

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**  
**Introduction to the State Performance Plan**  
**(SPP)/Annual Performance Report (APR)**

**Executive Summary:**

**Attachments**

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**Number of Districts in your State/Territory during reporting year**

**General Supervision System:**

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

The Hawaii State Department of Education (HIDOE) is required under the IDEA to establish and maintain a system of general supervision that monitors the implementation of IDEA by the state. As a unitary system, Hawaii is a single State Educational (SEA) and Local Educational Agency (LEA). IDEA requirements are implemented by state-level offices, complex offices and schools. HIDOE ensures that:

- all children/youth with disabilities have available a free appropriate public education (FAPE);
- rights of children/youth with disabilities and their parents are protected; and
- federal and state special education requirements are implemented, monitored, enforced and reported on.

HIDOE monitors through HIDOE's General Supervision and Support (GSS) system all public schools, including public charter schools and complexes through a desk audit using the electronic Comprehensive Student Support System (eCSSS) and the Longitudinal Data System (LDS) databases. The indicators reviewed included the following:

- 60-day evaluation timeline
- Three-year reevaluation
- Suspension
- Early Childhood transition (Individualized Education Program (IEP) in place by student's 3rd birthday)
- Post Secondary transition
- Individual Education Plan (IEP)

Any findings of noncompliance identified, were issued to the appropriate complex through the Special Education Compliance Action Table (SPED CAT) database. The SPED CAT database was specifically developed as the compliance monitoring database in Hawaii's System of general supervision. Once informed, complexes correct or resolve all instances of noncompliance, verify the correction process, and provide evidence to HIDOE monitors that subsequent processes will be appropriately implemented. Timely correction of noncompliance is reviewed and verified by HIDOE. In spring 2017, SEA monitoring duties began to transition to the Monitoring and Compliance Office (MAC) from the Special Education Section (SES).

HIDOE's GSS also includes its Dispute Resolution System. The Dispute Resolution System includes the State Written Complaints, Mediation, and Due Process Hearing systems. HIDOE is proud of its Dispute Resolution System which validates that the state continues to provide a FAPE to students with disabilities. HIDOE's number of due process cases have decreased over time from a high of two hundred fifty (250) cases to an average of seventy-seven (77) cases over the last five years.

HIDOE's GSS also includes the monitoring of fiscal and resource management. Monitoring includes all districts and complexes and covers the use of SY 2016-2017 IDEA Part B funds. The monitoring of IDEA funds is based on allowable costs, fixed assets, and payroll certification as they relate to project proposals for districts, complexes, and schools.

IDEA 2004 regulations permit the use of up to 15% of Part B funds to develop and implement Coordinated Early Intervening Services (CEIS) for students who have not been identified as students with disabilities under IDEA, but who are determined to need additional academic and behavior supports to succeed in general education. When a district/complex area decides to use IDEA funds for CEIS, a CEIS plan as part of their Project Proposal must be submitted. A handbook for guidance was developed by SES on the use of CEIS funds and CEIS plan development.

The State's determinations for both FFY 2015 and 2016 were categorized in the "Needs Assistance" category. Pursuant to section 616(e)(1) of the IDEA

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and 34 C.F.R. § 300.604(a), OSEP's June 28, 2016 determination letter informed the State that it must report with its FFY 2015 SPP/APR submission, due February 1, 2017, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. HIDOE sought out technical assistance from various technical assistance groups to improve our SPP/APR submittal. HIDOE received technical assistance (TA) from the following service providers: Office of Special Education Programs, WestEd, National Center for Systemic Improvement (NCIS), the IDEA Data Center (IDC), National Technical Assistance Center for Transition (NTACT), Center for IDEA Fiscal Reporting (CIFR), and Early Childhood Technical Assistance Center (ECTA).

Through the advice of our TA providers, HIDOE corrected and adjusted the FFY 2015 SPP/APR submission ensuring that the evidence accurately reflected the necessary improvements conducted in improving outcomes for students with disabilities.

