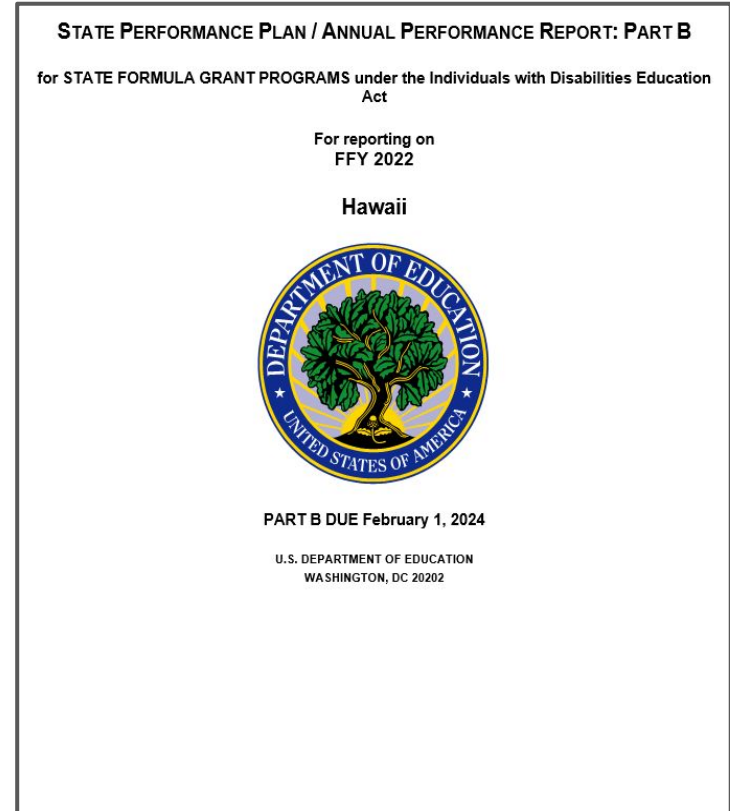




December 8, 2023 FFY 2022 SPP/APR Meeting Debrief

SEAC Meeting
January 12, 2024





Desired Outcomes

- 1** Debrief of December 8, 2023 FFY 2022 SPP/APR Meeting
Brikena White
- 2** Member Feedback on the December 8 Meeting Experience
Steven Vannatta
- 3** SPP/APR Planning Input for FFY 2023
Steven Vannatta



SPP/APR: Parent Engagement Requirements

In the FFY 2022 submission, each State must include a description of educational and community partners input on its targets, including:

- How parents were engaged in target setting, subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress;
- Number of parents engaged in these activities;
- What the State has done to increase parent capacity to support State activities around improving student outcomes;
- Mechanisms and timelines for public input; and
- Mechanisms and timelines for making results publicly available.



SPP/APR: Parent Engagement Activities

- Monthly SEAC Meetings
- December 8, 2023 Educational & Community Partners
 - A total of **66** educational and community partners attended the December 8, 2023 meeting.
- [SPP/APR Information and Feedback Department Website](#)
- [SPP/APR Resource Page - SEAC Website](#)



December 8, 2023 Educational & Community Partner Engagement

The Hawaii State Department of Education and Special Education Advisory Council engaged our educational and community partners with a focus on obtaining input on:

- a. Reviewing targets, current performance, and determine whether the Department made progress/had slippage and whether the targets needed to be revised.
- b. Providing input on improvement strategies for the following indicators:

Graduation & Dropout	Parent Involvement
Statewide Assessments	Secondary Transition
Educational Environments School-Age	Post-School Outcomes
Preschool Environments & Outcomes	State Systemic Improvement Plan



SPP/APR FFY 2022 & Lingering Impacts of COVID-19

- COVID-19 pandemic lingering effects continued to impact performance on several indicators, and we continue to see those impacts.
- More specifically those indicators that use lag data, from School Year 2021-2022.
 - Indicator 1: Graduation
 - Indicator 2: Dropout
 - Indicator 4: Suspensions & Expulsions
- SY 2022-23 data reflects the second full year following the COVID-19 pandemic.



