

KĀ'EO 2022

Discussion Guide

**Developed by the University of Hawai'i at Mānoa
to be used in conjunction with the results from the
Kaiapuni Assessment of Educational Outcomes (KĀ'EO)**

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Introduction



As you unpack your school's KĀ'EO results, you may find it helpful to have additional information available to help facilitate conversations at your school.

Opportunity To Learn (OTL) survey results are included in this document to provide some additional context for those conversations.


The results have been categorized according to **five major themes:**

- Impacts to Hawaiian language proficiency
- Impacts on instruction and learning
- Impacts on student engagement
- Impacts on social-emotional learning
- Impacts on student readiness

On the next page, you will see questions provided as a starting point to facilitate discussion in your school and community, followed by the results of the OTL survey.

Questions To Consider

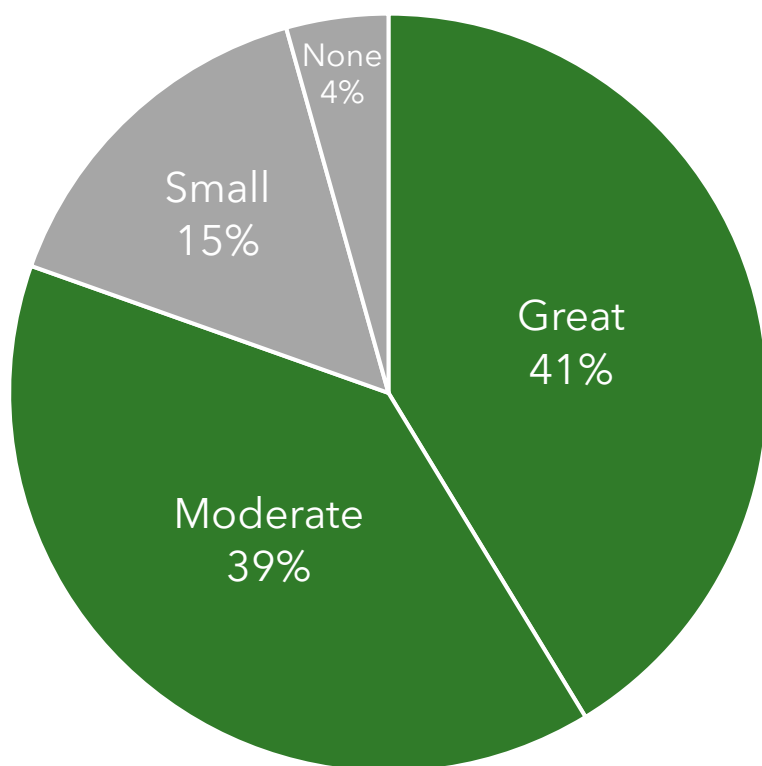
As you review the OTL results, consider the following questions and how they might apply across all major themes:

- ✓ What does (or does not) resonate in the OTL data in how it applies to your school’s specific context? Were there grade levels or content areas that were particularly impacted?
- ✓ What additional information would you want to know from families, teachers and students this year?
- ✓ Are there results that were NOT expected?
- 
 ✓ If you have seen impacts to Hawaiian language proficiency similar to what is reflected in this data, how do you think this has impacted students’ learning and the ability to demonstrate what they know? What are some strategies you can use to mitigate these impacts in your specific school context?
- ✓ Your school probably has a wealth of data from other sources – formative assessment data, performance assessment data, anecdotal data, school-specific measures, lived experiences, etc. How can these rich, additional sources of information be used along with KĀ‘EO and OTL results to make informed decisions about next steps? What are your next steps?

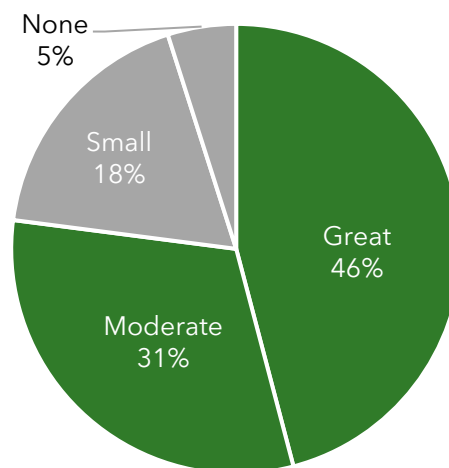
Hawaiian Language Proficiency

Educators noted that COVID-19 continued to impact the Hawaiian language proficiency of their students.

Impact in 2022*



Impact in 2021



* For more information and detailed survey data by grade level, see the 2022 KĀ'EO Educator and Student Survey Report.

