

SPIN NEWS

The Newsletter for Parents of Children with Disabilities

SPECIAL
PARENT
INFORMATION
NETWORK

**December 2025
Volume XLI, 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, educators, agencies serving children with disabilities and their families and people with disabilities. SPIN also provides staff support to the Special Education Advisory Council (SEAC).

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Accountability: a Shared Responsibility

In our October issue, we urged our readers to stand together to maintain the protections of the Individuals with Disabilities Education Act (IDEA). With the recent staffing cuts in the U.S. Department of Education and the erosion of federal leadership, it is all the more important for Hawaii's parents, educators, advocates and community members to stand together in holding our state educational system accountable for producing positive outcomes for our students with disabilities.

RDA

Right now is the perfect

time of year to be involved in what the federal government calls Results-Driven Accountability (see our infographic on page 2). RDA stands for the monitoring system that determines if states are following not just the letter of the law, but also the spirit of IDEA.

SPP/APR

The RDA annual monitoring cycle involves the **State Performance Plan (SPP)**, a plan for continuous improvement typically organized into six-year cycles. The plan is organized around 18 indicators chosen by Congress and the U.S. Department of Education to link to successful outcomes for students. Once a year in February, Hawaii and other states and U.S.

territories must submit an **Annual Performance Report (APR)** with data from the previous school year on how well it performed on each of the 18 indicators compared to the targets set.

Stakeholder Involvement

Special education stakeholders must be included in setting targets on indicators, reviewing data annually and providing input on

improvement activities.

We are hoping that you will take the time to look at the indicator infographics included in the following pages to learn how Hawaii has set about to improve services to students

with disabilities. By clicking on the links to the feedback surveys you will help improve accountability by adding your valuable insight on what improvements are needed.



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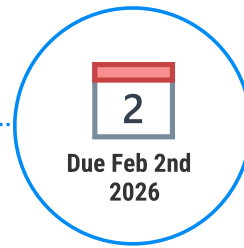


U.S. DOE Office of Special Education Programs (OSEP) FFY 2024 Cycle of Monitoring and Support System for Hawaii



1 Gathering Stakeholder Input on Hawaii's SPP/APR

The federally required State Performance Plan (SPP) and Annual Performance Report (APR) measure progress towards meeting special education targets set for compliance with the Individuals with Disabilities Education Act AND achieving results for students with disabilities. The multi-year plan and annual report must reflect input from a variety of educational and community partners, including parents.



2 Submitting Hawaii's SSP/APR to OSEP

The Annual Performance Report of the State Systemic Improvement Plan reflects final performance data and improvement activities on 18 indicators (graduation rate, school-age and preschool inclusion, student achievement, dropout rate, parent participation, etc.) including the State Systemic Improvement Plan (SSIP) targeting reading achievement of 3rd and 4th graders. It must be received by the Office of Special Education Programs by Feb. 2, 2026.



4 Differentiated Monitoring & Support (DSM)

OSEP's DMS system of determining what kind of technical assistance a state may require looks at four main components:

- ✓ compliance with IDEA regulations
- ✓ student performance outcomes
- ✓ the SSIP, and
- ✓ fiscal (how money is spent).



3 Annual Determination Letter from OSEP

OSEP reviews the APR sent by February 1st and makes a determination of the extent the state meets the requirements of IDEA. It then places Hawaii in one of 4 categories:

- Meets requirements
- Needs assistance *
- Needs intervention
- Needs substantial intervention

* Note: Hawaii has been in the **Needs assistance** category for the last ten years.

5 Site Visit (as needed)

OSEP's last site visit was in January, 2019.

SPP/APR Indicators and What They Measure

Here are the 18 indicators that the Office of Special Education Programs (OSEP) reviews each year to assess how well Hawaii is meeting the rules and getting positive results for students under the Individuals with Disabilities Education Act. Indicators 4, 9, 10, 11, 12, 13 and 18 are *compliance* indicators reflecting rules that must be met. Their *targets* are set at either 100% or 0%. Here are some examples:

1. Indicator 11, the % of students whose initial evals are completed within 60 days has a target set at 100%.
2. Indicator 9, the % of students who are over-represented in special education due to inappropriate identification, is set at 0%.

