

2022 Hawaii's IDEA Part B Determination

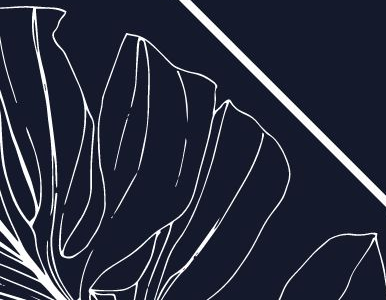
Exceptional Support Branch
Monitoring and Compliance Branch
SEAC Meeting
August 12, 2022





Agenda

- IDEA's General Supervision System (GSS)
- Hawaii's GSS Framework
- Hawaii's Determination in the Results-Driven Accountability Matrix (RDA Matrix)
- How Determinations are Made
 - The elements included in the Office of Special Education Program's (OSEP) State Determination
 - How the rating of a State is determined





Today's Materials

- 2022 Part B Hawaii Determination Documents
 - Letter to Superintendent
 - 2022 Part B Results-Driven Accountability Matrix
 - How the U.S. Department of Education (Department) Made Determinations
 - Part B Dispute Resolution SY 2020-21
- Hawaii's SPP/APR FFY 2020





IDEA's GSS Components





Hawaii's GSS Framework





State Performance Plan/ Annual Performance Report (SPP/APR)

IDEA requires each state to develop an **SPP/APR** composed of 17 *indicators* that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

States must report annually on their progress against the targets in their SPP/APR.

A new SPP/APR is developed at least every six years.

State Performance Plan / Annual Performance Report:
Part B

for
STATE FORMULA GRANT PROGRAMS
under the
Individuals with Disabilities Education Act