Indicator 1: Graduation

Participant Feedback

- Targets are reasonable.
- Focus on improvement rather than meeting the target.
- The COVID-19 pandemic lingering effects impacted graduation rates.
- Participants were curious to see what this year's data will look like.
- Social Emotional Learning (SEL) strategies to support student well-being.
- Share strategies with general education for students who have complex needs.
- Utilize Positive Behavioral supports, restorative practices.
- Strategies for Improvement
 - [Here to HELP](#) promote positive student behaviors
 - [Hazel Health](#)
 - [HMTSS](#) - Hawaii Multi-Tiered Student of Support, student-centered well-being and mental health practices are prioritized on campuses across the state.

1

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

Graduation Rate

What it measures:

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

Why it's important:

Students who graduate with a regular high school diploma have better postsecondary education and employment possibilities compared to students without a regular diploma.


How the rate is calculated:

The Department of Education adds up the students with IEPs who left school at the end of the year from the following groups:

- Graduated with a regular diploma
- Graduated with a certificate
- Dropped out
- Reached maximum age (22)


Then it divides students who left with a diploma by the sum of the four groups.

In SY 2021-22, **70.22%** of these exiting students with IEPs received a regular high school diploma.




Source: Section 618 Data Table 4 - Exiting Students, SY 2021-22


Progress towards increasing graduation rates:





Since the baseline year of 2019-20, Hawaii is behind on meeting its goal of having more students with IEPs graduating with a regular diploma, due in part to the pandemic and its lingering effects.


Some Current Improvement Activities* Include:



 Inclusive Education


 Family Engagement



 HMTSS


 CTE Career Pathways



 Personal Transition Plan


 Here to Help

*Click on the links to learn more about each improvement activity.



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For more information on the State Performance Plan/Annual Performance Report indicators, follow this [link to the HIDOE webpage](#). And if you would like to offer your feedback on the targets or improvement strategies for Indicator 1 - graduation rates, please click on this [link to a feedback form](#).



Indicator 2: Dropout

Participant Feedback

- Targets need to be kept low and standards high.
- While there was a decrease in SY 20-21, the rate exceeded the target in SY 21-22; wondering whether the COVID-19 lingering effects impacted students' coming back to in-person learning. Perhaps parents decided to homeschool or use alternative placement.
- Moving from middle to high school may a big jump for some students.
- Dropout by disability categories points out mental health needs.
- Ensuring evaluations are current, so students can receive appropriate accommodations so students can receive appropriate accommodations when being admitted at a college.
- Collaboration among school teams.
- SEL strategies to support student well-being.
- Share strategies with general education for students who have complex needs.
- Use alternative to suspensions - cap suspensions at the elementary level.
- Utilize Positive Behavioral supports, restorative practices.
- Strategies for Improvement
 - [Here to HELP](#) promote positive student behaviors
 - [Hazel Health](#)
 - [HMTSS](#) - Hawaii Multi-Tiered Student of Support, student-centered well-being and mental health practices are prioritized on campuses across the state.

2
State Performance Plan/Annual Performance Report (SPP/APR) Indicator

Dropout Rate

What it measures:

The percent of youth with IEPs who exited special education due to dropping out.

Dropout factors:

While there is no hard data on why Hawaii students with IEPs drop out before graduation, research has linked dropping out to:

- being chronically absent from classes,
- poor academic performance,
- off-campus suspensions,
- feeling unengaged with school activities, and
- feeling unsafe due to bullying.

Source: www.dropoutprevention.org

Why it is important:

Students who drop out of school have lower lifetime incomes, higher rates of unemployment, greater drug and alcohol use/abuse, and a higher risk of incarceration than students who graduate with a diploma.

Students with emotional disabilities have the highest dropout rates, both in Hawaii and nationally.

1 in 3

students with ED dropped out in 2021-22.

Source:

Recent progress in reducing the Dropout Rate:

Hawaii's Dropout Rate

School Year	Dropout Rate (%)
SY 2019-20	14.93%
SY 2020-21	12.55%
SY 2021-22	15.84%

Hawaii's baseline rate in SY 2019-20 was higher than the national average of 12.7%. The next year Hawaii was able to reduce dropouts to 12.55% of those students with IEPs exiting school, but the rate exceeded the target set in SY 2021-22.

Some Current Improvement Activities* Include:

[Inclusive Education](#)

[Family Engagement](#)

[HMTSS](#)

[CTE Career Pathways](#)

[Tutoring and Summer Programs](#)

[Here to Help](#)

*Click on the links to learn more about each improvement activity.



