

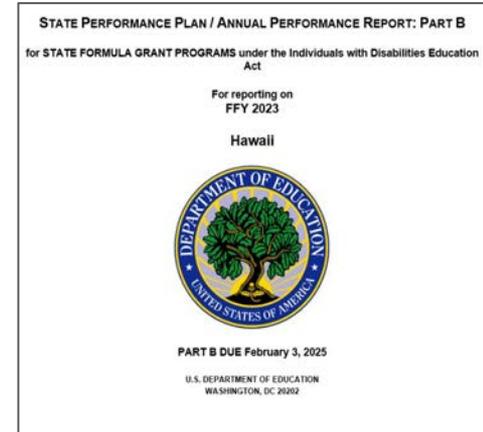


*HAWAI'I STATE*

# Department of Education

# 2025 Hawai'i's IDEA Part B Determination

SEAC Meeting, August 29, 2025  
Brikena White & Helen Kaniho





# Today's Objectives

Share and discuss Hawai'i's Determination on FFY 2023 State Performance Plan/Annual Performance Report (SPP/APR)

Results-Driven Accountability Percentage and Determination			
Percentage (%)		Determination	
60.68%		Needs Assistance	
Results and Compliance Overall Scoring			
Section	Total Points Available	Points Earned	Score (%)
Results	20	7	35.00%
Compliance	22	19	86.36%



# Today's Materials

## 2025 Part B Hawai'i Determination Documents

- [Letter to Superintendent, June 20, 2025](#)
- [2025 Part B Results-Driven Accountability Matrix](#)
- [How the U.S. Department of Education Made Determinations](#)
- [Part B Dispute Resolution SY 2023-2024](#)
- [Hawai'i's SPP/APR FFY 2023 - Report](#)

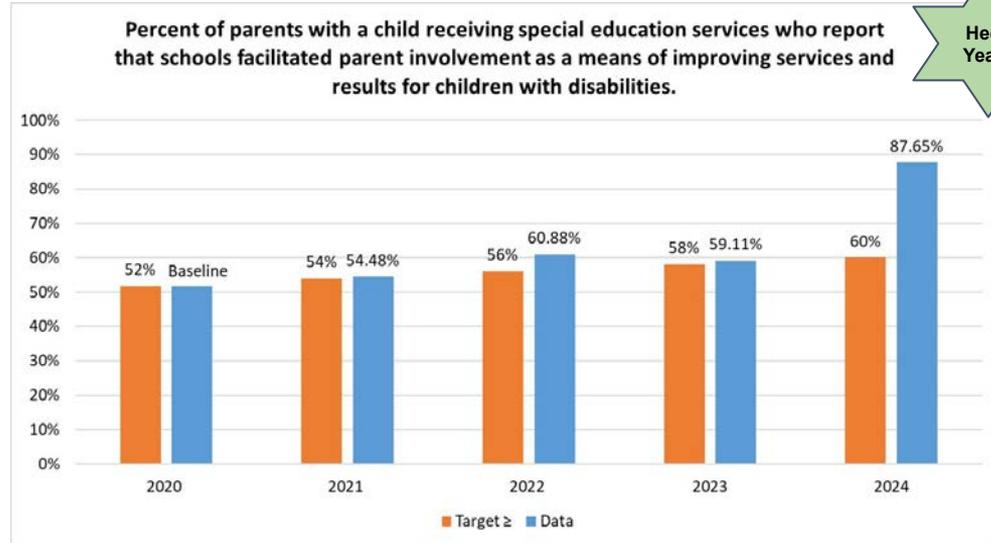
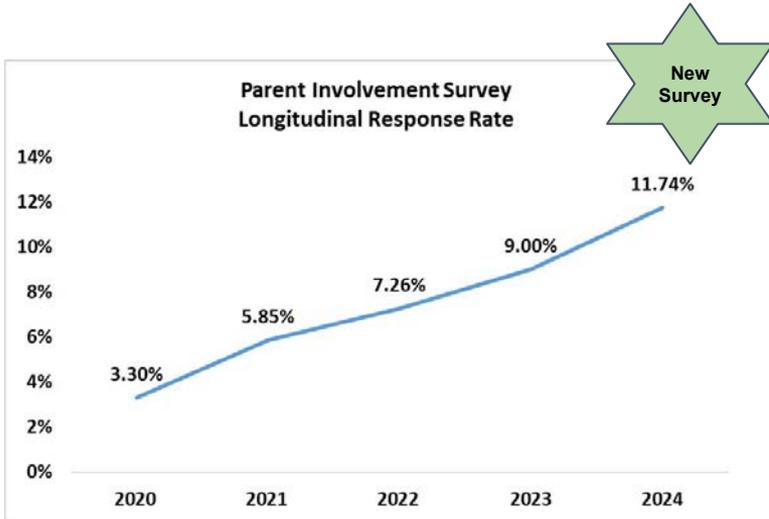