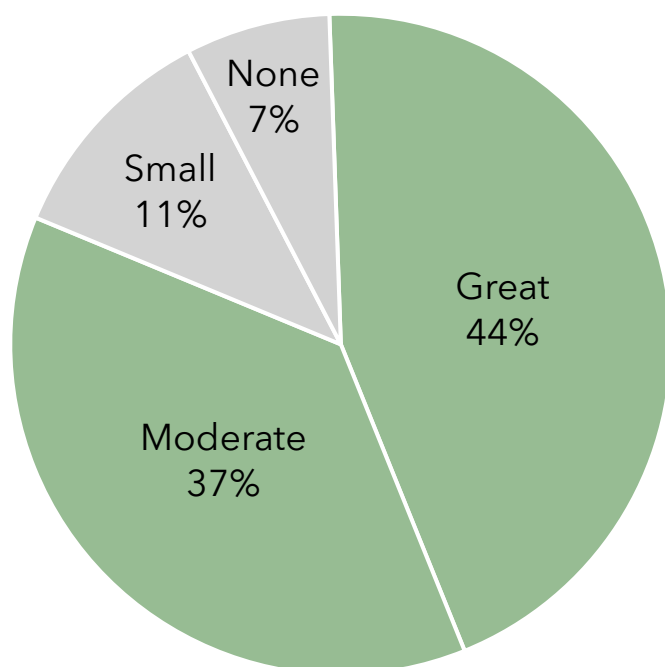
“Because we are meeting in person, the students were able to quickly relearn the vocabulary and sentence patterns.”

Kaiapuni educator

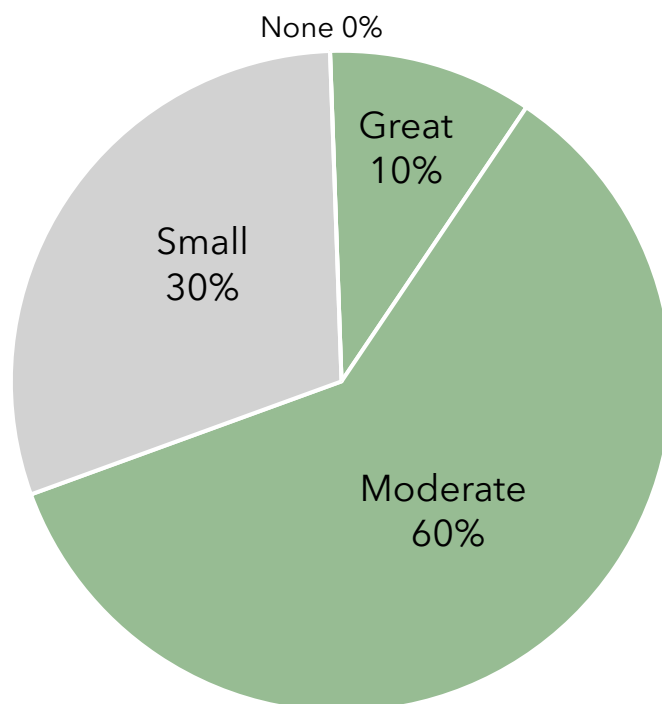
Hawaiian Language Proficiency

The impact of COVID-19 on Hawaiian language proficiency was lower for students in grades 6-8.*

Impact on Grades 3-5



Impact on grades 6-8



* For more information and detailed survey data by grade level, see the 2022 KĀ'EO Educator and Student Survey Report.

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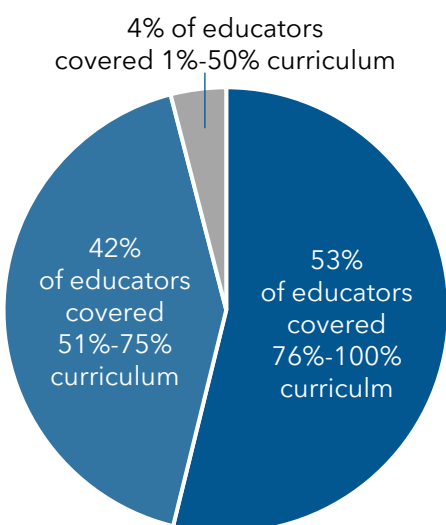
Students have gone on far too long without practicing the language... They also do not know how to express what they want to say a lot of the time.”

Kaiapuni educator

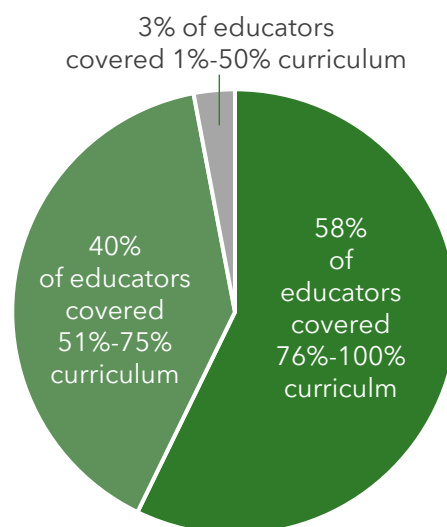
Instruction and Learning

During the 2021-22 school year, educators continued to respond to the effects COVID-19. Most teachers reported covering over 75% of the curriculum.