Indicator 5: School-Age Educational Environments

Participant Feedback

- COVID-19 lingering impact on students' increasing needs for social-emotional and mental health support.
- Many students were freshmen who came with a COVID mentality, started behind, not feeling confident.
- Keep expectations high, aim for growth.
- Efforts to be consistent across the state - rather than voluntary.
- Work with schools to see the importance of inclusive practices.
- Continue Improvement Strategies
 - Exceptional Support Branch continued to scale up inclusive practices across
 - Professional Learning Network (55 Complex Areas)
 - How to sustain change, review data, analyze for root cause analysis, and develop plans of improvement
 - [Inclusive Practices Website](#)
 - [Parent Resources](#)
 - [Demonstration Site Information](#)

5

State Performance Plan/Annual Performance Report (SPP/APR) Indicator School-Age LRE (K-12)

What it measures:

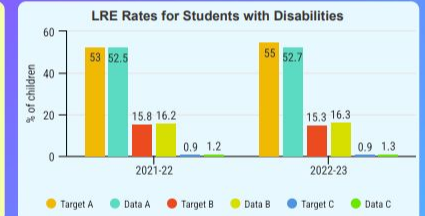
The percent of children with IEPs aged 5 and enrolled in Kindergarten and ages 6 through 21 who are served:
 A. Inside the regular class 80% or more of the day;
 B. Inside the regular class less than 40% of the day;
 C. In separate schools, residential facilities, or homebound/hospital placements.

Why it's important:

IDEA clearly states that children and youth with disabilities should be educated alongside their non-disabled peers in their Least Restrictive Environment (LRE), as appropriate, and have meaningful access to the general education curriculum. Identifying the LRE involves making program decisions about what services and supports a student needs to be successful, and where and how they can be provided effectively.

Minimal growth:

With target rates set to increase by 2% each year, Hawaii's data for the past 2 years has fallen short. Students who spend 40% or less of their day in the regular classroom stayed approximately the same.



Current Improvement Activities:



Continued professional development and modeling



Inclusive education initiative



Family Engagement on inclusive practices



Include students in the IEP process to assist in LRE decisions



SPIN HIDEO Monitoring & Compliance Branch



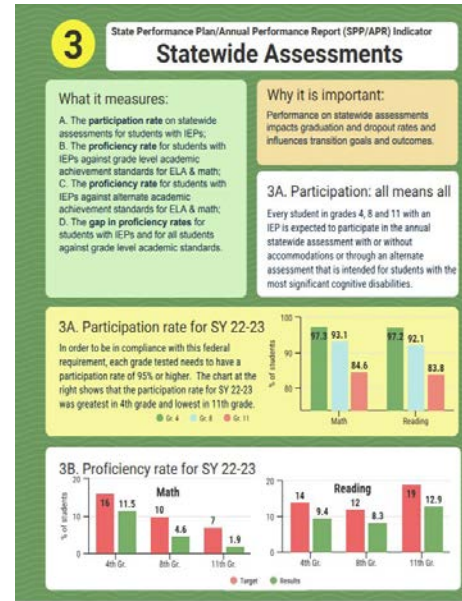
For more information on the State Performance Plan/Annual Performance Report indicators, follow this link to the [HIDEO webpage](#). And if you would like to offer your feedback on the targets or improvement strategies for Indicator 5- School-Age LRE, please [click on this link to a feedback form](#).
December 2023



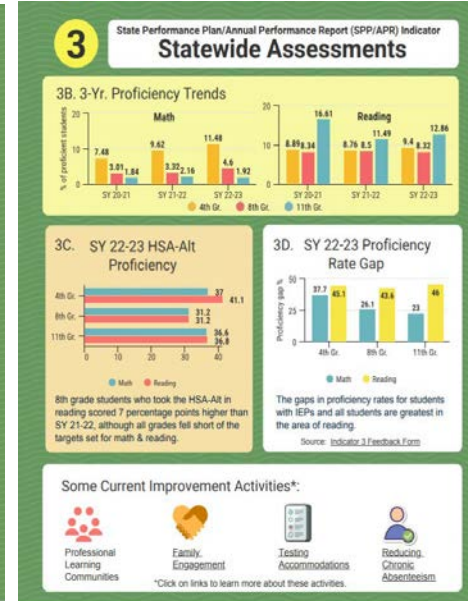
Indicator 3: Statewide Assessments

Participant Feedback

- Create awareness of all the accessibility features available for students among IEP members and families.
- Recommend that the approved accommodations for statewide assessment training be available not just to DOE but extended to other IEP team members including the families. Link to [Accessibility and Accommodations Training](#).
- Parent and Family Engagement to learn about statewide assessments. Hold events throughout the year.
- Infographics and social media campaigns to increase participation.
- Provide information to parents and students that the student will not be graded, but the statewide assessment is to see how the state is doing.
- Inclusive practices to support students with severe disabilities in being exposed to grade-level concepts and skills.
- Improve Awareness and understanding of Hawaii State Alternate Assessment (HSA-Alt) performance level expectation for the HSA-Alt.



