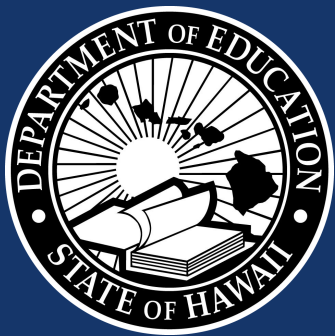




HAWAI'I STATE

Department of Education

2026 Hawai'i's IDEA Part B Determination

Special Education Advisory Council (SEAC) Meeting
August 14, 2026

Helen "Kupu" Kaniho, State Special Education Director
Brikena White, Administrator, Monitoring and Compliance Branch



Today's Objectives

- Share Hawai'i's Determination on FFY 2024 State Performance Plan/Annual Performance Report (SPP/APR).
- Review Department's Priorities for SY 26-27.



2026 IDEA Part B Hawai'i Determination Documents

Documents can be accessed at the Department's SPP/APR public [website](#).

STATE DETERMINATION

Section 616(d) of the IDEA requires the US Department of Education, Office of Special Education Programs, to review each state's SPP/APR annually. Based on the information provided in the SPP/APR, information obtained through monitoring visits, and any other public information, in June 2026, the USDOE/OSEP issued State Determinations for FFY 2024 SPP/APR.

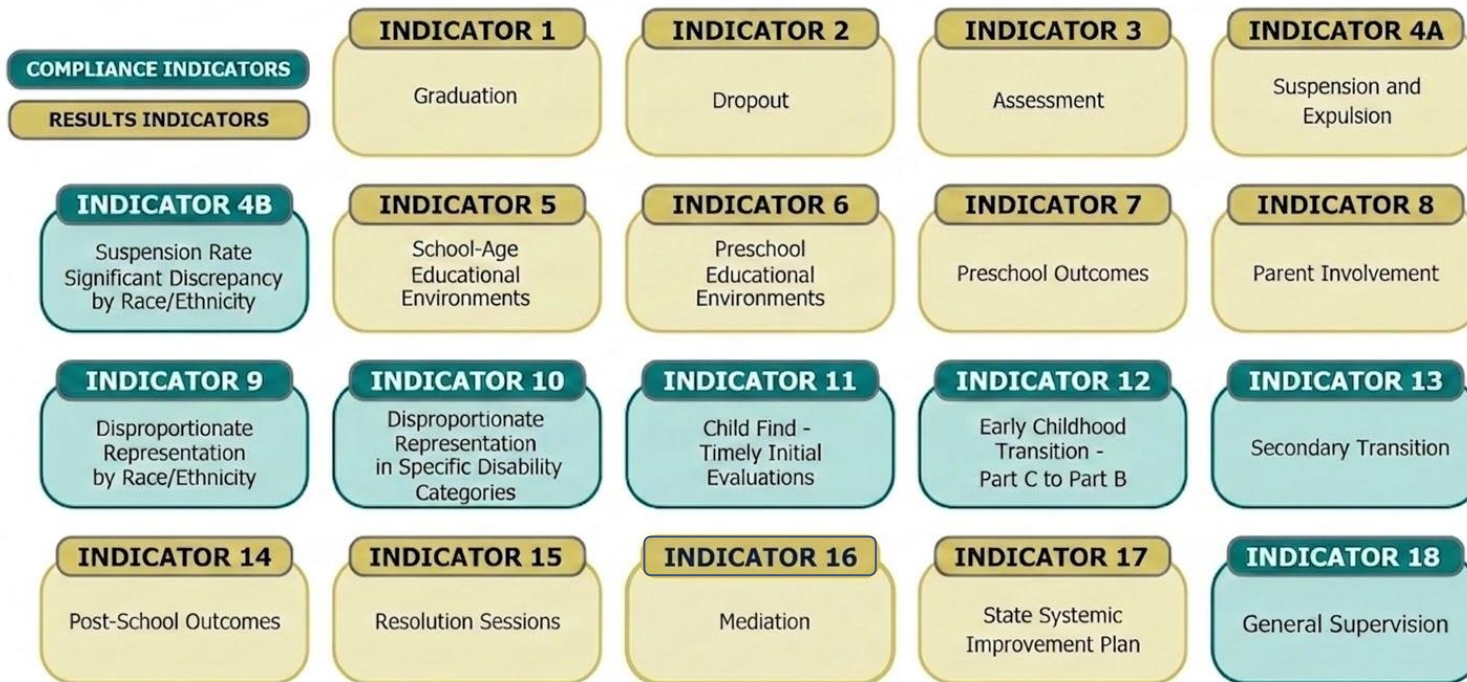
- [Hawai'i's Determination 2026 \(Google Drive\)](#)

