OFFICE OF THE

Deputy Superintendent

Stakeholder Engagement

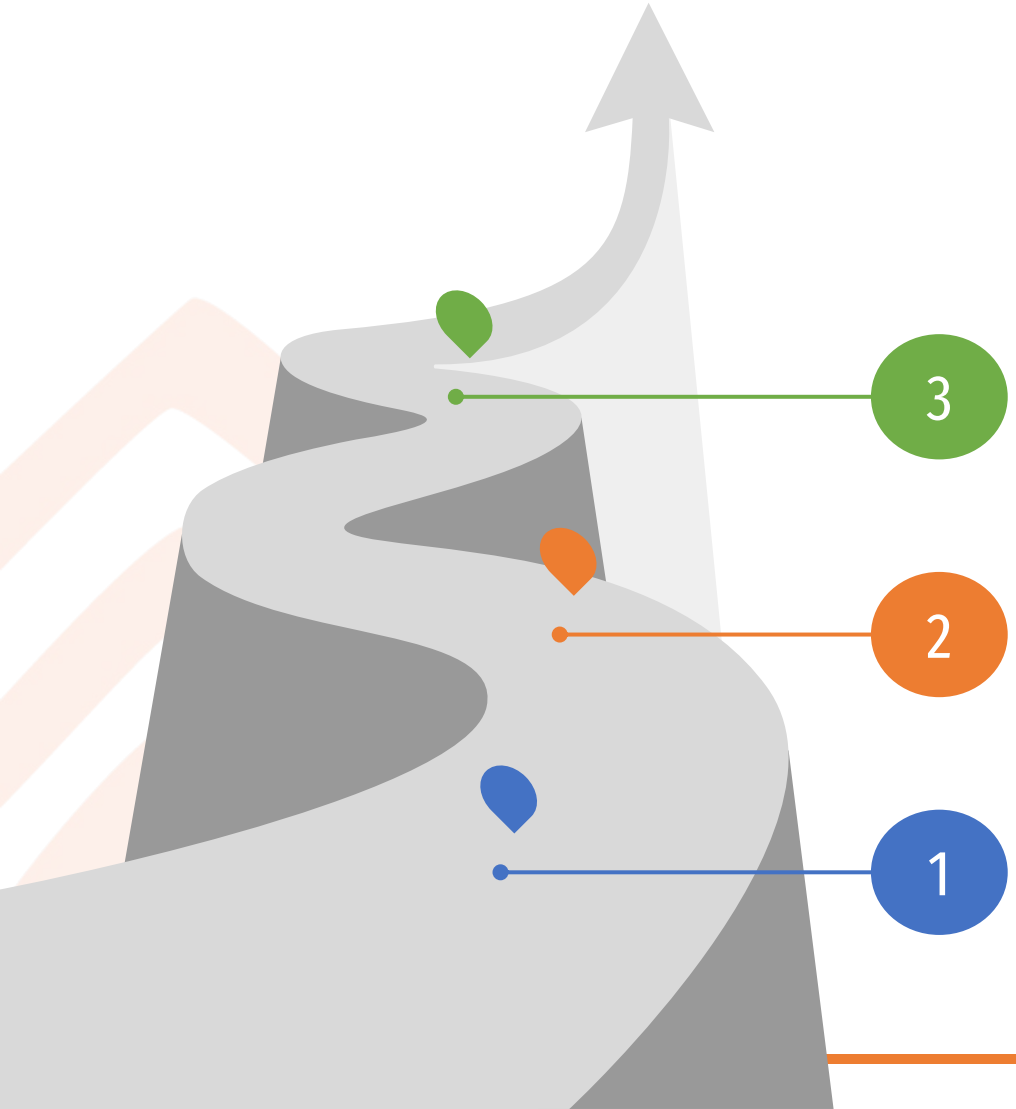
Indicators 1, 2, & 4

Monitoring and Compliance Branch

SEAC Meeting

May 14, 2021

Participant Outcomes



Offer Strategies for Improvement

Reset Baselines & Propose Targets for FFY 2020 - 2025

Review Requirements for Indicators 1, 2 & 4

Requirements for Baselines & Targets

Baselines

State can reset the baselines to the current year if:

- Calculation methodology changed
- Data measurement method or process is revised

Targets

Targets Must:

- Be rigorous, yet achievable
- Show improvement over baseline
- Be set with the advice of stakeholders
- Be rooted in, and build on, past experience when possible
- Demonstrate improved performance compared to the baseline

Breakout Rooms

ROOM #1
INDICATORS 1 & 2

Graduation
Dropout

ROOM #2
INDICATOR 4

Suspension/Expulsion








Room #1
INDICATORS 1 & 2

Graduation
Dropout

Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.

