

INCLUSIVE EDUCATION SUPPORTS FOR HAWAII SCHOOLS

**A DIALOGUE WITH SPECIAL
EDUCATION ADVISORY COUNCIL
VIRTUAL MEETING**

Professional Development and Support for Special Education Inclusion in Hawaii State Department of Education (HIDOE) Schools

RFP D17-100



Awarded July 2017

TWO BROAD GOALS

Goal 1

- Close the achievement gap for students with disabilities (SWD).

Goal 2

- Increase the time SWD spend in the general education classroom.

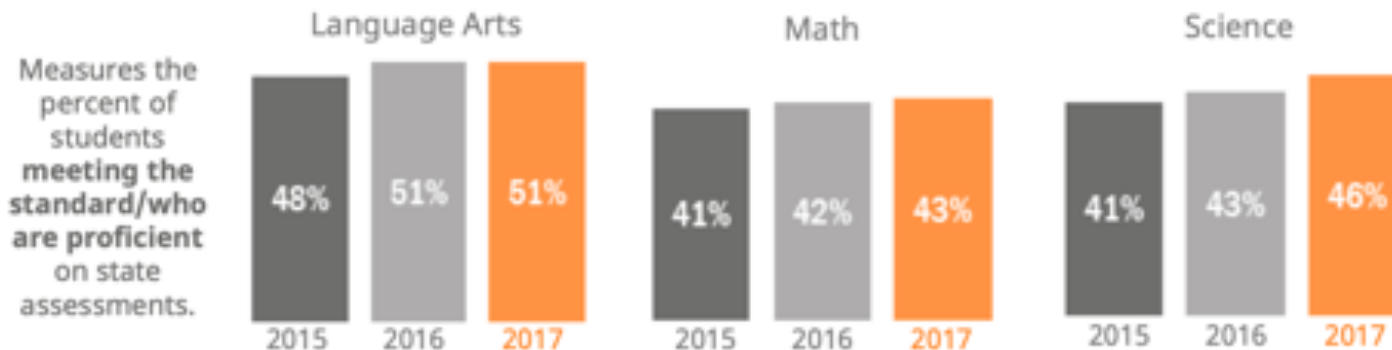


Strive HI Statewide Snapshot

This annual summary of the state's performance on key indicators of student success shows the state's progress on the Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.



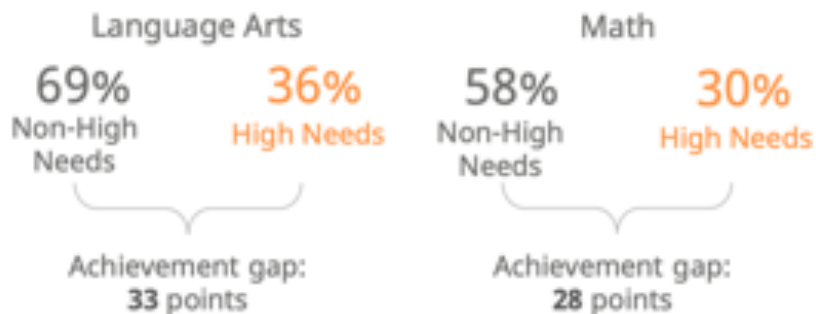
How are students performing in each subject?



How are student subgroups performing?

High Needs:
English learners, economically disadvantaged, and students receiving special education services.

Non-High Needs:
All other students.



 **38%** of students learning English are **on-track** to English language proficiency

WHY IS THE HIDEO LAUNCHING THIS WORK TOWARD INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES?

SOURCE: STRIVE SNAPSHOT 2016-2017

WHY IS THE HIDEO LAUNCHING THIS WORK TOWARD INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES?

State	Inside the regular class 80% or more of the day	Rank
Alabama	83.7%	1
Nebraska	77.8%	2
New Mexico	49.9%	50
Montana	49.5%	51
New Jersey	44.6%	52
Hawaii	40.6%	53

Source: Exhibit 68, 41st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2019. Office of Special Education and Rehabilitative Services, U.S. Department of Education.