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 For more information on the State Performance Plan/Annual Performance Report indicators, follow the link to the HIDE webpage. And if you would like to offer your feedback on the targets or improvement strategies for indicator 3 - Statewide Assessments, please click on this link to a feedback form.
 December 2023



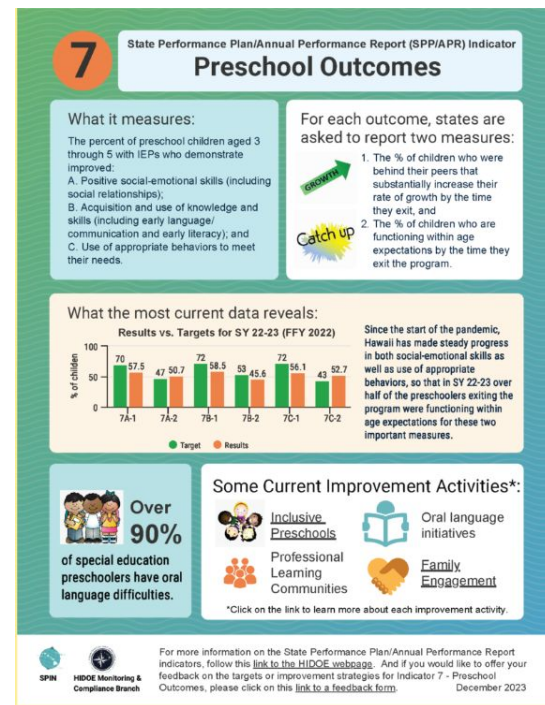
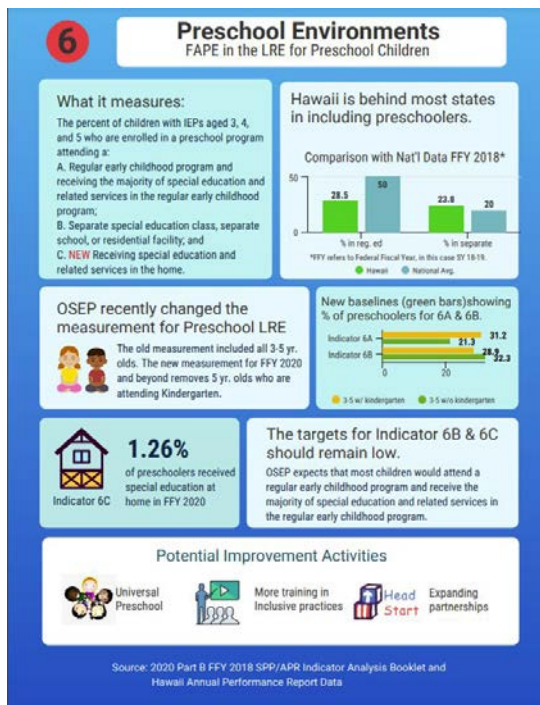
SPIN HIDE Monitoring & Compliance Branch
 For more information on the State Performance Plan/Annual Performance Report indicators, follow this link to the HIDE webpage. And if you would like to offer your feedback on the targets or improvement strategies for indicator 3 - Statewide Assessments, please click on this link to a feedback form.
 December 2023



Indicators 6 & 7 : Preschool Environments & Outcomes

Participant Feedback

- Slippage for preschoolers attending a regular early childhood program.
- Increase in for preschoolers attending a separate special education class, school or residential facility.
- Decrease of preschoolers receiving their services in the home.
- Improvement Strategies
 - Hawaii Preschool State Interagency Partnership Group to address inclusion with agency representatives from: Univ of Hawaii, DOE, Head Start, EOEL, DOH, Parents and Children Together, LDAH, Early Childhood Technical Assistance
- More time is needed to collaborate with with community partners.
- Work with families to strengthen transitions
- Preschool LRE training to Complex Areas





Indicator 8: Parent Involvement

Participant Feedback

- Better messaging to outreach to families to respond to the survey for example, use social media.
- Provide the opportunity for parents to take the online survey in more languages.
- Offer parents the opportunity to respond over the phone.
- Email the survey to parents
 - Make multiple attempts for parents to respond to the survey.
- Consider putting into eCSSS a checkbox to indicate the survey was offered to parents.
- K-5 survey responses was the highest.
- How can the Department increase the response rate for secondary?
- The information from the surveys should be provided back to school to ensure that schools see the information as valuable and meaningful.
- Ensure the new survey is accessible, parent friendly across demographics.

