



SPIN NEWS

The Newsletter for Parents of Children with Special Needs

SPECIAL
PARENT
INFORMATION
NETWORK

December 2023 Volume XL, No. 2

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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Welcome All Stakeholders!

On Friday, December 8th, the Hawaii Department of Education and the Special Education Advisory Council (SEAC) are hosting the annual **SPP/APR Stakeholder Engagement Meeting**--a discussion about how Hawaii is working to improve special education services for our students with disabilities and their families.

The **State Performance Plan (SPP)** and the **Annual Performance Report (APR)** are part of the overall system that Congress put in place under the Individuals with Disabilities Education Act (IDEA). This **Results-Driven Accountability (RDA)** system is designed

to hold every state responsible for how it educates its students with disabilities. Involving stakeholders--people who have a "stake" or a strong interest in the delivery of timely and appropriate special education supports and services--is a key part of ensuring successful outcomes for children with IEPs. Stakeholders can be family members (including students with disabilities), community members, educators and school administrators, other agency personnel, advocates and legislators.

Since you are spending part of your busy day reading the SPIN Newsletter, you are obviously a special education stakeholder, too. That's why we are encouraging to you to become involved in the SPP/APR process and add your voice and good ideas to the discussion of priorities and improvement activities. Here are some options available to you:

① Join the SPP/APR Stakeholder Engagement Meeting on Dec. 8th. (That's this Friday!). The meeting will be held virtually on Zoom from 9:00 a.m. to noon and here are links to the [agenda](#) and the [invitation](#). Don't forget to fill out a [registration form](#), so we can sign you up for the discussion group of your choice.

② If you cannot attend the meeting, you are welcome to give feedback on all 17 of the APR indicators.

You can find links to indicator fact sheets and feedback forms on the [HIDOE SPP/APR webpages](#).

③ Learn more about the APR indicators by visiting [SEAC's resource page](#) and by reviewing the infographics on the following pages that provide data and links to improvement activities for 10 of the 17 APR Indicators.

④ If you are the parent of a student with a current IEP, be sure to fill out the Parent Survey. Here's a [link](#) to more information.



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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.

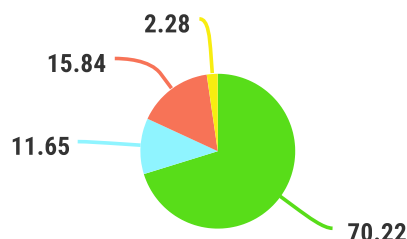
How the rate is calculated:

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)

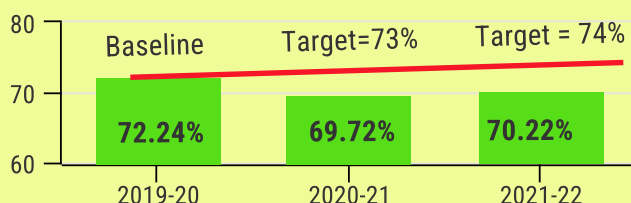
Then it divides students who left with a diploma by the sum of the four groups.

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

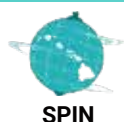


Personal Transition Plan



Here to Help

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



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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 1 - graduation rates, please click on this [link to a feedback form](#).

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.

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.

Dropout factors:

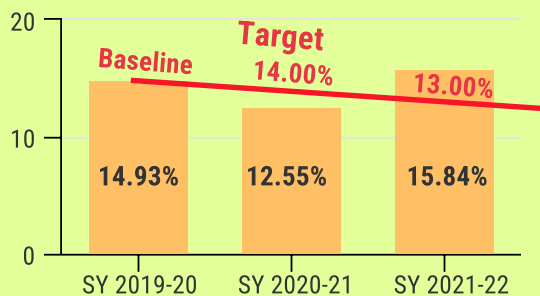
While there is no hard data on why Hawaii students with IEPs drop out before graduation, research has linked dropping out to:

- ⚠ 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

Recent progress in reducing the Dropout Rate:

Hawaii's Dropout Rate



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.

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:

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.



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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 2 - Dropout Rates, please click on this [link to a feedback form](#).

November 2023

3

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

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. The **proficiency rate** for students with IEPs against alternate academic achievement standards for ELA & math;
- D. The **gap in proficiency rates** for students with IEPs and for all students against grade level academic standards.