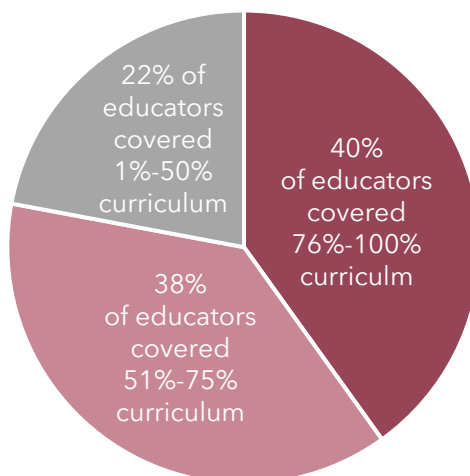
Hawaiian Language Arts



Mathematics



Science



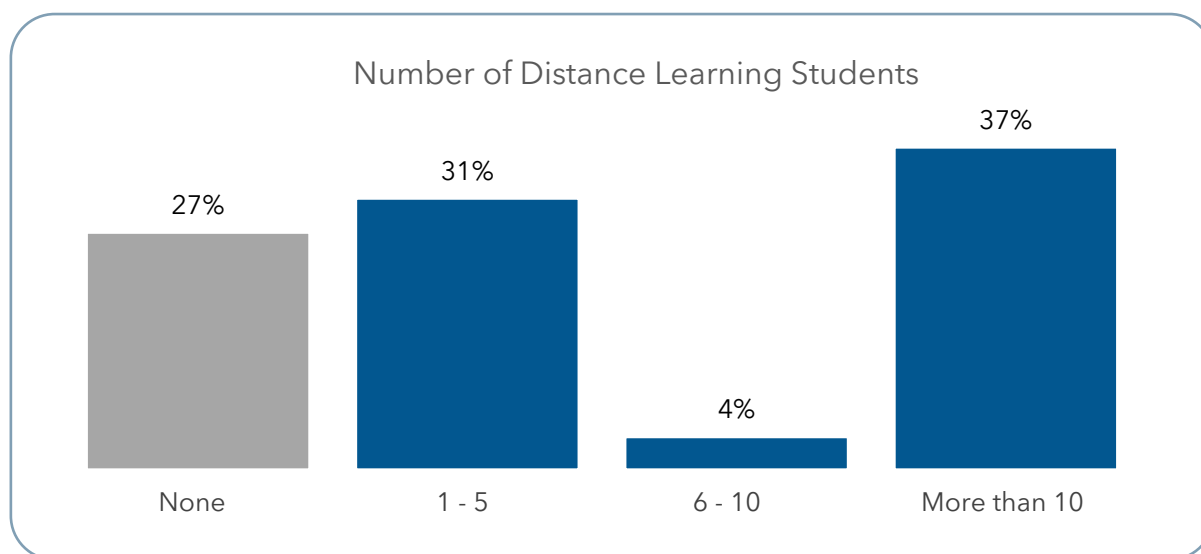
“

[There was] limited time to cover other skills due to trying to catch students up in Math and HLA.”

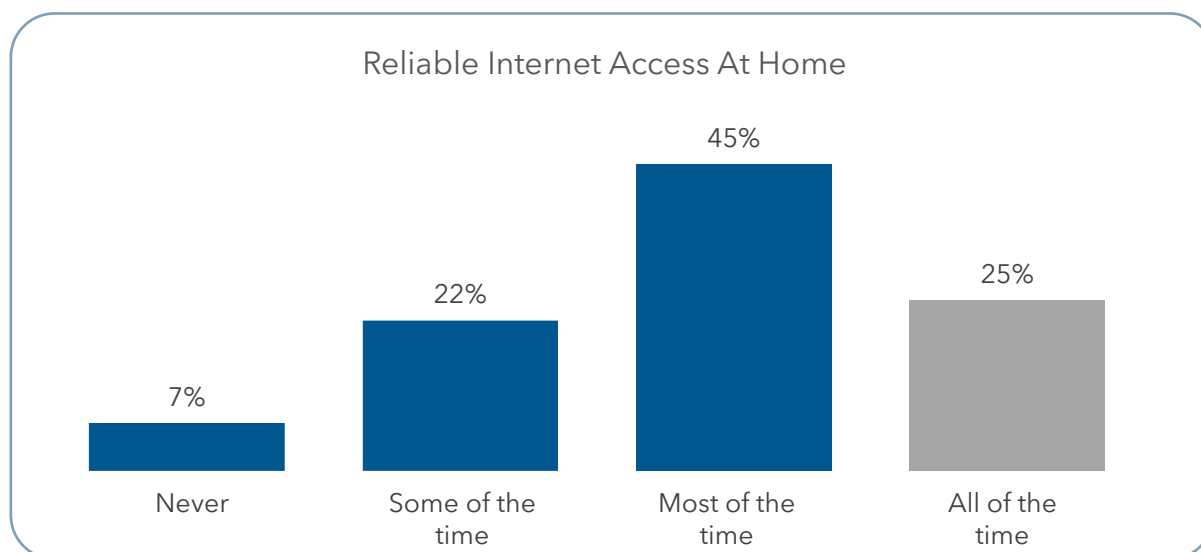
Kaipuni educator

Instruction and Learning

Seventy-three percent of educators who took the survey had at least one student enrolled in a distance learning program in 2021-2022.