# IDEA Evolution Since Its Inception





# Mahalo to Our Families and School Staff



In School Year 2024-25, the Department implemented a new [Parent Involvement Survey](#). The results show a **12% response rate**, with **88% of responding parents indicating that their child’s school engaged them in the special education process.**



# Reminder - Parent Involvement Survey

## What is the School's Responsibility?

All public schools, including charter schools, must provide parents with the opportunity to take the Parent Involvement Survey after an initial or annual Individualized Education Program (IEP) meeting.

## How do I access may access the survey?

### Online Survey

While online access to other languages continues to be developed, translations in other languages are available for parents as support to complete the online survey. Parents may access the appropriate language while completing the English online survey version on the [Department's Parent Involvement Survey Webpage](#).

### **Paper Survey**

If you, the parent prefer to complete the survey via a paper copy, the school will provide a paper survey and a self-addressed, postage-paid envelope.

## Parent Involvement Survey Handout Special Education



School Year 2025-2026

### **Your Opinion Matters!**

### **Your Kokuua is Needed!**

*Your participation in this survey will help the*

*Department improve parental involvement in the special education process and increase positive outcomes for our students with disabilities and their families.*



The Hawai'i State Department of Education (Department) values parental involvement in the Individualized Education Program (IEP) meetings and other school activities/events related to your child's education. The Department would like to hear about your experience with your school's efforts to partner with you.

Your participation will help the Department to improve parental involvement in the special education process and increase positive outcomes for our students with disabilities.

All states are required to report to the Office of Special Education Programs in their State Performance Plan/Annual Performance Report (SPP/APR) annually on Indicator 8, the percent of parents with a child receiving special education services that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

*It takes a village to raise a child.*

*African Proverb*

### **WHAT IS THE PARENT INVOLVEMENT SURVEY?**

- It is a multiple-choice questionnaire and takes less than ten (10) minutes to complete.
- Collects responses that are reported anonymously and cannot be personally linked to you or your child.
- Is available online or from your child's public school in a paper copy to be submitted using the provided postage-paid envelope.
- Is accessible in a variety of languages. (See Questions & Answers, *Can I take the survey in another language other than English?* To learn more about the languages available)
- Is offered by your child's public school after the initial or annual IEP meeting.

### **SURVEY INSTRUCTIONS**

*If you do not have access to a device, ask your child's school if a device is available for use on campus.*

On a computer, smartphone, or tablet, open an Internet browser and complete the survey at: <https://www.hiparentsurvey.com>

If you have a Quick Response (QR) reader on your device, you can access the survey using this QR code.

If you would like to complete a paper copy, please contact your child's school.



This handout, available in 16 languages, can be found on the Department's [Special Education Parent Involvement Survey](#) website.



# Conflict Resolution & Mediation Training

## 19 Statewide Training Sessions Completed During June & July 2025

Facilitated by the Mediation Center of the Pacific, the Department offered statewide training on practical strategies for preventing and managing conflict between parents and school staff.

The training was separated in the following sessions:

- **4-Hour Conflict Resolution Training** for all School Staff, Athletic Directors, Coaches, State Educational Officers and Teacher and District Educational Specialists and District Teachers.
- **Hour Conflict Resolution Training** for parents and community members statewide
  - The [Art of Conflict Resolution and Finding Agreement](#) flyer was advertised statewide through the Department, SPIN and the CCCs.
- **1-Day Mediation Skills for School Leaders** (administrators interacting with parents).

## School Year 2025-2026

The Mediation Center of the Pacific will continue to provide these training statewide to build capacity statewide.



