Indicators 1, 2 & 5 Slides Presentation Link:

https://drive.google.com/file/d/1iGp6nn9d7Ual98ziU2sBY50oo3FIPYqa/view?usp=sharing

Summary of Presentation

INDICATOR 1: Graduation

Indicator 1: *Graduation Rate - percent of youth with IEPs exiting high school with a regular diploma*
What does the data show since the establishment of the baseline? ● Baseline: 72-73-74 ● Data: 72-70-70
Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement? ● See below for combined input on Indicators 1 & 2
Adjust target or keep? ● Looks reasonable ● Keep expectations high strive more to reach goals, maybe improvement even if we don't reach the goal ● Different factors keep target high to improve performance ● Need pressure to perform
Graduation rate by disability ● ED is low ● ID will struggle with a diploma more certificate track ● Autistic student are doing well **Grad by race/ethnicity** ● PI same with 2 or more ● Asian not as high as thought

INDICATOR 2: Dropout

Indicator 2: *Dropout - percent of youth with IEPs dropping out of high school*
What does the data show since the establishment of the baseline? ● Baseline: 15-14-13 ● Data: 15-13-16 ● Wonder if 21-22 when pushing for kids to come back to in-person learning. Parents decided to homeschool or use alternative placement. ● Flew under the radar between in-person vs online.

- Many kids were freshmen who came to school with a COVID mentality, started behind, feeling confident with being caught up, not feeling capable.
- Going from middle school to high school is a big jump.

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?
- See below-combined input for Indicators 1 & 2

Target
- Facing challenge, keep low
- Keep standards high
- Curious to see what this year's data shows

Dropout by Disability
- Points out/spotlight on mental health
- ED highest rate vs other categories
- SLD hard to comprehend and surprising
- Access to intervention and support was limited
- Most vulnerable will have the hardest time

Dropout by Race/Ethnicity
- Asian is not specific as well as Pac Islander/Hawn
- Wondering…numbers in parenthesis, Hawaiian/PI number higher than the rest, proportionality

INDICATOR 1 & 2

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?

- Tone down suspensions
  - Cap suspensions/avoid elementary school suspension
  - Many states have adopted Positive Behavioral supports to lessen suspension
  - So easy for them to say he/she is suspended, doesn't help the youth sitting at home
  - Should have something else in place other than suspending
  - More restorative practice gain traction and impact in a positive way
  - Office of Student Support Services high priority to reduce suspension and restorative practice, disproportionality, drill down to root cause, positive behavioral support. What are the systems of support at the lower levels - elementary.
- Indicator 4 - suspension rate
  - Who is suspended for 10 or more days
  - Suspension of 1 or 2 days can really affect the student
  - Kids with disabilities are suspended 2x as much as general ed students
- Area of improvement
  - Collaboration among school teams
  - Work towards the same goal as a team
  - Strategies shared are for gen ed, our students with complex needs should be addressed
- Vulnerabilities of our students when they get to college
  - Disability documentation can travel with them
  - Current evaluation

- ○ Not consistent with evaluation so cannot get the appropriate accommodations, will have to do another reevaluation
- ○ Updated reevaluations to prepare them for college
- ○ Schools successful with providing alternative placement (e.g. ED)

What are the current strategies for improvement?
- OSSS Healthy Habits, Healthy Schools
- HIDOE Here to HELP
- EHCY Program
  - ○ Moving and getting lost in the shuffle. Schools having difficulties contacting parents, finding kids
  - ○ Helping families on Maui
- Enhanced SEL and Student Success Dashboard
- Hazel Health
  - ○ EHCY is training to make referrals to Hazel Health
  - ○ Mainland mental health professionals not as helpful bc of culture
- HTMSS
- Implementation Guide
  - ○ Career pathways
  - ○ HS doing a better job of creating pathways
  - ○ Hook for students that are not doing well, vocational option, keep kids interested and motivated
  - ○ Attendance is a great impact on graduation rate
  - ○ One this that keeps kids in school is an adult that cares about the student
  - ○ Testimonials from students that if it weren't for so and so I would not have made it
  - ○ Family engagement - family/school partnership
  - ○ If families are involved it can help
- Put emphasis on SEL
- Mental health resources - Here to Help
  - ○ Adopting protocols in mental health
  - ○ Evidence-based to target specific needs
- Tone down suspensions
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INDICATOR 5A, B & C

Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:
     A. Inside the regular class 80% or more of the day;
     B. Inside the regular class less than 40% of the day; and
     C. Inside the separate schools, residential facilities, or homebound/hospital placements.

What does the data show since the establishment of the baseline?
A. Inside the regular class 80% or more of the day
- Baseline established on FFY 2020 at 50.71%.
- FFY 2022 data shows 52.77%.
- Target for FFY 2022 is 55%. Although the Department did not meet the target of 55%, the data shows an increase from FFY 2020 to FFY 2022.

B. Inside the regular class less than 40% of the day
- Baseline established on FFY 2020 at 16.30%.
- FFY 2022 data shows 16.37%.
- Target for FFY 2022 set at < or equal to 15.30%.
- The Department did not reach the target.

C. Inside the separate schools, residential facilities, or homebound/hospital placements
- Baseline established on FFY 2020 at .960%.
- FFY 2022 data shows 1.34%.
- Target was set at below or equal to .950%.
- The Department did not meet the target.

What are the current strategies for improvement?
- Partnership with Stetson - Hui Pu Project
  - Worked with 50 schools
  - Trained complex area teams
  - PLN, how to sustain change, look at data, LRE and outcomes achievement gap, level of support
  - They create plans based on the above information
- Scaling Up
  - Conference
    - Provided stipends, opened up to EAs
- Sustaining Change
  -
- PDE3 courses - credit and non-credit
  - Provide support to complex area teams
  - Inclusive practice
- Inclusive Practices Website
- Inclusive Practices Conference Recordings
- Parent Resources
- Demonstration Site Information

● Google Drive with PD presentations & Handouts for PLN

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?

Target
- Positive outcomes when SPED students are included in gen ed
- Creating our own achievement gap when we don't include them
- Momentum going into the pandemic when it hit, some schools regressed and went with what was comfortable. Less training available.
- Kids need a sense of belonging, which affects their motivation when you say you don't belong
- Mainland average 66%
- Keep expectations high, aim to continue growth
- 5C: Hawaii is much lower than the rest of the nation
  - National average is around 3%
  - Why did we not meet the target?
    - Kaiser ABA
      - Full-time ABA at home during COVID, when going back to in-person needed to do an assessment
      - As students started to return, affected the school system. Overwhelming seeing a higher level of students with higher needs. Schools are trying to get back to normal.

General comments:
- Effort put into inclusion is voluntary, need consistency, and commitment
- Inclusive practice not just in the IEP
- Getting schools to see the importance of inclusive practice