



SPIN News

The Newsletter for Parents of Children with Disabilities

SPECIAL
PARENT
INFORMATION
NETWORK

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SPIN is co-sponsored by the Disability & Communication Access Board and the Department of Education. Services include a phone line for information referral and support, a quarterly newsletter, an annual conference and community workshops. SPIN is guided by an Advisory Committee made up of parents, teachers and people with disabilities.

SPIN

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Dipping your Toe into Systems Advocacy

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek."

-- Barack Obama

All of our readers who have children with disabilities or who have advocated for a child with a disability have experienced *individual advocacy*. That means standing up for the rights and the needs of your child, or your student, or your client. On the other hand, very few of us make the additional choice of advocating on a systems level. Why is that?

Systems advocacy is about working together with others to benefit a group of individuals, for example, all children receiving special education services. It often involves working to change policies, laws or rules that impact a community of people.

There are a lot of reasons that families of kids with disabilities don't engage in systems advocacy. Here are some of them:



Parents are busy folks. They may feel they don't have the **time**.



They may also lack **knowledge** about an issue. What are the barriers to success? What's been tried before?



Systems advocacy often results in progress that moves at a snail's pace. Some lack **patience**.



Many parents are uncomfortable with the **conflict** of opposing views on an issue.



Others lack the **confidence** that they can make a difference in the lives of others.

Whatever it is that has kept you from engaging in systems advocacy, SPIN respects your choice. But if you have an issue that you feel passionate about, don't be afraid to take a few baby

steps towards becoming a systems advocate. Many parents have a desire to honor parents who came before them and opened doors for their children by clearing the way for future families.

In this issue, we're going to spend some time sharing information about the State Performance Plan and Annual Performance Report and suggesting baby steps you can take to get involved in this process. In our February issue, we'll be focusing on legislative advocacy.



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What is the SPP/APR?

We've all heard the expression: "if you don't know where you're going, how will you know when you get there?" That is why Congress mandated the State Performance Plan (SPP) and the Annual Performance Report (APR) as part of the overall monitoring system under the Individuals with Disabilities Education Act (IDEA) to ensure every state is held accountable for how it educates its students with disabilities.

SPP Components

The State Performance Plan is basically a plan for continuous improvement organized into six-year cycles. The current SPP runs from SY 2020-21 to SY 2025-26, and is made up of 17 measures or indicators based on key requirements of IDEA. For each indicator, there must be a baseline and annual targets.



Baseline data is the state's performance for the indicator on year one of the six-year cycle. Baselines can also be reset, if the way data is measured or calculated changes after the initial baseline is set.



Measurable targets must be set for each year of the plan (expanding each year to get closer to the goal). They should be both precise and achievable.

What is NOT in the SPP?

While the SPP/APR is currently the best tool that OSEP and Congress have to measure a state's special education performance, the SPP does not include all the information stakeholders might need to understand the bigger picture:

- *Some of the indicators are limited to one aspect of a special education requirement.*

For example, OSEP only asks for data on student suspensions that total more than ten days in a school year. It does not ask for data on suspensions of 10 days or less or whether they are disproportionately higher for special education students compared to all students. Research shows that suspensions of any length jeopardize academic success for students with disabilities.

- *States are not required to meet their targets for mediation in any year in which less than 10 mediations are held.*

This is at odds with the strong urging of Congress to promote mediation as a means of resolving conflicts between parents and schools.

- *OSEP requires ethnicity reporting to fit into seven broad categories only.*

In Hawaii, where the population is so diverse, reporting using these broad categories of *Asian* or *Native Hawaiian/Pacific Islander* may mask poor performance for students from a specific ethnic group.

Annual Performance Report

States are required to report annually to OSEP, using data collected during the previous school year to measure progress toward each of the indicators. If a target is not met, the APR must include an explanation of why the slippage occurred. The APR also must report any noncompliance, for example, failure to provide timely initial evaluations to students with disabilities (Indicator 11), and whether compliance reported in a previous year has been corrected. Finally, the APR must include evidence that special education stakeholders were involved in target setting, annual review and providing input on improvement activities.