# IDEA Boot Camp for School Administrators

During the week of **June 23, 2025 through June 30, 2025** Complex Area and School Administrators attended from Hawai'i District, Maui District and Leeward District attended a one-day intensive training aimed at strengthening understanding and implementation of the *Individuals with Disabilities Education Act (IDEA) and Hawai'i Administrative Rules, Title 8, Chapter 60.*

**[312 Attendees](#)**

The rest of the statewide training will occur during the week of **October 6, 2025 through October 13, 2025**, with October 13 being a training for parents and advocacy groups. More information will be sent statewide to parents and advocacy groups. Please mark your calendars for **October 13, 2025 Windward Community College, Hale 'Akoakoa - 8:00 am - 3:30 pm.**

**[232 Registered as of today, August 29, 2025](#)**

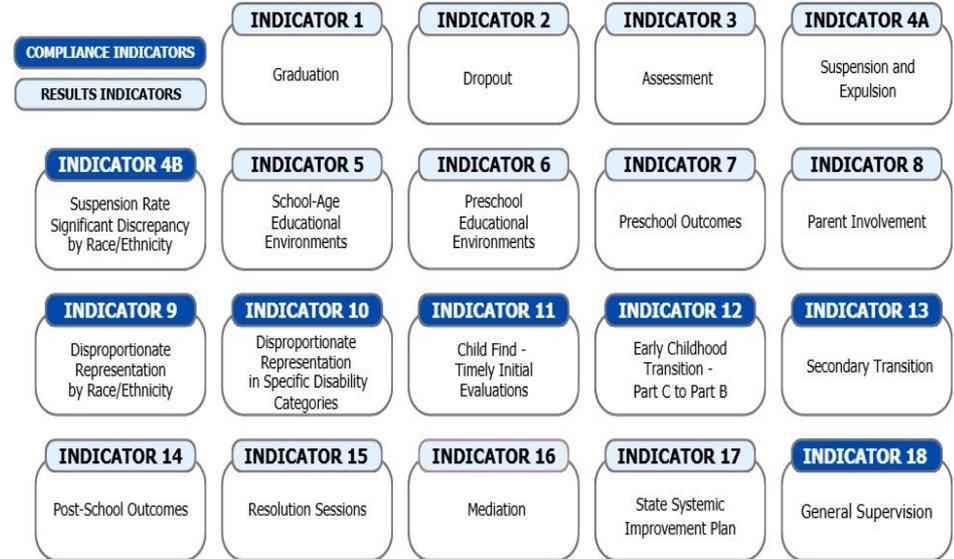
This training led by nationally-recognized special education law expert *Deusdedi Merced, Esq.*, this engaging session goes beyond a basic overview.



# SPP/APR - Federal Requirements

- Under IDEA, each state is required to develop an SPP/APR that evaluates the state's implementation of IDEA requirements (20 U.S.C. § 1416(b)).
- The plan includes baseline data, rigorous targets for 18 compliance and results indicators.
- Each February, the plan must be submitted to the U.S. Department of Education, Office of Special Education Programs (OSEP) that includes the indicator data from the previous school year with a detailed plan for improvement.
  - SPP/APR FFY 2023 submitted Feb. 3, 2025, reports on school year 2023-2024 performance.

## 18 Compliance & Results Indicators





# 2025 Hawai'i's IDEA Part B Determination

## Hawai'i 2025 Part B Results-Driven Accountability Matrix



### Results-Driven Accountability Percentage and Determination

Percentage (%)	Determination
60.68%	Needs Assistance

### Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	20	7	35.00%
Compliance	22	19	86.36%

**Results Indicators:** Measure outcomes and performance such as Indicator 1 - Measures Graduation Rate.

**Compliance Indicators:** Measure procedural requirements as defined by statutes such as Indicator 11 measure 60 day timeline for initial evaluations (34 C.F.R. § 300.301).



# Results Indicators - SBA & NAEP

Maximum Score is 1

**Smarter Balanced Assessment (SBA): Target is set by ESEA at 95%**

A score of '1' was assigned if at least 95% in a State participated in the Statewide assessments; A score of '0' if the participation rate was less than 95%.

**National Assessment of Educational Progress (NAEP):**

Scores (**Basic and above**) for each State were rank-ordered, and the top, middle, and bottom thirds were determined using tertiles.

NAEP **inclusion rate** was assigned a score of either '0' or '1' based on whether the State's NAEP inclusion rate was higher than or not significantly different from the National Assessment Governing Board (NAGB) goal of 85 percent.

Reading Assessment Elements

Reading Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment (2)	Grade 4	97%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	92%	0
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	12%	0
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	89%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	18%	0
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	91%	1

Math Assessment Elements

Math Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 4	97%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	93%	0
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	28%	0
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	90%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	12%	0
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	92%	1

(2) Statewide assessments include the regular assessment and the alternate assessment.