**ON TO HUI PU...
(And Beyond)**

Three Phases of
Changed
Practice &
Improved
Outcomes for
Students

THREE PHASES



Hui Pu
• 2017



Scale Up
• 2019



Sustaining Change
• 2021



Hui Pu

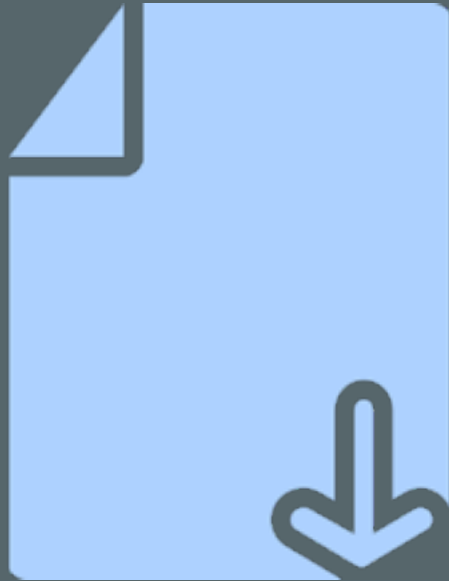
• 2017

- 3 Cadres of 10 Schools
- 2 Additional Cadres
- Learning Walk – Pre + Post
- PD for RTs



HUI PU FRAMEWORK FOR CHANGE

LEARNING WALK



Hawaii DOE Learning Walks

For an observation key with specific activities to look for, follow this link: <https://goo.gl/AjqKNo>

Enter your observations results in the online form at: <https://goo.gl/CUfxBS>



Domain 1. Instructional Arrangement/Staffing

School:			
Complex:		Subject/Grade:	
Level: <input type="checkbox"/> EC/Pre-K <input type="checkbox"/> Elem <input type="checkbox"/> MS <input type="checkbox"/> HS		Time:	
# Gen.Ed. Teachers:		# Sp.Ed. Students @ Time of Observation:	
# Sp.Ed. Teachers:			
# Sp.Ed. Paras:		# Gen. Ed. Students @ Time of Observation:	
# Paras 1:1:			
		Instructional Arrangement:	
		<input type="checkbox"/> Gen.Ed-No Support	<input type="checkbox"/> Resource
		<input type="checkbox"/> Gen.Ed-Peer Support	<input type="checkbox"/> Self-Contained
		<input type="checkbox"/> Co-Teaching	<input type="checkbox"/> Self-Contained CBI
		<input type="checkbox"/> Support Facilitation	

Domain 2. Instructional Activities/Use of Academic Learning Time

Description of activity & # students participating...		
	Yes	No
a) Interruptions to instructional time are few.		
b) 85% of students appear engaged in assigned activities.		
c) Off-task behavior is quickly redirected.		
d) There is evidence of the success of all students.		
e) Classroom routines (access to materials, homework submission, etc.) minimize lost time.		
Notes		

Domain 3. Evidence of Instructional Planning

	Yes	No
a) There is evidence that pre-assessment data informs instruction.		
b) Lesson's objective is posted.		
c) Lesson activities reflect an accelerated rather than remedial approach.		
d) Lesson activities are differentiated and needs for scaffolding/accommodations/modifications are met.		
e) Adult(s) in the classroom function with apparent role clarity and planned direction.		
Notes		

Domain 4. Instructional Quality - Tier One

	Yes	No
a) Flexible grouping is used effectively.		
b) Instruction is differentiated.		
c) Students are actively engaged.		
d) Scaffolds, accommodations and modifications are used to support learning.		
e) Instructional technology supports instruction.		
Notes		

