


STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE DEPUTY SUPERINTENDENT

November 21, 2024

TO: The Honorable William Arakaki
Chairperson, Student Achievement Committee

FROM: Heidi Armstrong 
Deputy Superintendent

SUBJECT: Update on Strategic Plan Desired Outcome 1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning

1. EXECUTIVE SUMMARY

The Hawai'i State Department of Education (Department) presents the results of the school year (SY) 2024-2025 English medium Kindergarten Entry Assessment (KEA). The data reflects the administration of the assessment during the first 30 days of school. The KEA data provides the Department with critical information about the developmental status of students entering kindergarten in English medium classrooms, focusing on four key domains: Language & Literacy, Mathematics, Social Foundations, and Physical Well-Being & Motor Development. The administration of the KEA also satisfies the assessment requirements of Act 210, Session Laws of Hawai'i 2022.

The Department also presents an update regarding the development and field testing of the Kaiapuni KEA for Kaiapuni kindergarten classrooms. The drafted version of the Kaiapuni KEA was field tested in participating Kaiapuni public and charter school classrooms in SY 2024-2025, and the data will be used to analyze the reliability and validity of the items for potential revision prior to the operational field test in SY 2025-2026. This year's field test does not produce operational data for the Department regarding Kaiapuni students' developmental status at entry into the Kaiapuni kindergarten classroom.

2. DESCRIPTION

At the time of the SY 2024-2025 data collection, the kindergarten student enrollment was 11,699.¹ This number reflects the total enrollment, to include all charter school students and both English medium and Kaiapuni students. The English KEA administration included 10,074 active kindergarten students across the 15 complex areas, reflecting 89% of the eligible population, not including Kaiapuni students or those attending non-participating charter schools.

The developmental findings of the English KEA statewide² are as follows:

School Year 2023-2024 KEA Outcomes Overall			
% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257
85%	29.6% <i>n</i> = 3,042	39.5% <i>n</i> = 4,055	30.9% <i>n</i> = 3,166
Average Scale Score by Domain			
Language & Literacy	Mathematics	Social Foundations	Physical Development
262.4	265.6	265.3	267.6

School Year 2024-2025 KEA Outcomes Overall			
% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257
89%	29.3% <i>n</i> = 2,957	35.7% <i>n</i> = 3,606	34.8% <i>n</i> = 3,511
Average Scale Score by Domain			
Language & Literacy	Mathematics	Social Foundations	Physical Development
261.3	264.9	264.9	267.1

¹ Data is reported as of October 16, 2024, from the Department's longitudinal data system, *LEI Kūlia*.

² The data is rounded to the nearest tenth, with the exception of outcomes that were already a whole number. Due to the stated rounding convention, percentages may not add up perfectly to 100%. This is typical in population datasets where rounding is applied and does not significantly impact the representativeness of the dataset.

Complex area and charter school data is presented in Attachment A.

The English KEA data for SY 2024-2025 suggests comparable performance from the previous year's assessment, with only 30% of entering English medium kindergarten students demonstrating readiness at school entry, and Language & Literacy representing the domain of highest need with only 26% demonstrating readiness. Schoolwide efforts to address kindergarten transitions and early literacy will continue to be crucial in order to support the diverse needs of our entering learners.

An area of success is the number of schools holding Summer Start programming. This SY 2024-2025, 123 schools across all 15 complex areas provided Summer Start programming for students without minimal or no prior preschool experience, a practice that can support readiness for kindergarten transition. The Executive Office on Early Learning has also established public prekindergarten classrooms at 74 schools across all 15 complex areas, an initiative that deeply impacts access to early learning for Department students.

Strategic Plan Desired Outcome 1.1.1. also asks that schools apply the KEA data towards providing personalized support to students who are still developing these foundational skills. The Department is holding interoffice meetings to provide uniform guidance regarding the provision of quality personalized support within the Hawai'i Multi-Tiered System of Support, reflecting literacy and language, mathematics, and non-academic development. This interoffice work addresses multiple Desired Outcomes in the Strategic Plan, including the provision of support for kindergarten students.

