



# Office of Curriculum and Instructional Design

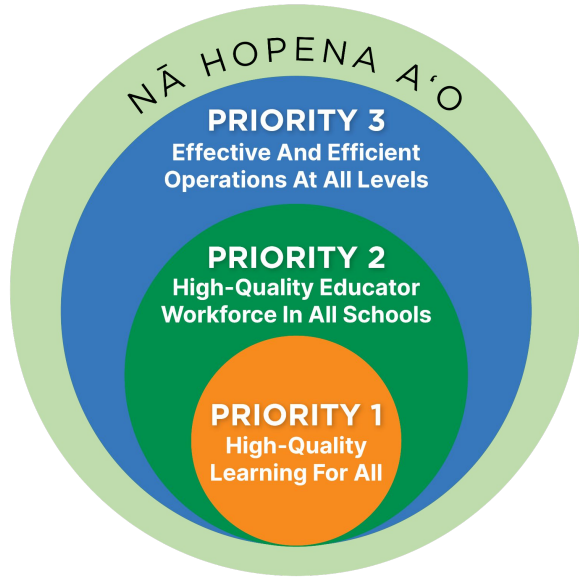
**Review of Strategic Plan Desired Outcome 1.1.1: All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.**

Presented to the  
Hawaii State Board of Education Student Achievement Committee  
December 7, 2023

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**Dr. Teri Ushijima**, Assistant Superintendent, Office of Curriculum and Instructional Design  
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# Board of Education Strategic Plan



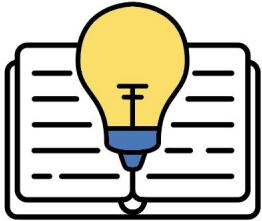
Visit

[bit.ly/2023-29implementationplan](https://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

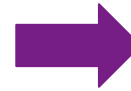
**Goal 1.1:** All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

**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.



# Theory of Action

<b>When we:</b>	Create a system for providing quality kindergarten to all students	
<b>Then:</b>	We can collect and analyze data on students' developmental readiness, and provide infrastructure supports to schools and complex areas to respond to students' readiness needs	
<b>So that:</b>	Teachers can create quality kindergarten environments that support students' foundational skills development across all domains of early learning	
<b>Via these initiatives:</b>	<b>Focus Area #1</b>	Kindergarten Entry Assessment (KEA) Implementation
	<b>Focus Area #2</b>	U.S. Department of Education Kindergarten Sturdy Bridge Learning Community  Kindergarten Guidebook - Science of Learning and Development in Practice <ul style="list-style-type: none"> <li>• Academic and Social Emotional Development Practices</li> <li>• Kindergarten Transition Practices</li> </ul>
<b>As measured by:</b>	<b>Metric #1</b>	# of students assessed with the adopted KEA
	<b>Metric #2</b>	# of students emerging, approaching and demonstrating readiness
	<b>Metric #3</b>	# of kindergarten teachers, leadership and support staff receiving professional learning in the Science of Learning and Development (including the Science of Reading)
	<b>Metric #4</b>	# of schools implementing kindergarten transition practices





# School Year 2023-24 KEA Outcomes

Statewide, Total Kindergarten Enrollment to Date: 12,027

State	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
	85%	29.6% <i>n</i> = 3042	39.5% <i>n</i> = 4055	30.9% <i>n</i> = 3166	262.4	265.6	265.3	267.6

**Total # of Students Assessed to Date: 10,260\***  
**Percent of Total Enrollment Assessed: 85%**

\*The total assessed excludes Kaiapuni students, students from Kamehameha III Elementary and Princess Nāhi'ena'ena Elementary, and students from charter schools that have a waiver. These students were not assessed.

