of employment; isolation	August 2021-2022 barriers to programs	Finding staffing willing to support the tutoring program; teacher buy-in to use data to inform teaching
Community issues	<i>Unable to comment due to not being at the school during the pandemic</i>	Use of data	Used iReady administered 3 times during the year to develop lessons during PLCs
	Category #4: Staffing Impact	Funding	PTA-like Foundation support of tutoring, Title 1 funding and Title III funding, ESSER funds
Teacher behaviors and mental health	Teacher burnout, stress, teacher absenteeism (80% staff attendance)		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	<i>Unable to comment due to not being at the school during the pandemic</i>	Emotional supports	Use of Panorama SEL testing; growth mindset, self-control; use of Second Step program
	Category #5: Student Supports	Food	None reported
Emotional supports	<i>Unable to comment due to not being at the school during the pandemic</i>	Communication	None reported

Instruction	On-line learning using Acelus - some blended learning	Partnerships	Hazel Health
	Category #6: Parental/Community Supports	Funding	Hazel Health funded by HIDOE, ESSER funds for programs
Food	<i>Unable to comment due to not being at the school during the pandemic</i>		Category #3: Staff Support Practices
Communication	Counselors reached out to families	Emotional supports	Open-door policy, State assistance program, leadership consistency, asking What is best for kids?, becoming more planful
Partnerships	<i>Unable to comment due to not being at the school during the pandemic</i>	Funding	HIDOE funding of HA Framework
	Category #7: Staff Supports	Professional Learning	Professional development on Visible Learning and examining impact of instructional practices and intended effect; professional learning on trauma-informed practices; PD for Sheltered Instructional Observational Protocol (SIOP) for EL students, Focus on HA Framework
Emotional supports	<i>Unable to comment due to not being at the school during the pandemic</i>		Category #4: Contributing Factors

	Category #8: Planning and Finances		Site-based management and leadership team to include revision of academic plan, wellness committee, school liaison
Decision-making	<i>Unable to comment due to not being at the school during the pandemic</i>	Data Collection	Monitor fidelity of programs, use SMART goals, teacher observation of SIOP
Barriers	<i>Unable to comment due to not being at the school during the pandemic</i>	Funding	Title I, ESSER funds, federal funds for staffing support
Data use	<i>No comment due to not being at the school during the pandemic</i>	Barriers	None reported
Funding	<i>No comment due to not being at the school during the pandemic</i>		

	School C		
	High Impact/High Recovery		
	Fourteen years at the school; vice principal during pandemic		
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Immaturity of students - unable to interact appropriately with peers and teachers	Technology	State provided hotspots
Attendance and student engagement	Chronic absenteeism partly due to transportation issues and parents unable to get students to school	Emotional supports	Virtual SEL by counselors and then in-person when students came back full-time
Technology	Devices (ipads for K-2; laptops for 3-5) were provided for students in need	January 2021-August 2021 instruction	Continued on-line with quarterly packet pick-ups.
Medical	None reported	January 2021-August 2021 supporting programs	Learning hub in cafeteria for struggling students, IEP students, students not attending on-line; students come back on a staggered schedule (primary grades then upper grades); Summer hub for struggling students and kindergarten transition, included enrichment
Academic achievement	Learning gaps across the all content areas	January 2021-August 2021 barriers to programs	Limited number of paraprofessionals for tutoring- some positions weren't filled

	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Full in-person learning with staggered lunch and recess schedule
Parental involvement	Parents did not see the value of school anymore	August 2021-2022 supporting programs	Continued summer hub
Family issues	Loss of employment, parents struggled to help students with school, lack of food	August 2021-2022 barriers to programs	Limited number of students in programs due to social distancing
Community issues	None reported	Use of data	Used STAR data and formative assessment results
	Category #4: Staffing Impact	Funding	School funds for tutors, State provided safety materials; ESSER funds for summer program
Teacher behaviors and mental health	Teacher resignations because of vaccination requirement and weekly COVID testing; staff burnout		Category #2: Student/Family/Community Emotional Support Practices

Substitutes	Lack of substitutes; teachers covered when another teacher was out; lack of temporary hires (PPTs & assistants)	Emotional supports	Virtual open house and videos for the family; virtual parent teacher conferences; family activities with kindergarten students, grab and go family activities (e.g., lei making, gardening)
	Category #5: Student Supports	Food	Lunch for students during summer learning; none reported for the family
Emotional supports	Drive through graduation for grade 5 students	Communication	None reported
Instruction	On-line instruction-provided direction-and then students worked independently offline. Students got back on-line for next class; admin created packets for students including special ed and itinerary classes	Partnerships	Connect with community (e.g., local stores such as Ben Franklin); partnership with Hazel Health and school liaison
	Category #6: Parental/Community Supports	Funding	Hazel Health supported by State, other SEL by school
Food	Food giveaways-breakfast and lunch daily. Drive-up services		Category #3: Staff Support Practices