The Kaiapuni KEA field test included eight school sites, five of which are Department schools and three of which are charter schools. The Kaiapuni KEA field test consists of three item types:

- Nīnau Haumāna (*Student Response*)
- Nīnau Kumu (*Teacher Observation*)
- Nīnau Makua (*Parent Survey*)

The Kaiapuni KEA assesses the following domains:

- Kilo Honua (*Social Foundations - Approaches to Learning/Executive Functioning*)
- Lawena (*Social Foundations - Social Emotional*)
- Mākau Ola (*Physical Well-Being and Motor Development*)
- Kālai'ike (*Language & Literacy, Mathematics, Science, Social Studies & Fine Arts*)

An important characteristic of the Kaiapuni KEA is that teachers are able to score students relative to *both* their content knowledge and their emerging proficiency in 'ōlelo Hawai'i. In this way, teachers are able to reflect the developmental skills and abilities of their students, whether or not they are proficient in 'ōlelo Hawai'i.

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The data from the Kaiapuni KEA field test will be analyzed by the Department in collaboration with the University of Hawai'i at Mānoa and Seneca Consulting, and a technical report will be prepared. This will inform any necessary revisions to the assessment prior to the operational field test in SY 2025-2026. Student outcome data will be collected from this operational field test and presented to the Hawai'i State Board of Education alongside the English KEA data.

3. PRESENTATION

Dr. Teri Ushijima, Assistant Superintendent for the Office of Curriculum and Instructional Design, will present a summary of the outcomes of the English KEA administration for SY 2024-2025. The attached slides (Attachment B) will be reviewed. The slides present KEA outcomes by complex area, including overall readiness and domain-level readiness. The Kaiapuni KEA field testing is also addressed.

Thank you for your continued support of public education.

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Attachments: Attachment A - English Kindergarten Entry Assessment Outcomes
Attachment B - Presentation Slides

c: Office of Curriculum and Instructional Design

English Kindergarten Entry Assessment Outcomes
Hawai'i State Department of Education
School Year 2024-2025

The following data is rounded to the nearest tenth, with the exception of outcomes that were already a whole number. Due to the stated rounding convention, percentages may not add up perfectly to 100%. This is typical in population datasets where rounding is applied and does not significantly impact the representativeness of the dataset.

Honolulu District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Farrington	99%	10.9% <i>n</i> = 44	38.7% <i>n</i> = 156	50.4% <i>n</i> = 203	254	256.1	258	259.7
Kaiser	99%	58.7% <i>n</i> = 122	28.4% <i>n</i> = 59	12.9% <i>n</i> = 27	270.7	273.6	275.3	277.6
Kalani	100%	45.8% <i>n</i> = 125	34.1% <i>n</i> = 93	20.1% <i>n</i> = 55	268.4	272.8	269	272.5
Kaimukī	89%	29.5% <i>n</i> = 83	39.1% <i>n</i> = 110	30.6% <i>n</i> = 86	262.6	265	267.5	268.3
McKinley	96%	17.1% <i>n</i> = 42	30.2% <i>n</i> = 74	52.7% <i>n</i> = 129	252.4	255.7	261.2	262.9
Roosevelt	98%	46.6% <i>n</i> = 187	32.2% <i>n</i> = 129	21.2% <i>n</i> = 85	268.4	269.2	272	274.7

Windward District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Castle	88%	33.7% <i>n</i> = 101	36.3% <i>n</i> = 109	29.3% <i>n</i> = 88	262.7	264.8	269	271.2
Kahuku	82%	38.2% <i>n</i> = 65	39.4% <i>n</i> = 67	22.4% <i>n</i> = 38	264.7	268.3	267.2	271.5
Kailua	75%	27.9% <i>n</i> = 38	36.8% <i>n</i> = 50	35.3% <i>n</i> = 48	263.4	266.7	257.8	260.2
Kalāheo	99%	45.8% <i>n</i> = 131	38.5% <i>n</i> = 110	15.7% <i>n</i> = 45	267.2	272.8	271.4	274.6

Central District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
'Aiea	98%	31.8% <i>n</i> = 67	28.1% <i>n</i> = 59	39.5% <i>n</i> = 83	261.6	264.2	264.7	267.7
Moanalua	98%	32.9% <i>n</i> = 84	34.5% <i>n</i> = 88	32.6% <i>n</i> = 83	262.6	267.8	262.1	264.3
Radford	99%	27.3% <i>n</i> = 118	42.9% <i>n</i> = 186	29.8% <i>n</i> = 129	263.6	267.1	264	265.5
Leilehua	96%	22.9% <i>n</i> = 132	40.9% <i>n</i> = 236	36.2% <i>n</i> = 209	260.8	263	262.3	265.4
Mililani	94%	42.8% <i>n</i> = 161	35.4% <i>n</i> = 133	21.8% <i>n</i> = 82	265.7	268.9	270.6	274.2
Wai'alua	98%	31.4% <i>n</i> = 27	43% <i>n</i> = 37	25.6% <i>n</i> = 22	263.2	267.6	266.7	269