8

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

Parent Involvement

What it measures:

The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Why it's important:

Participation in this survey will help the HIDOE to improve parent involvement in the special education process and improve outcomes for our students with disabilities and families.

How the **parent involvement rate and **response rate** are calculated:**

Hawaii distributes the survey to the parents of all special education students. In SY 22-23 **19,516** parent surveys were distributed to parents and **1,416** surveys were returned.

▶ The **response rate** = the number of surveys returned divided by the number distributed. In SY 22-23 that percentage was **7.26%**.

▶ The **parent involvement rate** shown below is the % of returned surveys that report that the school facilitated parent involvement.

Source: [Indicator 8 Fact Sheet](#)

1,416 returned = 7.26%

19,516 distributed

The parent involvement rate has been improving over the last 2 years.

Despite improvements, special education stakeholders are considering developing a new, more useful measurement of parent involvement.

Current Improvement Activities:

Redesign the survey* with parent and stakeholder input

Training to school staff to offer the survey at every IEP meeting.

Provide a paper copy or a laptop to fill out the survey at school, after each IEP meeting.

* Click [here](#) for a copy of the SY 23-24 survey. Note: Look for a new survey in SY 24-25.





Indicator 13: Secondary Transition

Participant Feedback

- Ensure a variety of transition assessments are available to gather transition planning information (Preferences, Interests, Strengths, Needs).
- Provide more information regarding the different tracks (diploma and certificate) - what options are available for students.
- Diploma track students should also have both academic and functional needs addressed.
- Increase student involvement.
- Build self determination and advocacy.
- Staff support and transition services across all Department schools.
 - Ensure staff are supported.
 - Ensure services are available across schools in the state.
 - Work-Based Learning (WBL) Experiences and Career and Technical Education (CTE) for all students.
- Begin transition planning early - by late elementary or middle school.

13

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

Secondary Transition

What it measures:

The percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Why it is important:

Students with disabilities whose IEPs meet the Indicator 13 requirements are more likely to have positive outcomes in post-high school education/training, employment, independent living, and community participation.

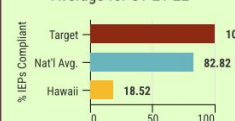
How it is measured:

Hawaii and 27 other states use the **NSTTAC Checklist** to measure this indicator.



The checklist is comprised of eight components. If a student's IEP review shows any of the components do not meet the standard for compliance, that IEP is marked noncompliant.

Hawaii vs. National Average for SY 21-22



Hawaii results in SY 21-22 fell short of the federal target of 100% and the national average rate of 82.82%.

Source: 2023 APR Submissions

Current improvement activities*:



Family Engagement



CTE Career Pathways



Professional Learning Communities

*Click on the links to learn more.



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HIDOE Monitoring & Compliance Branch

For more information on the State Performance Plan/Annual Performance Report indicators, follow this [link to the HIDOE webpage](#). And if you would like to offer your feedback on the targets or improvement strategies for Indicator 13 - Secondary Transition please click on this [link to a feedback form](#).

December 2023



Indicator 14: Post-School Outcomes

Participant Feedback

- Increase Response Rate
 - Continue to offer a variety of ways for students/families to respond to the survey.
- Higher Education
 - Emphasize to schools and students that students can attend college.
 - DOE and CDS partnership for trainings for IDEA students wanting to attend college.
- Competitive Employment
 - Continue DOE-DVR collaboration - updating Guidelines.
- Other Education and Employment
 - Ensure appropriate services needed are provided at all high schools for students to receive maximum benefit.
- Ensure families understand Certificate and Diploma track options for the students' future.
- Work-Based Learning (WBL) Experiences and Career and Technical Education (CTE) for all students.

14

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

Post-School Outcomes

What it measures:

The percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school;
 B. Enrolled in higher education or competitively employed within one year of leaving high school;
 C. Enrolled in higher education or in some other postsecondary education program; or competitively employed or in some other employment within one year of leaving high school.