Stakeholders can belong to any group that has a "stake" or strong interest in the successful implementation of special education supports and services. These groups include family members (including students

with disabilities), community members, educators and school administrators, other agency personnel, advocates and legislators. The Special Education Advisory Council, the Community Children's Councils and the Parent Training & Information Center have traditionally been included in SPP/APR review and planning.

Why YOU may want to participate



Few parents are aware of these federally set goals or the process to monitor them. SPIN thinks it's important for parents and other stakeholders to know about them for two reasons:

- 1) they provide important information on how Hawaii has set about to improve services to students with disabilities, and
- 2) they offer an opportunity for you to give your opinion about what is working for your child (and what is not) and hopefully influence the process!

In the following pages, we'll describe some of the key indicators and share ideas on how you can be involved in setting targets.

SPP/APR Indicators & What They Measure

Of the 17 indicators, six are called *compliance* indicators (in red) and these targets are set by OSEP at either 100% or 0%. They reflect regulations in IDEA which must be met. Here are some examples:

1. Indicator 11, the % of children whose initial evals were completed within 60 days is set at 100%.
2. Indicator 9, the % of students who are over-represented in special education, is set at 0%.

In order to meet this target, a state has to be in “substantial compliance” -- at 95%, or less than 5% of the target.

★ The items that are starred are described in the infographics on the following pages. These seven indicators were the focus of discussion at the December 10th **SPP/APR Stakeholder Engagement Meeting** to recommend targets and improvement activities for the APR that will be submitted on February 1, 2022.

Under each indicator you will see a link for the data that has been collected, and a link to a brief and anonymous survey that asks for your input on the proposed targets and improvement activities. The surveys are due by January 7th.

Indicator #	What Improvement the Indicator Measures
1	Improving graduation rates for students with disabilities
2	Decreasing dropout rates for students with disabilities
★ 3A	Ensuring all students with disabilities (SWD) participate in statewide assessments
★ 3B-D	Improving proficiency on statewide assessments Reducing the gap in proficiency rates between SWD and all students taking the statewide assessment
4A 4B	Reducing suspension and expulsion rates for SWD Reducing suspensions of SWD by race and ethnicity
5A-C	Providing services in the least restrictive environment (LRE) for school-aged SWD
★ 6A-D	Providing services in the least restrictive environment (LRE) for preschool-aged SWD
★ 7A-C	Improving the social emotional, knowledge & skills, and use of appropriate behavior of preschool SWD (preschool outcomes)
★ 8	Improving parent involvement in their child’s education
9	Reducing the disproportionality of racial/ethnic groups due to inappropriate identification (ID)
10	Reducing the disproportionality of racial/ethnic groups in specific disability categories due to inappropriate ID
11	Improving efforts to find and evaluate SWD and provide special education in a timely manner (child find)
12	Ensuring a smooth and timely transition from preschool programs to school-based programs (pre-K transition)
★ 13	Improving transition services for SWD at the secondary level (secondary transition)
★ 14	Improving outcomes for students moving from secondary to post-school activities (post-school outcomes)
15	Increasing the use of resolution sessions to resolve due process hearing requests prior to a hearing
16	Increasing the use of mediation to resolve differences between parent and school
★ 17	Improving results for SWD through the implementation of an ambitious and multi-year plan (SSIP)

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Statewide Assessments

What it measures:

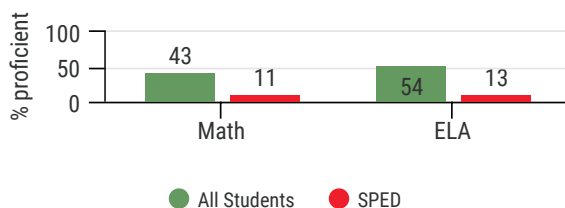
- A. The **participation rate** on statewide assessments for students with IEPs;
- B. The **proficiency rate** for students with IEPs against grade level academic achievement standards for ELA & math;
- C. **New** The **proficiency rate** for students with IEPs against alternate academic achievement standards for ELA & math;
- D. **New** The **gap in proficiency rates** for students with IEPs and for all students against grade level academic standards.

All means all

Every student in grades 4, 8 and 11 with an IEP is expected to participate in the annual statewide assessment in one of three ways:

- 1 With no accommodations,
- 2 With accommodations, or
- 3 Through an alternate assessment (AA). The AA is for students with the most significant cognitive disabilities.

