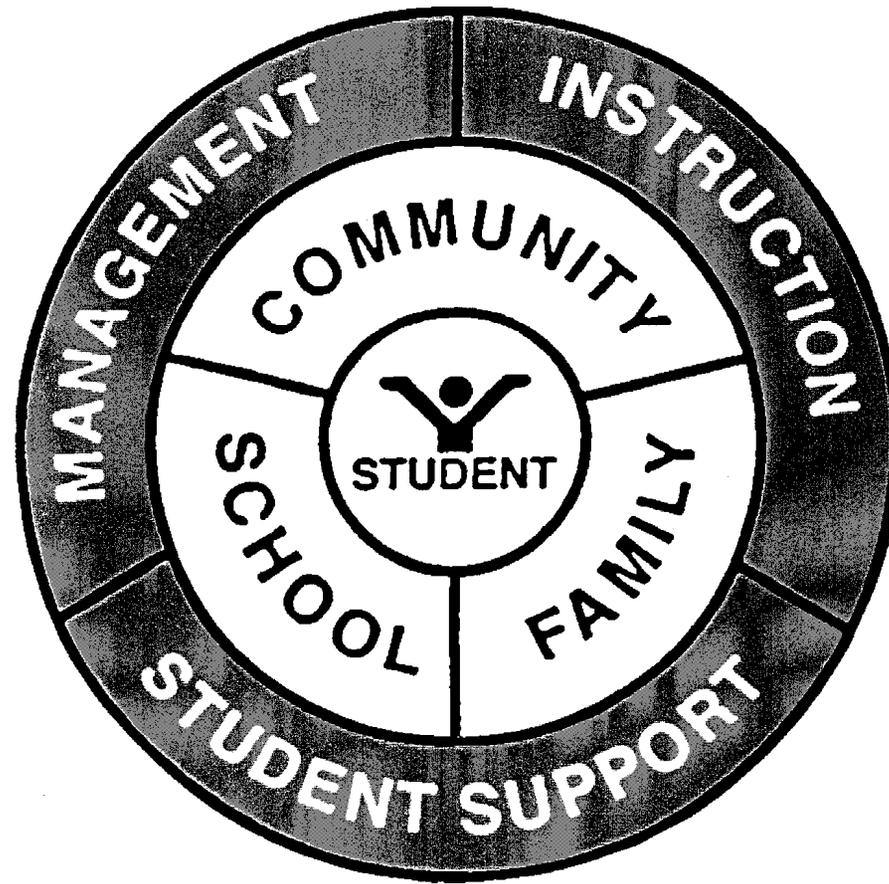


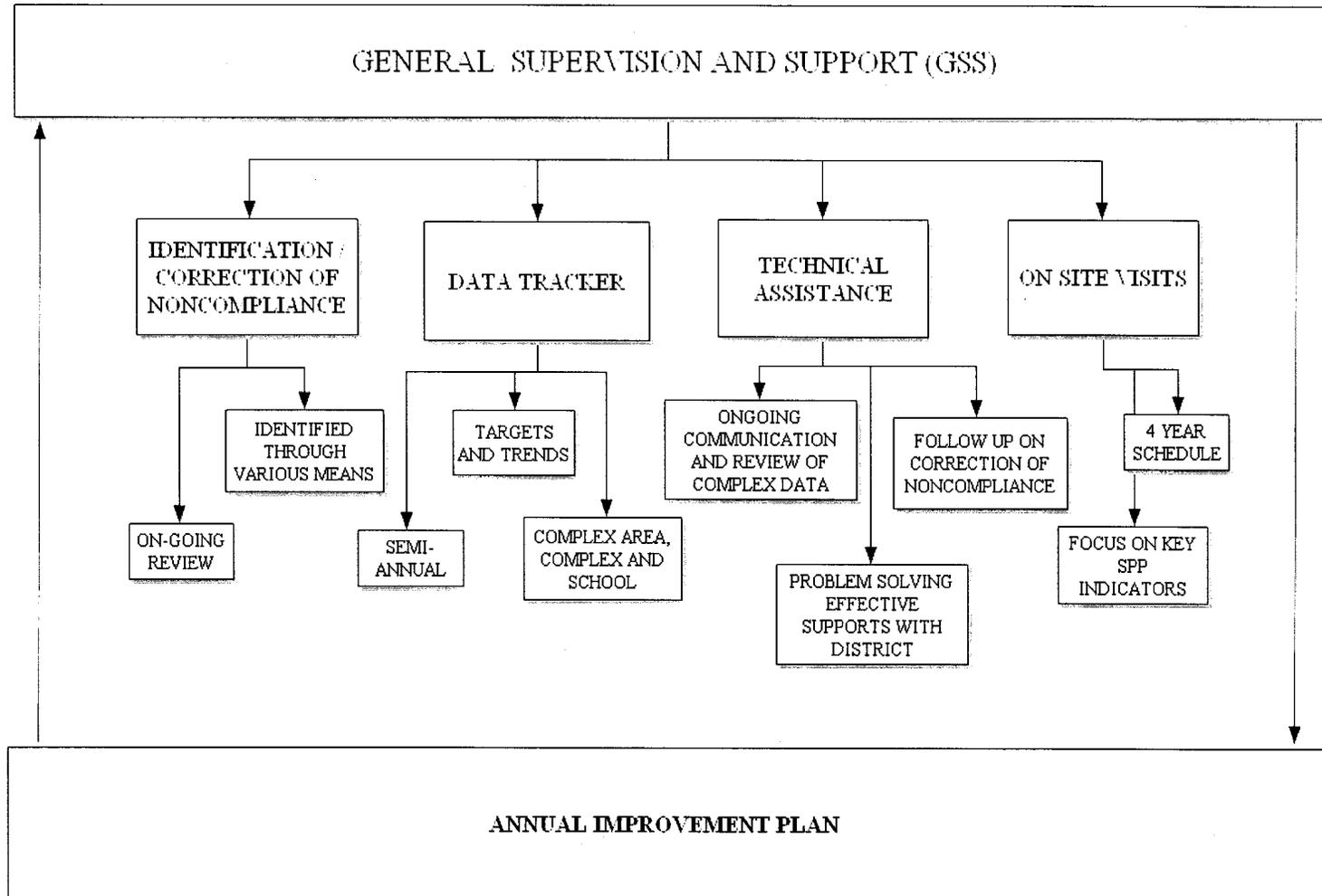
**Board of Education
Committee on Curriculum,
Instruction & Student Support
March 14, 2011**

