

Student Achievement Committee
February 1, 2018

Complex Area Superintendent Report

Special Education in the Nanakuli-Waianae Complex Area

Ann Mahi
Complex Area Superintendent
Dr. Shawna Ortogero
Dist. Ed. Specialist, Special Education
Daniel Addis
School Renewal Specialist

Disa Hauge
Principal, Waianae High School
Nelson Shigeta
Principal, Makaha Elementary School

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Special Education Vision and Mission

Vision: To provide equity and optimal opportunities for students with disabilities to become successful and productive members of our society.

Mission:

- Provide professional development on standards based education and related services to school faculty, staff, and administration.
- Provide coaching and mentoring for all special education teachers.
- Create partnerships with local businesses and non-profit organizations to provide opportunities for students with disabilities to become college, career and life ready.
- Fulfill all legal mandates per Hawaii Revised Statutes (Chapter 60) and federal law (Individuals with Disabilities Education Act) for identified students with disabilities.

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Special Education Enrollment

School Year	Total Student Population	Special Education Population	NW CA SpEd Population	State SpEd Population
2014-15	8097	1127	13.92%	9.7%
2015-16	8228	1166	14.17%	9.8%
2016-17	7931	1188	14.98%	9.8%
*2017-18	7770	1388	17.86%	10.78%

Source: HIDOE Trend Reports; *Longitudinal Data System/eCSSS

- Increase over the past four years to nearly 18%
- NW currently has the highest SpEd percentage in the state

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Who are our IDEA Students?

Eligibility Categories	# of Students
Autism (Delays impacting communication skills and social interactions)	66
Developmentally Delayed (Ages 3-8: Deficits in motor, communication, or adaptive skills)	175
Emotional Disability (Inappropriate behaviors or feelings under normal circumstances, inability to maintain relationships)	96
Intellectual Disability (Subaverage intellectual functioning)	232
Multiple Disabilities (Subaverage intellectual functioning, adaptive deficits)	45
Other Health Disability (ADD, ADHD, Health impairment)	187
Specific Learning Disability (Processing disorder in academic or skill area with average cognitive functioning)	553
Speech or Language Disability (Oral communication deficits)	14
Hard of Hearing (Hearing loss), Orthopedic Disability (Bone/muscle abnormalities), Traumatic Brain Injury (Injury to brain), Visual Disability (Vision loss)	(> 10 per Category)

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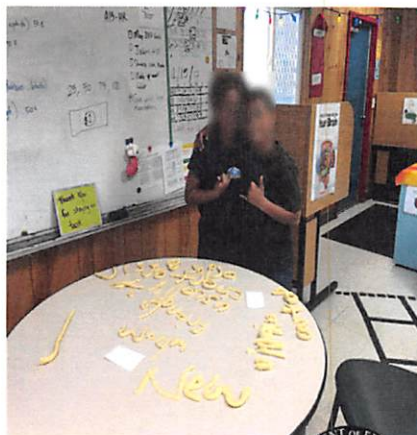
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Goal 1: Minimize the Achievement Gap Student Supports for Student Academic Achievement

- Strategies to Improve Reading Proficiency
- Strategies to Improve Math Proficiency
- Opportunities to Increase Student Engagement



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Wai'anae High School Increasing Student Engagement

- Principal Disa Hauge
- Natural Resources Academy (Inclusion)
- Student benefits:
 - Improved Communication Skills
 - Application of content knowledge
 - Critical Thinking and Problem-solving Skills



Photo Source: Honolulu Star Bulletin

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Achievement Gap

<i>Note: lower gap is better</i>		2015 NWCA	2015 State	2016 NWCA	2016 State
ELA	Non High Needs Proficiency	43.4%	70.4%	43.1%	68.9%
	High Needs Proficiency	21.7%	37.8%	21.9%	36.3%
	Achievement Gap	21.7%	32.6%	21.2%	32.6%
Math	Non High Needs Proficiency	33.3%	58.8%	34.1%	58.1%
	High Needs Proficiency	19.0%	30.1%	20.0%	30.0%
	Achievement Gap	14.3%	28.7%	14.1%	28.1%
Science	Non High Needs Proficiency	32.6%	58.6%	41.9%	61.3%
	High Needs Proficiency	20.2%	31.2%	21.4%	33.3%
	Achievement Gap	12.4%	27.4%	20.5%	28.0%