Data for this indicator are "lag" data. For FFY 2020 SPP/APR, use data from 2019-2020.

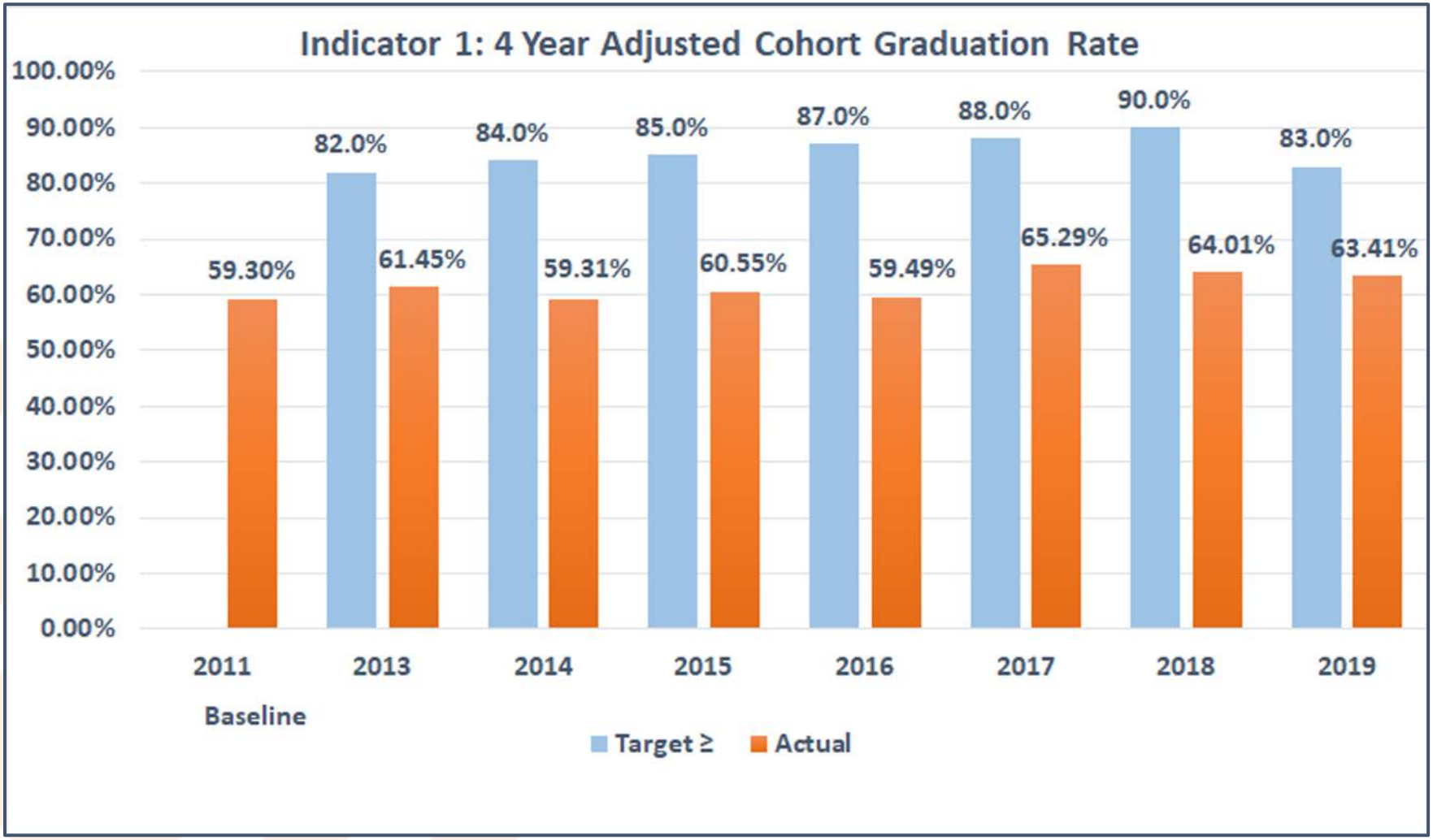
Previous

- Percent of students who started 9th grade together who graduated within four years.
- Four-year adjusted cohort rate.