Prior Determinations

- [Hawai'i's Determination 2025 \(Google Drive\)](#)
- [Hawai'i's Determination 2024 \(Google Drive\)](#)
- [Hawai'i's Determination 2023 \(Google Drive\)](#)
- [Hawai'i's Determination 2022 \(Google Drive\)](#)
- [Hawai'i's Determination 2021 \(Google Drive\)](#)
- [Hawai'i's Determination 2020 \(Google Drive\)](#)



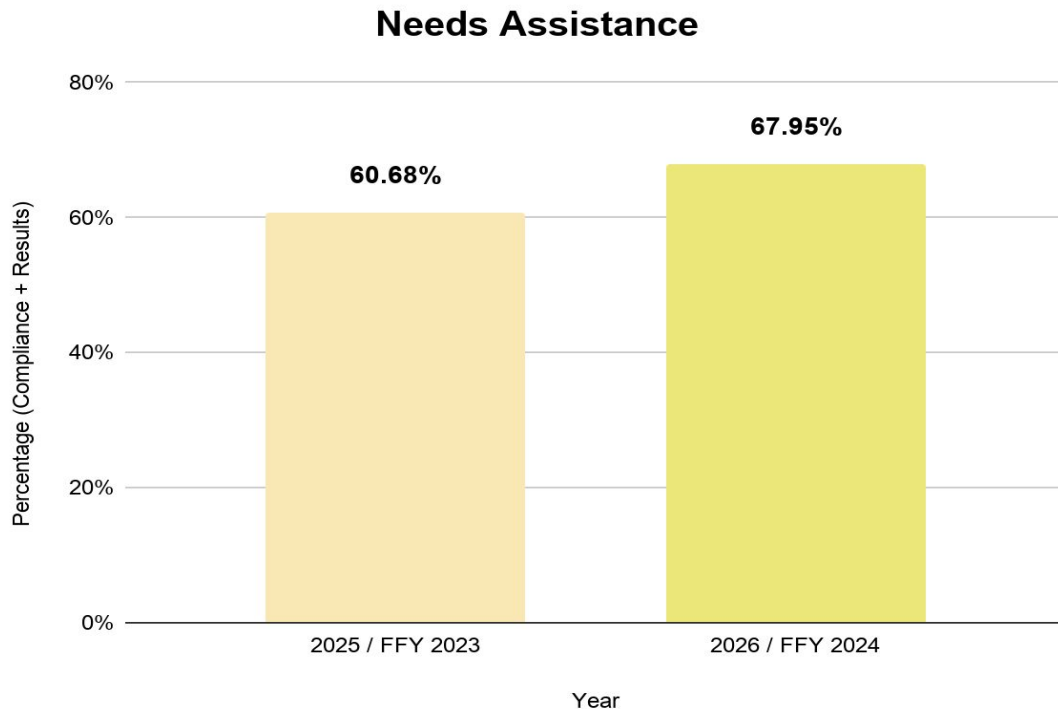
SPP/APR - 18 Compliance & Results Indicators