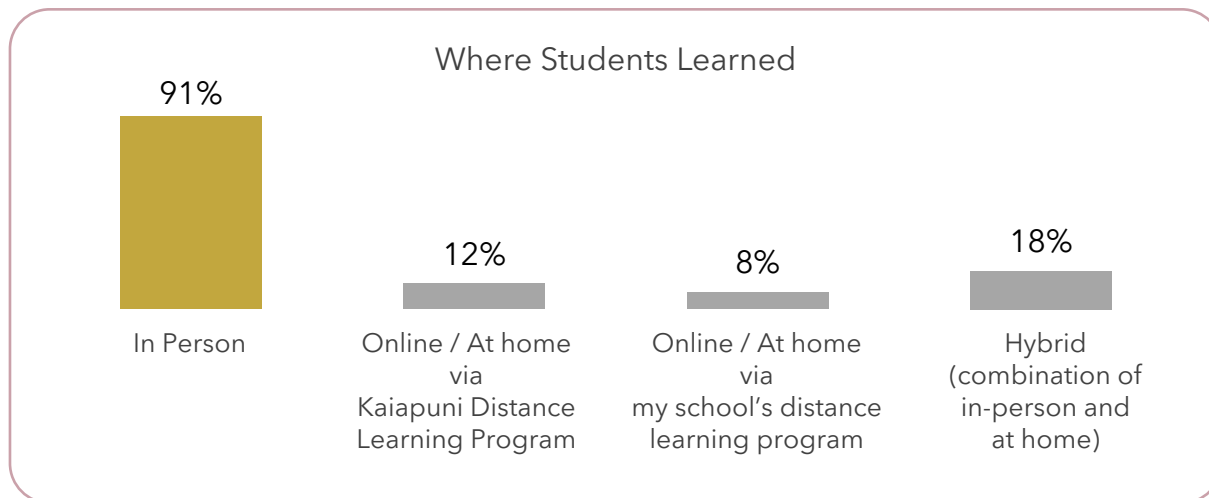


However, about 75% of students who took the survey said they do not have full-time access to the internet at home.



Instruction and Learning

Educators reported most students learned in-person during the 2021-2022 school year, although schoolwide activities were sometimes impacted.

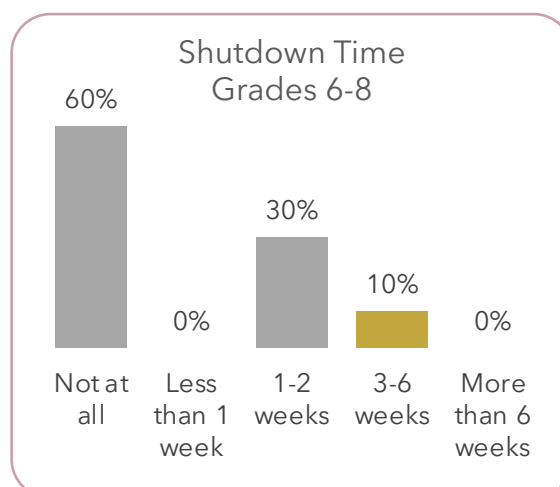
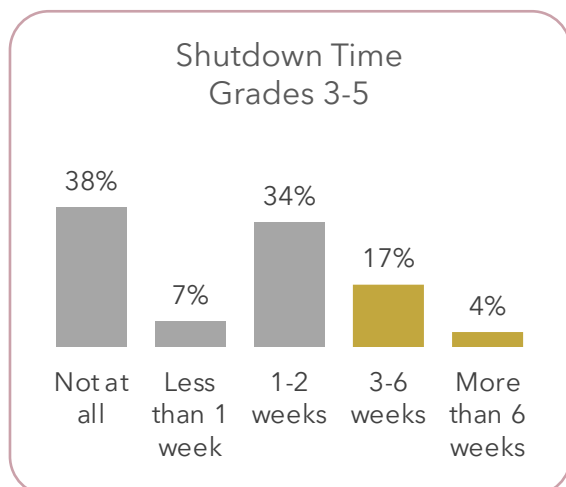


“

We were unable to hold a few of the standard, regular fieldtrips and family engagement events.”