# Results Indicators - Dropout & Graduation

Maximum Score is 2

## Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	13	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma*	70	0

State's data on the percentage of students who exited school by dropping out or graduated with a regular high school diploma were rank-ordered:

- the top tertile of States (i.e., those with the lowest percentage) received a score of '2',
- the middle tertile of States received a '1', and
- the bottom tertile of States (i.e., those with the highest percentage) received a '0'.



# Graduation Rate Since SY 19-20 - Upward Trend

**SY 23-24** data will be submitted with the FFY 2024 SPP/APR in February 2026.

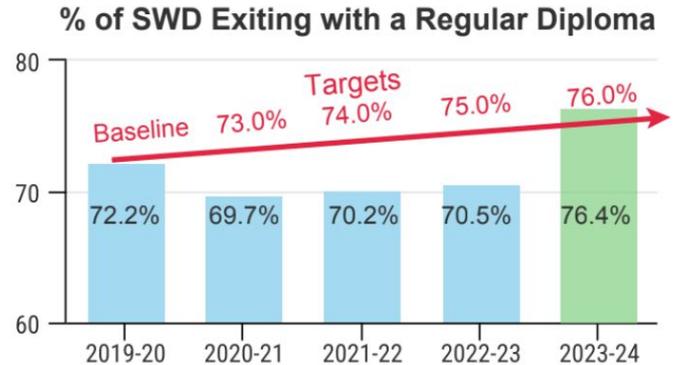
National Comparison as of 2022-23 is 75.8%.

[SEAC Annual Report 2024-2025](#)

1

**The Class of 2024 was the first to meet the state's improvement target set in the 6-year State Performance Plan (SPP) by having 76% of students with disabilities (SWD)\* graduating within four years with a regular diploma.**

The Class of 2020 was the graduation rate baseline for the SPP which requires Hawaii to show the Office of Special Education Programs (OSEP) how Hawaii provides continuous improvement for students with disabilities on key indicators. In 2022 OSEP changed the way graduation rates for students with disabilities are measured to provide a more consistent way to track outcomes. The calculation now uses 618 exit data for students who graduated with a regular diploma, graduated with a certificate, dropped out or aged out. As a result, it is not possible to compare graduation rates for SWD to rates for students without disabilities which are calculated differently using a 4-year cohort.



**\*Students with disabilities (SWD)** in this report refers to students who qualify for special education and related services under the Individuals with Disabilities Education Act (IDEA).



# Dropout Rate Since SY 19-20 - Downward Trend

SY 23-24 data will be submitted with the FFY 2024 SPP/APR in February 2026.

National Comparison as of 2022-23 is 13.9%.

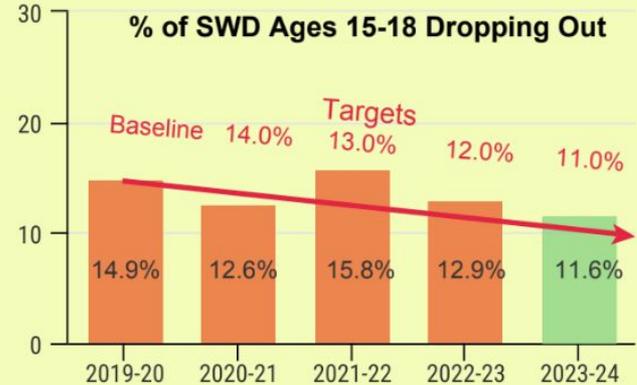
[SEAC Annual Report 2024-2025](#)

2

A related positive trend is a **reduction in the percentage of students with disabilities dropping out of high school**. The dropout rate of 11.6% for the Class of 2024 was the lowest in the five years noted below.

Dropping out of high school carries a much higher risk to the individual student of a lower lifetime income, involvement in the criminal justice system, drug and alcohol addiction, and poor health. Traditionally, students with IEPs drop out at a higher rate than their peers, but in SY 23-24, the special education rate matched that for ALL students and got close to the target set in the 6-year State Performance Plan. Some of the recent improvement activities that may have contributed to more students staying in school until graduation included:

- summer learning opportunities,
- trauma-informed practices to promote access to mental health supports, and
- enrichment activities for middle schoolers.



Source: **Section 618 Report of Children Exiting Special Education** for School Years 19-20, 20-21, 21-22, 22-23 and 23-24.



## Indicators 12 & 13 FFY 2024 (SY 24-25)

- MAC is currently finalizing the file reviews and data analysis for both of these indicators.
- Upon completion of the file reviews and data analysis, MAC will present the data for both of these indicators at a later SEAC meeting.
- FFY 2024 data will be submitted in February 2026.