For reporting on
FFY 2020

Hawaii

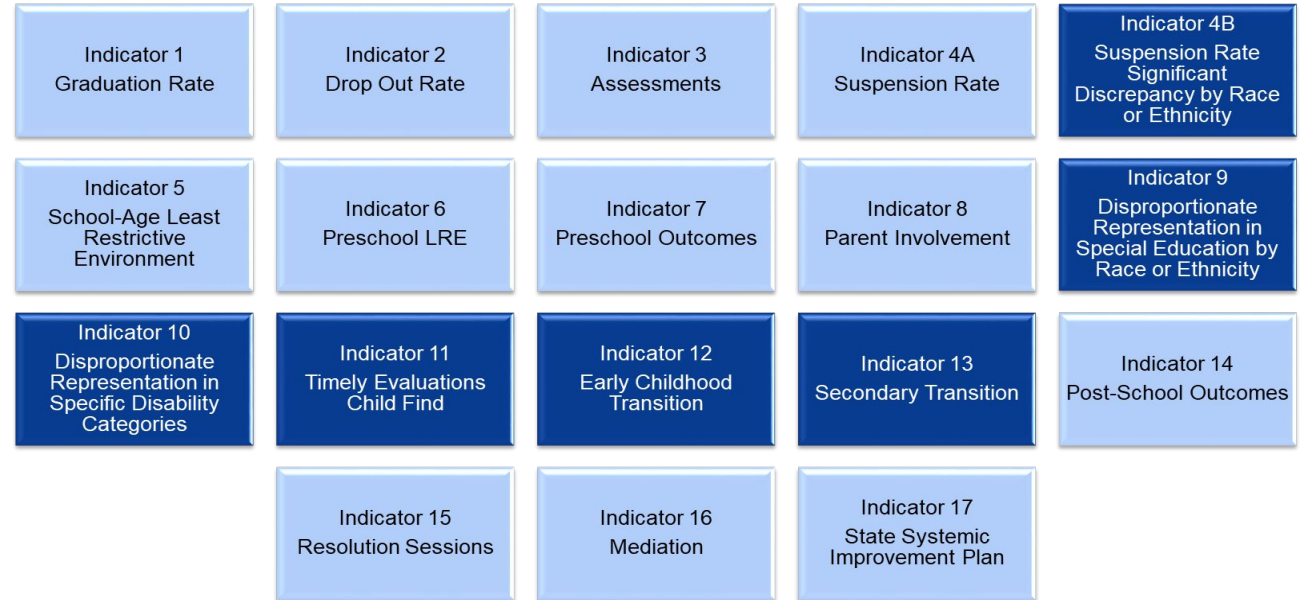


PART B DUE February 1, 2022

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202



SPP/APR Compliance and Results Indicators



Light Blue: Results Indicators

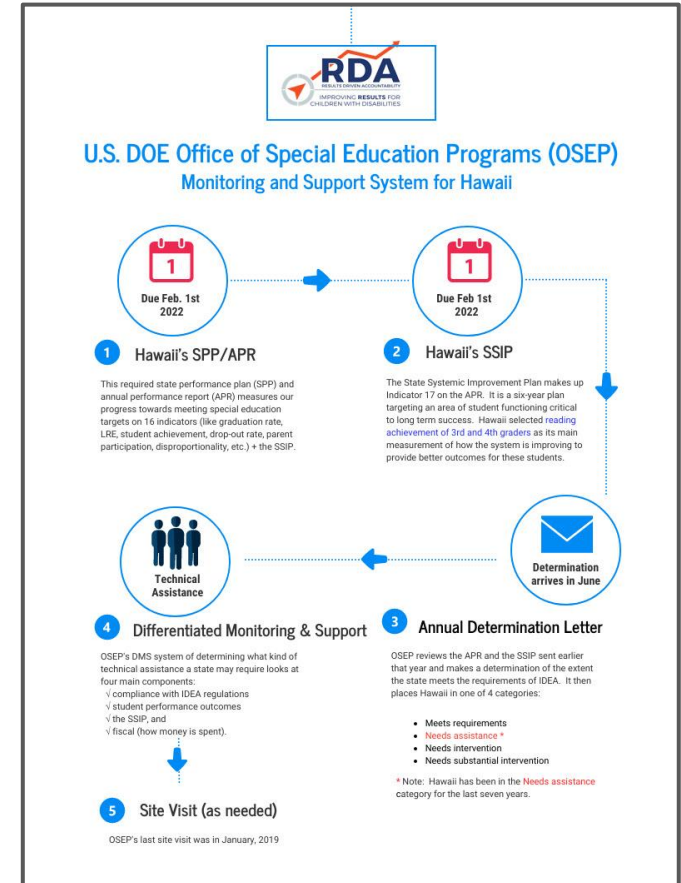
Dark Blue: Compliance Indicators



How Does OSEP Hold States Accountable?

OSEP holds States accountable for:

- Compliance
 - Requirements of IDEA
- Results
 - Improved outcomes for children with disabilities





How Does OSEP Hold States Accountable?

State Determination

Meets Requirements

A State's RDA Determination is *Meets Requirements* if the RDA Percentage is at least 80%.

Needs Assistance

A State's RDA Determination is *Needs Assistance* if the RDA Percentage is at least 60% but less than 80%.

Needs Intervention

A State's RDA Determination is *Needs Intervention* if the RDA Percentage is less than 60%.

Needs Substantial Intervention

OSEP did **not** make a determination of *Needs Substantial Intervention* for any State in 2022.

Hawaii

Due to COVID-19 impact, OSEP did not issue Needs Intervention to any State or Entity.

2022 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

Percentage (%)	Determination
58.13	Needs Intervention

Results and Compliance Overall Scoring			
	Total Points Available	Points Earned	Score (%)
Results	16	5	31.25
Compliance	20	17	85



Hawaii's Rating Compared to Other States

Hawaii was 1 of 35 States & Entities to receive a *Needs Assistance* Determination for two or more consecutive years.

2022 Determination Letters on State Implementation of IDEA: June 24, 2022

Fact Sheet

2022 DETERMINATION LETTERS ON STATE IMPLEMENTATION OF IDEA

IDEA PART B DETERMINATIONS

Following is a list of each State's performance in meeting the requirements of IDEA Part B, which serves students with disabilities, ages 3 through 21:

MEETS REQUIREMENTS

Connecticut	Massachusetts	Pennsylvania
Florida	Minnesota	Republic of the Marshall Islands
Georgia	Missouri	South Dakota
Illinois	Nebraska	Virginia
Indiana	New Hampshire	Wisconsin
Kansas	New Jersey	Wyoming
Kentucky	Oklahoma	
Maine	Oregon	

NEEDS ASSISTANCE (one year)

North Dakota	Tennessee	Utah
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NEEDS ASSISTANCE (two or more consecutive years)