	Year		
	2018	2019	% Change
Domain 2. Instructional Activities/Use of Academic Learning Time			
2a. Interruptions to instructional time are few.	80	100	20
2b. 85% of students appear engaged in assigned activities.	70	91.67	21.67
2c. Off-task behavior is quickly redirected.	80	91.67	11.67
2d. There is evidence of the success of all students.	0	81.25	81.25
2e. Classroom routines (access to materials, homework submission, etc.) minimize lost time.	80	83.33	3.33
Domain 3. Evidence of Instructional Planning			
3a. There is evidence that pre-assessment data informs instruction.	0	56.25	56.25
3b. Lesson's objective is posted.	30	29.17	-0.83
3c. Lesson activities reflect an accelerated rather than remedial approach.	10	77.08	67.08
3d. Lesson activities are differentiated and needs for scaffolding/accommodations/ modifications are met.	20	91.67	71.67
3e. Adult(s) in the classroom function with apparent role clarity and planned direction.	80	91.67	11.67
Domain 4. Instructional Quality – Tier One			
4a. Flexible grouping is used effectively.	30	70.83	40.83
4b. Instruction is differentiated.	40	81.25	41.25
4c. Students are actively engaged.	40	83.33	43.33
4d. Scaffolds, accommodations and modifications are used to support learning.	20	91.67	71.67
4e. Instructional technology supports instruction.	20	62.5	42.5
Domain 5. A Positive Learning Environment – Tier One			
5a. Teacher(s) demonstrate high expectations for all students.	40	83.33	43.33
5b. Cultural diversity is respected.	70	91.67	21.67
5c. Room arrangement supports positive behavior.	80	100	20
5d. Rules are posted and followed.	70	89.58	19.58
5e. A schedule of class activities is posted.	90	66.67	-23.33
5f. There is evidence that behavior contingencies are in place when needed.	20	56.25	36.25
5g. A school-wide behavior model is in place.	70	77.08	7.08
Domain 6. Quality Standards for Students with Disabilities			
6a. Standards-based IEPs are used.	0	93.75	93.75
6b. Students with disabilities have access to and participate in the general education curriculum.	80	83.33	3.33
6c. Instructional accommodations are used effectively.	40	83.33	43.33
6d. Curricular modifications are used effectively.	20	83.33	63.33
6e. Materials and instruction are age appropriate.	90	83.33	-6.67
6f. Specially designed instruction is in place.	20	91.67	71.67

LEARNING WALK PRE- AND POST- RESULTS

Intensive
Professional
Development
(Step by Step
Training)