New

- Percent of youth with IEPs exiting from high school with a regular high school diploma.
- Graduation as a percent of exiters.
  Not cohort-based.
  Cannot be compared to "graduation rate" for all students or other subgroups.

Indicator 1: 4-Year Adjusted Cohort Graduation Rate



Data Source for New Measurement

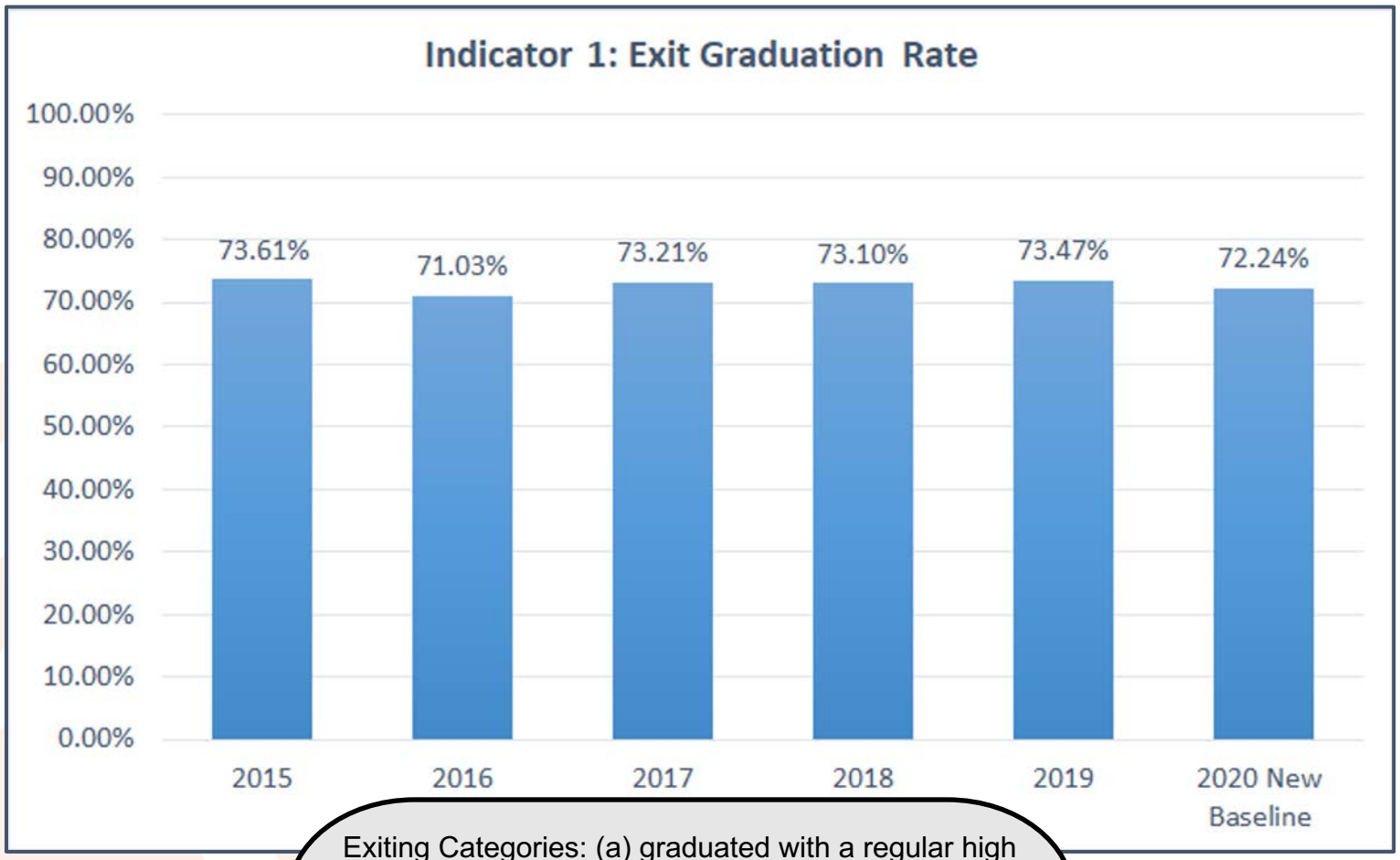
States are required to submit **618 Data Tables** that OSEP uses in its Annual Reports to Congress on the implementation of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

- Child Count (due in February);
- Educational Environments (due in April);
- Personnel (due in November);
- **Exiting (due in November)**;
- Discipline (due in November);
- Assessment (due in November);
- Dispute Resolution (due in November); and
- Maintenance of Effort Reduction and Coordinated Early Intervening Services (due in April).