Communication	Safety drill videos (earthquake, lockdown, fire) done virtually	Emotional supports	Continued previous year supports but more intentional
Partnerships	None reported	Funding	Personal funds
	Category #7: Staff Supports	Professional Learning	Admin drop-ins for support during virtual learning
Emotional supports	Inclusion activities online (e.g., virtual scavenger hunt, guess the song); lunch bags with teacher names on them		Category #4: Contributing Factors
	Category #8: Planning and Finances	Collaboration	None reported-follow State and strategies and guidelines
Decision-making	Principals met together to ensure consistency in messaging and how things were being done	Data Collection	Walk-throughs in classrooms, Universal Screener data, curriculum assessments, Panarama SEL survey
Barriers	Food could not be purchased with state funding, so principals had to pay for food or prizes for teachers	Funding	School funds, personal funds, ESSER

Data use	Informal observations of instruction while on-line; ensuring accommodations/modifications for IEP students	Barriers	Need to use personal funds
Funding	Personal principal funds for emotional supports, school funds		

School D			
High Impact/High Recovery			
Four years at the school as principal			
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Students were feral, needed to be retrained on routines, vaping, alcoholism, pornography use, fighting, vandalism	Technology	Issued devices (inventoried, parent forms), provided wi-fi access through hotspots
Attendance and student engagement	Chronic absenteeism (as high as 55 days)	Emotional supports	Read to students about HA Framework-sense of belonging
Technology	Did not issue devices to students due to uncertainty of schooling	January 2021-August 2021 instruction	Started on-line then had hybrid model; brought lower grades back first and worked to upper grades
Medical	None reported	January 2021-August 2021 supporting programs	Implemented summer learning hub based on student need (ELA then math), purchased on-line based programs (Achieve 3000, Smarty ants, KidzBiz, Nearpod) for use with small groups and remediation
Academic achievement	Loss of instruction especially incoming kindergarten students	January 2021-August 2021 barriers to programs	Changing schedule of virtual vs in-person; testing students for COVID, social distancing, student behavioral issues and lack of socialization skills; inconsistent attendance

	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Theater-style classrooms
Parental involvement	None reported	August 2021-2022 supporting programs	Continued summer hub
Family issues	Loss of employment; trying to manage own lives and wanted schools to fit in with their lives	August 2021-2022 barriers to programs	Implementing social distancing, acclimating students back to school with masks, students regressed and had a hard time recouping, lunch schedules
Community issues	None reported	Use of data	None reported
	Category #4: Staffing Impact	Funding	School funds, Title I, ESSER (tutoring, summer hub)
Teacher behaviors and mental health	Staffing shortages-job pool is dry; staff burnout-teachers disgruntled all the time, have lost their filter, short patience levels, teachers leaving the profession or wanting out of the classroom or moving to middle school; teachers were in fight/flight state due to COVID and teaching through technology		Category #2: Student/ Family/Community Emotional Support Practices

			Tried virtual coffee hour but didn't work, open house, bought student supplies - parents just needed to buy uniforms, put money in lunch accounts, bought bus tickets
Substitutes	No issues reported	Emotional supports	
	Category #5: Student Supports	Food	Served dinner at open house
Emotional supports	None reported	Communication	Newsletters, flyers, invitations to school, school website, messenger, teacher reminder app
Instruction	Packets of work; students with technology accessibility attended Google Meet classrooms;	Partnerships	None reported
	Category #6: Parental/Community Supports	Funding	Title I
Food	None reported		Category #3: Staff Support Practices

			Being sensitive to levels of tolerance, making adjustments to instructional practices allowing for telework when needed; providing for mindfulness activities (e.g., zuma) and teambuilding activities (e.g., food, give-aways, gift cards, games); Hawaiian studies and island history and culture information
Communication	None reported	Emotional supports	
Partnerships	None reported	Funding	Personal out-of-pocket money
	Category #7: Staff Supports	Professional Learning	Basic virtual classroom training and use of technology; focus on acclimating students to being back in school without worrying about curriculum and pacing
Emotional supports	Keeping everyone in the loop and on the same page		Category #4: Contributing Factors
	Category #8: Planning and Finances	Collaboration	Continued virtual meetings and group text messages
Decision-making	Complex area superintendent and principals had open relationships; regular virtual meetings and group text messaging	Data Collection	Continued use of formative assessments, use of diagnostic Universal Screener, unit summative assessments, DIBELS, SBAC
Barriers	Principals worked 24/7; all decisions left in the hands of principals; support was in the form of professional development	Funding	N/A

Data use	Monitoring through formative assessments, use of diagnostic Universal Screener, unit summative assessments, DIBELS, SBAC	Barriers	Poor messaging from leadership; principals responsible for all decisions
Funding	None reported		

	School E		
	High Impact/High Recovery		
	Principal not there during pandemic; Vice principal at school 25 years		
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Inappropriate behaviors when on-line, suicide ideation, immature and needing a lot of redirection, difficulty transitioning to school, social emotional needs	Technology	None reported
Attendance and student engagement	Students not online, needing more support than usual for the grade level	Emotional supports	Continued counselor support and group counseling
Technology	Drive by pick-up of computers for students	January 2021-August 2021 instruction	Students back 1 day a week using a 4-track system; one day live instruction with 3 days virtual instruction
Medical	Safety protocols, following CDC guidelines	January 2021-August 2021 supporting programs	None reported
Academic achievement	None reported	January 2021-August 2021 barriers to programs	Staff shortages and student transportation
	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Full in-person learning and teachers rotated classes rather than students