STEP BY STEP TRAINING EVALUATION DATA



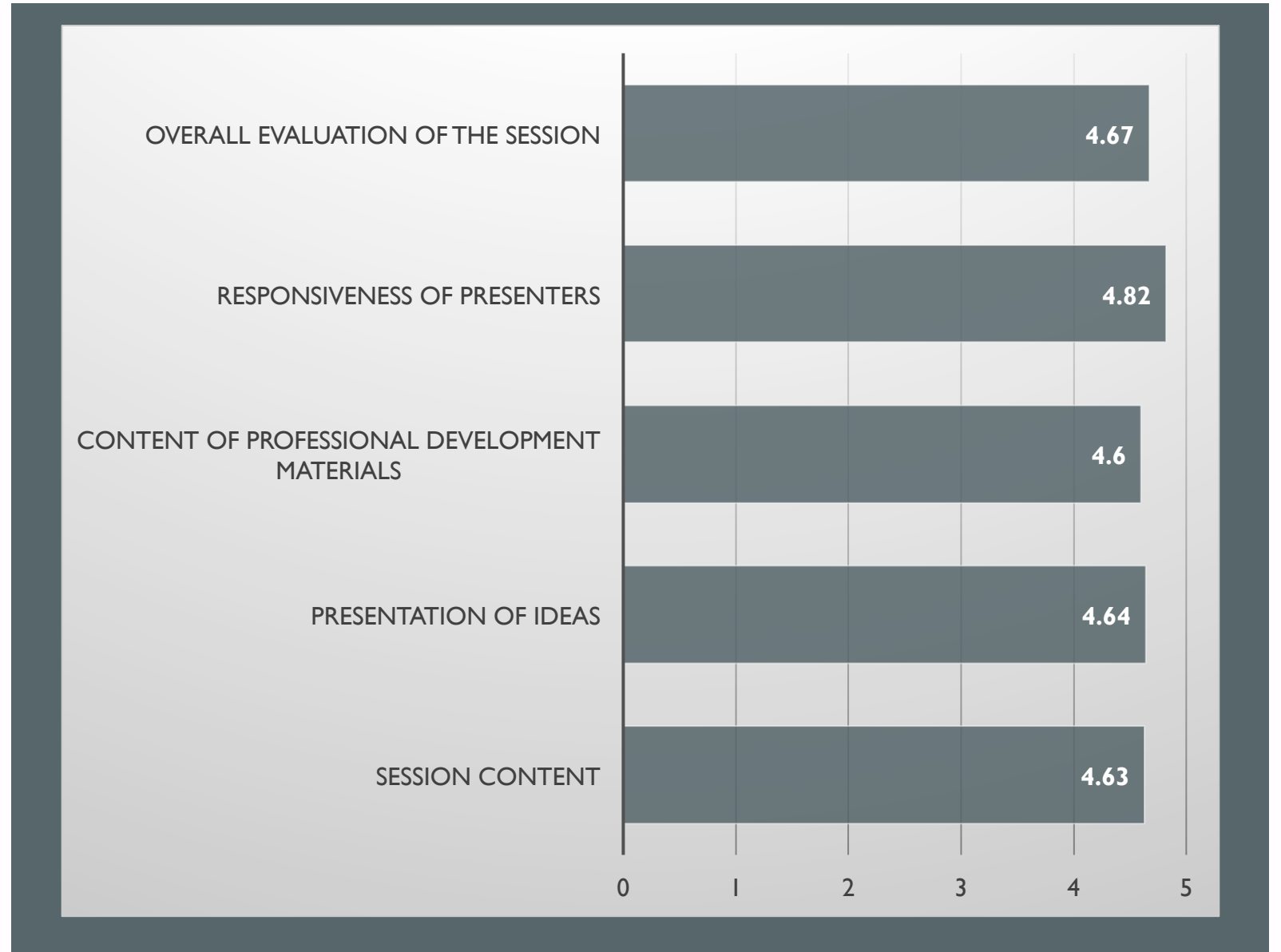
STEP BY STEP
TRAINING
EVALUATION
DATA



STEP BY STEP
TRAINING
EVALUATION
DATA



STEP BY STEP TRAINING EVALUATION DATA



Cadre	# Schools	#TA Days per School
1	10	12
2	9	10
3	10	10
4	10	10
5	10	10

CADRES 1-5

Personalized On-Site Coaching
& Technical Assistance

- Action Planning*
- Team, Classroom and Student Specific Focus*
- Training Topics selected by Team*
- On on one Coaching for the Principal*
- Shadowing for Leadership Group*

A FOCUS ON SUSTAINABILITY

Capacity Building
for Sustained
Statewide Change

- Current Topics in Special Education and Tier I Instruction
- Implementing Learning Walks
- Phase I of *Step by Step* Training Certification
- Shadowed all TA Visits to School Sites

FROM 36.8% IN 2017

- By 2020, HIDOE would like to increase this percentage to reach the current national average of 51%

- Today, 47.94% of Hawaii's students with disabilities spend a minimum of 80% of the instructional day in the general education classroom.

HUI PU CADRE SCHOOLS

Cadre	Pre %	Current	Gain %
Cadre 1	35.5	64.3	28.8
Cadre 2	51.3	64.4	13.1
Cadre 3	38.1	62.9	24.8
Cadre 4	58.0	75.8	17.8
Cadre 5	56.0	69.4	13.4

- Today, an average of **66.92%** Hui Pu students with disabilities spend a minimum of 80% of the instructional day in the general education classroom.

50% standard met and exceeded!

VERY EARLY RESULTS FOR CLOSING THE ACHIEVEMENT GAP FOR STUDENTS WITH DISABILITIES?

SOURCE: STRIVE SNAPSHOT 2018-2019

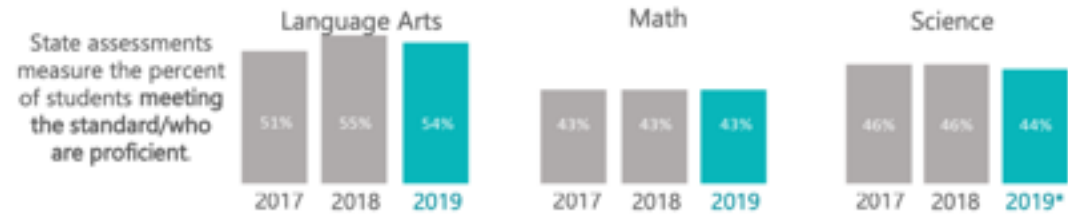


2019 Strive HI Statewide Snapshot

This annual summary of the state's performance on key indicators of student success shows progress on the Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.