Leeward District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Pearl City	96%	37.4% <i>n</i> = 150	32.7% <i>n</i> = 131	29.9% <i>n</i> = 120	263.6	267.2	263.2	267.6
Waipahu	95%	25.3% <i>n</i> = 118	34.9% <i>n</i> = 163	39.5% <i>n</i> = 184	260	263.3	263.1	264.6
Campbell	81%	26.7% <i>n</i> = 182	38.1% <i>n</i> = 260	35% <i>n</i> = 239	261.6	265.6	267.7	270.3
Kapolei	97%	30.5% <i>n</i> = 123	35.5% <i>n</i> = 143	34% <i>n</i> = 137	261.5	264.3	264.3	269.2
Nānākuli	96%	20% <i>n</i> = 28	31.4% <i>n</i> = 44	47.1% <i>n</i> = 66	255.9	257.8	267.3	265.3
Wai'anae	93%	11.3% <i>n</i> = 30	27.2% <i>n</i> = 72	61.5% <i>n</i> = 163	250.5	257.3	256.7	257.2

Hawai'i District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Hilo	96%	20.3% <i>n</i> = 48	24.5% <i>n</i> = 58	55.3% <i>n</i> = 131	258.8	265	251.6	253.3
Waiākea	98%	45.3% <i>n</i> = 92	32% <i>n</i> = 65	22.6% <i>n</i> = 46	264.4	266.6	275.2	278.9
Ka'ū	96%	30.8% <i>n</i> = 20	23.1% <i>n</i> = 15	46.2% <i>n</i> = 30	254.1	257	265	265.1
Kea'au	97%	16.6% <i>n</i> = 27	39.9% <i>n</i> = 65	43.6% <i>n</i> = 71	256.2	261.9	264	268.3
Pāhoa	91%	20.2% <i>n</i> = 20	39.4% <i>n</i> = 39	40.4% <i>n</i> = 40	259.4	263.6	263	265.1
Honoka'a	96%	33.6% <i>n</i> = 46	22.6% <i>n</i> = 31	43.8% <i>n</i> = 60	261.9	266.9	251.8	254.7
Kealakehe	25%	31.3% <i>n</i> = 21	38.8% <i>n</i> = 26	29.9% <i>n</i> = 20	262.6	268.2	264.5	267.6
Kohala	99%	22.9% <i>n</i> = 12	51.4% <i>n</i> = 28	25.7% <i>n</i> = 14	261.3	258.4	275.9	273.1
Konawaena	87%	11.4% <i>n</i> = 18	37.3% <i>n</i> = 59	51.3% <i>n</i> = 81	255.6	264	246.8	252.4

Maui District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Hāna	80%	0% <i>n</i> = 0	75% <i>n</i> = 3	25% <i>n</i> = 1	258.5	259.3	269	267.8
Lahainaluna	70%	6.8% <i>n</i> = 5	32.4% <i>n</i> = 24	60.8% <i>n</i> = 45	254.9	263.4	256.4	240.9
Lānaʻi	83%	16.7% <i>n</i> = 5	30% <i>n</i> = 9	53.3% <i>n</i> = 16	259.6	266	254.9	257.7
Molokai	98%	13.8% <i>n</i> = 8	51.7% <i>n</i> = 30	34.5% <i>n</i> = 20	257.3	262.7	260	268.8
Baldwin	98%	23.5% <i>n</i> = 66	42.3% <i>n</i> = 119	34.2% <i>n</i> = 96	260.5	263.7	265.9	265.4
Kekaulike	99%	25.9% <i>n</i> = 65	41.8% <i>n</i> = 105	32.3% <i>n</i> = 81	259.2	262.8	266	267.1
Kūlanihākoʻi	100%	22.7% <i>n</i> = 37	33.1% <i>n</i> = 54	44.2% <i>n</i> = 72	258.3	259.8	260.1	262.9
Maui	97%	22.1% <i>n</i> = 62	34.6% <i>n</i> = 97	43.2% <i>n</i> = 121	256.6	260.3	261.7	262.9