The remaining indicators (in bold print) are measuring *results* based on targets set by the state. These targets start with a baseline of how students are actually performing and then increase each year to encourage continual improvement.

On the following pages are infographics for nine of the 18 indicators which were the focus of discussion at the December 5th SPP/APR Educational and Community Partner Engagement Meeting, because they have a big impact on how students with Individualized Education Programs (IEPs) benefit from their special educational supports.

Under each indicator infographic you will see a link to more information as well as a **survey asking for your input by January 14, 2026**. We encourage you to add your voice to all those speaking up to improve the delivery of supports and services to our children and young adults.

Indicator	What Improvement the Indicator Measures
1	Improving graduation rates for students w/ IEPs
2	Decreasing dropout rates for students w/ IEPs
3A	Ensuring all students w/ IEPs participate in statewide assessments
3B	Improving proficiency on statewide assessments
3C	Improving proficiency on alternate assessments
3D	Reducing the proficiency gap for students w/ IEPs
4A	Reducing suspension rates for students with IEPs
4B	Reducing suspensions by race and ethnicity
5A-C	Providing services in the least restrictive environment (LRE) for school aged students w/IEPs
6A-C	Providing services in the least restrictive environment (LRE) for preschool students w/IEPs
7A-C	Improving the social emotional, knowledge & skills, and use of appropriate behavior of preschool students w/ IEPs (preschool outcomes)
8	Improving parent involvement in their child's education
9	Reducing the disproportionality of racial/ethnic groups due to inappropriate identification
10	Reducing the disproportionality of racial/ethnic groups in specific disability categories due to inappropriate identification.
11	Improving efforts to find and evaluate students within 60 days of parental consent for initial evaluation
12	Ensuring early childhood transitions with evaluations and IEP implementation by the child's 3 rd birthday
13	Improving transition services for students 16 and older with IEPs
14	Improving outcomes for students moving from high school to post-school activities
15	Increasing the settlement agreements resulting from resolution sessions
16	Increasing mediation agreements
17	Improving 3 rd and 4 th grade reading outcomes through a state systemic improvement plan (SSIP)
18	Correcting findings of noncompliance within one year

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.

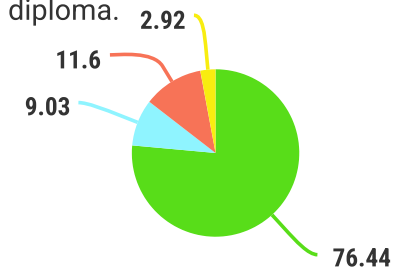
How the rate is calculated:

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)

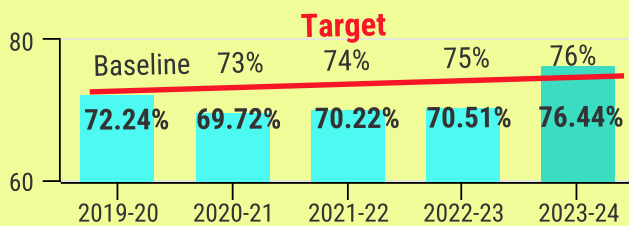
Then it divides students who left with a diploma by the sum of the four groups.

In SY 2023-24, **76.44%** of these exiting students with IEPs received a regular high school diploma.



Source: [Section 618 Data Table 4 - Exiting Students](#)

Progress towards increasing graduation rates:



76.44% of students with disabilities exited the Department with a regular diploma in 2023-24, making this the first group to meet the established target.

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](#).

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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 began the current State Performance Plan 6-year cycle in SY 19-20 with a baseline rate higher than the national average of 12.70%. The dropout rate of 11.6% for the Class of 2024 was the lowest in five years, and came very close to meeting its target.

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



1 in 4

students with ED dropped out in 2023-24.