Why it is important:

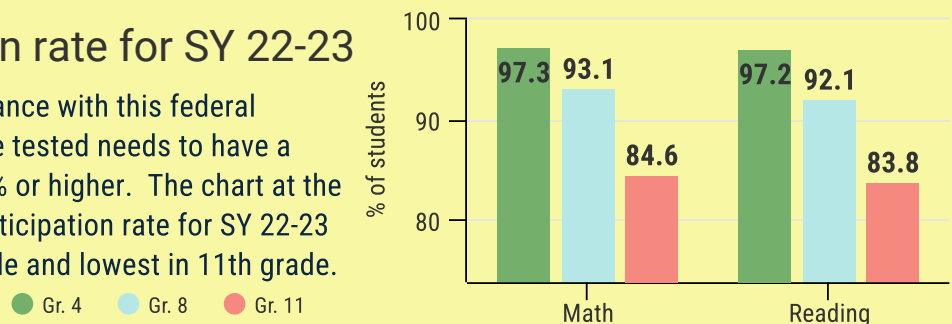
Performance on statewide assessments impacts graduation and dropout rates and influences transition goals and outcomes.

3A. Participation: all means all

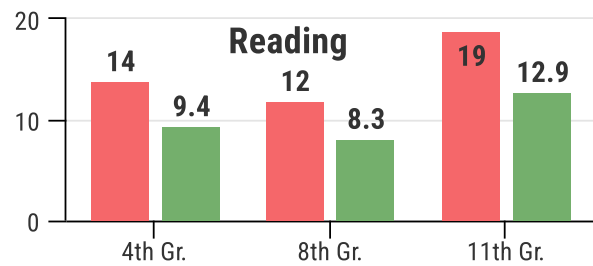
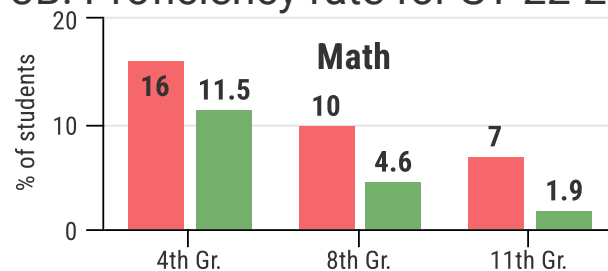
Every student in grades 4, 8 and 11 with an IEP is expected to participate in the annual statewide assessment with or without accommodations or through an alternate assessment that is intended for students with the most significant cognitive disabilities.

3A. Participation rate for SY 22-23

In order to be in compliance with this federal requirement, each grade tested needs to have a participation rate of 95% or higher. The chart at the right shows that the participation rate for SY 22-23 was greatest in 4th grade and lowest in 11th grade.



3B. Proficiency rate for SY 22-23



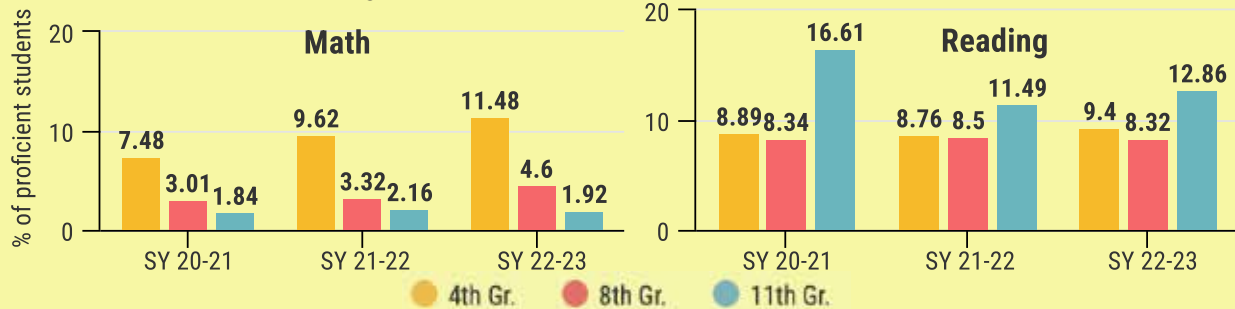
For more information on the State Performance Plan/Annual Performance Report indicators, follow this [link to the HIDOE webpage](#). And if you would like to offer your feedback on the targets or improvement strategies for Indicator 3 - Statewide Assessments, please click on this [link to a feedback form](#).
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3