			Tutoring after school for special ed students, extra support for struggling students on two days, classes opened earlier, assigned seating for lunch, some virtual learning (5%) of students using Acellus, continued tutoring program
Parental involvement	None reported	August 2021-2022 supporting programs	
Family issues	Social emotional concerns	August 2021-2022 barriers to programs	Staff shortages and student transportation
Community issues	None reported	Use of data	None reported
	Category #4: Staffing Impact	Funding	Federal support of lunches, no financial barriers
Teacher behaviors and mental health	Staff shortages		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	Lack of substitutes (admin teaching)	Emotional supports	Continued counselor support and group counseling
	Category #5: Student Supports	Food	None reported
Emotional supports	School behavioral health specialist provided support on how to relax, how to not worry; student referrals for SEL concerns; , group counseling opportunities	Communication	Health procedures - calls about safety of students, voice mail to entire school when there were COVID cases; calls to parents of classroom with COVID case

Instruction	Instructional packets, extra assignments/work during the summer for struggling students	Partnerships	None reported
	Category #6: Parental/Community Supports	Funding	Nothing needed beyond the academic plan funding
Food	Grab and go lunches		Category #3: Staff Support Practices
Communication	None reported	Emotional supports	Quarterly social (e.g., pre-packaged ice cream or other food; team building activities)
Partnerships	COVID nurses	Funding	Not reported
	Category #7: Staff Supports	Professional Learning	Continued with technology PD for new teachers and more in-depth for experienced teachers
Emotional supports	Behavioral Health Specialists- morale building, pre-packaged lunches		Category #4: Contributing Factors

	Category #8: Planning and Finances		None reported-followed CDC guidelines for planning classrooms and modifying procedures
Decision-making	None reported	Data Collection	No change: Only monitored state data, Panorama SEL, i-Ready Universal Screener, and progress monitoring tools
Barriers	None reported	Funding	State funds
Data use	Only monitored state data, Panorama SEL, i-Ready Universal Screener, and progress monitoring tools	Barriers	None reported-were creative in planning
Funding	State funds		

School F			
High Impact/High Recovery			
Five years at the school			
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Mental health concerns, student behavior and student anxiety due to lack of parental oversight	Technology	None reported
Attendance and student engagement	Absences and drops in enrollment, students did not come on-line for intervention services	Emotional supports	Implemented SEL program-Choose Love
Technology	Students not coming online - purchased computers for students and challenges with internet connectivity so students weren't turning in assignments on time; EL students didn't know how to log onto computers	January 2021-August 2021 instruction	Hybrid model - half the students came to school and half stayed home
Medical	Outbreaks of COVID due to communal family living	January 2021-August 2021 supporting programs	Learning hub for struggling students and EL students
Academic achievement	Students would fall further behind, already low in ELA; indicated on Universal Screener	January 2021-August 2021 barriers to programs	Difficult to support all students; implementing spacing made it impossible to follow normal procedures; teachers had to do double planning
	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Got back to normal, restarted academy pathways using PBL

Parental involvement	Parents were doing homework for students and not having students attend school	August 2021-2022 supporting programs	Continued learning hub, introduced summer school; ; 21st century after-school program addressing student interests and sports; tutoring for enrichment programs
Family issues	Loss of employment due to child care issues	August 2021-2022 barriers to programs	None reported
Community issues	None reported	Use of data	i-Ready as academic screener
	Category #4: Staffing Impact	Funding	School funds
Teacher behaviors and mental health	Chronic absenteeism; fear of getting COVID		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	Lack of substitutes but were able to use EAs and paraprofessionals	Emotional supports	Held vaccine clinics on campus, provided canned food drives
	Category #5: Student Supports	Food	Lunch box program
Emotional supports	Check-in calls, virtual Bingo	Communication	Virtual parent nights and virtual Christmas events

	Use of Google Classroom for virtual learning; Opened a learning hub or intervention services - students came in-person; EL students brought back to school		
Instruction		Partnerships	Ccomplex area liaison, banks, churches supported community lunch purchases; high school mentoring program
	Category #6: Parental/Community Supports	Funding	CSLD Literacy Grant to purchase books, Title 1 and Title 2 funds, ESSER funds,
Food	Grab and go lunches		Category #3: Staff Support Practices
Communication	Provided information on counseling, principal videos on Facebook and Instagram, phone calls to check-in	Emotional supports	Teachers wrote positive messages to each other; wellness activities (e.g., yoga, cooking, exercise); teachers able to share concerns on a comment sheet
Partnerships	High school students helped younger students	Funding	Staff budget
			Provided PD on addressing student behaviors and anxiety, use of Goggle Classroom and how to implement instruction, observations in classrooms to provide support for teachers; on-line meetings
	Category #7: Staff Supports	Professional Learning	
Emotional supports	Opportunities for open communication, created manual for safety procedures, met with the union to ensure teachers were involved and received responses		Category #4: Contributing Factors

	Category #8: Planning and Finances		Increased collaboration among teachers, complex area liaison to support community
Decision-making	Focus on teachers and students being able to log-on to computers	Data Collection	i-Ready as academic screener, 3 times a year, restarted academic review meetings in 2020-2021 school year; used Panorama Behavioral screener in 2021-2022 to monitor SEL; Behavioral screener
Barriers	No clear communication from complex area	Funding	Complex area funding (school funding)
Data use	Elevated i-Ready scores so didn't know how to use the data, monitored which students were on-line and for how long	Barriers	Cancelled data team meetings and leadership meetings; no clear message from district/state leadership
Funding	Complex area funding (school funding)		