Some Current Improvement Activities* Include:



[Inclusive Education](#)



[Family Engagement](#)



[HMTSS](#)



[CTE Career Pathways](#)



[Tutoring & 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](#).
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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:

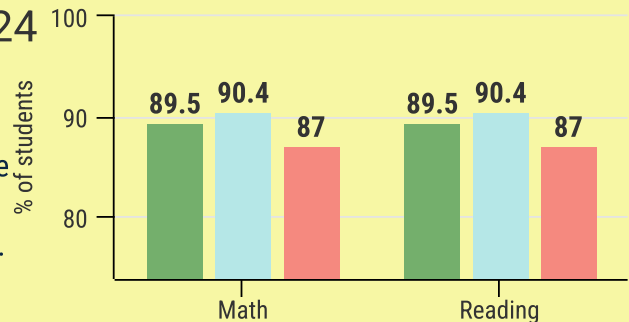
Performance on statewide assessments impacts graduation and dropout rates and influences transition goals and outcomes.

3A. Participation: all means all

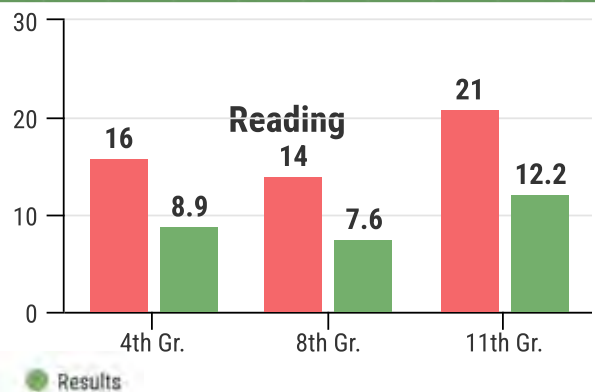
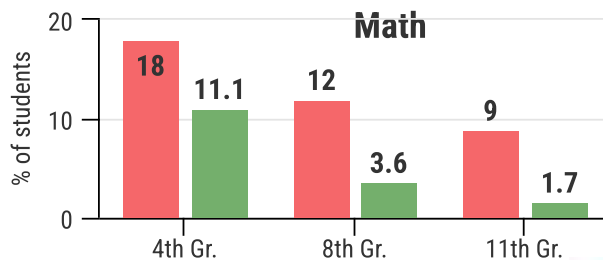
Every student in grades 4, 8 and 11 with an IEP is expected to participate in the annual statewide assessment with or without accommodations or through an alternate assessment that is intended for students with the most significant cognitive disabilities.

3A. Participation rate for SY 23-24

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 23-24 was greatest in 8th grade and lowest in 11th grade.



3B. Proficiency rate for SY 23-24



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](#).