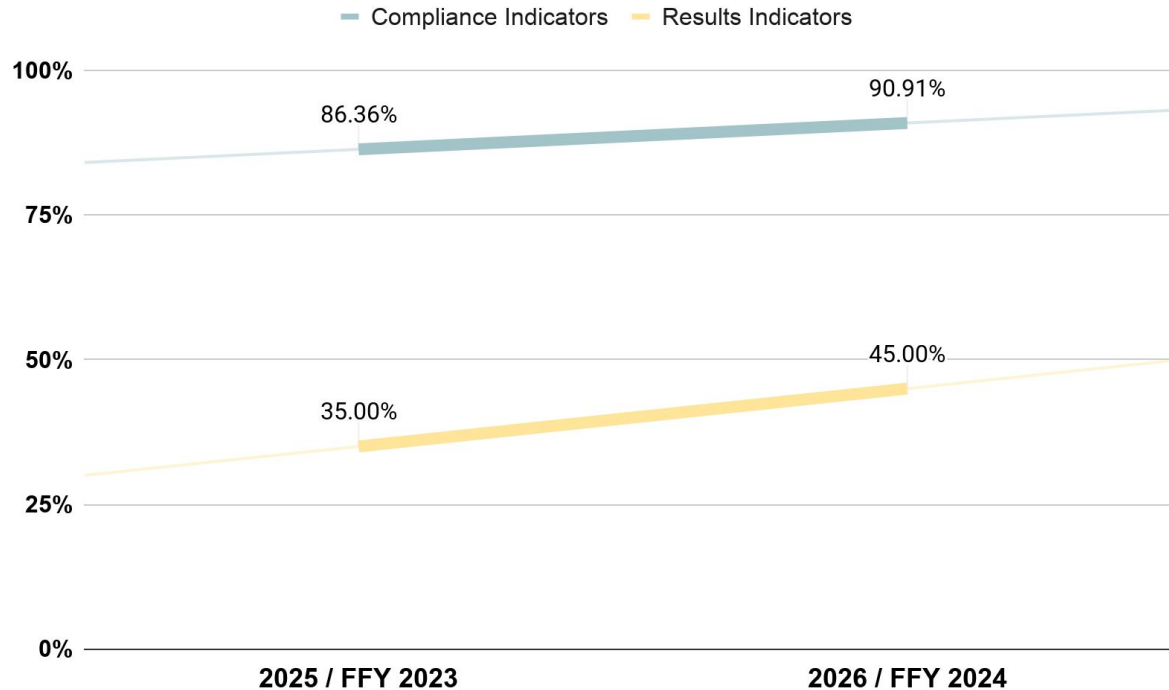
IDEA Part B Determination - Hawai'i

State Determinations	# States	
	2025	2026
Meets Requirements A State's RDA Determination is <i>Meets Requirements</i> if the RDA Percentage is at least 80%.	20	21
Needs Assistance A State's RDA Determination is <i>Needs Assistance</i> if the RDA Percentage is at least 60% but less than 80%.	38	33
Needs Intervention A State's RDA Determination is <i>Needs Intervention</i> if the RDA Percentage is less than 60%.	2	6
Needs Substantial Intervention OSEP did <u>not</u> make a determination of <i>Needs Substantial Intervention</i> for any State in 2026.	0	0





Compliance vs. Results Indicators





Compliance Indicators

Maximum Score is 2

OSEP Scoring Criteria

Two Points if:

- The State's FFY 2024 data for the indicator were valid and reliable, and reflect **at least 95% compliance (or no greater than 5% compliance for Indicators 4B, 9, and 10); or**
- The State's data for the indicator were valid and reliable, and reflect **at least 90% compliance (or no greater than 10% compliance for Indicators 4B, 9, and 10)**; and the State identified one or more findings of noncompliance in FFY 2023 for the indicator, **and has demonstrated correction of all findings of noncompliance** identified in FFY 2023 for the indicator.

One Point if: the State's FFY 2024 data for the indicator were valid and reliable, and reflect at least 75% compliance.

Zero Points if: The State's FFY 2024 data for the indicator reflect **less than 75% compliance**.

Compliance Indicators	2025 FFY 2023		2026 FFY 2024	
4B: Significant discrepancy in the rate of suspensions and expulsions	0.00%	2	0.00%	2
9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	2	0.00%	2
10: Disproportionate representation of racial and ethnic groups in specific learning disability categories due to inappropriate identification.	0.00%	2	0.00%	2
11: Timely initial evaluations	95.09%	2	97.12%	2
12: IEP developed and implemented by third birthday	89.12%	1	92.35%	2
13: Secondary Transition	24.35%	0	27.30%	0
18: General Supervision	100%	2	100%	2
Timely and Accurate State-Reported Data	100%	2	100%	2
Timely State Complaint Decisions	100%	2	100%	2
Timely Due Process Hearing Decisions	100%	2	100%	2
Longstanding Noncompliance	None	2	None	2
Overall Compliance Percentage	86.36%		90.91%	



Results Indicators

Participation in Statewide Assessment - Grades 4 and 8

OSEP Scoring Criteria

A State's participation rates on Statewide assessments were assigned scores of '1' or '0' based on an analysis of the participation rates across all States and the percentage of students with disabilities who participate in Statewide assessments under the Elementary and Secondary Education Act of 1965 (ESEA).