Longitudinal Exit Data

FFY:	2015 SY 14-15	2016 SY 15-16	2017 SY 16-17	2018 SY 17-18	2019 SY 18-19	2020 SY 19-20
Number of youth with IEPs (ages 14-21) who exited special education by **graduating with a regular high school diploma**	873	797	989	943	806	924
Number of youth with IEPs (ages 14-21) who exited special education by **receiving a certificate**	107	127	119	81	106	115
Number of youth with IEPs (ages 14-21) who exited special education by **reaching maximum age**	<10	34	41	48	48	49
Number of youth with IEPs (ages 14-21) who exited special education due to **dropping out**	198	164	202	218	137	191
Number of youth with IEPs (ages 14-21) who exited special education as a result of **death**	<10	<10	<10	<10	10	<10

Indicator 1: Exit Data Graduation Rate



Exiting Categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

State Initiative(s) that May Impact Graduation Rate

- Hawaii Multi-Tiered System of Support (HMTSS)
  - Mandatory in all schools, Guidelines March 2021
- Smaller Learning Communities and Career Pathways
- LDS Early Warning System
- Personal Transition Plan (PTP)
- Personalized Interventions/Counselor Support

Proposed Targets for Indicator 1

Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.

Baseline FFY 2019	Proposed Target FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
72.24%	73.00%	74.00%	75.00%	76.00%	77.00%

Increase by 1% each year

1. If you are in support of the proposed targets, please type **Yes** in a box.
2. If you are not in support of the proposed targets, please type **No** and suggest an alternate target with your rationale in a box.

yes, considering the previous years are similar - to increase of 1% would add up over the years	yes...just wondering if we have any data on students that are on certificate route?	yes, this is good that it doesn't count the 4 years because as an alternative school, we receive students who are already behind, yet it affects our school's graduation rate.	yes, and I am also interested in data for students on the certificate route	Yes, these are ambitious goals.				

Please share your suggestions to improve the **Graduation Rate for students with IEPs (Indicator 1)** on this slide.

Cannot give suggestions if do not have data - breakdowns. How affecting data? e.g., student with autism graduating with a diploma	Collect qualitative data? PTP or transition plan that could provide that insight?	1. The absenteeism rate needs to be effectively addressed by the DOE.
increased student involvement with the IEP process. Student lead IEPs	With HMTSS, hopefully we'll be able to quickly address students who are failing and/or not attending school. They need interventions early because when they fall too far behind, it is extremely difficult to convince them to get back on track.	2. Need more/bettter leadership and collaboration between all levels - elem, MS, HS. Create vertical teams.
more allowable accommodations for tests required for graduation		3. Create strategies to reduce failure at the freshmen level.

Indicator 2: Dropout

Percent of youth with IEPs dropping out of high school

Data for this indicator are "lag" data. For FFY 2020 SPP/APR, use data from 2019-2020.

Previous

Option 1: Use 618 exiting data for the year before the reporting year.

Option 2: Use the annual event school dropout rate for students leaving a school in a single year.

New

Only Option 1

Dropouts as a percent of exiters.

No general education comparison.

OSEP removed "# of students who died" from the measurement.

