

# KĀ‘EO 2023

## 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

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**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 organized into **four major categories:**

- Impacts to student engagement
- Impacts on Hawaiian language proficiency
- Impacts on social-emotional learning
- the overall themes from the surveys

**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?



### A return to in-person learning has allowed Kaiapuni educators to engage students...

#### Participation in Hawaiian Cultural Activities

"There were a lot of actions to compare culture and Hawaiian language this year for example trips, social studies lessons, and socializing with other immersion schools."

#### Creative Instruction

"They were encouraged to make people at school happy by saying new sentence patterns they learned, like You are so... or Your [attribute] is so... or If it weren't for your... and so forth."

#### Encouragement

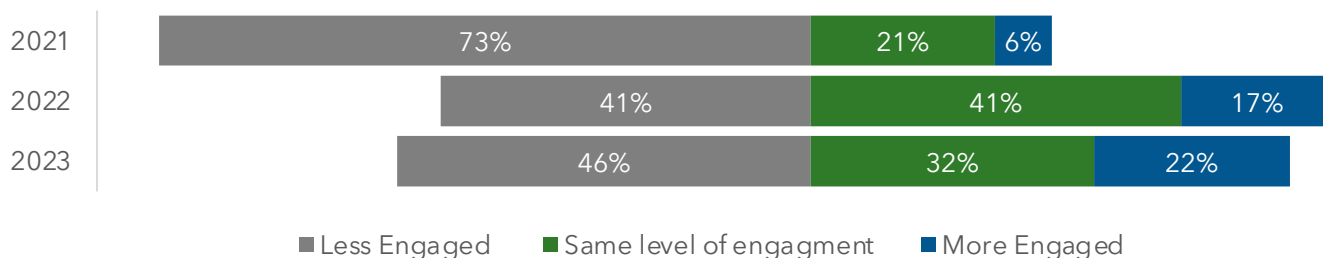
"This year, at this level, there was more student participation due to them being GREATLY encouraged. I had a lot of work to encourage their behavior with their disposition, and their engagement with work and putting their hands to the task. That was helpful."

#### Family and Community Engagement

"The biggest support a student needs is family engagement. Having that support system helps the students' growth, and involving families in activities creates that bond. Traveling out of campus helps the students with receiving different opportunities."

### ... which highlights direct classroom interaction as a key component of student engagement.

In 2023, with a return to in-school learning, educators reported a **16% increase in students being more engaged** than in 2021.



### Educators fostered re-immersion in Hawaiian language and culture...

#### Participation in Hawaiian Cultural Activities

*"[They] returned in-person to school, participated in daily ceremonies, wore hats during English class in order to differentiate between the English language learning time and Hawaiian language time.*

#### Content Review and Repetition

*"I had a lot of pathways to use in my class in order to strengthen their Hawaiian language. For example, when we were practicing a chant, I would connect the chant to their place, water, and all the different parts of our land."*

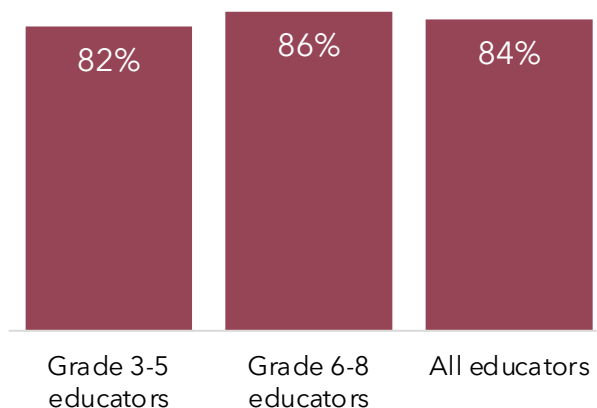
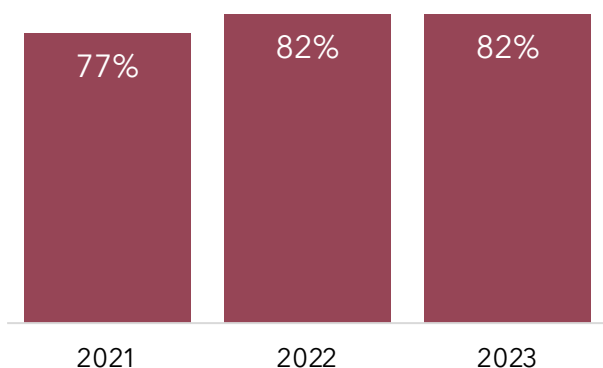
#### Better Attendance

*"They physically went to school, wore uniforms, and arrived ready to learn with necessary supplies to succeed."*

### ... however, there is still room for more growth.

Since 2021, **approximately 80% of educators** consistently reported that COVID-19 impacted their students' Hawaiian language learning and proficiency **most or all of the time**.