One Point if: at least 95% of children with disabilities participated in statewide assessments.

Zero Points if: less than 95% of children with disabilities participated in statewide assessments.

Maximum Score is 1

Results Indicators	2025 FFY 2023		2026 FFY 2024	
Percentage of Children with Disabilities Participating in Statewide Assessment: Smarter Balanced Assessment (SBA)				
Grade 4 Reading	97%	1	97%	1
Grade 4 Math	97%	1	97%	1
Grade 8 Reading	92%	0	94%	0
Grade 8 Math	93%	0	95%	1



Results Indicators

Inclusion in NAEP Testing - Grades 4 and 8

OSEP Scoring Criteria

One Point if: the inclusion rate of children with disabilities was higher than or not significantly different from the National Assessment Governing Board (NAGB) goal of 85%.

Zero Points if: the inclusion rate of children with disabilities was less than 85% or significantly different from the NAGB goal.

Maximum Score is 1

Results Indicators	2025 FFY 2023		2026 FFY 2024	
Percentage of Children with Disabilities Included in Testing on National Assessment of Educational Progress (NAEP)				
Grade 4 Reading	89%	1	89%	1
Grade 4 Math	90%	1	90%	1
Grade 8 Reading	91%	1	91%	1
Grade 8 Math	92%	1	92%	1



Results Indicators

Score of Basic or Above in NAEP Testing - Grades 4 and 8

Maximum Score is 2

OSEP Scoring Criteria

NAEP scores of Basic and above for each State and the Bureau of Indian Education (BIE) were rank-ordered, and the top, middle, and bottom thirds were determined using tertiles.

Two Points if: the scores fell in the top tertile of States and the BIE (i.e., those with the highest scores).

One Point if: the scores fell in the middle tertile of States and the BIE.

Zero Points if: the scores fell in the bottom tertile of States and the BIE (i.e., those with the lowest scores).

Results Indicators Percentage of Children with Disabilities Scoring at Basic or Above on National Assessment of Educational Progress (NAEP)	2025 FFY 2023		2026 FFY 2024	
Grade 4 Reading	12%	0	12%	0
Grade 4 Math	28%	0	28%	0
Grade 8 Reading	18%	0	18%	0
Grade 8 Math	12%	0	12%	0



Results Indicators

Exiting Data Elements - Ages 14-21

OSEP Scoring Criteria

State's data on the percentage of children with disabilities who exited school were rank-ordered; top, middle, and bottom thirds were determined using tertiles.

Two Points if: the scores fell in the top tertile of States (i.e., those with the lowest percentage for dropping out and the highest percentage for graduating with a diploma).

One Point if: the scores fell in the middle tertile of States.

Zero Points if: the scores fell in the bottom tertile of States (i.e., those with the highest percentage for dropping out and the lowest percentage for graduating with a diploma).

Maximum Score is 2

Results Indicators Exiting Data Elements	2025 FFY 2023		2026 FFY 2024	
Percentage of Children with Disabilities who Dropped Out	13%	1	12%	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma	70%	0	76%	1

Most Recent National Average is 2022-2023 School Year.

- Graduation with a Regular High School Diploma **75.85%**
- Dropping out **13.9%**
-

Source: [OSEP Fast Facts: Part B Exiting School, July 14, 2025](#)



Department Priorities & Strategic Focus

- **Expand Access and Educational Opportunities**
 - **Early Childhood:** Improve Child Find system and broaden inclusive early childhood opportunities.
 - **Learning Environments:** Foster safe, supportive, and inclusive school environments for our students with disabilities throughout all settings.
- **Improve Quality and Outcomes**
 - **IEP Quality and Transition Outcomes:** Strengthen postsecondary readiness, IEP quality, parent participation in the IEP process, and statewide assessment participation and proficiency rate.
- **General Supervision and Collaboration**
 - **Compliance & Dispute Resolution:** Advance IDEA compliance and strengthen mediation/conflict resolution practices for parents and staff.
 - **Community Partnerships:** Co-develop and deliver parent and staff resources with Leadership in Disabilities & Achievement of Hawai'i (LDAH), SEAC, Community Children's Councils (CCCs) and Special Parent Information Network (SPIN).



