Ka Papahana Kaiapuni

KĀ‘EO Road Show
12 September 2019
Purpose

- Provide some historical context to the Kaiapuni Assessment of Educational Outcomes (KĀ‘EO)
- Provide historical information information on the development of KĀ‘EO and where KĀ‘EO is now
Kaiapuni Foundations

- Hawai‘i State Constitution
  - Article X, Section 4
  - Article XV, Section 4
- HRS 302H-1:7
- HRS 302A-1143
- Board of Education Policy 105-8
Foundations and Administrative Framework for Kaiapuni Education (FAFKE)

VISION:
He oia mau nō ka pono o ka lāhui kanaka i ka naʻauao Hawaiʻi.
Foundations and Administrative Framework for Kaiapuni Education (FAFKE)

**Mission:**

- provide a culturally rich and dynamic learning environment
- ensure excellence in the Hawaiian language, culture, history, and ways of knowing
- empower students to self-determine success and stewardship in community and family
Ka Papahana Kaiapuni

- 32 years (SY 1987-88)
- 24 schools on 5 islands
  - 18 DOE schools
  - 6 Charter Schools
How do we know that our keiki are learning ‘Ōlelo Hawai‘i AND effectively learning through ‘Ōlelo Hawai‘i?
What has worked for us
AND...
what has not?

Stay the course...

...or change?
Pathways of Education

Dept. of Education

English

ʻOlelo Hawaiʻi

Dept. of Education

[Flags of the USA and Hawaii]
Ka Papahana Loiloī Kaiapuni

KĀ‘ĒO: A story of innovation and collaboration in native language assessments
He Laʻana: Haku Ana Kaiapuni

https://vimeo.com/oiwitty/review/192212009/3316ca65c5
## History of Hawaiian Language Assessments

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2001</td>
<td>No Child Left Behind Act</td>
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<td>2002-2003</td>
<td>Translated Hawai‘i State Assessment</td>
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<tr>
<td>2004</td>
<td>Hawaiian Aligned Portfolio Assessment (HAPA) development</td>
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<td>2005-2007</td>
<td>HAPA field testing; USDE letter identifying technical recommendations</td>
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<td>2008-2010</td>
<td>HAPA operational scores generated</td>
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<td>2011</td>
<td>Translated HSA implemented- Kaiapuni schools “Opt Out”; ‘Aha Kauleo re-established</td>
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<tr>
<td>2012</td>
<td>Translated HSA re formulated- Kaiapuni schools still “Opt Out”</td>
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<tr>
<td>Year</td>
<td>Event</td>
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<tr>
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<tr>
<td>2013</td>
<td>DOE/BOE and community negotiations begin</td>
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<tr>
<td>2014</td>
<td>BOE Policy 2105 redraft; DOE/ UHM contract begins</td>
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<tr>
<td>2015</td>
<td>ESSA signed into law</td>
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<td></td>
<td>“Kaiapuni Standards” and item development; field testing begins</td>
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<td>2016</td>
<td>KĀʻEO operational test for Math and HLA and scores</td>
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<td>2017-2018</td>
<td>First state in the nation to approve native language standards for the purposes of accountability</td>
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<td>Federal peer review in December</td>
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<td></td>
<td>Continued development of grades 5-8</td>
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<td>2019</td>
<td>Grades 3-8 assessments in HLA, Math and Science are operational</td>
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<tr>
<td></td>
<td>Federal peer review requirements for Grades 3-4 are partially met; follow-up submission in December</td>
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<td></td>
<td>Federal peer review package for Grades 5-8 in December</td>
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Primary MOA Tasks

- Identify Student Learning Outcomes (Grades 3 & 4)
  - Crosswalks
  - Alignment with HAPA
- Develop, field test/administer, scores and validate statewide assessments for grades 3 & 4 in Hawaiian Language Arts, Mathematics, and Science (grade 4 only)
  - Meet Hawaiian language and culture requirements
  - Align with CCSS
  - Meet psychometrically sound principles
- Maintain, refine and expand
- Peer Review
Expanded MOA Tasks- Grades 5-8

- Identify Student Learning Outcomes- facilitated by the DOE/OHE
- A shift in advisory groups
- Maintain grades 3 & 4 operational assessments, develop assessments in Grades 5-8
  - 5 to 14 assessments
- Reporting and Growth
- Peer Review
‘O Hawai‘i ke kahua o ka na‘auao