- Kaipuni educator

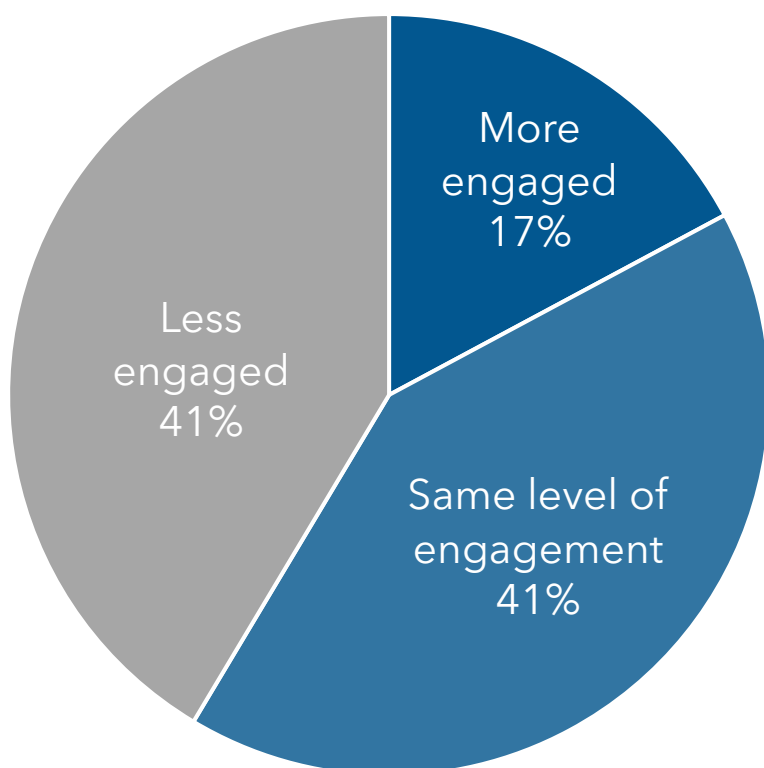
Educators at grades 6-8 reported fewer classroom shutdowns than in grades 3-5 during the 2021-2022 school year.



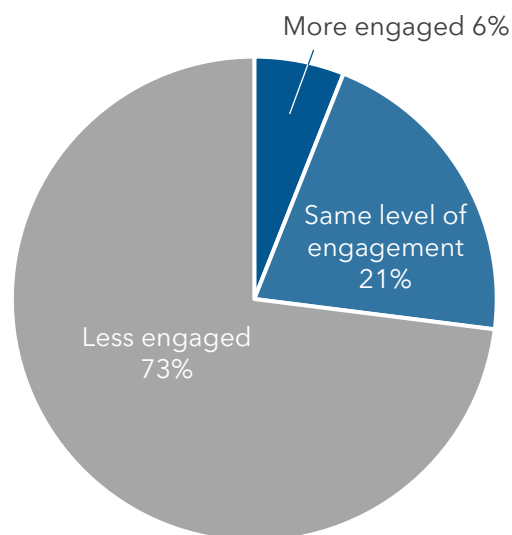
Student Engagement

In 2022, educators reported an increase in student engagement compared to 2021.

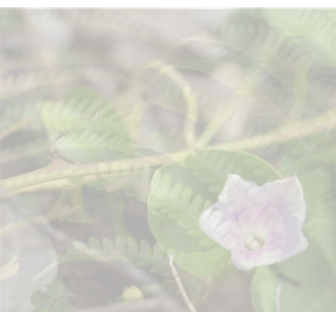
2022 Student Engagement



2021 Student Engagement



* For more information and detailed survey data by grade level, see the 2022 KĀ'EO Educator and Student Survey Report.