HIDOE has been using Option 1 since 2015

Longitudinal Exit Data

FFY:	2015 SY 14-15	2016 SY 15-16	2017 SY 16-17	2018 SY 17-18	2019 SY 18-19	2020 SY 19-20
Number of youth with IEPs (ages 14-21) who exited special education by **graduating with a regular high school diploma**	873	797	989	943	806	924
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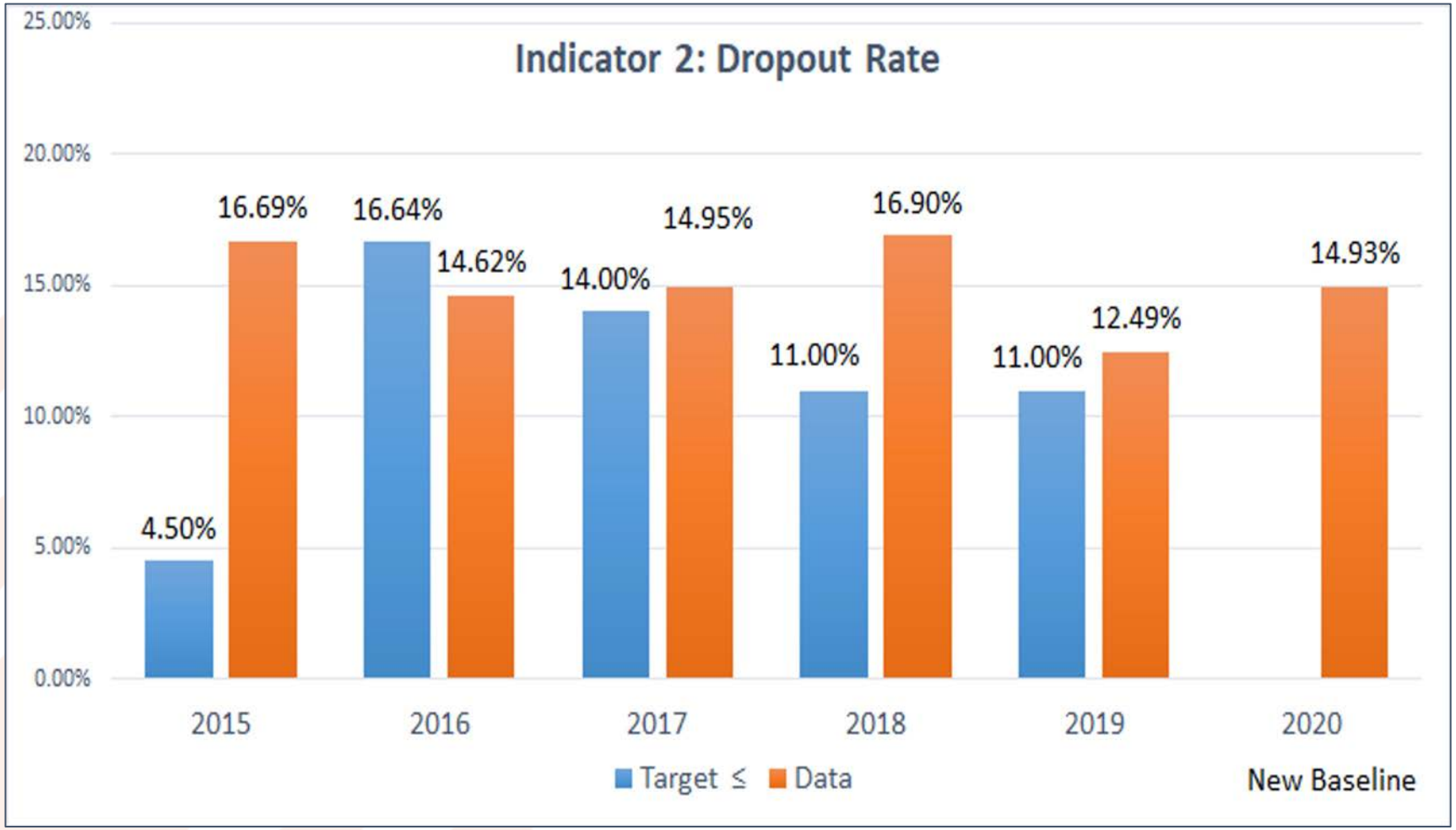
Number of youth with IEPs (ages 14-21) who exited special education as a result of **death**	<10	<10	<10	<10	10	<10

Review Longitudinal Data for Indicator 2

Percent of youth with IEPs dropping out of high school



Data recalculated to meet new reporting requirements

State Initiative(s) that May Impact Dropout Rate

- Hawaii Multi-Tiered System of Support (HMTSS)
  - Mandatory in all schools, Guidelines March 2021
- Positive Behavioral Interventions and Supports (PBIS)
- Smaller Learning Communities and Career Pathways
- LDS Early Warning System
- Social Emotional Learning (SEL)/Trauma Informed Care
- Personalized Interventions

Proposed Targets for Indicator 2

Percent of youth with Individualized Education Programs (IEPs) dropping out of high school