How are students performing in each subject?



* 2019 result is based on the NGSS bridge test.



How are student subgroups performing?





Scale Up

• 2019

- Increase Complex Area Capacity
- SBS Training in 15 Complex Areas
- Principal Learning Communities
- Statewide LRE/Achievement Conferences
- Rich Website Resources
- Demonstration Schools
- Parent Engagement
- Principal Leadership Skills

A COMMON VOCABULARY

PRACTICAL STRATEGIES,
COURAGEOUS CHOICES

INCLUSION IS...

“Students with disabilities shall be educated with their non-disabled peers, to the greatest extent appropriate.”

PL94-142...IDEA

Inclusion is a philosophy and a practice that ensures that every student is a full and accepted member of the school community and that their individual needs are the only ones considered. Not labels, not places, not ratios, not convenience.



A FEW GUIDING PRINCIPLES

Every Student Is A General
Education Student.



A FEW GUIDING PRINCIPLES

Inclusion Is Not A 'Special Education Issue' - It's Everyone's Issue!



A FEW GUIDING PRINCIPLES

There Is Good Inclusion And There
Is Bad Inclusion.



A FEW GUIDING PRINCIPLES

Never Forget The “I Word” –
INDIVIDUALIZATION!



A FEW GUIDING PRINCIPLES

Inclusion Requires Us To Expand
Our Comfort Zone.



A FEW GUIDING PRINCIPLES

Inclusion Requires A Change In
How We Teach And How We Work
Together.



A FEW GUIDING PRINCIPLES

There Is No Such Thing As
Excellence Without Equity.

- All students are educated in the general education classroom to the greatest extent appropriate
- Expectations are high
- The curriculum is the general education curriculum
- Instruction is standards-based
- Decisions are made on the basis of student needs and not labels and places
- Instructional and behavioral supports first – then decisions about personal support

INCLUSIVE
EDUCATION
MEANS

WE HAVE EVOLVED



- “...removal occurs only when... regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.”

01

X 100% of the students 100% of the day.

02

X Every student receives co-teaching.

03

X Avoiding 'resource' so now everyone goes to _____

04

X It is only for students with disabilities.

DEFINITION PITFALLS

INCLUSION DOES NOT MEAN:

**INSTRUCTIONAL
EXCELLENCE
SIMPLIFIED**

**PRACTICAL STRATEGIES,
COURAGEOUS CHOICES**

TODAY'S CONTINUUM OF SUPPORTS

TIER 1

Research-based
Available to All

ADVANCE
SUPPORT

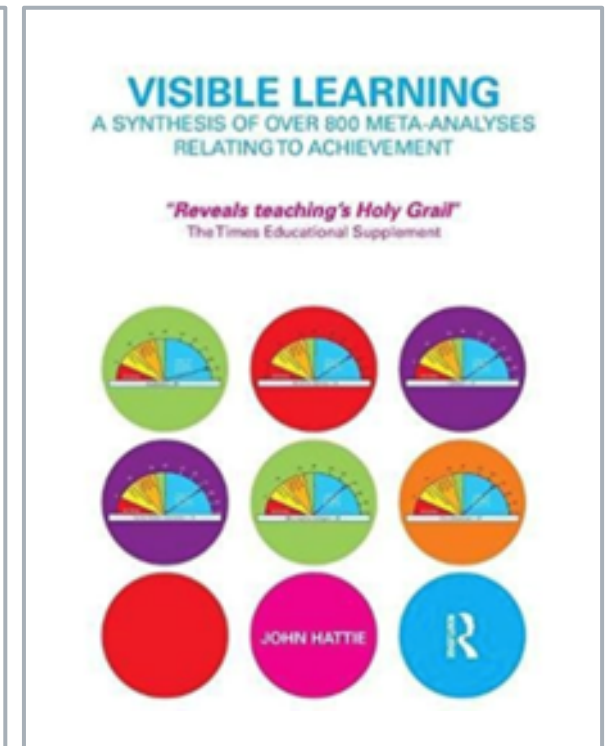
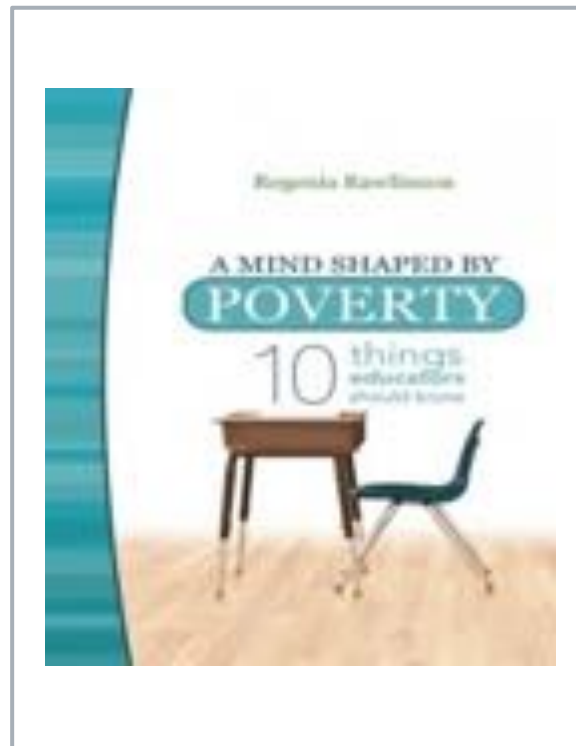
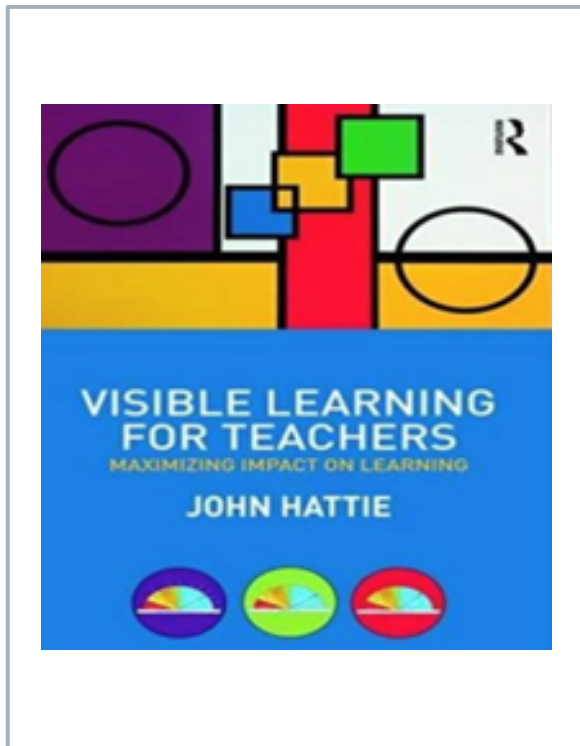
IN-CLASS
SUPPORT

SPECIALIZED
SUPPORT

*General
Education*

*In Partnership with
Special Education*

RESEARCH-BASED WORK ON CLOSING THE ACHIEVEMENT GAP



The Hechinger Report (2017)
suggests that...

at least 90%

of all students with
disabilities should be able to
master on-grade level
content.

This is also the assertion of
John Hattie, author of *Visible
Learning: A synthesis of over
800 meta- analysis related to
achievement (2017)* and
educational researcher
focusing on the most
effective instructional
strategies.

Multi-Level Instruction

enables students, when appropriate, to achieve different learner outcomes within a single on-grade level, standards-based instructional activity designed by the teacher.



DEFINITION OF 2 KEY TERMS

Accommodation

A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

HOW

Modification

A change in what the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

WHAT

One Instructional Strategy Seven Easy Questions!



As designed?

Tier 1 in place?

With accommodations?

With modifications?

With technology?

With behavioral supports?

With personal supports?

SUBJECT/COURSE	INSTRUCTIONAL SUPPORT							
	Attach Accommodations Sheet or BIP							
	As Designed	Are there aspects of Tier 1 instruction that can be incorporated to enable the student to be successful?		With Accommodations		With Curricular Modifications		With Assistive Technology
YES		NO	YES	NO	YES	NO		
	Yes							
	No							
	Yes							
	No							
	Yes							
	No							
	Yes							
	No							

Learner Objective/Unit Objective (What am I teaching?)
Evidence of Student Success (Observable/Measureable)
Pre-Assessment Tool/Information: (What do the students know about this learning objective? Their interests? Motivations?)