**Update/Discussion on the Felix
Consent Decree and Inclusion**

Comprehensive Student Support



Special Education GSS Process



Compliance Data & Current Activities

- State Performance Plan/Annual Performance Report (SPP/APR)
 - Disproportionality by ethnicity & eligibility = 0%
 - Evaluation Timeline = 98%
 - Preschool Transition = 98%
 - General Supervision = 99%
 - Timely and accurate data = 97%
- Identification & correction of noncompliance
- Data Tracker

Performance Data & Current Activities

- State Performance Plan/Annual Performance Report (SPP/APR)
 - Least Restrictive Environment (LRE)
 - Preschool LRE
 - Preschool Outcomes
 - Parent Involvement
 - Postsecondary Outcomes
- Hawaii Progress Maps
- Po'okela Projects- Centers of Educational Excellence

Least Restrictive Environment

- Statewide Results for students with disabilities

Percent	(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY		(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	
	Actual	Target	Actual	Target
FFY 2008	25.92%	25%	31.82%	29%
FFY 2009	27.87%	27%	31.54%	26%

Early Childhood Special Education

- Collaboration with Early Intervention (0-3) to ensure smooth and effective transitions
 - Data is reviewed and reported annually to OSEP in the SPP/APR
 - Any noncompliance is cited and corrected
- Measuring Program Effectiveness
 - Preschool Outcomes Measurement System (POMS)
 - Measures program effectiveness in three areas
 - Positive social-emotional skills
 - Knowledge and skills (including early language/ communication and early literacy)
 - Use of appropriate behaviors to meet needs