	School G		
	High Impact/High Recovery		
	Principal not there during pandemic; Vice principals at school 23 years and 6 years		
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Safety concerns and focus on whole child	Technology	None reported
Attendance and student engagement	Student absences - not showing up for online classes (only about 10% of students)	Emotional supports	Small group support, providing breaks when on Zoom
Technology	Lack of access to the internet and computers; distribution of devices (computers and ipads)	January 2021-August 2021 instruction	Focused on standards and getting rid of the "fluff"; gradually brought in at-risk students (failing or absent a lot)
Medical	Sterilized the buildings	January 2021-August 2021 supporting programs	Virtual summer hub for credit recovery, virtual enrichment program for all students
Academic achievement	Not being able to support students needing assistance	January 2021-August 2021 barriers to programs	None reported
	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Started A-B return to school schedule; Continued the focus from prior year-standards and no "fluff"; core teams implemented "boost"-shift kids

Parental involvement	Not able to communicate and reach parents; documenting communications	August 2021-2022 supporting programs	Summer hub for credit recovery in all core areas; tutoring session blocks with individual students; after-school tutoring; enrichment for all students
Family issues	Loss of work	August 2021-2022 barriers to programs	Staffing issues
Community issues	None reported	Use of data	Use of i-Ready data
	Category #4: Staffing Impact	Funding	ESSER funds for summer hub and enrichment programs
Teacher behaviors and mental health	Getting certified teachers-some teachers took the year off or didn't report to work		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	None reported	Emotional supports	Offered supplies, fixed computers, high school picture drive-bys, Halloween event drive-by, honor roll drive-by
	Category #5: Student Supports	Food	Lunch pick-ups

Emotional supports	Provided shirts and baggie of snacks	Communication	Laser focused communication including health protocols-provision of masks and shields for safety, checked student temperature daily
Instruction	Posted activities online; stopped giving grades; instructional activities on Google Classrooms; packet pick-up for following week; posted homework on school website	Partnerships	None reported
	Category #6: Parental/Community Supports	Funding	School budget for food, supplies, activities; Complex area and ESSER funds supported computers and wifi; ESSER funds for shields, and cleaning supplies
Food	Free breakfast and lunch pick-up		Category #3: Staff Support Practices
Communication	Began phone system to communicate with families	Emotional supports	Allowed teachers to telework when necessary
Partnerships	None reported	Funding	None needed

			Use of different resources to Address the full set of standards, examined curriculum, developed pacing guides, implementation of virtual learning-Google Classroom, Google Meets, and other online tools; meeting on-line or in-person with teachers to review standards, pacing and assessments and focused on consistency
	Category #7: Staff Supports	Professional Learning	
Emotional supports	Continued weekly faculty team meetings; teacher appreciation		Category #4: Contributing Factors
	Category #8: Planning and Finances	Collaboration	Admin, teachers, curriculum coordinators did a lot of collaboration
Decision-making	Weekly planning and decision-making; no planning with central office	Data Collection	Admin and teachers analyzed data in data teams to support instruction; used diagnostic data to identify students that were falling behind; implemented i-Ready diagnostics and assessed students on-line; utilized data more including Panarama for SEL
Barriers	None reported	Funding	None reported
Data use	Used diagnostic data to make instructional decisions	Barriers	None reported
Funding	None needed		

School H			
High Impact/High Recovery			
First year at school; not there during the pandemic; Vice Principals at school 23 years, 19 years, 11 years, 2 years, 5 years, 6 years			
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	None reported	Technology	None reported
Attendance and student engagement	Attendance was a key concern	Emotional supports	Students were fidgety and other behaviors occurred; Implemented SEL program-Choose Love
Technology	Connectivity concerns and providing computers or communication devices	January 2021-August 2021 instruction	Distance learning continued; began plans for bringing struggling students back, special ed, and EL
Medical	None reported	January 2021-August 2021 supporting programs	Unable to continue clubs
Academic achievement	Difficulty teaching special ed students without manipulatives	January 2021-August 2021 barriers to programs	Health and safety restrictions
	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	In-person learning; students segregated by tracks

			Brought back virtual enrichment clubs based on student interest; competitive teams were competed; attendance hub and tutoring as needed; on-campus supports for students with special needs; SEL lessons by counselors-Choose Love
Parental involvement	Parents helped students get online and helped with connectivity; sometimes no one was at home to help student	August 2021-2022 supporting programs	
Family issues	Loss of employment; parents unable to provide support for students	August 2021-2022 barriers to programs	Shields in cafeteria and had to spread students out; staffing challenges
Community issues	None reported	Use of data	i-Ready as academic screener although January 2021-August 2021 results taken with a grain of salt
	Category #4: Staffing Impact	Funding	School funds; donations for supplies, complex and state funding sources
Teacher behaviors and mental health	Overwhelming for teachers to learn technology and revise curriculum; emotionally difficult to teach and take care of own families		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	No access to substitutes as they were unavailable or lacked training	Emotional supports	Home visits; weekly check-ins to see if they need anything
	Category #5: Student Supports	Food	Continued meal pick-up