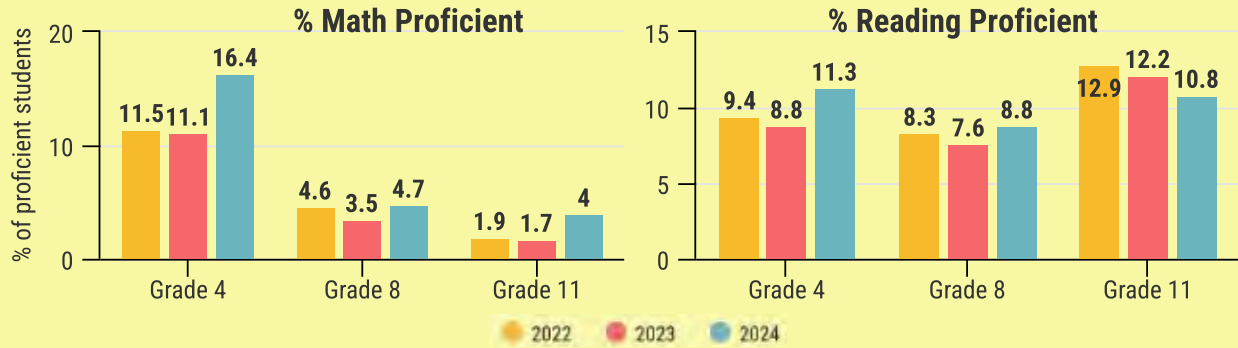
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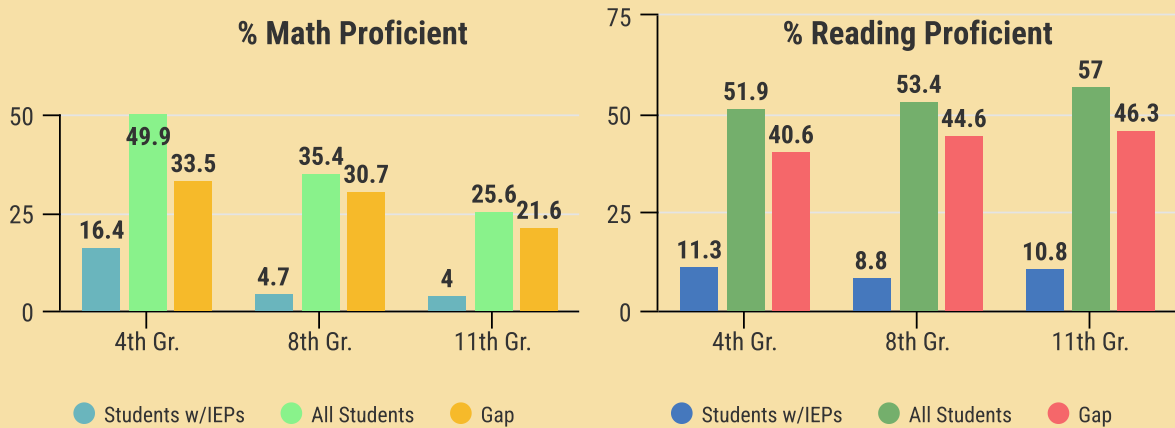
State Performance Plan/Annual Performance Report (SPP/APR) Indicator

Statewide Assessments

3B. 3-Yr. Proficiency Trends



3D. SY 24-25 Proficiency Gap-Students with IEPs vs. All Students



Gaps in proficiency rates for students with IEPs and all students are greatest in reading.

Some Current Improvement Activities*:



Professional Learning Communities



Family Engagement



Testing Accommodations



Reducing Chronic Absenteeism

*Click on links to learn more about these activities.



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 2025

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

Suspensions & Expulsions

What it measures:

A significant discrepancy in rates of suspension and expulsion for more than 10 days in a school year:

4A. In the overall rate for students with IEPs compared to students without IEPs, and 4B. In the rate for students with IEPs compared to students in general education *by race and ethnicity* AND the significant discrepancy resulted from schools not complying with requirements around IEPs, the use of positive behavior supports, and procedural safeguards,

Why it is important:

Suspensions can negatively impact academic achievement and regular attendance, increase dropouts while decreasing graduation rates, and cause family stress.

"Significant discrepancy"

indicates that the suspension rate for students with IEPs is 0.75 percentage points or more than the rate for students without IEPs. A rate difference of 0.50 has been identified as a warning sign to add supports that decrease the likelihood of a long term suspension.

4A. SY 23-24 Data - No significant discrepancy

129 students out of 20,222 students with IEPs were suspended for > 10 days

Rate = 0.64%

431 students out of 149,178 students without IEPs were suspended for > 10 days

Rate = 0.29%

Rate Difference

0.64% - 0.29% = 0.35%*

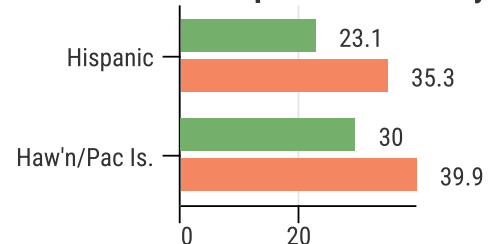
*This rate is below the 0.75% required for a significant discrepancy.

4B. SY 23-24 Data - Discrepancy by Race/Ethnicity

While Hispanic and Native Hawaiian/Pacific Islander students with IEPs did not meet the threshold of a significant discrepancy in the rate of suspensions for more than 10 days compared to students without IEPs, they did indicate an over-representation compared to the % of students with those ethnicities in special education.