Overall Hawaii Achievement Gap SY 2018-19



While OSEP is just now collecting data on achievement gaps, Hawaii's Strive HI system has been tracking the achievement gaps for student subgroups since 2015. **Special education students have always experienced the biggest gaps in achievement.**

National Comparison for Participation Rates

One-third of other states and territories had participation rates above Hawaii's for the statewide assessment in FFY 2018.

Potential Improvement Activity for Participation



Communication with families about the benefits of the statewide assessment

Potential Improvement Activities for Proficiency Rates



High quality Inclusive classrooms



Early literacy initiatives



Highly effective teaching using evidence-based strategies



Reducing chronic absenteeism



Accelerated learning strategies like tutoring, summer programming, etc.

Source: 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet and Hawaii Strategic Plan Dynamic Report

Here is the link for data and proposed targets on Statewide Assessments.

Here is the link to the stakeholder survey on Statewide Assessments.

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Preschool Environments

FAPE in the LRE for Preschool Children

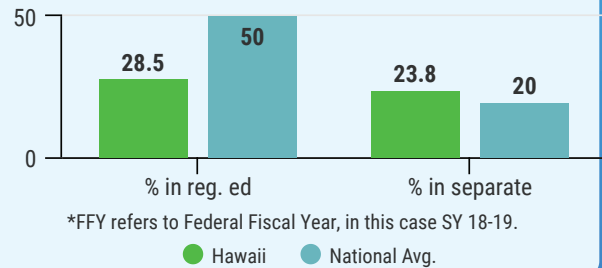
What it measures:

The percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
- B. Separate special education class, separate school, or residential facility; and
- C. **NEW** Receiving special education and related services in the home.

Hawaii is behind most states in including preschoolers.

Comparison with Nat'l Data FFY 2018*

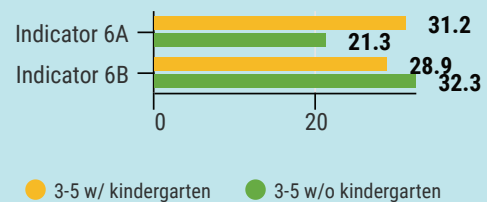


OSEP recently changed the measurement for Preschool LRE



The old measurement included all 3-5 yr. olds. The new measurement for FFY 2020 and beyond removes 5 yr. olds who are attending Kindergarten.

New baselines (green bars) showing % of preschoolers for 6A & 6B.



Indicator 6C

1.26%

of preschoolers received special education at home in FFY 2020

The targets for Indicator 6B & 6C should remain low.

OSEP expects that most children would attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program.

Potential Improvement Activities



Universal Preschool



More training in Inclusive practices



Expanding partnerships

Source: 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet and Hawaii Annual Performance Report Data

Here is the link for data and proposed targets on Preschool Environments.

Here is the link to the stakeholder survey on Preschool Environments.

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Preschool Outcomes

What it measures:

The percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

For each outcome, states are asked to report two measures:

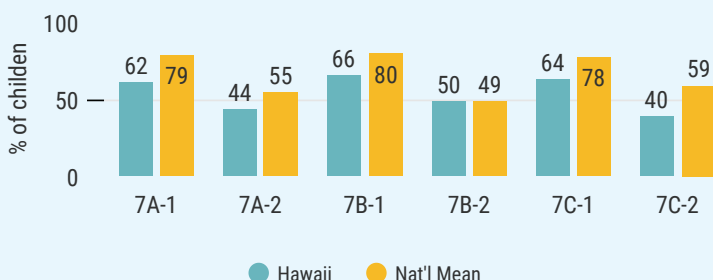


The % of children who were behind their peers that substantially increase their rate of growth by the time they exit, &



the % of children who are functioning within age expectations by the time they exit the program.

Hawaii v. National Mean FFY 2018*



*FFY refers to Federal Fiscal Year, in this case SY 18-19--the most recent year data is available for a national comparison.

