

Part B State Performance Plan (SPP) for 2005-2012

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

Measurement:

States must report using the adjusted cohort graduation rate required under the ESEA.

Overview of Issue/Description of System or Process:

This is a third revision to the Part B State Performance Plan (SPP), Indicator 1, originally submitted to the U.S. Department of Education, Office of Special Education Programs (OSEP) in December 2005.

Per OSEP requirement (Part B Indicator Measurement Table), states must now use the methodology that Title I of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind Act of 2001 (NCLB) applies to determine graduation rates of students with Individualized Education Programs (IEPs). In Hawaii, that method defines the graduation rate as the percentage of students who graduate from public high school with a regular diploma in the standard number of years (which is four). This methodology does not recognize students with IEPs who require five or more years to earn the high school diploma. Hawaii Department of Education (HIDOE), Systems Accountability Office (SAO) will be working with Hawaii's Special Education Section (SES) in providing the graduation data for future SPP/Annual Performance Report (APR) reports. According to the SAO, an Adjusted Cohort Graduation Rate will be applied to HIDOE's graduating class of 2011 for the first time.

Note that for Federal Fiscal Year (FFY) 2010-2011, because of a change in the calculation methodology, data from FFY 2010-2011 cannot be compared with data from FFY 2009-2010. The 2010-2011 on time graduation data are based on a new four year Adjusted Cohort Graduation Rate methodology. The cohort of this new method differs from the previous method in that it includes students who transferred to the state (or school) anytime during the four year period prior to graduation following the establishment of the first-time ninth grade cohort.

Due to the changes in calculating the graduation rate to a common, more accurate and rigorous measure as defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), for FFY 2011-2012, the HIDOE is submitting a revised SPP with a new baseline. This new measure, defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), as "the four-year adjusted cohort graduation rate (hereafter referred to as "the four-year graduation rate") is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period."

Requirements for the Hawaii *High School (HS) Diploma* for the graduating classes of 2007, 2008, 2009 include 22 credits---4 credits each in English and Social Studies; 3 credits each in Mathematics and Science, 1 credit in Physical Education, ½ credit each in Health and Personal Transition Plan, and 6 elective credits in any subject area. An optional *Board of Education (BOE) Diploma* requires 2 additional credits in one of the following, World Language, Fine Arts, or Career

and Technical Education. A *Recognition Diploma* is awarded a student who earns a grade point average of 3.0 or higher, and it includes three categories: Cum Laude, Magnum Cum Laude, and Summa Cum Laude. With the graduating class of 2010, the requirements for the HS Diploma increase from 22 to 24 credits and students earning the BOE Diploma must accumulate 25 credits and successfully complete a Senior Project.

Students with an IEP also have the option to work toward a Certificate of Completion of an Individually Prescribed Program ("Certificate"). The "Certificate" is not a diploma, but represents student's successful completion of a program specially designed to meet that student's unique needs and learning challenges. While available, data on Certificates earned will not be provided in this report.

Baseline Data for FFY 2011 (2011-2012):

Data for FFY 2010-2011, based the new four year graduation rate will be used as baseline.

Number of students in Grade 12, SY 2010-2011	13,462	
Number of students with IEPs in Grade 12, SY 2010-2011	1,510	
Number and percent of all Grade 12 students earning a regular high school diploma	10,837	80.5%
Number and percent of students with IEPs earning a regular high school diploma	896	59.3%

Discussion of Baseline Data:

The graduation rate is 59.3% for FFY 2010-2011 and was calculated using the new four-year adjusted cohort graduation rate. 59% will be the new baseline for this indicator.

The targets (below) mirror Hawaii's Adequate Yearly Progress (AYP) annual measurable objectives for graduation rates at the school and state levels. As required by OSEP these will also be the SPP/APR targets for reporting for FFY 2011 and forward.

FFY	Measurable and Rigorous Target (Revised 12/12)
2008 (2008-2009)	The percent of students with IEPs graduating with regular diplomas (within four years) will be 80%. (Revised, 2/10)
2009 (2009-2010)	The percent of students with IEPs graduating with regular diplomas (within four years) will be 80%. (Revised 2/10)
2010 (2010-2011)	The percent of students with IEPs graduating with regular diplomas (within four years) will be 80%. (Revised 2/10)
2011 (2011-2012)	The percent of students with IEPs graduating with regular diplomas (within four years) will be 82%. (based on HDOEs NCLB accountability workbook which has been accepted by the USDOE.)
2012 (2012-2013)	The percent of students with IEPs graduating with regular diplomas (within four years) will be 85%. (based on HDOEs NCLB accountability workbook which has been accepted by the USDOE.)