Early Childhood Special Education

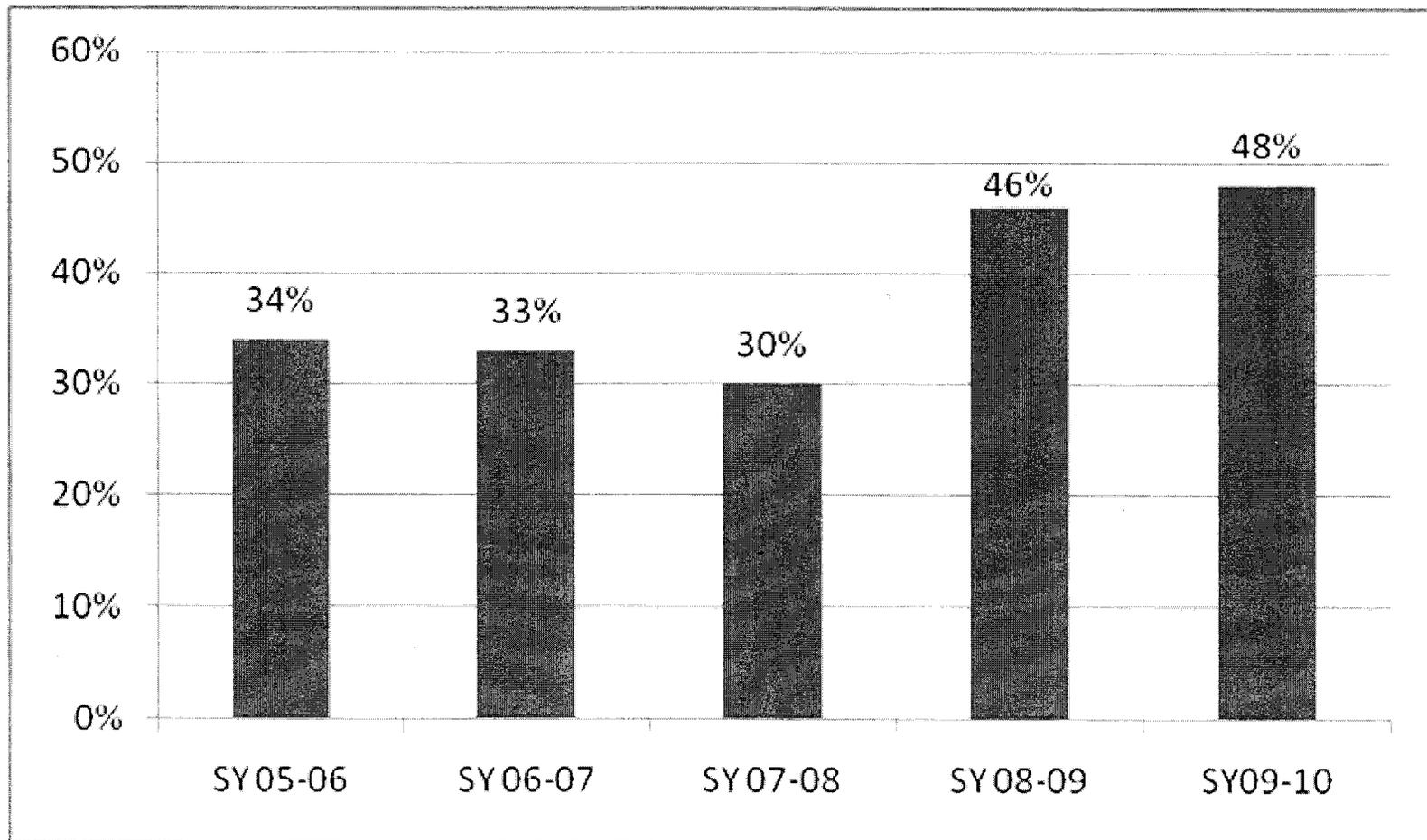
- Inclusion with typically developing peers
 - Continues to be the most challenging area for improvement
 - Strong partnership with Head Start programs and a few other community preschools
- Preschool ARRA Project
 - Professional development on evidence-based practices
 - Supports on-going improvement efforts targeting positive results for children.

Parent Involvement

- The survey measures parents' perception of successfully facilitating involvement in improving services and results for their child.
 - Six (6) level rating scale
 - Data reports on only Strongly Agree and Very Strongly Agree
- The survey administered by the HIDOE consists of a 25-item rating scale, developed and validated by the National Center for Special Education Accountability Monitoring (NCSEAM).

Parent Survey Results

- Schools facilitating parent involvement



Postsecondary Outcomes

Class of	Total SPED "leavers"	Respondents to survey	Competitively Employed or Attend a Post-Secondary Educational Program (%)
2004	1326	529 (39.8%)	420/529 = 79.4%
2005	1419	653 (46.0%)	561/653 = 85.9%
2006	1438	880 (61.2%)	704/880 = 80%
2007	1377	814 (59.1%)	638/814 = 78.5%
2008	1476	828 (56.5%)	573/828 = 69.2%
2009	1371	643/1371 (46.9%)	Enrolled in higher education, employed, or in a training program: 498/643 = 77%

**Based on a phone survey w/ the option of a mail-in written response

Hawaii Progress Maps

- Help teachers to support struggling learners by providing
 - Clearer learning targets
 - Improved understanding of the paths to benchmark proficiency for grades K-8 reading and mathematics (“how to get there from here”)
 - Awareness of the need for formative assessment data
 - Helped with the design of appropriate instruction and future assessment
 - Help with student progress monitoring
 - Seeing students according to what they CAN do not what they CAN NOT do

Po'okela Project

Centers of Educational Excellence

- Establishment of statewide model Centers of Excellence
 - Inclusive Practices: Access to Common Core State Standards
 - Autism
 - 10 sites with plan to expand
- Five year plan to ensure sustainability, expansion and continuous improvement

Federal Office of Special Education Programs (OSEP) Oversight

- OSEP Annual Review
 - Reported annually through the SPP/APR since 2005
 - OSEP monitoring (October of 2010)
 - Systems in place for continuous monitoring
- OSEP determination levels
 - Meet requirements
 - In need of assistance
 - In need of intervention
 - In need of substantial intervention
- Hawaii has met requirements for five years