In 2023, **84% of educators reported that COVID-19 impacted their students' ability to explain their thought processes in Hawaiian most of all of the time**.



*"It's challenging to learn two languages, English and Hawaiian. I believe reminding my students or providing a challenge to them will help them grow their Hawaiian language. I believe pushing the students' growth will build confidence."*

Kaiapuni educator

### Educators highlighted their students' resiliency...

#### Participation in Hawaiian Cultural Activities

"The students went on enrichment field trips this school year. Those enrichment trips stressed stories of the [visited] place and supporting conservation practices."

#### Practice

"My students matured both emotionally and mentally this school year because of the life lessons they learned this year."

#### Better Attendance

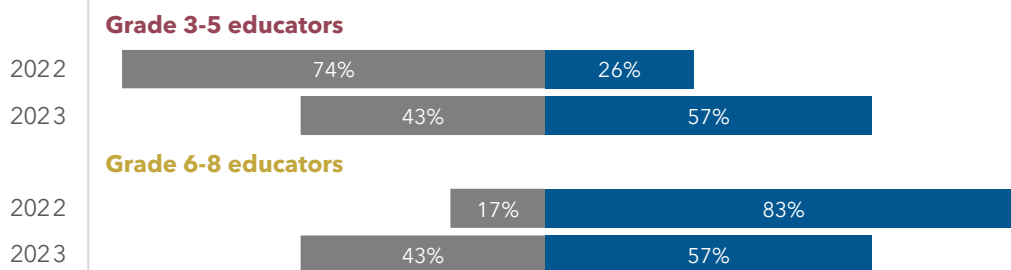
"[They] returned in-person to school, [and] participated in daily ceremonies."

#### Patience

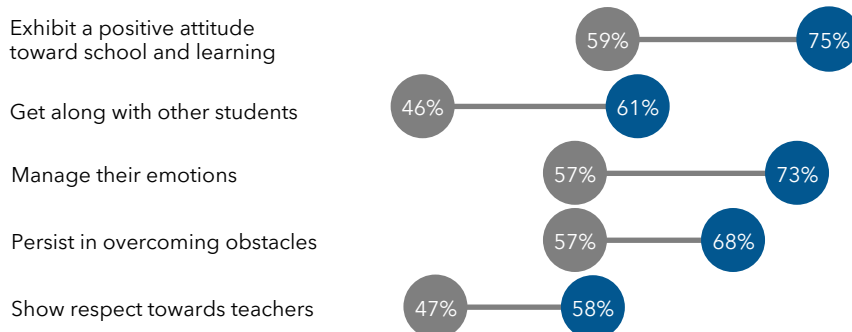
"They are trying to push through problems with other students and persevere.."

### ... however, there are still more challenges to address.

This year, **grade 6-8 educators reported being less concerned**, and **grade 3-5 educators reported being more concerned** about their students' social-emotional well-being relative to 2022.



This concern is also reflected in the educators' response to the impact of specific behaviors from 2022 to 2023. There was an **increase in concern for all the behaviors surveyed** (2022, 2023).



**Across all the educators’ responses, one theme about student engagement, language proficiency, and socio-emotional learning emerged...**

“We celebrated language through lessons, games, speeches, group work, and so forth.”

“We ventured out in the community to learn. Since students returned to in-person learning, there are hands-on assignments both in and outside of the classroom.”

“The students visit once a month to help an elderly family weed, plant taro, clean taro, harvest taro, etc. This is a great learning opportunity for the students and a great benefit for their well-being.”

**... a focus on Hawaiian cultural practices was a key strategy Kaiapuni educators and schools used to foster recovery.**