Hawaii outcomes compared reasonably well against the national average through FFY 2017. A 2018 change in the measurement system Hawaii uses (TS Gold) caused rates for growth and age-appropriate functioning of Hawaii preschoolers to drop about 10 percentage points or more below the national mean on most measurements.



90+%

of special education preschoolers have oral language difficulties.

A balance of both academic language and conversational language is needed for improved preschool outcomes.



Potential Improvement Activities



Universal Preschool/
Inclusive Preschool



Improving functional and academic language



Maintaining quality data on language literacy

Source: 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet & Hawaii Annual Performance Report

Here is the link for data and proposed targets on Preschool Outcomes.

Here is the link to the stakeholder survey on. Preschool Outcomes.

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Parent Involvement

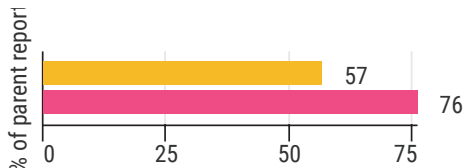
What it measures:

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.

3 main considerations:

- ▶ The level of parent satisfaction with the school's efforts
- ▶ The rate of return
- ▶ The representativeness of the returns

Hawaii parents reporting school's support of involvement vs. the national average*



* Data is from FFY 2018 -- the most recent year comparable data is available.

● Hawaii ● Nat'l avg,

FFY* 2020 response rate

of parent respondents ÷
all parents receiving survey x 100
= the response rate

$$1178 \div 19,966 \times 100 = 5.9\%$$

* Federal Fiscal Year. In this case it refers to SY 20-21.

Representativeness of the FFY 2020 respondents

Age



Parents of **preschool children** responded disproportionately **more**, while parents of **high schoolers** responded disproportionately **least**

Ethnicity

Parents whose children identified as **2 or more races** responded disproportionately **more**, while parents of **Hispanic** children responded **least**

Potential Improvement Activities



Translate the online survey in other languages



Borrow parent involvement ideas from states with high satisfaction rates



Offer training to under-represented parent groups



Consider having parent groups help redesign the survey

Source: 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet
Hawaii Annual Performance Report Data

Here is the link for data and proposed targets on Parent Involvement.

Here is the link to the stakeholder survey on Parent Involvement.

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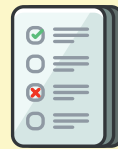
Secondary Transition of youth with disabilities aged 16 and older

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.



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

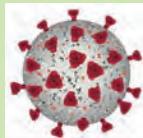


The check list is comprised of eight components. If a student's IEP review shows any of the components do not meet the standard for compliance, that IEP is marked noncompliant.

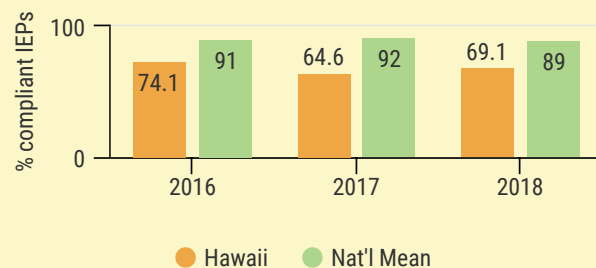
Components targeted for improvement include:

- Transition services enable the student to meet post-secondary goals, and
- Courses of study enable the student to meet post-secondary goals.

SY 19-20 and SY 20-21 showed a very low % of IEP compliance with required transition elements due to factors related to the COVID-19 pandemic.



Hawaii lags behind the national average of IEP compliance on secondary transition



Potential Improvement Activities



Transition Professional Learning Communities



Offer collaborative training in transition components needed for success



Prepare students to lead their IEP/ transition planning

Source: 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet and Hawaii Annual Performance Report Data

Here is the link for data and proposed targets on Secondary Transition.

Here is the link to the stakeholder survey on Secondary Transition.

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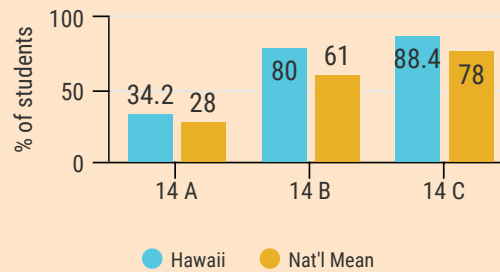
Post-School Outcomes

What it measures:

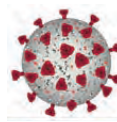
The percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- 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.