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
DISCONTINUED Provide support to secondary schools that are not meeting the AYP and are requesting assistance in identifying root causes for low student achievement. Provide data that may indicate the kinds of supports needed by IDEA students in order to be more successful in working toward and earning a high school diploma.	Fall 2005 and ongoing as schools are identified or request assistance	Special Education Section (SES) and resources of the various regional areas (specialists, resource teachers, student support teams, etc.)
DISCONTINUED Conduct data analysis of high schools identified as having high graduation rates for students with IEPs (approximately 79%) to determine reasons for high rates and provide recommendations, if any, to the school and regional area administrator for improving the graduation rates of students with IEPs. Activities may include: - Survey high schools with high graduation rates (79%+) for students with IEPs. Have schools rate their level of implementation of the 15 effective strategies that positively impact student graduation/ dropout rates. (Strategies identified by the National Dropout Prevention Center.) - Use information and data obtained from Hawaii's post-secondary transition survey to identify indicators of success that include supports for students who earned a diploma. Use information for future planning efforts. - Encourage and support high schools in providing more opportunities for all students, including students with IEPs, to earn the necessary 24 credits in order to meet the requirements of receiving a regular diploma. (i.e., expanded master schedules allow for more than six credits to be earned per school year: seven-period schedules, four-course/ semester block scheduling, summer school) - Provide professional development and technical assistance for schools that are creative inclusive programs/classes. Share research, strategies, and successful practices from other schools.	Spring 2006 and ongoing Fall 2007 Fall 2007 Spring 2006 and ongoing Fall 2006 and ongoing	Information Resource Management Branch (IRMB); HIDOE Office of Human Resources; SES resources of the various regional areas SES, SPP/APR Stakeholder's Group SES, regional area support teams

Improvement Activities	Timelines	Resources
DISCONTINUED Provide professional development for regular and special education teachers to ensure the delivery of a curriculum based on the Hawaii Content and Performance Standards III (HCPSIII) and the use of instructional strategies that challenge all students to perform at high levels of expectation. Review Statewide Assessment Data to determine whether high expectations and student-centered instruction is supporting the success of students in our classrooms. Identify schools with high student achievement.	Ongoing as schools are identified or request assistance Fall 2008 and ongoing	SES State Educational Specialists, State Resource Teachers; Instructional Services Branch State Educational Specialists, State Resource Teachers
DISCONTINUED Work with Transition Teachers and school staff at high schools to promote activities that focus on planning for a successful high school experience and preparation for post high school. Encourage parent participation which is necessary to support the transition of a student with a disability.	Spring 2008 and ongoing	SES, regional transition coordinators, transition teachers at school level
DISCONTINUED Work with Positive Behavior Supports (PBS) Program and to analyze school and student data that may have implications for school, student support, and intervention. Determine impact of budget and program cuts, i.e., decrease in student supports, programs, interventions, and lower graduation rates.	Fall 2008 and ongoing	SES, Student Support Services Branch
COMPLETED Work with personnel from HIDOE Comprehensive School Alienation Program (CSAP)/Special Motivation Program to review current data regarding services to at-risk students, including students with disabilities. Purpose is to determine the impact of major service reductions (due to budget cuts) on students' return to general education programs and/or graduation from high school.	SY 2008-2009	HIDOE CSAP/Special Motivation/Alternative Learning Centers, etc.)
COMPLETED Review methods of collecting graduation data and opportunities to gather and report graduation rates that are more consistent with new regulations for NCLB.	SY 2008-2009	HIDOE SAO

Improvement Activities	Timelines	Resources
DISCONTINUED Provide regional areas and schools, with graduation and various other data (related to students with disabilities) that may help them to more strategically focus on school improvement efforts to increase the number of students with IEPs earning a high school diploma. Data may include: graduation, dropout, Least Restrictive Environment (LRE), disaggregated scores on the Hawaii State Assessment Program (HSAP) for the disability subgroup, transition planning, post-school outcomes, etc.	SY 2009-2010	SES, SAO, regional support teams
DISCONTINUED Research partnerships with various local Universities to allow graduate students in Special Education to receive practicum hours in assisting students with disabilities to gain credits during HIDOE summer school.	SY 2010-2013	HIDOE
DISCONTINUED Implement the HIDOE American Reinvestment and Recovery Act Charter on Inclusive Practices.	SY 2010-2011	HIDOE
DISCONTINUED NEW FFY 2010 To increase student participation in educational decisions pertaining to post-secondary transition, graduation/drop-out, and discipline, HIDOE will develop and initiate a project targeting middle school and high school students, their parents and teachers, to increase: - self-advocacy skills - self-determination skills - student participation in their IEPs Improvement will be measured by: 1. development of a project plan 2. the number/type of activities and products 3. the number/percent of students attending their IEPs. 4. sample of student results on self-advocacy and/or determination scales (to be determined) [This activity is included in Indicators 1, 2, 4, 13, 14,]	Project plan to be completed by Dec. 2012. Other timelines will be established based on the project plan.	SES Parent/Community Partners

Improvement Activities	Timelines	Resources
NEW FFY 2011 Provide support and technical assistance to districts and schools where teachers are systematically implementing classroom interventions and applying inclusive practices (i.e. co-teaching) for students with IEPs and other special populations through the Po'okela Schools of Educational Excellence Project. The focus will be on inclusive instructional practices for diverse groups of students, the use of data to guide instruction and interventions, and rigorous learning experiences for all students.	Beginning SY 2011-12 and ongoing	HIDOE
Through the General Supervision and Support (GSS) system, provide complexes with relevant data and support for programs and services that positively impact the long-term outcomes for students with disabilities and their non-disabled peers. Per the Part B Indicator Measurement Table (OMB NO: 1820-0624 /Expiration Date: 7/31/2015) are being consolidated so there will be one set of activities covering Indicators 1 and 2.	Beginning SY 2011-12 and ongoing	HIDOE