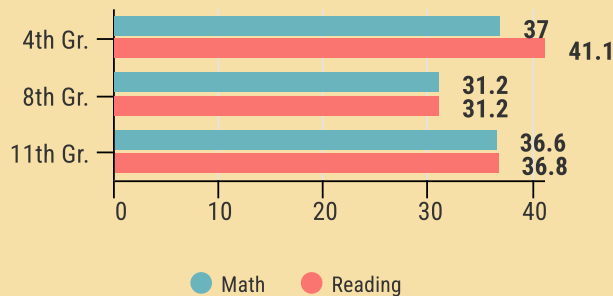
State Performance Plan/Annual Performance Report (SPP/APR) Indicator

Statewide Assessments

3B. 3-Yr. Proficiency Trends

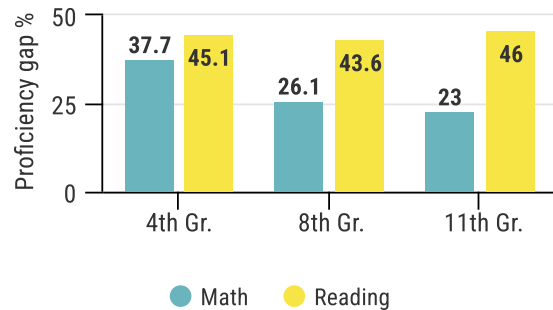


3C. SY 22-23 HSA-Alt Proficiency



8th grade students who took the HSA-Alt in reading scored 7 percentage points higher than SY 21-22, although all grades fell short of the targets set for math & reading.

3D. SY 22-23 Proficiency Rate Gap



The gaps in proficiency rates for students with IEPs and all students are greatest in the area of reading.

Source: [Indicator 3 Feedback Form](#)

Some Current Improvement Activities*:



Professional Learning Communities



Family Engagement



Testing Accommodations



Reducing Chronic Absenteeism

*Click on links to learn more about these activities.



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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 3 - Statewide Assessments, please click on this [link to a feedback form](#).

December 2023

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.

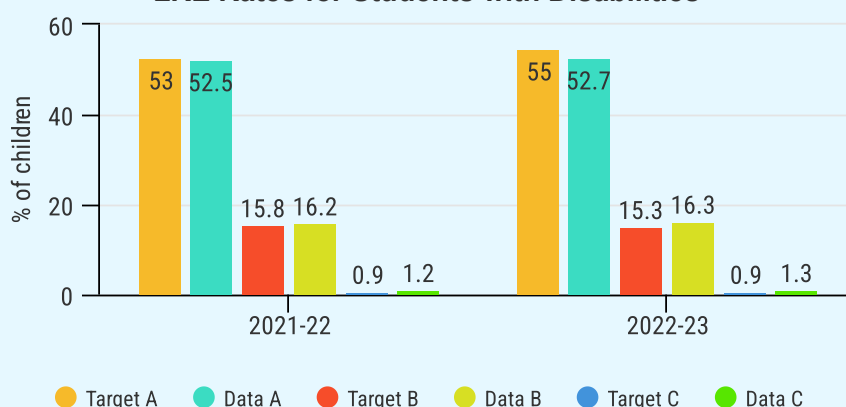
Why it's important:

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.

LRE Rates for Students with Disabilities



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



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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 5 - School-Age LRE, please [click on this link to a feedback form](#).
December 2023

6

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

Preschool Environments

What it measures:

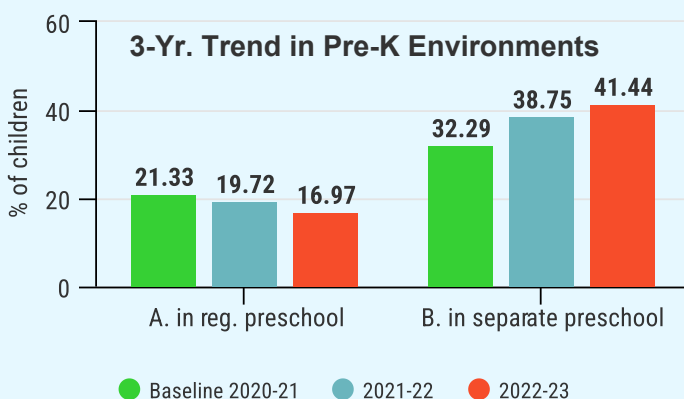
The percent of children with IEPs aged 3, 4, and 5 who are enrolled in an early childhood program with non-disabled peers. This indicator measures children who:

- A. Attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program;
- B. Attend a separate special education class, separate school, or residential facility;
- C. Receive special education and related services in the home.

Why it's important:

All young children with disabilities should have access to high-quality inclusive childhood programs that provide individualized and appropriate supports so they can fully participate alongside their same-aged peers without disabilities. Inclusive programs ensure access to the general curriculum, provide opportunities to create lasting friendships, show growth in learning new skills and have proven benefits for all children with or without a disability.

Inclusive preschool enrollment has been going down:



Indicator A should be going up and Indicator B should be going down, as we strive to educate children in more inclusive environments. It is not clear why inclusive education numbers are declining.

In SY 22-23 Indicator C saw only 0.9% of children receiving special education and related services in the home.

Current Improvement Activities



Universal Preschool



More training in Inclusive practices



Head Start Expanding partnerships



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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 6 - Preschool LRE, please [click on this link to a feedback form](#).

December 2023

7

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

Preschool Outcomes

What it measures:

The percent of preschool children aged 3 through 5 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.

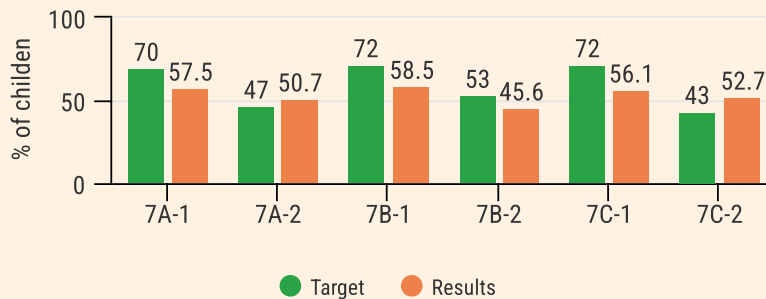
For each outcome, states are asked to report two measures:



1. The % of children who were behind their peers that substantially increase their rate of growth by the time they exit, and
2. The % of children who are functioning within age expectations by the time they exit the program.

What the most current data reveals:

Results vs. Targets for SY 22-23 (FFY 2022)



Since the start of the pandemic, Hawaii has made steady progress in both social-emotional skills as well as use of appropriate behaviors, so that in SY 22-23 over half of the preschoolers exiting the program were functioning within age expectations for these two important measures.



Over 90%

of special education preschoolers have oral language difficulties.

Some Current Improvement Activities:



Inclusive Preschools



Oral language initiatives



Professional Learning Communities



Family Engagement

Click on the link to learn more about each improvement activity.



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 7 - Preschool Outcomes, please click on this [link to a feedback form](#).
December 2023

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:

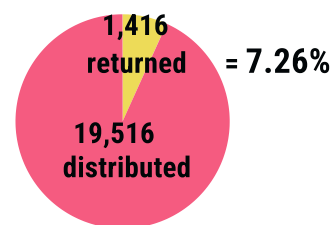
Participation in this survey will help the HDOE to improve parent involvement in the special education process and improve outcomes for our students with disabilities and families.

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.

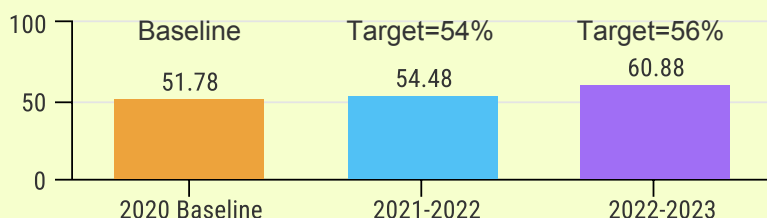
▶ The **response rate** = the number of surveys returned divided by the number distributed. In SY 22-23 that percentage was **7.26%**.