Source: *Ready for Kindergarten* Assessment; Compiled from LEI Kūlia



## Comparison of Hawai'i KReady Outcomes with Other States Implementing KReady

<b>Outcome</b>	<b>Hawaii (23-24)</b>	<b>Maryland (22-23)</b>	<b>Ohio (18-19)</b>	<b>South Carolina (22-23)</b>
<b>% Demonstrating</b>	29.6%	47%	40.9%	38.2%
<b>% Approaching</b>	39.5%	32%	36.4%	34.4%
<b>% Emerging</b>	30.9%	21%	22.7%	27.3%



# School Year 2023-24 KEA Outcomes

## Public Charter Schools

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Charter Schools	47%	39.0% <i>n</i> = 148	38.4% <i>n</i> = 146	22.6% <i>n</i> = 86	267.8	270.8	274.4	272.8



# School Year 2023-24 KEA Outcomes

## Honolulu District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Farrington	97%	9.3% <i>n</i> = 42	35.2% <i>n</i> = 159	55.5% <i>n</i> = 251	254	256.3	256.2	256.9
Kaiser	98%	58.1% <i>n</i> = 129	30.2% <i>n</i> = 67	11.7% <i>n</i> = 26	270.3	273.7	274.8	275.9
Kalani	98%	38.2% <i>n</i> = 98	36.7% <i>n</i> = 94	25% <i>n</i> = 64	265.8	271	263.7	267.5
Kaimukī	89%	34.1% <i>n</i> = 85	37.3% <i>n</i> = 93	28.5% <i>n</i> = 71	262.4	265.5	267.9	267.9
McKinley	84%	11.4% <i>n</i> = 26	33.6% <i>n</i> = 77	55% <i>n</i> = 126	255.6	259.2	256.6	260.5
Roosevelt	99%	41.4% <i>n</i> = 172	40.8% <i>n</i> = 170	17.7% <i>n</i> = 74	267.1	270	269.6	275.9





# School Year 2023-24 KEA Outcomes

## Windward District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Castle	85%	26.2% <i>n</i> = 68	45.8% <i>n</i> = 119	28% <i>n</i> = 73	262.6	266.2	263.4	268.6
Kahuku	92%	37.4% <i>n</i> = 89	41.2% <i>n</i> = 98	21.4% <i>n</i> = 54	265.8	268.4	265.6	269.8
Kailua	92%	38.4% <i>n</i> = 63	45.1% <i>n</i> = 74	16.5% <i>n</i> = 27	267.2	268.9	267.7	272
Kalāheo	89%	43.7% <i>n</i> = 118	41.1% <i>n</i> = 111	15.2% <i>n</i> = 41	267.7	274.8	270.2	272.9



# School Year 2023-24 KEA Outcomes

## Central District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
'Aiea	99%	36.8% <i>n</i> = 91	33.2% <i>n</i> = 82	29.9% <i>n</i> = 74	264.2	266.8	266.8	270.8
Moanalua	97%	43.1% <i>n</i> = 112	35% <i>n</i> = 91	21.9% <i>n</i> = 57	267.4	270.7	266.5	268.7
Radford	89%	27.9% <i>n</i> = 117	44.8% <i>n</i> = 188	27.4% <i>n</i> = 115	264.5	266.8	263.9	264.9
Leilehua	96%	23.4% <i>n</i> = 133	45.2% <i>n</i> = 257	31.5% <i>n</i> = 179	261.4	264.3	264.6	265
Mililani	99%	47.2% <i>n</i> = 207	34.6% <i>n</i> = 152	18.2% <i>n</i> = 80	268.3	270.7	271.2	274.4
Waialua	100%	35.5% <i>n</i> = 33	44.1% <i>n</i> = 41	20.4% <i>n</i> = 19	264.8	267.9	270.5	268