Kauaʻi District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Kapaʻa	99%	34.1% <i>n</i> = 56	40.2% <i>n</i> = 66	25.6% <i>n</i> = 42	262.2	268.7	267.9	271.5
Kauaʻi	96%	26.8% <i>n</i> = 59	34.6% <i>n</i> = 76	38.6% <i>n</i> = 85	260.4	265.3	266.8	269.1
Waimea	73%	38.4% <i>n</i> = 51	29.3% <i>n</i> = 39	32.3% <i>n</i> = 43	263.9	267.8	271.8	273.8

Charter Schools

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Charter Schools	37%	58.4% <i>n</i> = 122	28.7% <i>n</i> = 60	12.9% <i>n</i> = 27	270.7	273.6	275.3	277.6

Participating Charter Schools		
Wai'alaie School	Kualapu'u Public Conversion Charter School	Connections New Century Public Charter School
Ka Waihona o ka Na'auao Public Charter School	Hawai'i Academy of Arts & Science	Kamaile Academy
Ka'ohao School	Alaka'i O Kaua'i Charter School	Kihei Charter School
Kanuikapono Public Charter School	Voyager Public Charter School	Volcano School of Arts & Sciences
Kona Pacific Public Charter School	Hawai'i Technology Academy	Nā Wai Ola Public Charter School
Kua O Ka Lā New Century Public Charter School	Mālama Honua Public Charter School	



HAWAII STATE DEPARTMENT OF EDUCATION

Office of Curriculum and Instructional Design

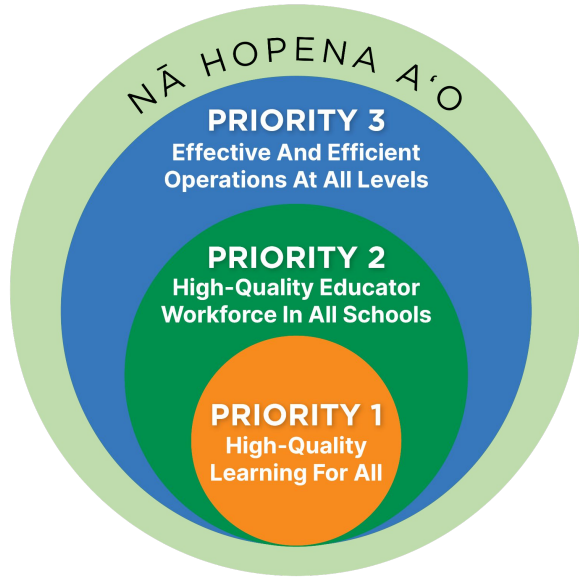
Update on Strategic Plan Desired Outcome 1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning

Presented to the
Hawaii State Board of Education Student Achievement Committee
November 21, 2024

Heidi Armstrong, Deputy Superintendent of Academics
Dr. Teri Ushijima, Assistant Superintendent, Office of Curriculum and Instructional Design



Board of Education Strategic Plan



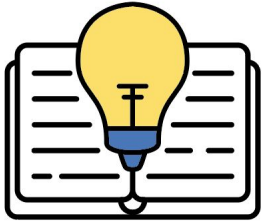
Visit

bit.ly/2023-29implementationplan

for more details and to read the full Implementation Plan.



Strategic Plan Implementation Plan



Priority I: High Quality Learning For All

Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome 1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.



School Year 2024-25 Student Population

Statewide, Total Kindergarten Enrollment as of October 16, 2024: 11,699*

Language Medium	Number of Students	# of All Students
English Medium Kindergarten	11,308	97%
Kaipuni Kindergarten	391	3%
Student Populations	Number of Students	# of All Students
Special Education	1,114	9.5%
English Learners	1,182	10.1%
Economically Disadvantaged	5,353	45.7%
At Least One High Need	6,324	54%
Repeater	303	2.5%