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



Source: [Indicator 8 Fact Sheet](#)

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.



SPIN HDOE Monitoring & Compliance Branch



For more information on the State Performance Plan/Annual Performance Report indicators, follow this link to the [HDOE webpage](#). And if you would like to offer your feedback on the targets or improvement strategies for Indicator 8 - Parent Involvement, please [click on this link to a feedback form](#).

December 2023

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.

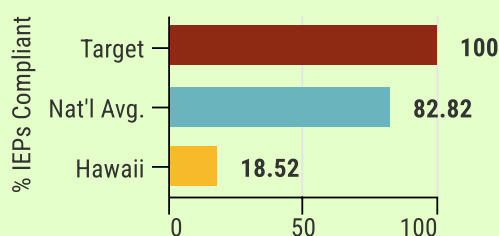
How it is measured:

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

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:

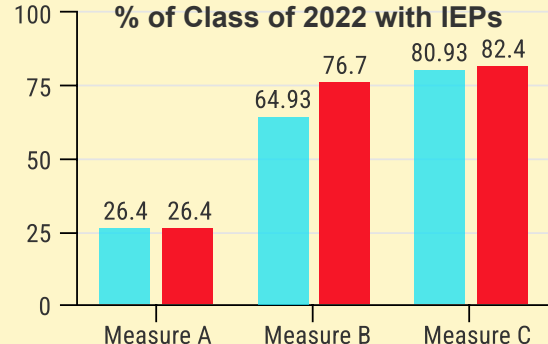
Hawaii teachers collect the data through a post-school outcomes survey by contacting former students one year after leaving high school.

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.



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

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 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 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.

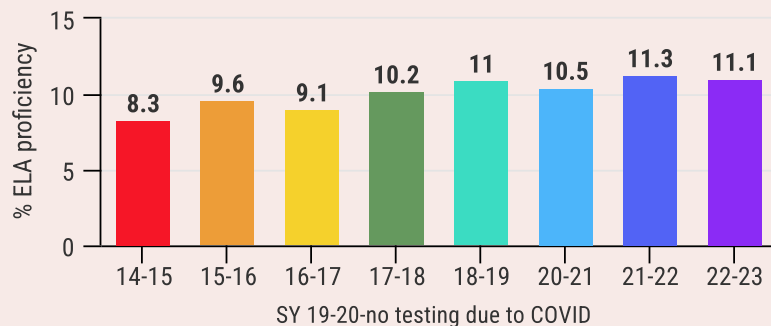
Hawaii's **SiMR** targets 3 subgroups of 3rd & 4th grade students from these eligibility categories:

- ▶ 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



Early literacy initiatives



Professional Learning Communities



Inclusive Education



Family Engagement



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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 17 - State Systemic Improvement Plan, please click on this [link to a feedback form](#).

December 2023

6 Tips For a Successful Return to School After Winter Break



#1



Prepare Your Kids for a Return to School & Schedules

A few days before, start talking about returning to school and let them know you will be getting back into daily routines. Tell them their teacher and friends are excited to see them.

#2



Reintroduce Their Bedtime Schedule

Start 3-4 days before school starts and put your child to bed 30 minutes earlier each day until you are at the normal school bedtime. This will help your child get back into routine in time for school to start and be less sleepy in the morning.

#3



Practice Waking Up for School

Sleeping in is part of the excitement of the holidays. A few days before school starts, start waking up 30 minutes earlier until you are at your normal wake-up time. On the first day back to school, give yourself an extra 15-20 minutes buffer in case of traffic, meltdowns or delays.

#4



Include Reading Time Every Day

Schedule time for the library, read beloved holiday books together, or set up a read-before-bedtime routine. It will help to reduce screen time and can prevent academic slide during long breaks, since reading is at the core of all subjects.

#5



Use a Gift Card and Buy Some New School Supplies

Having a new set of colored pencils and pencil sharpener might be just the thing to cheer up your keiki and get them excited for school. If you bought supplies at the beginning of school, save some for January.

#6



Plan Something to Look Forward to After School Starts

Making a plan for a simple activity like going to the park on Saturday or a play date with a friend on Sunday can help kids get past the anxiety of the first week back at school and give them something to look forward to.