● % SPED ● % Suspensions

% in SPED vs. % Suspensions > 10 days



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 4 - Suspensions/Expulsions, please click on this [link to a feedback form](#).

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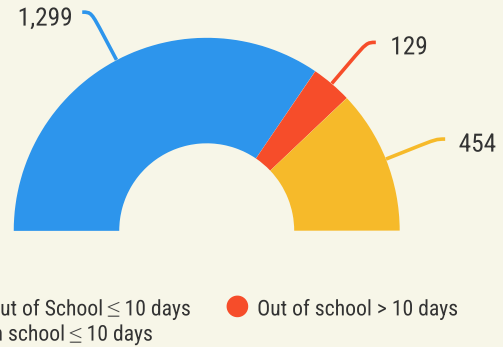
4+

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

More Data on Suspensions

Most suspensions of students with IEPs are 10 days or less.

In SY 23-24 there were **1,882** students with IEPs who were given out of school or in school suspensions. That number represents slightly more than 10% of the school-age special education population. Research has shown that suspensions of any length may result in negative outcomes for students including increased dropout and incarceration rates, and decreased graduation rates and job wages.

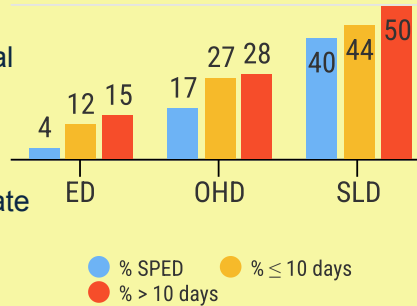


Source: [618 Data Table 5 for SY 23-24](#)

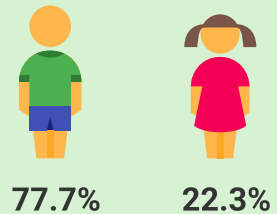
Note: In school suspensions >10 days were less than 10.

Students with emotional disabilities are at highest risk for an out of school suspension.

SY 23-24 students in three disability categories--emotional disabilities, other health disabilities and specific learning disabilities--were suspended at a disproportionate rate to their percentage of all special education students.



More male than female students had out of school suspensions in SY 23-24.



Some current Improvement activities* include:



Inclusive Skill-Building Learning Approach



Positive Behavior Interventions & Supports



Family Engagement



HMTSS

*Click on the links for more information



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 4 - Suspensions/Expulsions, please click on this [link to a feedback form](#).

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

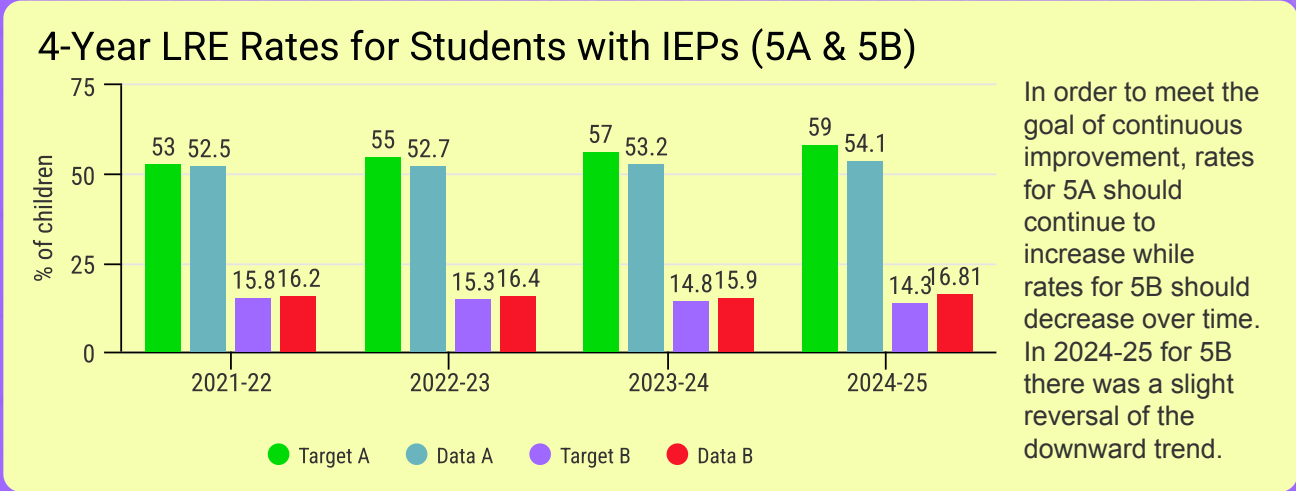
What it measures:


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.