Source: *LEi Kūlia*; October 16, 2024

*Includes Charter School Students



School Year 2024-25 KEA Outcomes

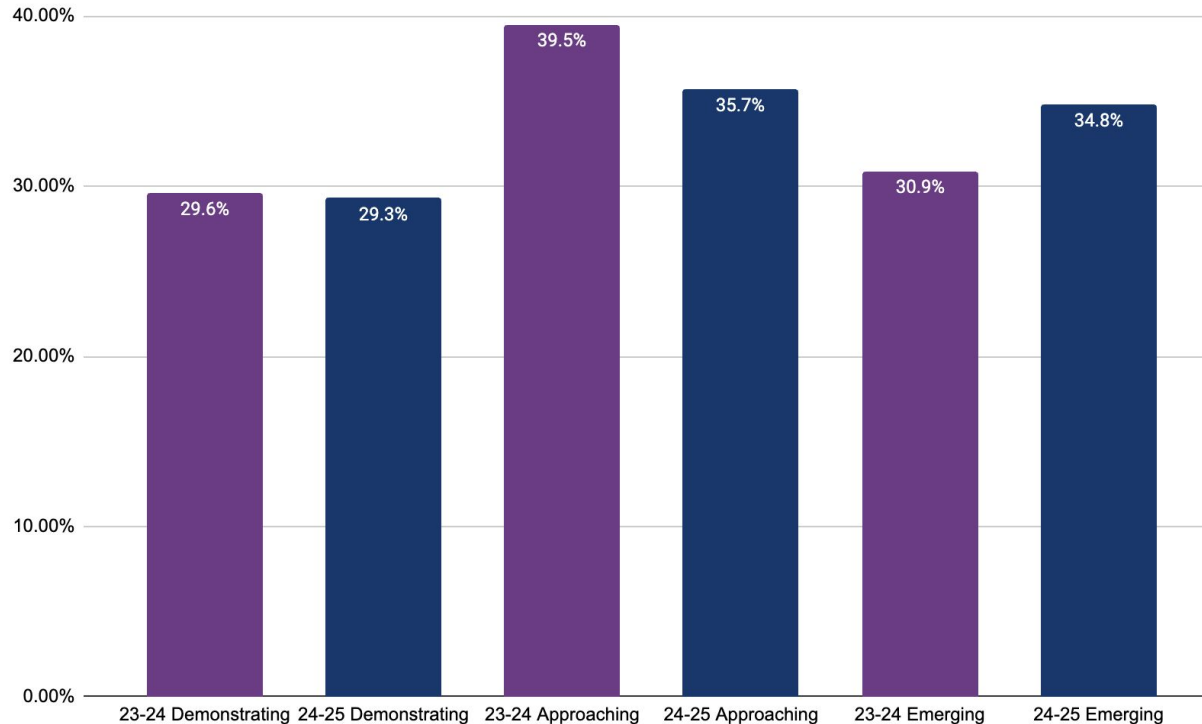
State	% Tested	Demonstrating	Approaching	Emerging	Language & Literacy	Mathematics	Social Foundations	Physical Development
		270-298	258-269	202-257				
23-24	85%*	29.6% <i>n</i> = 3,042	39.5% <i>n</i> = 4,055	30.9% <i>n</i> = 3,166	262.4	265.6	265.3	267.6
24-25	89%*	29.3% <i>n</i> = 2,957	35.7% <i>n</i> = 3,606	34.8% <i>n</i> = 3,511	261.3	264.9	264.9	267.1

Source: LEI Kūlia; October 16, 2024

*The total assessed excludes Kaiapuni students and students from charter schools that have a waiver.



Comparing Year-Over-Year KEA Outcomes





Comparing State-by-State KEA Outcomes

Outcome	Hawai'i (23-24)	Hawai'i (24-25)	Maryland (22-23)	Ohio (18-19)	South Carolina (22-23)
% Demonstrating	29.6%	29.3%	47%	40.9%	38.2%
% Approaching	39.5%	35.7%	32%	36.4%	34.4%
% Emerging	30.9%	34.8%	21%	22.7%	27.3%



Key Department and Inter-Agency Early Learning Initiatives

Early Learning Programming	Number of Schools	Number of Complex Areas
Summer Start Transition Program	123	15
Executive Office on Early Learning (EOEL) Prekindergarten Program	74	15
Migrant Prekindergarten Program	4	3

Comprehensive Literacy
State Development
(CLSD) Grant

Science of Learning and
Development + Structured
Literacy

Supporting Positive
Transitions, Attendance,
and Family Engagement



Summary and Next Steps

- KEA data analysis with early childhood partners
- English KEA Year 3 optimization, training, and infrastructure building
- Kaiapuni KEA technical report and operational field test
- Office of Curriculum and Instructional Design study of the Science of Learning and Development alongside the Science of Reading





What Support Can the Board Provide?

The Department is grateful for the Board's ongoing support for implementing the Strategic Plan. Specific to Desired Outcome 1.1.1., the Department respectfully suggests the Board's consideration of the following:

- Continue to support the development of the Kaiapuni KEA;
- Continue to support the Science of Learning and Development for meeting the domains of early childhood as a critical element of developmentally appropriate practice in kindergarten, including play-based learning; and
- Continue to support the Science of Reading and structured literacy as necessary components of the instructional day.