Hawaii has outperformed the national mean on this indicator.
Results for Class of 2018*



* The most recent year comparable data is available



College-going rates for Hawaii students with disabilities in the Class of 2020 fell by **one-third** over the previous year due to factors related to the pandemic.

Response Rate

Hawaii teachers collect the data on post school outcomes by contacting former students one year after leaving high school.

Class of 2020
Response Rate

58.3%

Trends in the Class of 2020 Response

Race/ethnicity



Native Hawaiians/Pacific Islanders had the highest response rate at 63%.



White and Black students had the lowest response rate at 47% and 29%.

Eligibility category



Students with intellectual disabilities had the highest response rate at 63%.



Students with autism had the lowest response rate at 48.8%.

Potential Improvement Activities



Increase the rate of graduation with a regular diploma



Teach self-advocacy skills for needed supports



Increase participation in a CTE Program of Study



Develop more sources of financial aid

Source: 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet, Hawaii Annual Performance Report Data

Here is the link for data and proposed targets on Post-School Outcomes.

Here is the link to the stakeholder survey on Post-School Outcomes.

State Systemic Improvement Plan (SSIP)

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 1 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 2022 will mark the 8th 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.

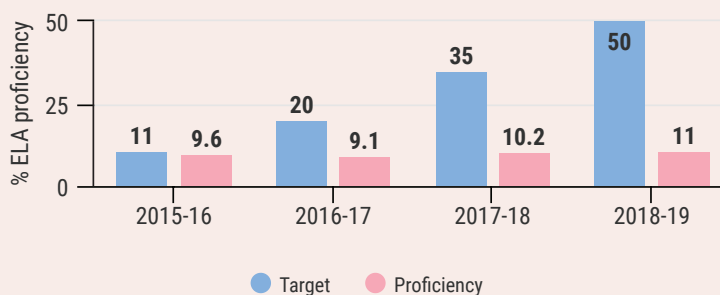
Hawaii's **SiMR** targets 3 subgroups of 3rd & 4th grade students from these eligibility categories:

- ▶ 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.

Grades 3 & 4 Combined Literacy Rates



Potential Improvement Activities



Early literacy initiatives like oral language



Professional Learning Communities



High quality Inclusive classrooms



Partnering with parents and students

Source: 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet and Hawaii Strategic Plan Dynamic Report

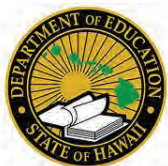
Here is the link for data and proposed targets on the SSIP.

Here is the link to the stakeholder survey on the SSIP.



Ideas for Getting Involved

Now that you know a bit more about the SPP/APR, here are some suggestions--some baby steps to systems advocacy--for you to consider:



Participate in the HIDOE Survey on SPP/APR Indicator Targets

The Department of Education is inviting stakeholder feedback on setting targets for the current State Performance Plan, as well as suggestions to improve services. You will notice SPIN has put a link to the SPP/APR data and proposed targets for each of the seven indicators featured in this newsletter issue. There is also a link to the anonymous survey for these indicators. Data and surveys on the remaining ten SPP/APR indicators is available at: <https://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx>. **Be sure to complete the survey by January 7th to have your voice heard.**



Attend one or more SEAC meetings

SEAC is a state advisory body mandated by the Individuals with Disabilities Education Act and made up of a broad group of special education stakeholders, the majority of whom are parents of students with disabilities and persons with disabilities. One of SEAC's responsibilities is to participate in the SPP/APR process. SEAC holds open virtual meetings each month and welcomes your input on Zoom, by email, by phone or by letter. To learn more about SEAC and get a schedule of meetings, go to <https://seac-hawaii.org>. You can also apply to be appointed as a member.



Join or visit the Community Children's Council in your area

The 17 CCCs are made up of a partnership of parents, school personnel, private providers and other community members who are concerned with the delivery of services and support to children with disabilities and families in the local community. They are located on every island and in every district and meet monthly via Zoom or WebEx. You can visit their website at <https://www.hawaiipublicschools.org/ParentsAndStudents/SupportForParents/Pages/CCC.aspx> or call (808) 305-0695 for more information.