	SEL focus-virtual lunch bunch, virtual clubs outside of academics; focus on staying safe		Made sure website was up-to-date including messages and announcements
Emotional supports		Communication	
	Provided an attendance hub for students to be at school to have a place to be when on-line; no new academic information-only focused on reviewing materials, reading stories, etc.; special ed focused on on-line games and sharing home materials; one-on-one and small groups during distance learning		
Instruction		Partnerships	None reported
	Category #6: Parental/Community Supports	Funding	Federal funds for food
Food	Pick-up lunches provided		Category #3: Staff Support Practices
	Provided parents with technology support (e.g., diagnosing connectivity and device issues), provided hot spots for computers; tried to reach out to parents when students not attending; shared how the school would support special ed programs		
Communication		Emotional supports	Went back to traditional schedule; Friday well-being messages to staff; access to yoga at home, activities at staff meetings to add to well-being
Partnerships	None reported	Funding	Staff budget

			Provided PD on skills necessary to support students; short term planning was focused on vulnerable students; long term planning on providing necessary PD; planning teams met once a month
	Category #7: Staff Supports	Professional Learning	
Emotional supports	Opportunity to share, provided time, SEL program provided tools for counseling and legal advice		Category #4: Contributing Factors
	Category #8: Planning and Finances	Collaboration	HI Teacher Association
Decision-making	Focus on safety as the highest priority; weekly check-ins with teachers	Data Collection	i-Ready used 3 times a year although
Barriers	Uncertainty and lack of clear guidance	Funding	Complex area funding (school funding)
Data use	Administered i-Ready but was done at home; scores were inflated-it was unclear if parents were helping	Barriers	None reported
Funding	Federal government for food; no other costs		

School I			
Low Impact/High Recovery			
First year at the school; Vice Principal at school during pandemic			
IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)	
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Students unable to socialize and were isolated at home with grandparents	Technology	None reported
Attendance and student engagement	Attendance was an issue; students dropped off the radar; when on-line they weren't paying attention; lack of purpose	Emotional supports	Choose Love SEL program
Technology	None reported	January 2021-August 2021 instruction	Hybrid instruction; half on campus and half at home (A-B schedule: 3 days on, 3 days off)
Medical	None reported	January 2021-August 2021 supporting programs	After school programs (W+); virtual tutoring in math and reading; online books
Academic achievement	Students unable to engage in hands-on learning; providing special ed services	January 2021-August 2021 barriers to programs	Funding; staffing
	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Everyone back full-time with masks
Parental involvement	Needing to help parents to deal with being parents and teachers	August 2021-2022 supporting programs	Continued after school programs (W+); virtual tutoring in math and reading; online books; Choose Love went back to in-person

Family issues	Loss of jobs and family dynamics were breaking down; stress- parents crying, moving in with grandparents; abusive situations at home; increase in depression and anxiety	August 2021-2022 barriers to programs	None reported
Community issues	Increase of transient population; high cost of living and families moving back to mainland	Use of data	Continued use of data from i-Ready, DRA, Bridges in mathematics; Panarama for SEL
	Category #4: Staffing Impact	Funding	Federal government grant; federal government for food; school funding for second counselor; reserve money; community support and help
Teacher behaviors and mental health	Mental health issues-struggled with home life and virtual teaching; worry about health and contracting COVID; hours on line was stressful; new teachers didn't know how to be a good teacher; staff shortages, burnout, chronic absenteeism		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	Shortage of substitutes	Emotional supports	Continued counselor check-ins and social stories sent to families; online SEL program Choose Love; information sessions
	Category #5: Student Supports	Food	None reported
Emotional supports	SEL-Choose Love lessons; counselor check-ins, recording of reading books	Communication	Nothing new reported

Instruction	Packet pick-ups and workbooks; use of See-Saw and Google Classroom to provide activities for students	Partnerships	None reported
	Category #6: Parental/Community Supports	Funding	School budget
Food	Provided food to families		Category #3: Staff Support Practices
Communication	Home visits; Counselor check-ins and social stories sent to families; online SEL program Choose Love; information sessions	Emotional supports	Work Hawaii Program-counseling, celebrations, supportive of teachers needing to leave the classroom; good deed program, secret Santa, joyful programs (exercise, food); partnerships for working in community gardens
Partnerships	None reported	Funding	School budget; Foundation resource funding
	Category #7: Staff Supports	Professional Learning	Professional development with Hawaii Technology Academy (HTA) on how to use different platforms; Implemented Project Zero and Visible Thinking Strategies

School J			
Low Impact/High Recovery			
Principal for 10 years; Student Services Coordinator attended - at school 17 years			
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Social-emotional needs were of greatest concern	Technology	None reported
Attendance and student engagement	A few absences	Emotional supports	Offered office hours and student check-ins
Technology	Sent home Chromebooks to students in need	January 2021-August 2021 instruction	Ran two schools since some students were returning to in-person while other were virtual; use of Acelus
Medical	None reported	January 2021-August 2021 supporting programs	None reported
Academic achievement	Maintained curriculum and made all instruction like a regular school year except virtual	January 2021-August 2021 barriers to programs	None reported
	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	In-person learning; back to normal except for safety measures
Parental involvement	Families on-line when expected	August 2021-2022 supporting programs	Started SEL focus with check-ins at the beginning and end of the day; push-in program for supporting struggling students; continued summer hub for struggling students