Why it is important:

The post-school outcomes survey provides information regarding the lives of students with IEPs one year after they have left high school. It is one way to help determine whether the students' education prepared them for adult life.

How data is collected:

Hawaii teachers collect the data through a post-school outcomes survey by contacting former students one year after leaving high school.

61.2%

**Class of 2022
Response Rate**

Class of 2022 Post-school Outcomes

The only area in the most recent post-school outcomes survey for Class of 2022 students with IEPs that fell significantly short of its target was Measure B. This suggests that fewer students were competitively employed within one year of leaving high school than was anticipated.

Measure	Data (%)	Target (%)
Measure A	26.4	26.4
Measure B	64.93	76.7
Measure C	80.93	82.4

Source: [Indicator 14 Fact Sheet](#) ● Data ● Target

Some current improvement activities* include:

[CTE Career Pathways](#)

Online access to [Post-school survey](#)

[Footsteps to Transition Fair](#)

[Family Engagement Transition Toolkit](#)

[Tutoring & Summer Programs](#)

*Click on the links for more information

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HIDOE Monitoring & Compliance Branch

For more information on the State Performance Plan/Annual Performance Report indicators, follow this [link to the HIDOE webpage](#). And if you would like to offer your feedback on the targets or improvement strategies for Indicator 14 - Post-school Outcomes, please click on this [link to a feedback form](#).

December 2023



Indicator 17: State Systemic Improvement Plan (SSIP)

Participant Feedback

- Offer training on Reading interventions geared towards students with disabilities to general education teachers.
- Address length of training to account for teacher turnover.
- Tie training to Continuing Education Units.
- Empower parents - include parents in training alongside educators - record training for rewatching.
- Expand the measurement mechanism beyond SBA - more frequent measurement tools.
- Provide clear evidence-based practices to schools with mentorship.
- In 2014, a group composed of internal and external educational/community partners determined the focus and measurement for the State-Identified Measurable Results (SIMR) was the Smarter Balanced Assessment (SBA) for students in the following categories:
 - Other Health Disability (OHD)
 - Specific Learning Disability (SLD)
 - Speech or Language Disability (SoL)
- Review and revise the current focus of SIMR to broaden its focus and measurement mechanisms.

17

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

State Systemic Improvement Plan

What it measures:

The outcomes of a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP is intended to help states strengthen their infrastructure to support local practice and to use data to make decisions to achieve better outcomes for students with IEPs. In Phase I of the SSIP, stakeholders picked a focus for improvement, called the State-identified Measurable Result or SIMR, which centered on improving literacy for 3rd and 4th graders receiving special education supports. Phase II marked implementation of the plan using evidence-based practices. Phase III began the evaluation of efforts to achieve the SIMR. February 2023 will mark the 9th year of the current SSIP.

Hawaii is one of 35 states and territories to choose reading as its **SIMR**. Key measures include:

- 1 Proficiency on the Smarter Balanced Assessment in English Language Arts (ELA) for 3rd & 4th graders, and
- 2 The Mean Growth Percentile (MGP) of 4th graders.

Hawaii's **SIMR** targets 3 subgroups of 3rd & 4th grade students from these eligibility categories:

- ▶ Specific Learning Disabilities (SLD)
- ▶ Other Health Disabilities (OHD)
- ▶ Speech or Language Disabilities (SoL)

High Expectations

The stakeholders (parents, administrators, teachers, community providers) who helped set the SIMR in Phase I of the SSIP set ambitious SIMR targets which have not yet been attained. The proficiency target has been 50% since 2018.

Grades 3 & 4 Combined Literacy Rates

Year	% ELA proficiency
14-15	8.3
15-16	9.6
16-17	9.1
17-18	10.2
18-19	11
20-21	10.5
21-22	11.3
22-23	11.1

SY 19-20 no testing due to COVID

Early literacy initiatives

Professional Learning Communities

Inclusive Education

Family Engagement

For more information on the State Performance Plan/Annual Performance Report indicators, follow this [link to the HIDOE webpage](#). And if you would like to offer your feedback on the targets or improvement strategies for Indicator 17 - State Systemic Improvement Plan, please click on this [link to a feedback form](#).

December 2023



Member Feedback on FFY 2022 on the Meeting Experience

Facilitator: Steven Vannatta



SPP/APR Planning Input for FFY 2023

Facilitator: Steven Vannatta