Baseline FFY 2020	Proposed Target FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
14.93%	14.00%	13.00%	12.00%	11.00%	10.00%

Decrease by 1% each year

1. If you are in support of the proposed targets, please type **Yes** in a box.
2. If you are not in support of the proposed targets, please type **No** and suggest an alternate target with your rationale in a box.

yes	yes to target, but need more concrete supports for kids and their families	What causes dropout rate? Any sort of impact on rate - 1%? Should we consider 0.5%?	increased engagement of families/parents to support struggling students	One concern for students who are incarcerated: when they enter HYCF, they are automatically enrolled but when they are released, they often do not reenroll in their home school. As a result, they remain on our list and are considered drop outs.	No. Given the effects of covid, I don't think this is realistic.	

Please share your suggestions to improve the **Dropout Rate for students with IEPs (Indicator 2)** on this slide or the following slide.

More family communication between teacher and parent, more avenues for communication/reporting how the day went (i.e., communication books, texting, etc...)	In my past experience, when a school decides that they are going full inclusion without considering a student's mental/emotional/social issues and do not provide the needed supports, then they often have acting out behaviors or disengagement. Many students stopped showing up in their gen ed classes because they were not prepared to be in there and didn't have appropriate supports. IEPs are still individualized, yet schools feel that they need to increase the inclusion rate at the cost of the child. Another factor is taking away electives to put students in remedial classes. So having 2 English classes and 2 math classes in high school, means no electives in the 9th grade. Many students are excited to go to high school so they can be a part of band, art, music, etc.	DOE should create vertical/collaborative teams (elem/MS/HS) to address student achievement. More leadership. more teamwork.
Hybrid learning is a plus for students who are on extended medical leave	I agree with the above statement. Too many schools are making one solution for students when individual solutions are called for.	Need to hold parents

Continued: Please share your suggestions to improve the **Dropout Rate for students with IEPs (Indicator 2)** on this slide or the previous slide.

Collect information on what causes dropout.	continue hybrid learning practices after COVID	Need 100% face to face learning ASAP.
more allowable accommodations for mandated tests needed for graduation		Need to effectively address absenteeism rate.
more support for families to help them support the special ed student at home so student is not overwhelmed	I am thinking parents with higher involvement with students with special needs would be a factor in students' success.	Need to create strategies to lower failure rate among freshmen students. Make systemic changes.








Room #2
INDICATOR 4A & 4B

Rates of
Suspension and Expulsion

Indicator 4: Rates of Suspension & Expulsion

4A. Percent of Local Educational Agencies (LEA) that have a **significant discrepancy**, as defined by the State, **in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs**; and

4B. Percent of LEAs that have:

a. a **significant discrepancy**, as defined by the state, **by race and ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs**; and

b. policies, procedures, or practices that contribute to the significant discrepancy, as defined by the state, and do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Reminder

Hawaii is a Single District State (SEA and LEA are the same)

Targets for 4A and 4B

4A: Targets were determined by HIDOE with input from stakeholders to be at **0%**.

4B: Targets are set by OSEP at **0%**.

For these two indicators, we will be discussing only the methodology and what determines significant discrepancy for Hawaii and will not be setting new targets.

Determining Significant Discrepancy

- For 4A and 4B, States must compare either:

  Option 1: the rates of suspensions/expulsions for students with IEPs to rates for students without IEPs within the LEA;

  OR

  - Option 2: the rates of suspensions/expulsions for students with IEPs among LEAs within the entire State.

- HIDOE is a single SEA/LEA, thus *Option 1* is the only option appropriate (OSEP).

Reminder

Hawaii is a Single District State (SEA and LEA are the same)

Data Source

States are required to submit **Section 618 Data Tables** that OSEP uses in its Annual Reports to Congress on the implementation of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

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- Assessment (due in November);
- Dispute Resolution (due in November); and
- Maintenance of Effort Reduction and Coordinated Early Intervening Services (due in April).

Discipline Data

Both Indicators 4A and 4B use Section 618 data, ED*Facts* file FS006

618 Data Table FS006 (Longitudinal data can be accessed on HIDOE's Website)		
Students with IEPs Ages 3-21	**Out-of-School Suspensions or Expulsions**	
	Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days

- United States Department of Education definition (for states to use to complete Section 618 file specification 006):

  ***Out-of-School Suspensions/Expulsions**: Removal from regular school for disciplinary purposes temporarily, for the remainder of the school year, or longer according to LEA policy.*

- Lag Data must be used. For example, for FFY 2019, States use School Year 2018-2019.