# Compliance Indicators

**Two Points if:** The State’s FFY 2023 data for the indicator were valid and reliable, and reflect **at least 95% compliance**; or

The State’s FFY 2023 data for the indicator were valid and reliable, and reflect **at least 90% compliance**; and

- The State identified one or more findings of noncompliance in FFY 2022 for the indicator, and has demonstrated correction of all findings of noncompliance identified in FFY 2022 for the indicator. Such full correction is indicated in the matrix with a “Yes” in the “Full Correction of Findings of Noncompliance Identified in FFY 2022” column.

**One point if:** the State’s FFY 2023 data for the indicator were valid and reliable, and reflect at least 75% compliance.

**Zero Points if:** The State’s FFY 2023 data for the indicator reflect **less than 75% compliance**.

**NA:** State did not issue any findings of noncompliance.

**Maximum Score is 2**

2025 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2022 (4)	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.	0.00%	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	N/A	2
Indicator 11: Timely initial evaluation	95.09%	YES	2
Indicator 12: IEP developed and implemented by third birthday	89.12%	YES	1
Indicator 13: Secondary transition	24.35%	YES	0
Indicator 18: General Supervision	100.00%	YES	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	100.00%		2
Timely Due Process Hearing Decisions	100.00%		2
Longstanding Noncompliance			2
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	None		



# How Does Hawai'i's Rating Compare to Other States?

2025 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	Missouri	Republic of the Marshall Islands
Illinois	North Dakota	Texas
Indiana	Nebraska	Virginia
Kansas	New Hampshire	Wisconsin
Kentucky	New Jersey	Wyoming
Massachusetts	Ohio	
Maryland	Pennsylvania	
Minnesota		

### NEEDS ASSISTANCE (one year)

Alabama  
Florida  
Georgia  
Washington

### NEEDS ASSISTANCE (two or more consecutive years)

Alaska	Hawaii	Oklahoma
Arkansas	Iowa	Oregon
American Samoa	Idaho	Republic of Palau
Arizona	Louisiana	Rhode Island
California	Maine	Puerto Rico
Commonwealth of the Northern Mariana Islands	Michigan	South Carolina
Colorado	Mississippi	South Dakota
Delaware	Montana	Tennessee
Federated States of Micronesia	North Carolina	Utah
Guam	New Mexico	Virgin Islands
	New York	Vermont
	Nevada	West Virginia

### NEEDS INTERVENTION

Bureau of Indian Education  
District of Columbia



# What Happens When a State is in Needs Assistance for Two or More Consecutive Years?

In accordance with Section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), if a State or Entity is determined to need assistance for two consecutive years, the Secretary must take one or more of the following actions:

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

**Hawai'i must report with its FFY 2024 SPP/APR submission, due February 2, 2026, on:**

1. the technical assistance sources from which Hawai'i received assistance; and
2. the actions Hawai'i took as a result of that technical assistance.



# Technical Assistance Providers

1. IDEA Data Center (IDC)
2. National Center for Systemic Improvement (NCSI)
3. Center for IDEA Fiscal Reporting (CIFR)
4. National Technical Assistance Center for Transition: The Collaborative (NTACT:C)
5. National Association of State Directors of Special Education (NASDSE)
6. Office of Special Education Programs - Ongoing & Annual Conference
7. WestEd - Jennifer Wolfsheimer & Cesar D'Agord

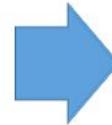


# Next Steps - Opportunities & Possibilities?

**Diagnose  
Root Cause**



**Identify Gaps**



**Plan  
Develop Targeted  
Solutions**



# Save the Dates!

## **IDEA Boot Camp for Parents and Advocacy Groups**

Monday, October 13, 2025

Windward Community College, Hale 'Akoakoa - 8:00 am - 3:30 pm

## **SPP/APR Educational Partner Meeting**

Friday, December 5, 2025

Windward Community College, Hale 'Akoakoa - 8:00 am - 2:00 pm



# MAHALO

Brikena White, D.E.d

Administrator, Monitoring and  
Compliance Branch, IDEA Team

Phone: 808-307-3600

Email: [brikena.white@k12.hi.us](mailto:brikena.white@k12.hi.us)

Helen “Kupu” Kaniho

Director, Exceptional Support Branch

Phone: 808-305-9806

Email: [helen.kaniho@k12.hi.us](mailto:helen.kaniho@k12.hi.us)