 Children in a **separate school, residential, or home/hospital setting (5C)** in SY 24-25 made up only **1.0%** of the total population of students with IEPs.





Current Improvement Activities*:



[Inclusive education](#)

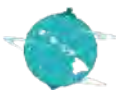


[Family Engagement](#)



[Inclusive Practices Website](#)

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



6

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

What it measures:

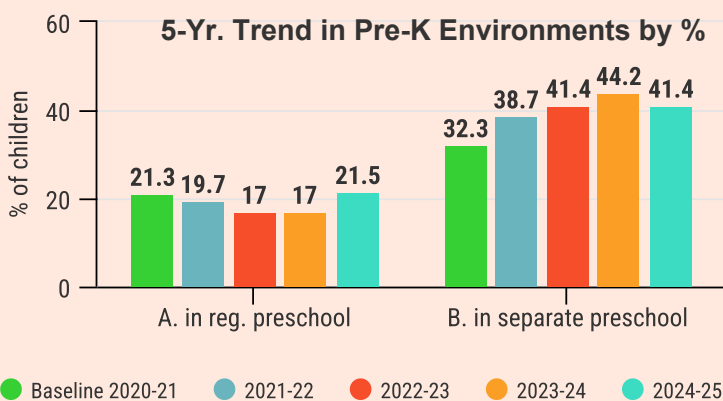
The percent of children with Individualized Education Programs (IEPs) aged 3, 4, and 5 who are enrolled in an early childhood program with non-disabled peers. This indicator measures children who:

- 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.

6A and 6B. Recent improvements in inclusive placements.



The SY 24-25 data show an increase in the number of students with IEPs in a regular early childhood program (6A) and a slight decrease in the number of students in a separate class (6B). While targets were not met, the current results are positive.

In SY 24-25 only 1.04% of preschool children with IEPs were receiving special education and related services in the home (6C).

Some Current Improvement Activities*:



[Ready Keiki Initiative](#)



[Expanding partnerships](#)



[More training in Inclusive practices](#)

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



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

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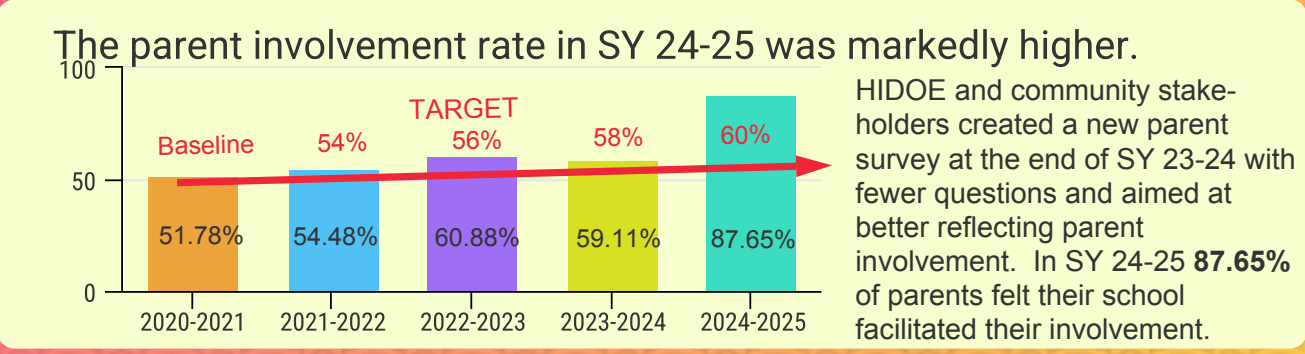
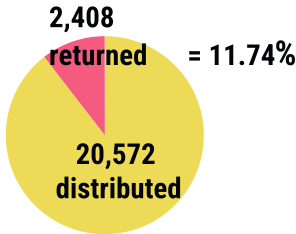
State Performance Plan/Annual Performance Report (SPP/APR) Indicator Parent Involvement

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

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

How the parent involvement rate and response rate are calculated:
Hawaii distributes the survey to the parents of all special education students. In SY 24-25 **20,572** parent surveys were distributed to parents and **2,408** surveys were returned.