Discipline Data

Table 2.5-1 Reporting of Removals

Removal Type	FS005	FS006	FS007	FS088	FS143	FS144
	Number of children removed to IAES, by type of removal (by school personnel, by hearing officer)	Number children suspended or expelled, by method and cumulative length of removal (method - out-of-school suspensions / expulsions, in school suspensions) (length of removal - less than or equal to 10 days, greater than 10 days)	Number of times children were removed by school personnel, by type of offense (drugs, weapons, serious bodily injury)	Unduplicated number of children who were subject to any kind of disciplinary removal, by cumulative length of removal (1 day or less, 2 through 10 days, greater than 10 days)	Number of times children were subject to any kind of disciplinary removal	Unduplicated number of children removed for disciplinary reasons, by educational services provided (received educational services, did not receive educational services)
Expulsions		X		X	X	X
Out-of-school suspensions		X		X	X	
In-school suspensions		X		X	X	
Unilateral removals by school personnel	X		X	X	X	
Removals by hearing officer	X			X	X	

Significant Discrepancy Calculation
Rate Difference (OSEP-Approved Methodology)

Rate difference compares suspension/expulsion rate for students with IEPs to the suspension/expulsion rate for students without IEPs.

The State has a significant discrepancy when…
…its suspension/expulsion rate for students with IEPs is x (the rate difference) percentage points or more than its suspension/expulsion rate for students without IEPs.

HIDOE's Definition of Significant Discrepancy

- HIDOE has significant discrepancy when suspension/expulsion rate for students with IEPs is **3 percentage points or more** than its suspension/expulsion rate for students without IEPs.

- HIDOE minimum cell size is of **5 or more students.**

Calculating HIDOE's Significant Discrepancy

Step 1: Calculate the suspension/expulsion rates of students with and without IEPs

4A	
# of students with IEPs suspended or expelled for more than 10 cumulative days / # of total students with IEPs) * 100	# of students without IEPs suspended or expelled for more than 10 cumulative days / # of total students without IEPs) * 100

4B	
# of students with IEPs in a racial/ethnic category suspended or expelled for more than 10 cumulative days / # of total students with IEPs in a racial/ethnic category) * 100	# of students without IEPs suspended or expelled for more than 10 cumulative days / # of total students without IEPs) * 100

Calculating HIDOE's Significant Discrepancy

Step 2: Calculate the Rate Difference

State % of students with IEPs suspended/expelled > 10 days	-	State % of students without IEPs suspended/expelled > 10 days

Calculating HIDOE's Significant Discrepancy

Step 3: Determine whether there is significant discrepancy (Rate Difference 3% percentage points or more)

Federal Fiscal Year/ School Year	Total number of students with IEPs suspended/ expelled for more than 10 days	Total number of students with IEPs in the State	Students with IEPs Rate	Total number of students without IEPs suspended/ expelled for more than 10 days	Total number students without IEPs in the State	Students without IEPs Rate	Rate Difference (Students with IEPs - Students without IEPs)	Significant Discrepancy (Rate difference must be 3% or more)
FFY 2019 (SY 2018-19)	175	19,592	**0.89%**	493	162,107	**0.30%**	**0.59%**	No

Rate Difference = The Rate of suspensions/ expulsions for students with IEPs (0.89%) - The State Rate of suspensions/ expulsions for students without IEPs (0.30%) = 0.59% (is smaller than 3 percentage points from .30%)

Indicator 4A: Rate Difference of Suspensions/Expulsions

Federal Fiscal Year/ School Year	Total number of students with IEPs suspended/ expelled for more than 10 days	Total number of students with IEPs in the State	Students with IEPs Rate	Total number of students without IEPs suspended/ expelled for more than 10 days	Total number of students without IEPs in the State	Students without IEPs Rate	Rate Difference (Students with IEPs - Students without IEPs)	Significant Discrepancy (Rate difference must be at least 3%)
FFY 2015 (SY 2014-15)	206	18,802	**1.10%**	810	182,384	**0.44%**	**0.65%**	No
FFY 2016 (SY 2015-16)	195	19,223	**1.01%**	757	163,026	**0.46%**	**0.55%**	No
FFY 2017 (SY 2016-17)	176	19,376	**0.91%**	584	162,453	**0.36%**	**0.55%**	No
FFY 2018 (SY 2017-18)	203	18,861	**1.08%**	611	161,976	**0.38%**	**0.70%**	No
FFY 2019 (SY 2018-19)	175	19,592	**0.89%**	493	162,107	**0.30%**	**0.59%**	No
FFY 2020 (SY 2019-20) *Preliminary Data* *COVID Impact	83	20,125	**0.41%**	284	161,371	**0.18%**	**0.23%**	No