# School Year 2023-24 KEA Outcomes

## Leeward District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Pearl City	85%	35.5% <i>n</i> = 141	37.8% <i>n</i> = 150	26.7% <i>n</i> = 106	265.6	268.7	266	268.3
Waipahu	93%	23.5% <i>n</i> = 108	40.2% <i>n</i> = 185	36.3% <i>n</i> = 167	259.2	262.2	263.8	265
Campbell	77%	31.3% <i>n</i> = 188	42.8% <i>n</i> = 257	25.8% <i>n</i> = 155	262.3	265.2	268.5	270.4
Kapolei	89%	29.9% <i>n</i> = 114	39.4% <i>n</i> = 150	30.7% <i>n</i> = 117	262.6	264.2	267.1	271.1
Nānākuli	34%	18.0% <i>n</i> = 9	34.7% <i>n</i> = 17	46.9% <i>n</i> = 23	256.6	254.5	268.8	268.3
Wai'anae	78%	8.3% <i>n</i> = 18	39.9% <i>n</i> = 87	51.8% <i>n</i> = 113	253.6	256.3	260	260.4



# School Year 2023-24 KEA Outcomes

## Hawai'i District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Hilo	88%	27.5% <i>n</i> = 68	45.3% <i>n</i> = 112	27.1% <i>n</i> = 67	262.4	268.6	261.4	270.6
Waiākea	94%	30.0% <i>n</i> = 57	37.4% <i>n</i> = 71	32.6% <i>n</i> = 62	260.8	263.5	268.2	271.9
Ka'ū	87%	17.4% <i>n</i> = 8	41.3% <i>n</i> = 19	41.3% <i>n</i> = 19	256.9	265.2	257	260
Kea'au	88%	18.5% <i>n</i> = 33	45.5% <i>n</i> = 81	36.0% <i>n</i> = 64	258.2	262.4	264	265.4
Pāhoā	92%	21.2% <i>n</i> = 27	40.9% <i>n</i> = 52	37.8% <i>n</i> = 48	257.5	260.6	265.3	266.4
Honoka'a	91%	25.9% <i>n</i> = 35	41.5% <i>n</i> = 56	32.6% <i>n</i> = 44	262.1	264.1	264.6	265.2
Kealakehe	89%	24.1% <i>n</i> = 59	35.9% <i>n</i> = 88	40.0% <i>n</i> = 98	260.8	262.1	262.1	266.1
Kohala	98%	18.5% <i>n</i> = 12	43.1% <i>n</i> = 28	38.5% <i>n</i> = 25	259.3	264.3	259.7	264.8
Konawaena	74%	26.2% <i>n</i> = 32	37.7% <i>n</i> = 46	36.1% <i>n</i> = 44	255.4	256.4	270.6	269.3



# School Year 2023-24 KEA Outcomes

## Maui District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Hāna	28%	9.1% <i>n</i> = 1	36.4% <i>n</i> = 4	54.6% <i>n</i> = 6	252.5	255.9	257.9	264.9
Lāhainā*	10%	18.2% <i>n</i> = 2	54.5% <i>n</i> = 6	27.3% <i>n</i> = 3	257.5	266.3	267.8	269.5
Lānaʻi	86%	6.5% <i>n</i> = 2	38.7% <i>n</i> = 12	54.8% <i>n</i> = 17	254.7	260	261.5	256.1
Molokaʻi	100%	42.6% <i>n</i> = 23	40.7% <i>n</i> = 22	16.7% <i>n</i> = 9	263.6	271.4	267.3	274
Baldwin	96%	19.6% <i>n</i> = 56	39.2% <i>n</i> = 112	41.3% <i>n</i> = 118	260.2	263.6	260.7	261.8
Kekaulike	75%	21.1% <i>n</i> = 48	39.9% <i>n</i> = 91	39.0% <i>n</i> = 89	260.1	263.4	264.3	262.6
Kūlanihākoʻi	81%	16.2% <i>n</i> = 22	35.3% <i>n</i> = 48	48.5% <i>n</i> = 66	255.3	259.3	261	262.6
Maui	96%	17.8% <i>n</i> = 54	40.9% <i>n</i> = 124	41.3% <i>n</i> = 125	258.5	261.2	261.5	261.5