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### Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

HIDOE's Office of Curriculum, Instruction and Student Support (OCISS), Special Education Section (SES) provides leadership, technical support and training to complex areas, schools, and parents in organizing the instructional and student support components to maximize the use of available resources. SES is responsible for developing standards and policies, and rules for the education of students with disabilities ages 3 to 22, for application throughout the school system. The purpose of the technical assistance is to improve statewide compliance and increase performance for students with disabilities. The technical assistance provided by the SES, can be grouped into the following areas:

Guidelines are developed to implement and clarify compliance requirements and/or programs. Guidelines developed by the State include but are not limited to:

- Chapter 60 Guidelines
- Extended School Year (ESY) Guidelines
- Transportation Guidelines (DRAFT)
- Private School Participation Project Guidelines

Memos function in the same manner as guidelines, but target specific topics or situations. Memos are developed to create/clarify procedures and policies. HIDOE keeps a repository for state memos to be accessed as needed. Examples of memos include:

- Guidance for Out-of-State Placements
- Community Based Instruction
- Students with Disabilities and Private Schools
- Classroom Observations of Special Education Students by non-DOE personnel
- Private School Monitoring
- Definition of Education Records for IDEA Eligible Student
- Transfer of Educational Rights
- Parent and Stepparent Rights Under FERPA

District Educational Specialist (DES) Professional Learning Community (PLC) and meetings are held monthly. This includes the district educational officers in special education, autism and school based behavioral health. Attendance to these meetings provided the opportunities to network, share expertise and participate in activities to meet state and federal requirements to improve outcomes for students with disabilities. During PLCs, problem solving strategies are utilized to collaboratively find solutions to difficult or complex issues.

HIDOE has several data systems in place that assist the state, complexes, districts, schools and teachers in managing and tracking student data, and ensuring state and federal regulations are being met. The data systems include but are not limited to:

- Electronic Comprehensive Student Support System (eCSSS): Provides student information relating to special education, English Language Learners, assessments, disciplinary data, and an early warning system;
- Electronic Student Information System (SIS): Provides student biographical data, attendance, class lists, school master schedules, grades, enrollment, parent information, student health information, and homelessness;
- Longitudinal Data System (LDS): Provides reports and dashboards where teachers and administrators can access data about student academic progress and performance;

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- Financial Management System (FMS): Provides a repository for service verification and budget data;
- Special Education Compliance Action Table (SPED CAT) database: Provides a compliance monitoring database for Hawaii's System of general supervision.
- The SES is available to provide guidance and answer questions via phone calls, written correspondence and emails received by parents, the general public, teachers, schools, districts, complexes, legislators and the Hawaii State Board of Education.

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### Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

HIDOE created an intradepartmental network (intranet) to provide resources for department employees. A webpage on the intranet contains commonly referenced memos, resources for the common core instruction program support, Strive HI for All (SHA) modules, video resources and other resources.

With HIDOE's rollout of the Common Core State Standards and Common Instructional Materials, classroom teachers requested assistance with use of the materials for special needs students. As a result, the SES developed materials and provided training in English/Language Arts and Math to district and school personnel. These professional development materials were also presented at the State Leadership Symposium to school, district, and state administrators. Another resource, a research-based effective teaching strategies for students with learning disabilities module, was developed and is available on the intranet.

To improve student outcomes, a series of SHA modules was developed to improve teacher effectiveness and student outcomes. These modules increase the emphasis on instructional rigor and relevance and the use of best practices. Modules include:

- An Overview of Standards-Based IEPs,
- Standards-Based Common Core,
- Present Levels of Performance (PLEP),
- Goals and Objectives,
- Especially Designed Instruction,
- Inclusive Practices,
- Preschool Transition, and
- Secondary Transition.

Districts and complexes have participated in interactive discussions and follow-up practice sessions around the modules. The modules include a voice-over, scripted power point presentation with notes, handouts, tools, support activities, resources, and guiding/reflective questions. Presentations were also delivered to parent groups.

In addition, DESs provide a variety of professional development training to their complexes and school personnel including teachers new to special education, to address their individual needs.

SES also provides professional development to administrators in-training on special education topics annually.

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### Stakeholder Involvement: apply this to all Part B results indicators

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

In December 2014, identified stakeholders from the Department of Education, parents, and community received results and longitudinal data for Performance Indicators. A template allowed stakeholders to set targets for all indicators in the submission of the Annual Performance Report (APR).

In the effort to support students with disabilities in the State of Hawaii, HIDOE disseminated the APR data to stakeholders and attended the Special Education Advisory Council (SEAC) meeting in December 2017. HIDOE reviewed the data with representatives from various stakeholder group such as the Special Parent Information Network (SPIN), Learning Disabilities Association of Hawaii, and the Community Children's Council Office (CCCO).

### Attachments

1/25/2018

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### Reporting to the Public:

How and where the State reported to the public on the FFY 2015 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2015 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2015 APR in 2017, is available.

Within a week after submittal to OSEP, the SPP/APR will be posted on the Hawaii Department of Education homepage. A current SPP/APR report can be viewed at:

<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Special-Education-Performance-Report.aspx>

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### Actions required in FFY 2015 response