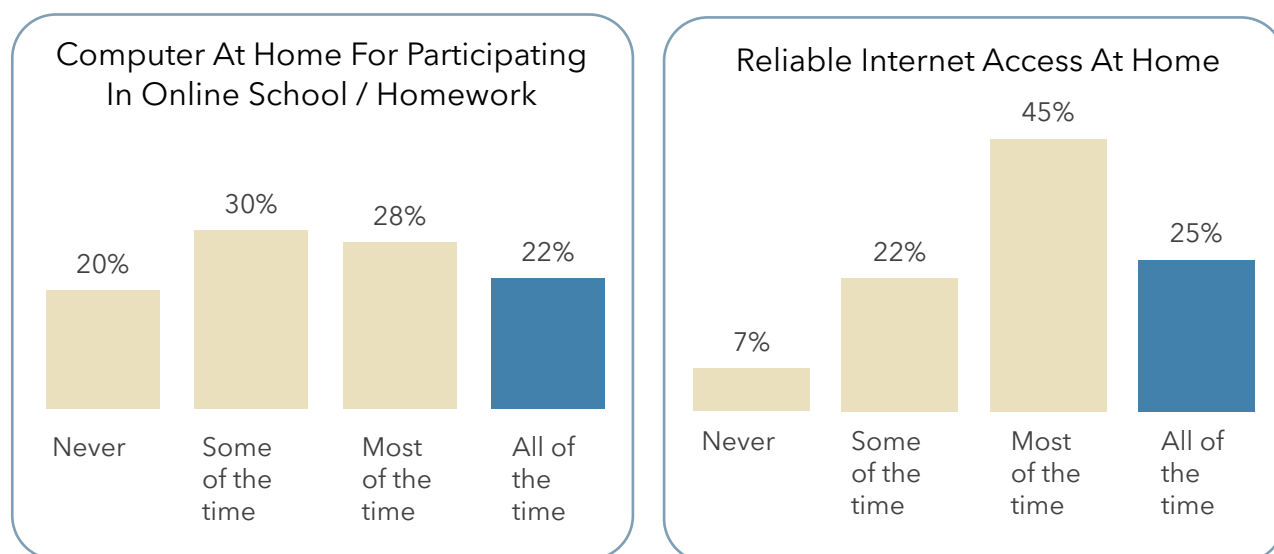


“Students were very eager to engage with classmates...”

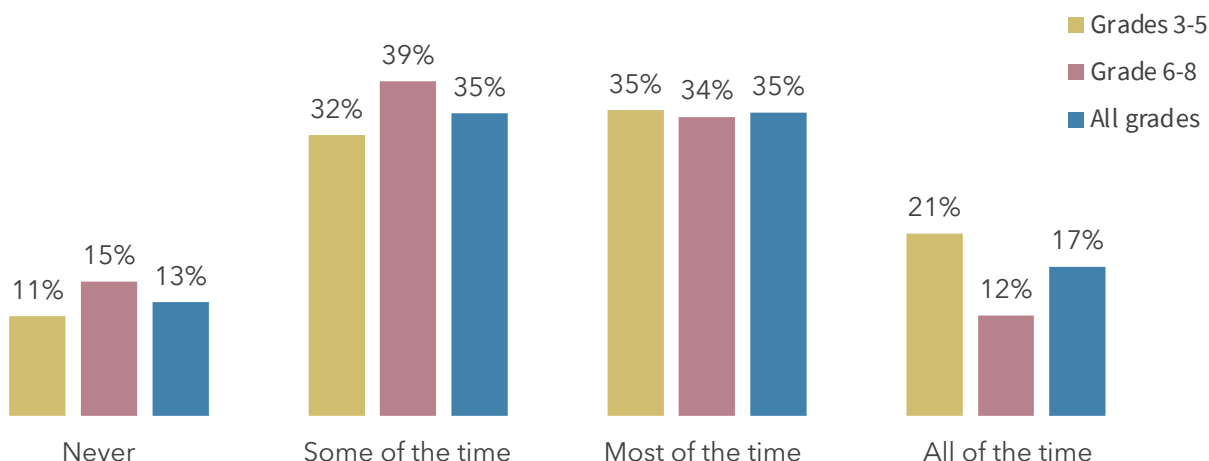
Kaiapuni educator

Student Engagement

About 1 in 4 students reported having a computer at home to use for online school and doing homework. Also, only 1 in 4 students report having reliable internet at home *all of the time*.