# School Year 2023-24 KEA Outcomes

## Kaua'i District

Complex	% Tested	Demonstrating 270-298	Approaching 258-269	Emerging 202-257	Language & Literacy	Mathematics	Social Foundations	Physical Development
Kapa'a	95%	31.0% <i>n</i> = 61	40.6% <i>n</i> = 80	28.4% <i>n</i> = 56	265.2	268.1	264.8	267.3
Kaua'i	95%	33.5% <i>n</i> = 80	35.4% <i>n</i> = 84	31.4% <i>n</i> = 75	262.3	266.3	265.7	266.1
Waimea	89%	37.1% <i>n</i> = 53	37.8% <i>n</i> = 54	25.2% <i>n</i> = 36	263.8	268.2	267.1	272.8



	<b>Statewide</b>	<b>Special Education</b>	<b>504</b>	<b>EL</b>	<b>Disadvantaged</b>
<b>Assessed</b>	10,263	929	98	1,042	4,797
<b>Not Assessed</b>	1,811	195	14	169	823
<b>Total</b>	12,074	1,124	112	1,211	5,620
<b>% of Assessed Population</b>	85%	8.9%	0.9%	10%	46%
<b>% Demonstrating</b>	29.6%	9%	32%	8%	18%
<b>% Approaching</b>	39.5%	25%	42%	31%	40%
<b>% Emerging</b>	30.9%	66%	27%	60%	42%

Data as of 12/7/23 from LEI Kulia; Data presented in the memo is as of 11/17/23, and some students have been subsequently assessed since this date.



	<b>Statewide</b>	<b>Native Hawaiian</b>	<b>Pacific Islander</b>	<b>Micronesian</b>
<b>Assessed</b>	10,263	2,281	2,400	527
<b>Not Assessed</b>	1,811	607	619	117
<b>Total</b>	12,074	2,888	3019	644
<b>% of Assessed Population</b>	85%	22.2%	23.4%	5.1%
<b>% Demonstrating</b>	29.6%	21%	18%	7%
<b>% Approaching</b>	39.5%	43%	39%	28%
<b>% Emerging</b>	30.9%	36%	43%	65%

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	<b>White</b>	<b>Korean</b>	<b>Japanese</b>	<b>Filipino</b>	<b>Chinese</b>
<b>Assessed</b>	2,305	130	933	2,140	342
<b>Not Assessed</b>	340	8	48	226	22
<b>Total</b>	2,645	138	981	2,366	364
<b>% of Assessed Population</b>	22.5%	1.3%	9.1%	20.9%	3.3%
<b>% Demonstrating</b>	38%	50%	51%	26%	40%
<b>% Approaching</b>	40%	35%	33%	41%	40%
<b>% Emerging</b>	22%	15%	16%	33%	20%

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	<b>Indo-Chinese</b>	<b>Tongan</b>	<b>Samoan</b>	<b>Guamanian / Chamarro</b>	<b>Hispanic</b>
<b>Assessed</b>	114	106	326	45	192
<b>Not Assessed</b>	12	13	57	8	34
<b>Total</b>	126	119	383	53	226
<b>% of Assessed Population</b>	1.1%	1%	3.2%	0.4%	1.9%
<b>% Demonstrating</b>	30%	12%	14%	47%	22%
<b>% Approaching</b>	37%	47%	38%	31%	43%
<b>% Emerging</b>	33%	41%	48%	22%	35%

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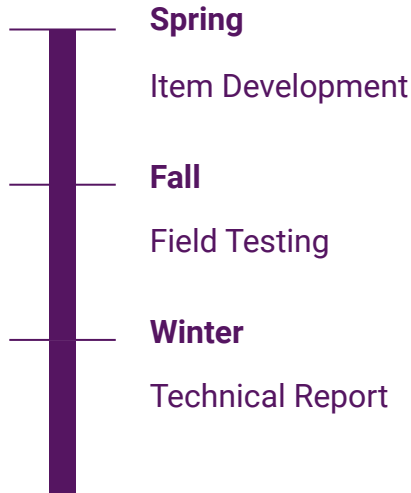
	<b>American Indian / Alaska Native</b>	<b>Black</b>	<b>Multiple</b>	<b>Asian (Other)</b>	<b>Portuguese</b>
<b>Assessed</b>	57	338	185	91	140
<b>Not Assessed</b>	9	51	20	17	14
<b>Total</b>	66	727	205	108	154
<b>% of Assessed Population</b>	0.6%	3.3%	1.8%	0.9%	1.4%
<b>% Demonstrating</b>	39%	26%	36%	40%	31%
<b>% Approaching</b>	30%	43%	37%	41%	39%
<b>% Emerging</b>	32%	32%	26%	20%	30%