Family issues	Loss of work; how would students receive instruction and the curriculum; who would take care of the students if parents had to work remotely	August 2021-2022 barriers to programs	Students couldn't work in groups or be social; new activities to ensure appropriate structures
Community issues	Safety for students	Use of data	Maintained ELA RTI-just virtual
	Category #4: Staffing Impact	Funding	PTO, school funds
Teacher behaviors and mental health	Tired and burned out from all curriculum changes		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	Lack of substitutes for teachers, educational assistants, custodians, cafeteria staff	Emotional supports	Staff continued positive relationships with students
	Category #5: Student Supports	Food	None reported
Emotional supports	Counselors offered support when needed in virtual meetings; office hours; social-emotional lessons and talking about COVID; virtual lunches to maintain relationships with students; virtual parties	Communication	None reported

	Tried virtual teaching about once or twice a week with packets of work going home to students; posted on Google classroom strategies; teachers maintained school curriculum; included extra-curriculum as virtual (music, physical education, library, maker-space, Japanese); summer hub as acceleration for struggling students		
Instruction		Partnerships	PTO
	Category #6: Parental/Community Supports	Funding	PTO provided materials/support needed for staff and students school funds
Food	None reported		Category #3: Staff Support Practices
	Parent meetings when needed; posted newsletters on line; set up time for families to pick-up materials; posted materials and weekly curriculum maps to website		Set up staff programs (e.g., art, plantings, pickle ball) just for fun and to build relationships; social distancing; fans with filters; counselor check-ins with teachers and school-family community (custodians, cafeteria staff); breaks for teachers during the day; wellness days; modified teacher schedules to offer office hours and student check-ins
Communication		Emotional supports	
Partnerships	None reported	Funding	School funding
	Category #7: Staff Supports	Professional Learning	CASEL professional learning for SEL Cadre

	School K		
	Low Impact/High Recovery		
	Third year at school; at the HS during the impact phase (MS-HS was one school)		
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Lack of support and connection; suicidal ideation; drug use; disassociating from family	Technology	All students had computers pre-pandemic; state/complex areas supported connectivity and subscriptions to student platforms; mobile hug for hotspots
Attendance and student engagement	High absences, lower enrollment; students didn't have executive functioning skills (conduct conversations, sit still, hold a pencil); behavioral issues	Emotional supports	MCAP Healthy Bodies and Healthy Relationships-strategies to cope; SEEDS program about making good choices; Other agencies support issues such as vaping and suicide
Technology	All students had computers pre-pandemic; lack of connectivity	January 2021-August 2021 instruction	Created pods with spacing and staggered student return to campus
Medical	None reported	January 2021-August 2021 supporting programs	Attempted math tutoring and remediation but didn't last
Academic achievement	None reported	January 2021-August 2021 barriers to programs	Staff burnout or staff had to go home after school to take care of their own family; lack of funds for any other programs

	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Everyone back full-time
Parental involvement	Communication was a challenge when students weren't on-line	August 2021-2022 supporting programs	Started after-school programs (Uplinks), especially sports (Reach Program) which helped with attendance
Family issues	Understanding information about COVID and impact on schooling	August 2021-2022 barriers to programs	Loss of enrollment and loss of funding
Community issues	None reported	Use of data	None reported-used teacher relationships with students and families
	Category #4: Staffing Impact	Funding	Grant for math tutoring; federal funding for Uplinks but funding cut; state funds for Reach but funding cut
Teacher behaviors and mental health	Teacher morale was low due to constant changes in policies		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	Shortage of substitutes	Emotional supports	None reported
	Category #5: Student Supports	Food	None reported

Emotional supports	<i>Unable to comment due to not being at the school during the pandemic</i>	Communication	None reported
Instruction	Special ed, EL students, and students without connectivity returned in the fall	Partnerships	Community partners-Okalani Trust; MCAP Healthy Bodies and Healthy Relationships
	Category #6: Parental/Community Supports	Funding	Partnerships, Federal funding, ESSER funds, State funding, School funding
Food	Free breakfast and lunch for all students		Category #3: Staff Support Practices
Communication	<i>Unable to comment due to not being at the school during the pandemic</i>	Emotional supports	Created safe zones with plexiglass, masks, etc.; demonstrated empathy and flexibility to take off work and care for families at home; celebrations

Partnerships	<i>Unable to comment due to not being at the school during the pandemic</i>	Funding	Celebrations out of principal pocket; wealthy friends provided free shirts, hats, logos, signage; discounts from local businesses; state and complex area funding for technology and cleaning of school; ESSER funds for PD
	Category #7: Staff Supports	Professional Learning	AMLI PD to support dealing with students and after affects of COVID; character education training
Emotional supports	<i>Unable to comment due to not being at the school during the pandemic</i>		Category #4: Contributing Factors
	Category #8: Planning and Finances	Collaboration	Strong leadership with complex area and state; planning meetings and finding funding
Decision-making	<i>Unable to comment due to not being at the school during the pandemic</i>	Data Collection	PLCs and weekly meetings to track absenses and monitor student grades; Panarama SEL climate survey; LeKulia lognitudinal diagnostic assessments, checking-in with special ed coordinator
Barriers	Multiple complex leadership between fall 2020-fall 2022	Funding	Title 1 funding
Data use	<i>Unable to comment due to not being at the school during the pandemic</i>	Barriers	None reported
Funding	<i>Unable to comment due to not being at the school during the pandemic</i>		