Indicator 4B: Rate Difference by Race/Ethnicity

Rate Difference	=	The rate of suspensions/expulsions for a students with IEPs of a certain ethnicity	-	The State rate of suspensions/expulsions for students without IEPs

INDICATOR 4B: Rate of Suspension/Expulsion by Race/Ethnicity >10 days for Students with IEPs	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020 *Preliminary Data*
American Indian or Alaska Native (AM)	NA	NA	NA	NA	NA	NA
Asian (AS)	0.02%	-0.05%	-0.01%	NA	-0.01%	-0.04%
Black or African American (BL)	0.66%	NA	NA	NA	NA	NA
Hispanic/Latino (HI)	0.45%	0.78%	0.26%	0.37%	0.19%	0.37%
Multiple Races (MU)	0.80%	0.13%	0.08%	0.24%	0.06%	0.08%
Native Hawaiian or Other Pacific Islander (PI)	1.29%	1.05%	1.11%	1.56%	1.36%	0.36%
White (WH)	0.10%	0.23%	0.03%	0.25%	0.53%	0.17%

- For cells less than 5, data is not included in the analysis, thus it is indicated as NA.
- FFY 2020 data will not compare with these set of data due to COVID-19.

What story does the longitudinal data for Indicators 4A and 4B tell you?

Susan - kids with disabilities are suspended two to three times more than kids without disabilities. Native Hawaiian students appear to be suspended or expelled more than non-Native Hawaiian students.	Alice: if this helps anyone, the "2 - 3 x higher rate" could be coming from a calculation of relative risk, which is different from rate difference. relative risk = rate of IEP / rate of Non IEP = 0.011/0.0044 for 2015 = 2.5	One suggestion is to lower the threshold to .75% (red zone). And .5% as the warning (yellow zone - preventative measures).
For Native Hawaiian students - the rate has been between 1.1 to 1.56%.	Susan - if kids are being suspended twice as much - yellow flag, three times as much - red flag.	
Formula is based on the rate difference - not the numbers. The methodology is not working. It may be the 3% threshold that is not the right number - it may be too high.	AS Armstrong - Does there have to be a discrepancy? Are we required to have a threshold? Brik - Yes. States have to determine a threshold. For example - we can set it at 1%. OSEP doesn't set the threshold.	

Continued: What story does the longitudinal data for Indicators 4A and 4B tell you?

States must use OSEP's methodology. We can change the number - 3% to something else.	Jasmine - we don't want to see discrepancies - as targets are set at 0%. Brik - looking at the rate difference as compared to the rate for students without IEPs.
Brik - Comparing the rate difference to the students w/o IEPs.	Kiele - Relative rate - to take into consideration the concerns. For example - for FF2019, if the threshold was .5% to come under that at .49% there would be 155 students with IEPs suspended. So the lower the rate difference (below 1%) the closer we are to goal of having the same rate despite disability. Brik - will have to check with TA provider on whether we can change the methodology/formula.
Jasmine - would like to see the threshold below 1%. Also need to look at all of the initiatives by the DOE - as that could lower the numbers. Looking at a balance so that we don't jeopardize the students.	Cheryl - consequences if the rate is dropped from 3% to .5%? We don't want to jeopardize any potential opportunities to provide additional support/services. Brik - the rate is to raise awareness to support schools, not punish them.

State Initiative(s) that May Impact the Rate of Suspensions/Expulsions

- Hawaii Multi-Tiered System of Support (HMTSS)
  - Mandatory in all schools
  - Implementation guide - March of 2021
- Professional Development Sessions
  - Cultural Responsiveness
  - Inclusive Skill-Building Learning Approach
- Alternatives to Suspensions

HIDOE's Next Steps for 4A and 4B

Discussion:

Please share your suggestions to improve the **rate of susp/expls** on this slide.