Alabama	Federated States of Micronesia	New York
Alaska	Guam	North Carolina
American Samoa	Hawaii	Ohio
Arizona	Iowa	Puerto Rico
Arkansas	Idaho	Republic of Palau
Bureau of Indian Education	Louisiana	Rhode Island
California	Maryland	South Carolina
Colorado	Michigan	Texas
Commonwealth of Northern Mariana Islands	Mississippi	Vermont
Delaware	Montana	Virgin Islands
District of Columbia	Nevada	Washington
	New Mexico	West Virginia

NEEDS INTERVENTION

None



How the U.S. Department of Education Made Determinations

HOW THE DEPARTMENT MADE DETERMINATIONS

UNDER SECTION 616(D) OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT IN 2022:

PART B

REVISED 06/23/2022



Scoring of Results Elements: Reading Assessment



Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade CWD on Regular Statewide Assessments (reading and math, separately)	N/A	N/A	N/A
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<23	23-27	>=28
Percentage of 8th grade CWD scoring Basic or above on reading NAEP	<27	27-31	>=32

*CWD: Children With Disabilities who have an Individualized Education Program (IEP)

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	N/A	N/A
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	N/A	N/A
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	14	0
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	89	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	21	0
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	90	1

Scoring of Results Elements:

Math Assessment



Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade CWD on Regular Statewide Assessments (reading and math, separately)	N/A	N/A	N/A
Percentage of 4th grade CWD scoring Basic or above on math NAEP	<40	40-46	>=47
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<20	20-27	>=28

*CWD: Children With Disabilities who have an Individualized Education Program (IEP)

Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	N/A	N/A
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	N/A	N/A
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	29	0
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	89	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	15	0
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	86	1



Scoring of Results Elements:

Graduation & Dropout

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<70	70-78	>=79
Percentage of CWD Exiting School by Dropping Out	>21	21-14	<=13

Exiting Data Elements

*CWD: Children With Disabilities who have an Individualized Education Program (IEP)

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	15	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma ²	72	0



Scoring of Compliance Elements

OSEP Scoring		
Score 2	Score 1	Score 0
<p>The indicator data were valid and reliable and at least 95% compliance (or no greater than 5% compliance)</p> <p>or</p> <p>Valid and reliable data and at least 90% compliance (or no greater than 10% compliance)</p>	<p>The indicator data were valid and reliable and at least 75% compliance (or no greater than 25% compliance)</p> <p>and</p> <p>The state did not meet either of the criteria for 2 points</p>	<p>The indicator data reflects less than 75% compliance (or greater than 25% compliance)</p> <p>or</p> <p>Not valid and reliable data</p> <p>or</p> <p>Did not report FFY 2020 data</p>

Hawaii Determination			
Part B Compliance Elements	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2019	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion	0	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification	0	N/A	2

Scoring of Compliance Elements



OSEP Scoring		
Score 2	Score 1	Score 0
<p>The indicator data were valid and reliable and at least 95% compliance (or no greater than 5% compliance)</p> <p>or</p> <p>Valid and reliable data and at least 90% compliance (or no greater than 10% compliance)</p>	<p>The indicator data were valid and reliable and at least 75% compliance (or no greater than 25% compliance)</p> <p>and</p> <p>The state did not meet either of the criteria for 2 points</p>	<p>The indicator data reflects less than 75% compliance (or greater than 25% compliance)</p> <p>or</p> <p>Not valid and reliable data</p> <p>or</p> <p>Did not report FFY 2020 data</p>

Hawaii Determination			
Part B Compliance Elements	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2019	Score
Indicator 11: Timely initial evaluation	95.56	Yes	2
Indicator 12: IEP developed and implemented by third birthday	79.07	Yes	1
Indicator 13: Secondary transition	14.12	Yes	0



Scoring of Compliance Elements

OSEP Scoring - Timely and Accurate Data

Score 2	Score 1	Score 0
At least 95% compliance	At least 75% compliance and less than 95% compliance	Less than 75% compliance

OSEP Scoring - Timely State Complaint Decisions & Due Process Hearing Decisions

Score 2	Score 1	Score 0
Valid and reliable data and at least 95% compliance	At least 75% compliance and less than 95% compliance	Less than 75% compliance

OSEP Scoring - Longstanding Noncompliance

Score 2	Score 1	Score 0
No remaining findings of noncompliance in FFY 2018 or earlier No specific conditions on its FFY 2021 grant award that are in effect at the time of the 2022 determination.	Has remaining findings (2018, 2017, 2016) for which State has not yet demonstrated correction or Specific conditions have been imposed on FFY 2021 grant award and are in effect.	Has remaining findings (2015 or earlier) for which State has not yet demonstrated correction or Specific Conditions have been imposed on the last 3 grant awards and are in effect.