School L			
Low Impact/High Recovery			
13 years at school; other leaders 23 years, 26 years, 16 years, 13 years, 6 years			
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	None reported	Technology	None reported
Attendance and student engagement	None reported	Emotional supports	Continued monitoring well-being ; Mukihana support which is higher level support beyond counseling
Technology	Connectivity to wi-fi	January 2021-August 2021 instruction	Use of Google Classrooms, Webex, and other virtual platforms and tools; implemented SeeSaw for students to display their work; teachers made videos for students; fully in-person last quarter
Medical	When parents got sick it affected the entire family	January 2021-August 2021 supporting programs	Offered minimal tutoring (math and ELA) and summer hub (enrichment); Kindergarten transition
Academic achievement	Learning loss was greatest concern; first quarter was virtual learning; then implemented an A-B schedule (half in-school, half virtual)	January 2021-August 2021 barriers to programs	None reported

	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	In-person learning still using virtual tools
Parental involvement	Parental commitment to having students on-line and supporting students was positive	August 2021-2022 supporting programs	Continued tutoring (math and ELA) and summer hub (enrichment); Kindergarten transition
Family issues	Loss of work	August 2021-2022 barriers to programs	Not many students involved in tutoring
Community issues	None reported	Use of data	Formative assessments to check for understanding; no other data used
	Category #4: Staffing Impact	Funding	Title 1 funds; school funds
Teacher behaviors and mental health	None reported		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	No issues with substitutes-had a cadre of substitutes that were called on regularly	Emotional supports	Continued providing medical team for information and care (distributed masks); checked in on students regularly; counselors reached out to families who might need support
	Category #5: Student Supports	Food	Provided food to families and students

Emotional supports	Tracked students on-line to monitor well-being ; Mukihana support which is higher level support beyond counseling	Communication	Provided training on tools (e.g., Webex) needed for virtual instruction; implemented SeeSaw for virtual communication; continued other supports from prior year
Instruction	Instructional packets; focus on standards typically taught in the 4th quarter; offered virtual summer school; tracked students on-line to monitor attendance	Partnerships	Same as previous year
	Category #6: Parental/Community Supports	Funding	ESSER, school funds
Food	Provided food to families and students		Category #3: Staff Support Practices
Communication	Provided medical team for information and care (distributed masks); checked in on students regularly; counselors reached out to families who might need support	Emotional supports	Allowed teachers to leave when health and safety needed to be addressed; provided safety protocols so teachers wouldn't be stressed out; tap on the back, saying "good job", or a hug

Partnerships	Hawaii food bank	Funding	Creative funding for substitutes being on campus every day
	Category #7: Staff Supports	Professional Learning	Provided training on tools needed for virtual instruction
Emotional supports	Staff supported one another		Category #4: Contributing Factors
	Category #8: Planning and Finances	Collaboration	Internal planning and collaboration; grade-level planning using data; nothing different
Decision-making	No changes from past	Data Collection	Use of pre- and post-data collection
Barriers	None reported	Funding	ESSER funds; school funds
Data use	None reported	Barriers	None reported
Funding	ESSER funds; school funds		

	School M		
	High Impact/Low Recovery		
	10 years at the school		
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Transitioning to MS during a pandemic	Technology	No technology issues
Attendance and student engagement	Lack of student motivation; lack of attendance but not sure to what extent since they didn't know how to measure "showing up"	Emotional supports	None reported
Technology	All students had devices prior to pandemic; no major problems with connectivity-system in-place to get students on-line, some students who lived far away or multiple individuals on-line struggled with connectivity	January 2021-August 2021 instruction	Continued grade-based cohort; provided option for students to be virtual or in school; hybrid model of learning (1 day at home, 4 days at school campus; provided schedule of 2-3 hours of synchronous activities and suggested time for asynchronous time for science, math, and ELA
Medical	None reported	January 2021-August 2021 supporting programs	Shifted to Altitude Learning Platform for hybrid environment; no other student programs; implemented accreditation study and set goals

	On-line normns were a problem; continued with virtual portfolio defenses even though they didn't count; virtual instruction in the first semester; shifted to a grade-based cohort model rather than multi-age classes; moved campus in October	January 2021-August 2021 barriers to programs	Staff burnout; teachers didn't have the bandwidth for tutoring or other programs
Academic achievement			
	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Fully in-person and regular school model using safety precautions
Parental involvement	Disagreement about whether students should be in school	August 2021-2022 supporting programs	Kept Altitudde Platform
Family issues	Childcare concerns	August 2021-2022 barriers to programs	Let the school leader go; student behaviors were problematic; teaching with social distancing and masks
Community issues	None reported	Use of data	None reported
	Category #4: Staffing Impact	Funding	Nothing reported; ESSER funds came too late