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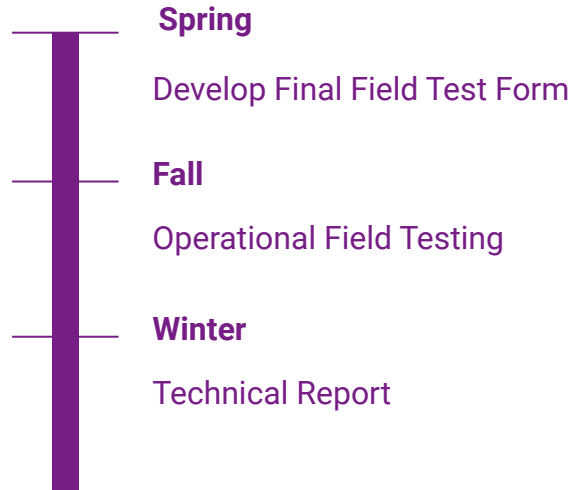


# Kaiapuni KEA Updates

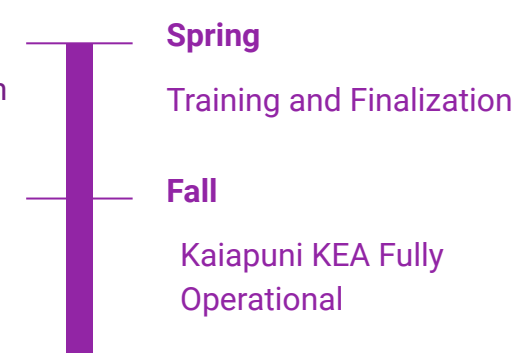
## 2024



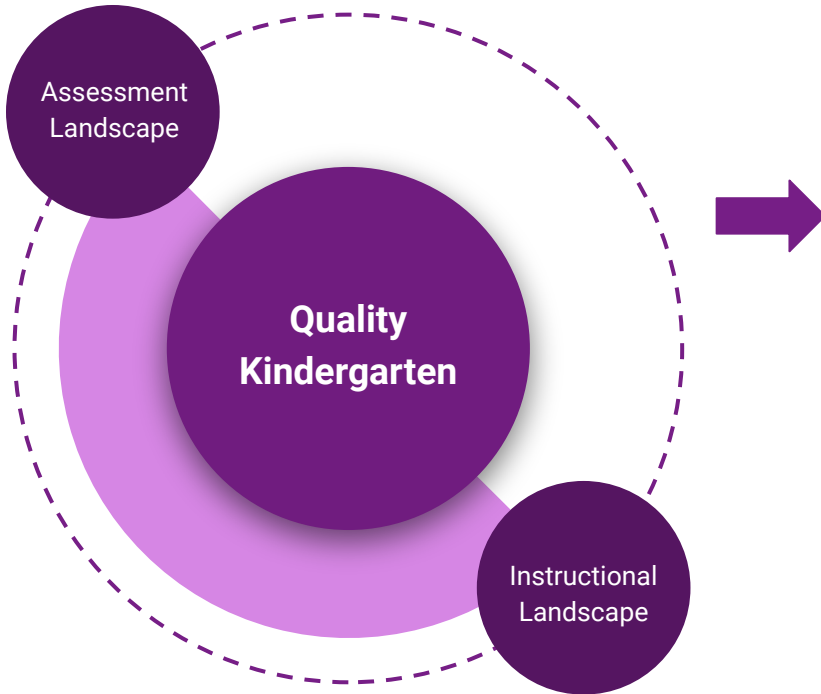
## 2025



## 2026



# Major Initiatives

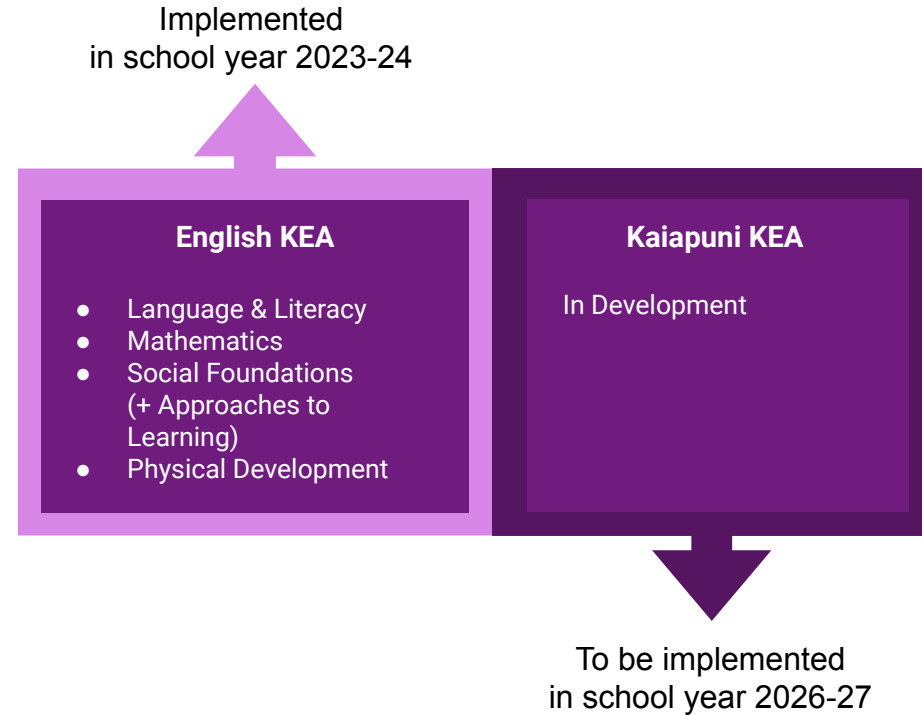


Focus Areas		
Assessment Landscape	Instructional Landscape	
Major Initiatives		
<ul style="list-style-type: none"> <li>KEA Implementation</li> </ul>	<ul style="list-style-type: none"> <li>U.S. Department of Education Kindergarten Sturdy Bridge Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>Academic and Social Emotional Development Practices</li> </ul>
	<ul style="list-style-type: none"> <li>Kindergarten Guidebook - Science of Learning and Development in Practice</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Transition Practices</li> </ul>
Metrics		
<ul style="list-style-type: none"> <li># of students assessed with the adopted KEA</li> </ul>	<ul style="list-style-type: none"> <li># of kindergarten teachers, leadership and support staff receiving professional learning in the Science of Learning and Development (including the Science of Reading)</li> </ul>	<ul style="list-style-type: none"> <li># of schools implementing kindergarten transition practices</li> </ul>
<ul style="list-style-type: none"> <li># of students emerging, approaching and demonstrating readiness</li> </ul>		