Hawaii Determination

Part B Compliance Elements	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2019	Score
Timely and Accurate State-Reported Data	97.62		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	100		2
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		



Where are we doing well, and where do we need to improve?

Take 3 minutes to review the [2022 Part B Results-Driven Accountability Matrix](#).

1. What indicators are we meeting requirements?
2. What indicators are we not meeting requirements?

Hawaii			
2022 Part B Results-Driven Accountability Matrix			
Results-Driven Accountability Percentage and Determination¹			
Percentage (%)		Determination	
58.13		Needs Intervention	
Results and Compliance Overall Scoring			
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2022 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

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58.13	Needs Intervention

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	16	5	31.25
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2022 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	N/A	N/A
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	N/A	N/A
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	14	0
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Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	N/A	N/A
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	N/A	N/A
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	29	0
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	89	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	15	0
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	86	1

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	15	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma ²	72	0

2022 Part B Compliance Matrix

Part B Compliance Indicator ³	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2019	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0	N/A	2
Indicator 11: Timely initial evaluation	96.56	Yes	2
Indicator 12: IEP developed and implemented by third birthday	79.07	Yes	1
Indicator 13: Secondary transition	14.12	No	0
Timely and Accurate State-Reported Data	97.62		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	100		2
Longstanding Noncompliance			2
Specific Conditions	None		
Uncorrected identified noncompliance	None		



When a State is in Needs Assistance for two consecutive years, what are the Secretary's actions?

In accordance with Section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), the Secretary must take one or more of the following actions:

- 1) **Advise the State of available sources of technical assistance that may help the State address the areas in which the State needs assistance and require the State to work with appropriate entities;**
- 2) Direct the use of State-level funds on the area or areas in which the State needs assistance; or
- 3) Identify the State as a high-risk grantee and impose Specific Conditions on the State's IDEA Part B grant award.





When a State is in Needs Assistance for two consecutive years, what are the Secretary's actions?

Pursuant to these requirements, the Secretary is advising the State of available sources of technical assistance, including OSEP-funded technical assistance centers and resources.

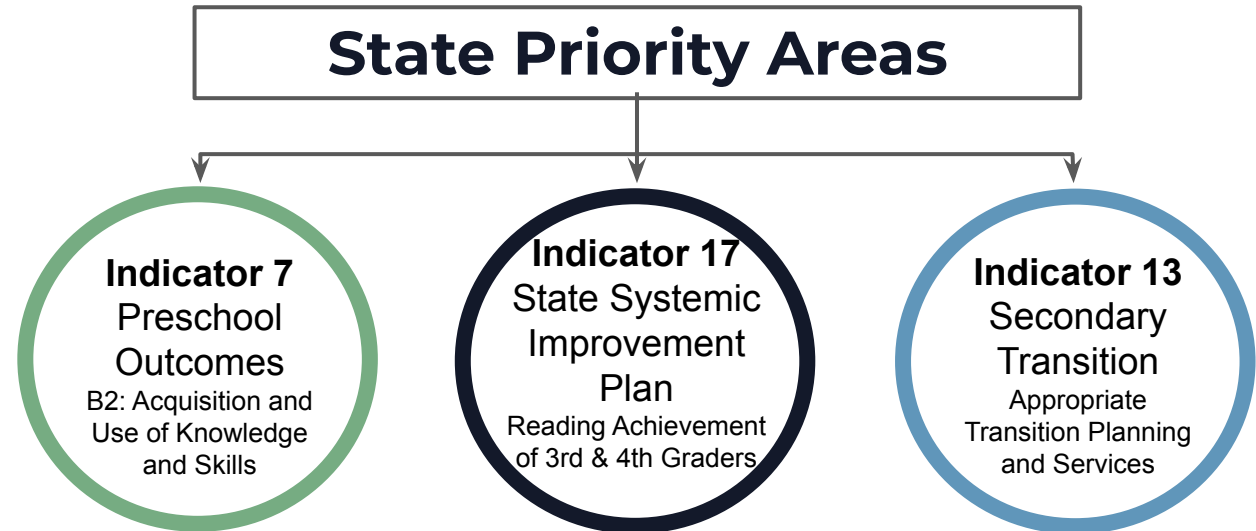
The State is currently receiving Technical Assistance from the following technical assistance centers:

1. National Center for Systemic Improvement (NCSI)
2. National Center on Educational Outcomes (NCEO)
3. Center for IDEA Fiscal Reporting (CIFR)
4. National Technical Assistance Center for Transition: The Collaborative (NTACT:C)
5. IDEA Data Center (IDC)
6. National Association of State Directors of Special Education (NASDSE)



When a State is in Needs Assistance for two consecutive years, what are the Secretary's actions?

The Secretary directs the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance.



Language & Literacy:

Preschool to 3rd Grade Connection



Skills in oral language are predictive of later written language achievements, particularly in the area of reading (Catts, et al., 2001, 2002)

A strong focus on oral language development in early years is critical for future academic success (Marchman et al., 2013)

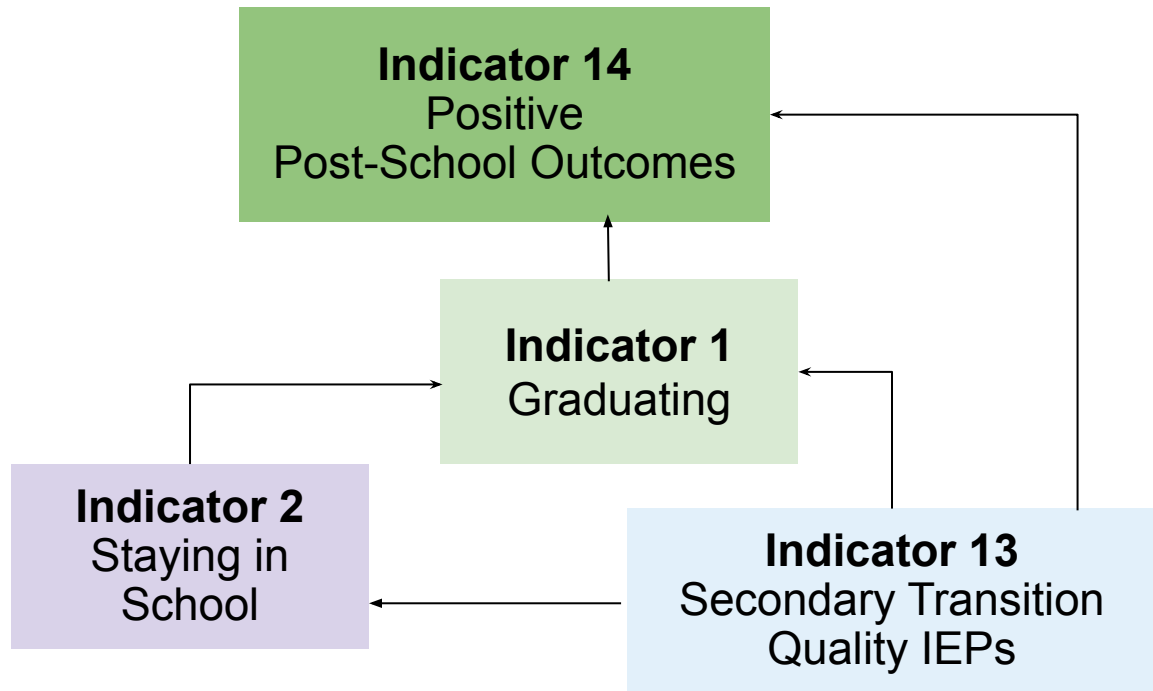
Reading
Writing



The gap in academic ability tends to persist or grow throughout the school experience, particularly those who are at risk (Fielding et al., 2007)



Critical Interrelationships for Achieving Post-School Outcomes





SPP/APR FFY 2021

The State must report with its FFY 2021 SPP/APR submission, due February 1, 2023, on:

- 1) the technical assistance sources from which the State received assistance; and
- 2) the actions the State took as a result of that technical assistance.

Thank you!

For any questions and inquiries regarding Hawaii's Determination, please contact Brikena White at 808-307-3600 or via email at

brikena.white@k12.hi.us