As Designed	Instructional Strategies/Activities	Grouping				Assessment/Product
		Whole Group	Individual	Partner	Small Group	

Additional Instructional Decisions

If needed, determine instructional supports for individual students.

If needed, proceed to this section.



Students who Require Instructional Supports	Instructional Accommodations?	Curricular Modifications?	In-Class Support?	Differentiated Assessment?	Per IEP (✓)
1.					
2.					
3.					
4.					

STREAMLINED SUPPORT OPTIONS

**PRACTICAL STRATEGIES,
COURAGEOUS CHOICES**

RESOURCE
SELF-CONTAINED
LIFE SKILLS
ADAPTIVE BEHAVIOR
PUSH-IN
PULL-OUT
INCLUSION CLASS
PROGRAMS

***Start with a clean
slate!***

Wipe away all traditional
notions of staffing



TODAY'S CONTINUUM OF SUPPORTS

TIER 1

Research-based
Available to All

ADVANCE
SUPPORT

IN-CLASS
SUPPORT

SPECIALIZED
SUPPORT

*General
Education*

*In Partnership with
Special Education*

School	Total # Students	Total General Ed Teachers	Total # Students with Disabilities	Total # Special Education Teachers	Total # Special Ed Para-educators	Total # 1:1 Para-educators	Average Special Ed Adult to Special Ed Student Ratio
A	387	26	40	4	4	5	1:3.07
B	361	37	42	5	5		1:4.20
C	682	57	64	7	7	4	1:3.55
D	713	50	137	15	37	10	1:2.20
E	577	44	32	4	4	16	1:1.33

CADRE I ANALYSIS OF STAFFING PATTERNS

School	Total # Students	Total General Ed Teachers	Total # Students with Disabilities	Total # Special Education Teachers	Total # Special Ed Para-educators	Total # 1:1 Para-educators	Average Special Ed Adult to Special Ed Student Ratio
F	310		48	4	2	1	1:6.86
G	733	52	62	6	6	6	1:3.44
H	542	48	49	5	9.5	6	1:2.39
I	340	30	52	5	9	8	1:2.36
J	199	35	36	3	12		1:2.40

CADRE I ANALYSIS OF STAFFING PATTERNS

STAFFING RATIOS FOR SPECIAL EDUCATION

ENTITY	SWD	SPECIAL EDUCATION TEACHERS	STUDENTS WITH A DISABILITY / TEACHER	TEACHER TURNOVER RATE
Texas	521,908	32,448.2	16.1	16.5
Region	56,406	3,608.4	15.6	15.4
ABC ISD	3,564	200.8	17.7	11.7
ISD #2	3,301	160.2	20.6	12.3
ISD #3	1,845	140.5	13.1	15.9
ISD #4	4,848	319.9	15.1	14.3
ISD #5	1,148	57.7	19.9	15.6
ISD #6	2,292	126.9	18.0	11.4
ISD #7	6,092	498.0	12.2	12.8
ISD #8	3,209	251.4	12.8	10.4
ISD #9	3,132	196.0	16.0	23.6
Average for eight			16.0	

Contrast
Averages
for Texas



Inclusion is not about disability, nor is it only about schools. Inclusion demands that we ask ourselves what kind of world we want to create.

Mara Sapon-Shevin

THREE PHASES



Hui Pu
• 2017



Scale Up
• 2019



**Sustaining
Change**
• 2021

OPPORTUNITIES FOR IMPROVING OUTCOMES





Sustaining Change

- 2021

We know how!
We need to DO IT!

Emergence of a
Common Vision
& Vocabulary!

Strong Complex
Area Support!

Significant Effort
and Progress
across Cadres!

Climbing LRE
Percentages!

Higher Level of
Expertise among
Change Agents!

CELEBRATIONS TO BUILD UPON

Not Labels

NEEDS

Not Numbers

NAMES

Not Places

SERVICES





The Power Of
an Action Plan,
Personalized
Coaching,
Accountable
Actions and
Trust.

Inclusive
Schools