- Philosophy of Collectivity and Inclusivity & Facilitate vs. Mandate Process
- Target outcomes
  - Improve the experience for Kaiapuni students
  - Solidify an appropriately developed standardized assessment in the Hawaiian language for the Papahana Kaiapuni
  - Federal Accountability
- Self determination in assessment - do not forget who we are, where we come from and what we believe to be true about assessments from the foundation of Hawai‘i.
Assessment System Overview

- Kaiapuni Content Standards
- Psychometric Analyses
- Test Specifications
- Scoring
- Item Writing and Review
- Administration
- Test Form Selection

Technical Quality
Impact of KĀʻEO (on the system)

- Advocacy of Hawaiian language and knowledge in the public education system at various levels
  - Fully supported by the DOE
- Widely accepted by the Kaiapuni stakeholders as the cutting edge of assessments for Federal accountability
- Opened a pathway to assess the growth of student learning of the Hawaiian language and through the Hawaiian language
  - Very rigorous with a lot of “room to grow”
- Created a platform for major dialogue at ALL school sites
- Utilizing the “best of the best” for language, content and technical quality
- Further development of assessments for Grades 5-8
Impact of KĀʻEO (on teachers and schools)

- Professional Development
- Familiarization of Standards
- Improvement in teaching to the Kaiapuni standards (grounded in Kaiapuni philosophy)
- Accountability
- Increased collaboration within and across schools
- Transition of focus in KPK schools
- Increase in computer literacy in K-3 grade level
- Educator Effectiveness System (EES)
Moving forward

• Peer Review Results
• Continued standards development
• Test expansion
• Integrated use of Kaiapuni standards in all aspects of students educational journey (IEP, data reports, report cards, etc.)
• Professional Development opportunities
• Data teams that use Kaiapuni standards
Important information to remember

- KĀʻEO: Kaiapuni Assessment of Education Outcomes
- All students enrolled in the Kaiapuni program should take KĀʻEO
- KĀʻEO assessments include: Grades 3-8 HLA and Math; Grades 5 & 8 Science
- SY 2019-20 Testing Window: April 1-May 28th, 2020
- KĀʻEO is based on the Kaiapuni standards
- For Kaiapuni standards, curriculum and resources: [http://aokaiapuni.weebly.com/](http://aokaiapuni.weebly.com/)
- For KĀʻEO administration information: [https://kaiapuni-wp.coe.hawaii.edu/kumu](https://kaiapuni-wp.coe.hawaii.edu/kumu)
- First KĀʻEO administration was in 2015
- Contact for test administration help: The Help Desk - [kaiapuni@hawaii.edu](mailto:kaiapuni@hawaii.edu)
- Results for administration typically sent July - September of administration year
Ka ‘Ikepili KĀ‘EO ...
KĀʻEO Operational Data

- 2016-2018
- Pili Helu & Mākau ʻŌlelo
- Papa 3-4
- 4 Achievement Levels
  - Pae 1: Hoʻomaka
  - Pae 2: Holomua
  - Pae 3: Mākaukau
  - Pae 4: Kelakela

- 3,537 assessments taken
- 31.5% scored at or above proficiency (Pae 3-4)
- 2.62% average increase at Pae 3 and 4°
KĀ‘EO Progression
Statewide Data

- Increase/decrease of students per level in each assessment across operational years
- E laʻa:
  - 2016-2017: Percent of students @ Pae 2 (HLA P3) increased from 26.32% to 27.16%

![Graphs showing achievement levels for HLA Papa 3 and 4, Math Papa 3 and 4]
Class 1 took HLA Grade 3 in 2016 and HLA Grade 4 in 2017. In 2016, 0.38% of students scored in Achievement Level 1 and 27.07% of students scored in Achievement Level 2. In 2017, the number of students in Achievement Level 1 rose to 12.11% and the students in Achievement Level 2 increased to 33.2%.
Statewide Growth Numbers
Activity

- What trends do we see in the data?
- What general statements can be made about the data for each content area and year?
- What does this data say about the statewide program? What inferences can be made?
- What are collective action strategies that can be taken based on these inferences?
Deeper Dive: School Level

- What might be contributing factors to the rise and fall in Achievement Levels?
- How is this data important at the school level?
- What changes can be made in school level design that can positively impact KĀ‘EO data?
- How might your school level data impact the state aggregate?
- What supports might schools need from OHE?