# Assessment Landscape

## Next Steps

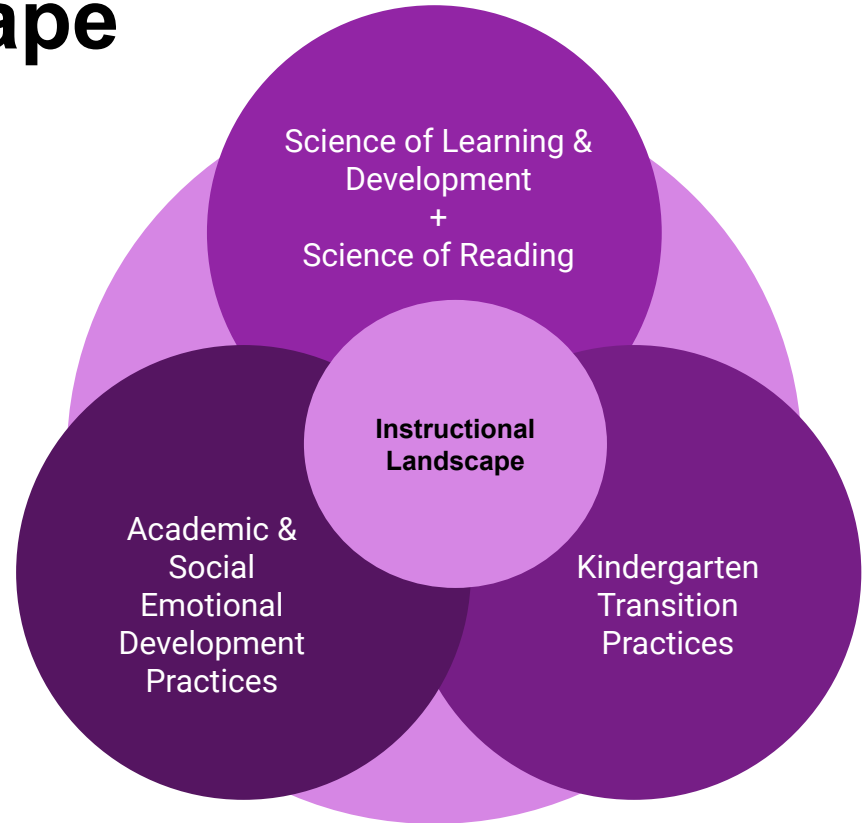
- Item Development - Kaiapuni KEA
- Implementation Improvements - English KEA
  - Refining KReady rostering guidance for Year 2
    - Currently collecting feedback
  - Training additional data managers
  - Developing related guidance documents, resources, and professional learning opportunities (see Instructional Landscape)



# Instructional Landscape

## Next Steps

- Kindergarten Guidebook - Science of Learning and Development in Practice
  - Academic and Social Emotional Development Practices
    - Embedded in Guidebook
    - Guidance and Professional Learning
  - Transition Practices
    - Research by School
    - Embedded in Guidebook
    - Guidance and Professional Learning





# Related Initiatives



Related Initiatives		
Summer Start Kindergarten Transition Program	English Language Arts (ELA) Standards Review	Language Essentials for Teachers of Reading and Spelling (LETRS) Cohorts





# Summary and Next Steps

- KEA Data Analysis with early childhood partners
- English KEA Year 2 optimization, training, and infrastructure building
- Kaiapuni KEA item development and field testing
- Office of Curriculum and Instructional Design study of the Science of Learning and Development alongside the Science of Reading

Focus Areas		
Assessment Landscape	Instructional Landscape	
<b>Major Initiatives</b>		
<ul style="list-style-type: none"> <li>• KEA Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• U.S. Department of Education Kindergarten Sturdy Bridge Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>• Academic and Social Emotional Development Practices</li> </ul>
	<ul style="list-style-type: none"> <li>• Kindergarten Guidebook - Science of Learning and Development in Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Transition Practices</li> </ul>
<b>Metrics</b>		
# of students assessed with the adopted KEA	# of kindergarten teachers, leadership and support staff receiving professional learning in the Science of Learning and Development (including the Science of Reading)	# of schools implementing kindergarten transition practices
# of students emerging, approaching and demonstrating readiness		
<b>Related Initiatives</b>		
Summer Start Kindergarten Transition Program	English Language Arts (ELA) Standards Review	Language Essentials for Teachers of Reading and Spelling (LETRS) Cohorts



# 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;
- Consider supporting practices informed by the Science of Learning and Development for meeting the five 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.