Sources: <https://www.additudemag.com/how-to-beat-the-winter-back-to-school-blues/>
<https://mommybrain.com/help-transition-back-to-school-after-holiday-break/>
<https://www.lamadacademy.org/post/getting-back-into-school-routines-after-winter-break>

December 2023
SPIN News





Calendar of Events



12/2-12/29 **See the Trees and Wreaths at Honolulu Hale**
8:00 am - 10:00 pm Daily FREE
Visit Honolulu Hale all December long to see the decorated trees and wreaths, along with outdoor decorations around City Hall.

12/6 **Hilo Holiday Decorations & Santa Visit**
5:00 pm - 7:00 pm FREE
County of Hawaii Bldg, 25 Aupuni St, Hilo
Holiday lights, decorations and a visit with Santa or his elves. Especially for children and youth with special health needs and disabilities.

12/7 **EFMP Pajama Storytime 6:00 pm**
12/9 **EFMP Sensory-Friendly Storytime 9:00 am**
Both events are FREE at the Joint Base Pearl Harbor Military & Family Support Center.
For more info, call 808-474-1999.

12/8 **Special Education Advisory Council Meeting**
9:00 am - 12:30 pm FREE On Zoom
You are invited to join the HIDEOE and stakeholders to comment and share input on the 17 important indicators related to special education student success. Please fill out this form to register and choose your interest group: <https://forms.gle/QBax3f9rnHh47CfQ8>



12/9 **Saturday with Santa & Ho'omana**
10:00 am - 1:00 pm FREE
Windward Church of the Nazarene, 45-232 Pua'ae Rd., Kaneohe. Open to all, this sensory event will have several stations to make crafts, snacks and a movie. For more info and to register, visit our SPIN Events calendar: <https://spinhawaii.org/events/2023-12/>

12/9 **Special Olympics Young Athletes Makahiki**
9:30 - 11:00 am for ages 2 - 8 years FREE
91-610 Maunakapu St., Ewa Beach
An event for kids with and without a disability.
For more info: www.sohawaii.org

12/9 **Celebrate Ohana Festival Kailua-Kona**
10:00 am - 2:00 pm FREE
Old Kona Airport, Main Pavilion
Keiki crafts, entertainment, food trucks and more! More info at www.puakalehua.org

12/14 **Deaf Santa Event**
9:00 am - 12:00 pm FREE
Pearl Ridge Center
Open to all children, the Deaf Santa event will showcase sign language storytelling, mobility & orientation activities for students who are deaf/hard of hearing/deaf-blind or visually impaired, and a visit by Signing Santa.
For more info, email: Jamia.Green@k12.hi.us



1/6 **AccessSurf Hawaii Day at the Beach**
2/3 8:00 am - 2:00 pm FREE
Open to anyone with a physical or cognitive disability. Featuring assisted swimming and floating as well as surfing, trained volunteers and specialized equipment will help everyone enjoy an inclusive day at White Plains Beach.
Sign up: www.accessurf.org

1/18 **Opening Day for the Hawaii Legislature**
10:00 am Hawaii State Capitol FREE



2/17 **Orton Gillingham Teacher/Tutor Training**
2/24 8:30 am - 2:30 pm \$900 (\$100 discount for HIDA members) Le Jardin Academy, Kailua
3/2 33 hour course, in person. Email HIDA for an application: info-hida@dyslexia-hawaii.org
3/9 Parents can attend the first part of the training,
3/16 contact HIDA for more information.

2/27-2/28 **Pac Rim International Conference**
Hawaii Convention Center \$225 2-day parent rate.
Enter code: prspin24 and checkout as Kama'aina.

4/6 **SPIN Conference - In person**
9:00 am - 3:30 pm \$25 parent, \$50 professional
UH Manoa Campus Center on Oahu
Join us for "SPIN's Ocean of Possibilities" for live workshops with Zoom access, Resource Room, SPIN Awards lunch and awesome networking.
Airfare scholarships available for neighbor island parents. Find out more and download a registration form: www.spinconference.org

HAPPY NEW YEAR
2024!



For more events and happenings around the state, be sure to visit our website events calendar at <https://spinhawaii.org/events/> and like us on Facebook!

SPIN - Special Parent Information Network