Early Childhood & Transitions

Child Find System Improvements

Child Find System Level Improvements

- [Improving Hawai'i's Child Find System through Technical Assistance from DaSy, ECTA, and the Waters Center for Systems Thinking](#)
 - **Partnership & Scope:** In 2023–2024, DaSy (The Center for IDEA Early Childhood Data Systems), ECTA (Early Childhood Technical Assistance Center), and the Waters Center for Systems Thinking led a multi-state cohort (Department of Education (DOE), Department of Health (DOH): Early Intervention (EI), and Home Visiting) focused on data-driven, sustainable change for children with disabilities and their families.
 - **Objective:** Integrated data processes with the *Habits of a Systems Thinker* to enhance state leadership decision-making.
 - **Impact:** Built state capacity to improve access, service delivery, and long-term outcomes for young children and families.



Early Childhood & Transitions

Broadening Early Childhood Inclusive Opportunities

Hawai'i State Preschool Interagency Workgroup

- **Cross-Sector Governance:** In 2023, an interagency collaboration was established with the following key partners (DOE; DOH-EI; LDAH; University of Hawai'i; Department of Human Services (DHS); Charter School Commission; Hawai'i P-20; Head Start; Hawai'i Association for the Education of Young Children (HAEYC)).
- **Data:** Analyze the shared data to shape solutions and expand inclusive preschool access statewide.
- **Examine Systemic Barriers:** Streamline procedures and strengthening family engagement.
- **Community Engagement:** Build equitable, effective system that supports every child's unique needs.
- **Resource Alignment:** Combine multi-agency expertise for early identification & intervention.
- **Technical Assistance from ECTA**



IEP Quality and Transition Outcomes

Strengthen postsecondary readiness, IEP quality, parent participation in the IEP process and statewide assessment participation and proficiency rate

IEP Quality & Development

- *Quality Performance Indicators (QPI) & Substantively Measurable IEPs (SMI):* Professional development focused on baseline data, explicit instruction, progress monitoring, and measurable goals.

Parent Collaboration & Empowerment

- *Parent IEP Training & Engagement:* Equip families with skills and tools to actively participate and partner in the IEP development process.

Transition & Assessment Readiness

- *Postsecondary & Secondary Transition:* Expand work-based learning (WBL), student-based enterprises, and functional curriculum.
- *Statewide Assessment:* Improve participation and proficiency rates across all grade levels.



Learning Environments

Foster safe, supportive, and inclusive school environments for our students with disabilities

- Promote a full continuum of placements across the Department
For all students with disabilities, including programs for special populations.
- Observational Assessment of Student Instructional Settings (OASIS)
Tool that looks at environmental factors to promote a healthy classroom environment culture, including family engagement.
- Viable curriculum for all - TeachTown implementation of modified curriculum for our students with intensive needs.



Compliance & Dispute Resolution

Advance IDEA compliance and strengthen mediation/conflict resolution practices for parents and staff

- **Parent Due Process Training:** Empowering families with clear knowledge of rights and procedures under the IDEA.
 - February 2027 by Deusdedi Merced, Esq., Special Education Solutions, LLC.

- **Continuous Mediation and Conflict Resolution Training**
 - December 4, 2026 - Resolving Disputes and Building Partnerships During IEP Meetings by Tracey Wiltgen, Mediation Center of the Pacific (MCP).
 - In-person and virtual training sessions for parents on conflict resolution during the IEP process by MCP.



Community Partnerships

Co-develop and deliver parent and staff training and resources with LDAH, SEAC, CCCs, and SPIN

- **Infographics and Informational Materials**

To help families navigate complex special education topics, develop informational materials and resources.

- <https://seac-hawaii.org/infographics/>

- **Parent Training and Building Capacity Activities**

The Department is partnering with LDAH on developing materials for parents and Department staff to ensure consistent message and practices. We are starting with Least Restrictive Environment.



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 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 the parent prefers 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 2026-2027

Your Opinion Matters!

Your Kokua 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 Parent Involvement Survey [webpage](#).





Save the Date!

SPP/APR Educational Partner Meeting

- **Date:** Friday, December 4, 2026
- **Location:** Windward Community College,
Hale 'Ākoakoa
- **Time:** 8:00 am - 2:00 pm



MAHALO

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