Attend trainings by Leadership in Disabilities and Achievement of Hawaii

LDAH is the OSEP designated Parent and Training Information Center in Hawaii, offering regular workshops on topics related to the indicators, such as conflict resolution, family/school partnerships, and least restrictive environment. For the past several years, they have offered a Traveling Mini Conference, a weekly Parent Talk Cafe, as well as a Facebook group. Visit their website--<https://ldahawaii.org>--or call (808) 536-9684 to discover what might be available to growth your knowledge and confidence.



Ask to join the DD Council Legislative Notifications by Email

The State Council on Developmental Disabilities is a great resource for staying alerted to upcoming legislative hearings. We're going to be talking more about legislative advocacy in our February issue, but you may want to get a head start on what's ahead by asking Che Silvert, the DD Council's Legislative Specialist, to put you on his listserve. Contact him at Che.Silvert@doh.hawaii.gov or call (808) 586-8100.

Looking for a Self-Care Treat?

Visit our SPIN Conference website!

35th Annual SPIN Conference
Saturday October 23, 2021

SPIN's Journey Through the Wilderness
www.spinconferenc.org

SPIN Conference.org is your one-stop shop for learning new things! Head over to the SPIN Conference website to watch newly posted workshop recordings on your favorite topics, download handy resources and find a community resource, all in one place!



I
Zoomed the
2021
SPIN
Conference

Year-Round Stocking Suffers:

SPIN offers FREE electronic newsletters, 4 times a year and weekly E-blasts of helpful events and local happenings right to your inbox. Sign up by emailing us at spin@doh.hawaii.gov!

Upcoming Events for Winter 2022

Special Education Advisory Council (SEAC)

Meets virtually on the 2nd Friday each month. Visit the SEAC website to download the agenda, which contains the zoom link. SEAC meetings are a great way to learn more about systems advocacy and how to have a greater impact for all students with disabilities in Hawaii. Find out more here: <https://seac-hawaii.org/>



Hoomana Parent to Parent Support

Meetings are held virtually on Zoom and are open to all families across the state. Email for a link: hoomanagroup@gmail.com

January 2022

1/26 Wed 6:00 7:30 pm

1/27 Thur 10:30 am 12:00 pm

1/27 Thur 6:00 7:30 pm

Topic: It's our 4th Birthday! We're having a jam session with Sounding Joy for both evening meetings.

February 2022

2/23 Wed 6:00 7:30 pm

2/24 Thur 10:30 am 12:00 pm

2/24 Thur 6:00 7:30 pm

Pac Rim Conference on Disabilities



A special parent rate of \$99 for all 2 days of workshops, networking, poster sessions, film festival and keynote speakers.

To register: <https://pacrim.coe.hawaii.edu/>

Questions? Email: prinfo@hawaii.edu

Footsteps to Transition Fair

Saturday February 5, 2022

9:00 am - 12:00 pm

FREE on Zoom

Register:

footstepstotransition.weebly.com

Come learn about transition from high school to adult life and how to prepare your child for their best life.

Open to families of all ages and stages!

A poster for the Footsteps to Transition Fair 2022. The background is a blurred image of a person's legs walking on a path. The text on the poster includes: "FOOTSTEPS TO TRANSITION FAIR 2022", "Take the first step in developing a transition plan! Network with other families walking in your shoes.", "Date: Saturday, February 5, 2022", "Time: 8:30 am - 12:00 pm", "Meeting Platform: Zoom Virtual Meeting", "Presentations throughout the morning by:", "-Department of Education and Division of Vocational Rehabilitation", "-Department of Health and Developmental Disabilities Division", "-Center of Disabilities Studies and Community Colleges", "Registration and access accommodations: VIRTUAL FOOTSTEPS TO TRANSITION 2022 - <https://footstepstotransition.weebly.com/> or call 586-8126 by January 7, 2022 to ensure accommodations.", and a QR code in the bottom right corner.

Looking for more events? Visit <https://spin.hawaii.org/events/> and check out our calendar page. Are you planning a family-friendly event, training or workshop? Email us so we can share the love with others: spin@doh.hawaii.gov.