Teacher behaviors and mental health	New school leader let teachers go-exploded the faculty culture; two teachers quit for fear their contracts wouldn't be renewed; trying to work and take care of families; teacher burnout; special ed teachers had to be on campus and were unhappy with disparity between them and classroom teachers		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	Difficult to get substitutes	Emotional supports	SEL restorative practices and RULER program; checked-in with students through synchronous advisory office hours
	Category #5: Student Supports	Food	None reported
Emotional supports	None reported	Communication	Continued communicating information through weekly newsletter; Zoom sessions with families for welcome back and open house, family sessions and celebrations by Zoom; shared schedules for advisories
Instruction	Continued online version of school ; brought special ed students back	Partnerships	None reported

Instruction	Category #6: Parental/Community Supports	Funding	Nothing reported; ESSER funds came too late
Food	No food services provided at school		Category #3: Staff Support Practices
Communication	Surveyed families and used information to inform decisions; communicated information through weekly newsletter; Zoom sessions with families for welcome back and open house, family sessions and celebrations by Zoom	Emotional supports	None reported
Partnerships	None reported	Funding	Nothing reported; ESSER funds came too late
	Category #7: Staff Supports	Professional Learning	Trained teachers in use of collaborative tools
Emotional supports	Restorative circles facilitated by someone outside of the school; provided mental health days-one per semester		Category #4: Contributing Factors
	Category #8: Planning and Finances	Collaboration	University educator consultant
Decision-making	Charter School Network-relied on each other to learn about new health updates and to share ideas	Data Collection	Brought in new screeners; student support team but didn't do much as focus was on inclusion; worked with consultant on building the screener and remediation program but didn't do well

School N			
High Impact/Low Recovery			
Fourth year at the school			
	IMPACT PHASE (March 2020-December 2020)		RECOVERY PHASE (January 2021-August 2022)
Themes	Category #1: Student Impact	Themes	Category #1: Student Achievement and Emotional Support Practices
Student trauma/social emotional issues	Social competencies for appropriate behaviors and ability to make friends, isolation	Technology	No issues with connectivity or need for hotspots; loaned out computers
Attendance and student engagement	Attendance was a major issue	Emotional supports	Spirit weeks (e.g., parents send pictures of students dressed as favorite superhero) and posted to Instagram account; introduced SEL Choose Love program
Technology	No issues with connectivity or need for hotspots; loaned out computers	January 2021-August 2021 instruction	Fully in-person by March 2021 with social distancing; students who opted for only virtual learning used Acelus
Medical	None reported	January 2021-August 2021 supporting programs	Modified student day to open later and end earlier

	Learning loss was greatest concern; first quarter was virtual learning; then implemented an A-B schedule (half in-school, half virtual)	January 2021-August 2021 barriers to programs	Social distancing-no small group instruction, minimal socialization at recess
Academic achievement			
	Category #2: Parental/Community Impact	August 2021-August 2022 instruction	Fully in-person with social distancing; introduced small group instruction in fourth quarter
Parental involvement	No issues reported	August 2021-2022 supporting programs	Tutoring and after-school classes for academic remediation in ELA and math if identified; no sports
Family issues	Loss of work	August 2021-2022 barriers to programs	Only 10-12% students recommended attended tutoring and remediation
Community issues	No issues reported	Use of data	Use if i-Ready as a school assessment; Lexia for phonemic awareness in K-2 or other grades as needed; teacher created assessments to identify struggling students
	Category #4: Staffing Impact	Funding	School funds; CLSD funds for i-Ready, Lexia, and tutoring; ESSER

Teacher behaviors and mental health	Concerns for safety; frustration with technology and teaching virtually; challenges with teaching and parenting at the same time		Category #2: Student/Family/Community Emotional Support Practices
Substitutes	No issues with substitutes and had educational assistants substitute if needed	Emotional supports	Parent nights incorporating literacy and STEM; read a book to students and did a STEM activity for families that signed up (first was virtual; second was half virtual and half in-person)
	Category #5: Student Supports	Food	Provided food to families and students
Emotional supports	None reported	Communication	Continued communication with parents but stopped YouTube once students were on campus
Instruction	Instructional packets; pick-up of packets by grade level on specific days per week; focused on previously taught skills-nothing new; some parents dropped off packets and teachers provided feedback; no virtual learning; no other programs; started coming back in-person in November 2020 using A-B rotation and bringing one grade level at a time	Partnerships	Food banks, churches

	Category #6: Parental/Community Supports	Funding	School funds
Food	Provided food to families and students		Category #3: Staff Support Practices
Communication	Calls and email for mass messaging; letters home; Instagram account-live announcements; teachers started YouTube channel to read to students, post physical education activities, and post counseling information	Emotional supports	Allowed teachers to leave when health and safety needed to be addressed; provided safety protocols so teachers wouldn't be stressed out; tap on the back, saying "good job", or a hug
Partnerships	Food banks, churches	Funding	School funding
	Category #7: Staff Supports	Professional Learning	None reported
Emotional supports	Respected their time with shorter meetings; relationship building activities, thank you's		Category #4: Contributing Factors
	Category #8: Planning and Finances	Collaboration	Planning with complex area superintendent
Decision-making	Staff on-campus in fall 2020 although virtual learning	Data Collection	None reported