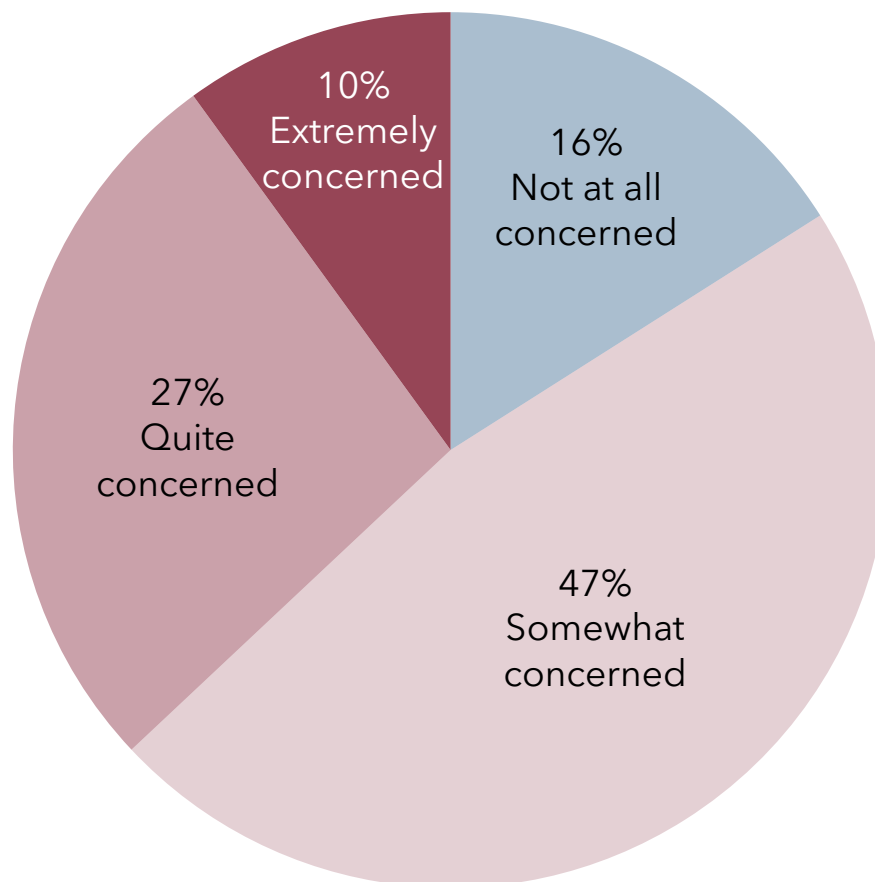


Generally, students are more interested in learning in-person than learning online. Students in grades 3-5 reported a stronger preference for in-person learning than grade 6-8 students.



Social-Emotional Learning

Educators expressed concerns about students' social-emotional well-being during the 2021-2022 school year.



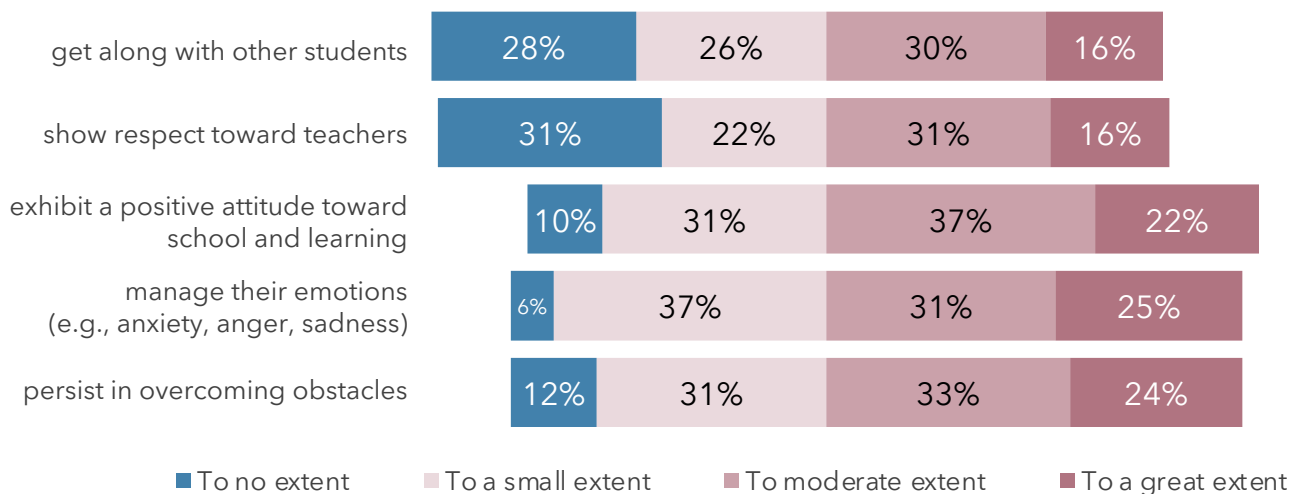
“

They were happy to come back in person to school. I saw their desire to be with each other. Just a few days, and they were used to seeing their friends face-to-face. The usual problems of youth popped up. [We] still had to teach them how to maintain friendships, and respect adults, just like past years.”

Kaiapuni educator

Social-Emotional Learning

Many educators reported that COVID-19 affected their students' ability to:



“

[We] try to implement an important routine called ‘piko’ so that Hawaiian language and traditional Hawaiian practices are continually practiced every day.”