- ▶ The **response rate** = the number of surveys returned divided by the number distributed. In SY 24-25 that percentage was 11.74%.
- ▶ The **parent involvement rate** shown below is the % of returned surveys that report that the school facilitated parent involvement.



Some Current Improvement Activities:

- Email a survey link to families at the end of the school year.
- 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 25-26 Parent Involvement survey.



SPIN 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 8 - Parent Involvement, please click on this [link to a feedback form](#). December 2025

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

What it measures:

Indicator 13 measures the percent of youth with IEPs aged 16 and above with an IEP that includes the following:

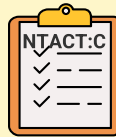
- 1) Appropriate measurable postsecondary goals; 2) Annually updated; 3) Age-appropriate transition assessment; 4) Transition services; 5) Courses of study; 6) Annual IEP goals related to the student's transition services needs; 7) Student was invited to the IEP Team meeting; and 8) A representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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 IEP's meet the Indicator 13 requirements are more likely to have positive outcomes in post-high school education/training, employment, independent living, and community participation.

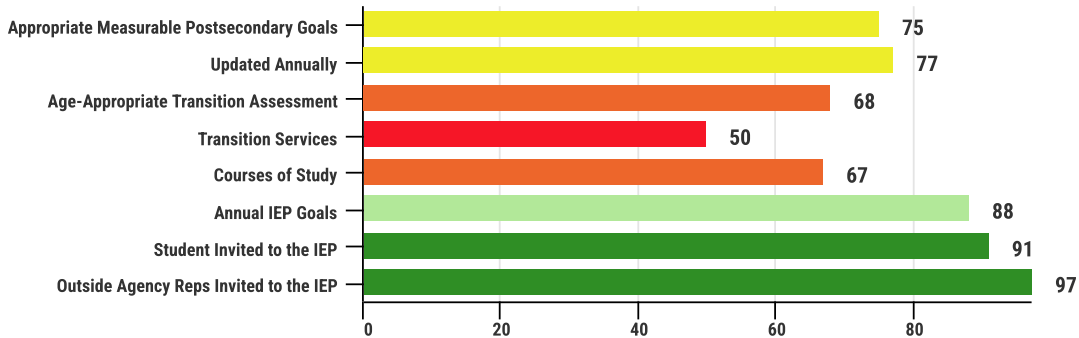
How it is measured:

Hawai'i uses the National Technical Assistance Center On Transition: The Collaborative (NTACT:C) Checklist:



If a student's IEP review shows any of the items do not meet the standard for compliance, that IEP is marked noncompliant.

Percentage of SY 24-25 IEPs Reviewed that were NTACT:C Checklist Item Compliant



Current improvement activities (click on link to learn more):



[Family Engagement](#)



[CTE Career Pathways](#)



[Professional Learning Communities](#)



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](#).
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State Performance Plan/Annual Performance Report (SPP/APR) Indicator State Systemic Improvement Plan

What it measures:

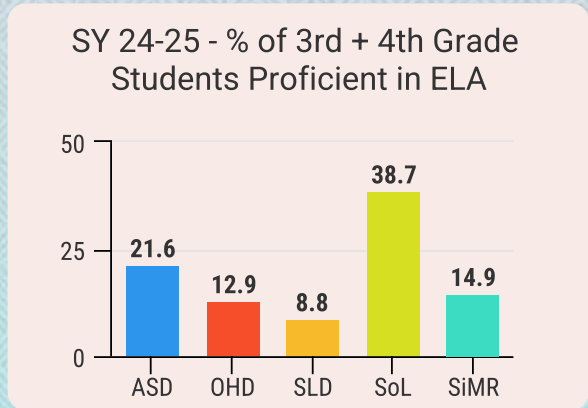
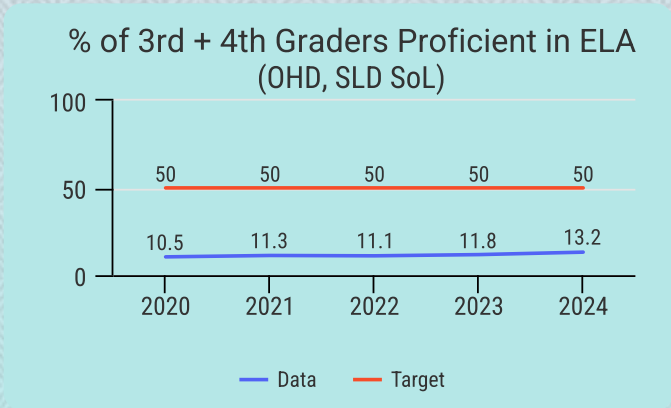
The outcomes of a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP is intended to help states strengthen their infrastructure to support local practice and to use data to make decisions to achieve better outcomes for students with IEPs. In 2024 Hawai'i stakeholders chose 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. The original focus has been on three eligibility categories of special education students. In SY 24-25 a fourth eligibility category--Autism Spectrum Disorder--was added requiring a new baseline and targets to be set.

Key measures included in the SiMR:

- 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.

The FFY 2024 **SiMR** now targets 4 groups of 3rd & 4th grade students from these eligibility categories:

- ▶ Autism Spectrum Disorder (ASD)
- ▶ Other Health Disabilities (OHD)
- ▶ Specific Learning Disabilities (SLD)
- ▶ Speech or Language Disabilities (SoL)



Improvement Activities



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 2025

WINTER CALENDAR

- 1/3 AccesSurf Day at the Beach**
2/7 9:30 am – 1:30 pm FREE
Join AccesSurf at White Plains Beach
For a day of assisted surfing and ocean
Access. Sign up at www.accessurf.org
- 1/9 SEAC Meeting**
2/13 9:00 am – 12:00 pm Virtual FREE
The Special Education Advisory Council,
meets monthly to discuss the unmet
needs of children with disabilities in
public schools. Public input is available
during each meeting.
For the Zoom link, visit the agenda page
<https://seac-hawaii.org/>
- 1/13 Read to Me International Foundation**
5:30 – 6:30 pm Virtual FREE
The event includes read-alouds, songs
And reading resources for parents and
Caregivers. Attendees will be mailed a
Free book after the event. For more
Info and a zoom link, visit our calendar
Page at www.spinhawaii.org/events
- 1/14 UH Men's Volleyball Practice**
1:00 – 2:00 pm In Person FREE
Join the Hawaii Autism Foundation as
They attend volleyball practice before
Game night. Registration required, sign
Up at www.hawaiiautismfoundation.org
- 1/15 Youth Mental Health First Aid for Adults**
8:30 am – 3:30 pm In person FREE
A skills-based training for adults to
recognize and respond to mental health
Or substance use challenges in youth
Aged 12-18. For more info, call 808-305-
9843. Register: <http://bit.ly/4dXmTi0>.

SPIN would like to wish you a very merry and safe holiday season! We are grateful for the parents, helping professionals and community partners who have kept SPIN going for more than 40 years!

Join us for the 40th annual SPIN Conference!
“SPIN is 40 and Fabulous!”

DATE: Saturday March 28, 2026

TIME: 8:30 am – 3:30 pm

LOCATION: UH Manoa Campus Center

We're going to party like it's 1986, celebrating 40 years of the SPIN Conference! So dust off those leg warmers, break out the Aqua Net and big earrings and come commemorate 40 years of:

- Networking
- Learning
- Advocating
- Supporting
- Connecting
- And Fun! Lots and lots of fun!

Visit our website www.spinconference.org for registration forms, table display applications and coming in January, airfare scholarships applications! It's going to be totally tubular, like for sure, dude!