Kaiapuni educator

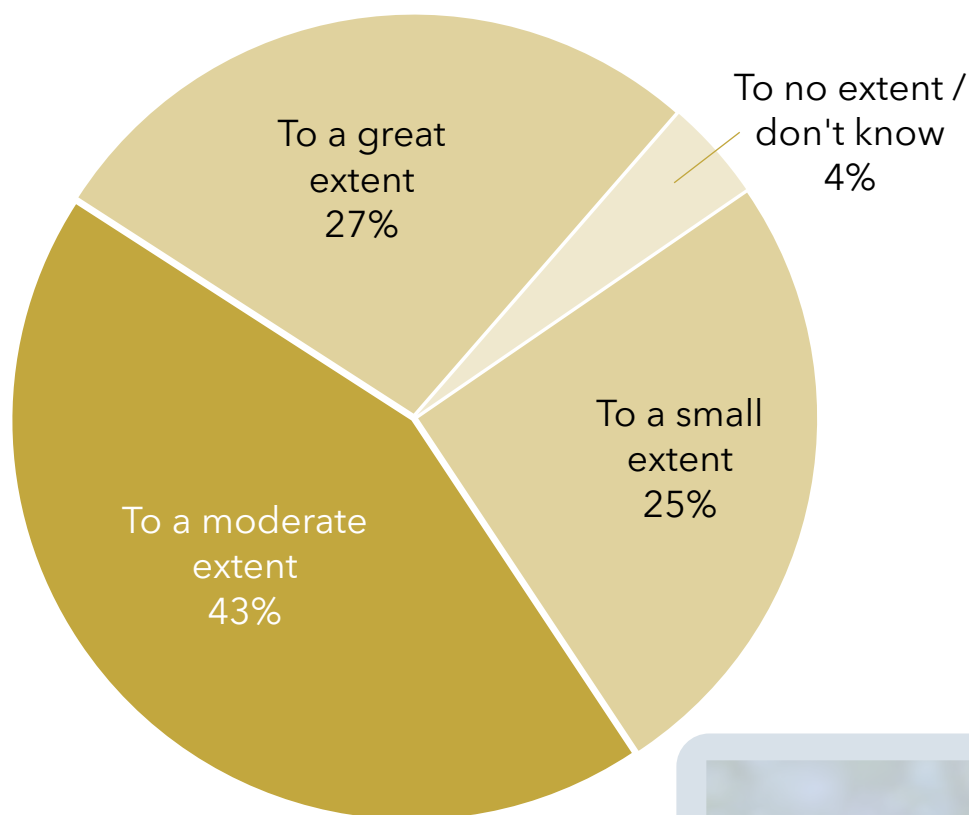
“

The school really tried to promote good social and emotional learning. Every quarter, a different lesson was assigned pertaining to different subjects such as love, appreciation/thanks, and caring for one another.”

Kaiapuni educator

Student Readiness

Educators noted that COVID-19 continued to impact their students' readiness for the next school year.

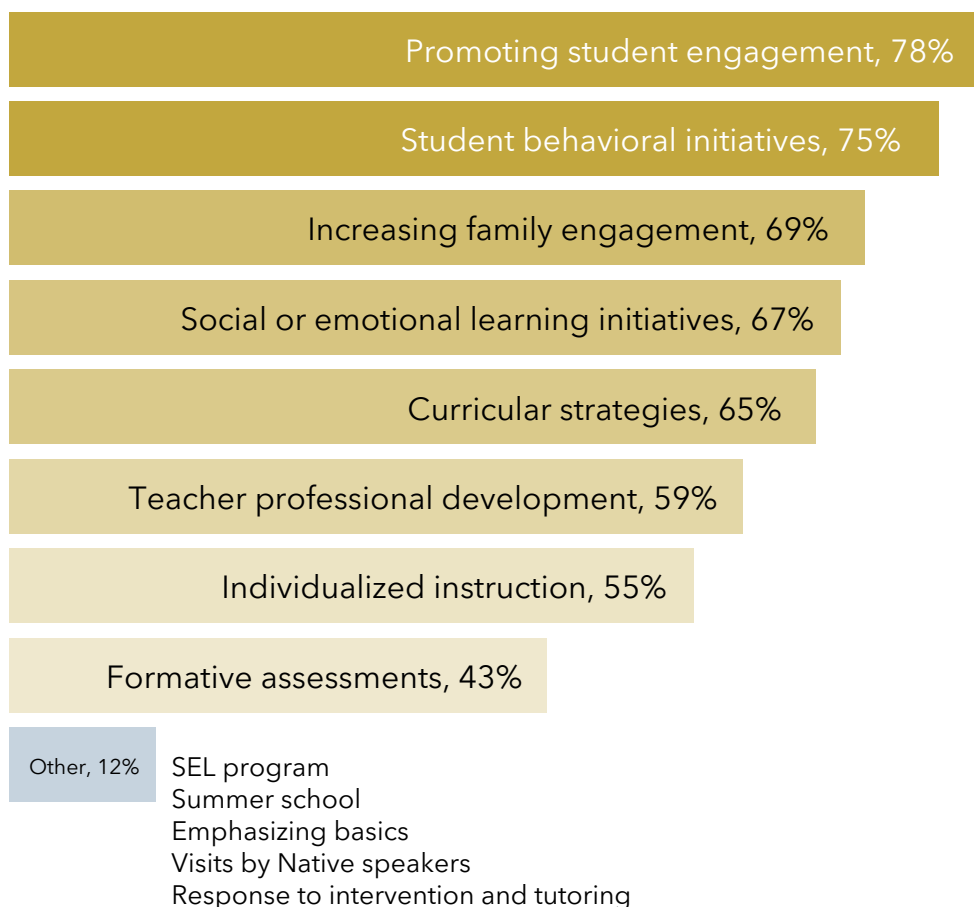


“You could see that they missed learning in the classroom.”

Kaiapuni educator

Student Readiness

Educators offered a range of new strategies that might be useful in reducing the impacts of COVID-19 and improve Hawaiian language and academic proficiency.



“ [In 2022/2023, we will need] ...
a continued focus on Hawaiian language
strengthening.”

Kaiapuni educator