Source: Hawaii DOE ARCH ADC Website

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Special Education Proficiency Rate: State vs. Complex Area

		2015-2016	2016-2017
ELA	State SpEd Proficiency	13.2%	14.4%
	NWCA SpEd Proficiency	12.0%	10.4%
	Difference	1.2%	4.0%
Math	State SpEd Proficiency	10.8%	11.6%
	NWCA SpEd Proficiency	10.7%	8.3%
	Difference	0.1%	3.3%
Science	State SpEd Proficiency	14.6%	16.3%
	NWCA SpEd Proficiency	13.6%	10.8%
	Difference	1.0%	5.5%

Source: HDOE, Office of Strategy, Innovation, and Performance

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State Non-SpEd vs. NWCA SpEd Achievement

<i>Note: lower gap is better</i>		2015-2016	2016-2017
ELA	State Non-SpEd Proficiency	55.4%	54.3%
	NWCA SpEd Proficiency	12.0%	10.4%
	True Achievement Gap	43.4%	43.9%
Math	State Non-SpEd Proficiency	45.3%	45.4%
	NWCA SpEd Proficiency	10.7%	8.3%
	True Achievement Gap	34.6%	37.1%
Science	State Non-SpEd Proficiency	46.0%	49.2%
	NWCA SpEd Proficiency	13.6%	10.8%
	True Achievement Gap	32.4%	38.4%

Source: HIDOE Office of Strategy, Innovation, and Performance

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Goal 1: Minimize the Achievement Gap Teacher Supports to Improve Academic Achievement

- Standards Based IEP Training
 - Coaching Lab
- Mentoring and Coaching by Special Education Resource Teachers
- Professional Development:
 - Reading
 - Math

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Recruitment of New Special Education Teachers

School Year *# of Sped Teachers	Special Education New Hires	Special Education Licensed	Special Education V Teacher License/ no Sped Licensure	Special Education W Teacher Trained/ no License	Special Education Code 5 No SATEP	Teach For America	No Special Education License
2017-18 *153	19	1	NA	4	4	10	18/19 94.7%
2016-17 *150	23	2	1	8	3	9	20/23 87.0%
2015-16 *153	21	2	0	3	9	7	19/21 90.5%

Source: Hawaii DOE Office of Human Resources

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Retention of New Special Education Teachers

	Special Education New Hires	Special Education Separation After First Year	Special Education Retention for Second Year	Special Education Separation After Second Year	Special Education Retention for Third Year
2017-18	19	1	NA	NA	NA
2016-17	23	3	20	NA	NA
2015-16	21	6	15	3	12

Source: Hawaii DOE Department of Human Resources

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Goal 2: Minimize the Achievement Gap

Strategies for Schoolwide Improvement in Behavior

- Positive Behavior Interventions
- Trauma Sensitive Schools
- Multi-Tiered Systems of Support
- Restorative Practices
- Integrated Music, Art, and Exercise



Teaching empathy and understanding

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Attendance & Behavior

Daily Attendance Rate

	2015-16	2016-17	2017-18*
All	89.60%	89.05%	90.65%
Non-SPED	90.04%	89.53%	91.02%
SPED	87.02%	86.35%	88.65%*

Source: HIDOE Longitudinal Data System. *As of January 5, 2018

Behavior (Unique Student Suspensions/Percent of Population)

	2015-16	2016-17	2017-18*
All	600/7.29%	664/8.37%	297/3.82%
Non-SPED	429/6.07%	493/7.31%	213/3.00%
SPED	171/14.16%	171/13.87%	84/7.09%

Source: Electronic Comprehensive Student Support Services. *As of January 5, 2018

- Increase in non-SpEd attendance by 1.49%
- Increase in SpEd attendance by 2.30%
- Behavior: Student Suspensions from 2016-17 to present:
 - Decrease in non-SpEd suspensions by 4.31%
 - Decrease in SpEd suspensions by 6.78%

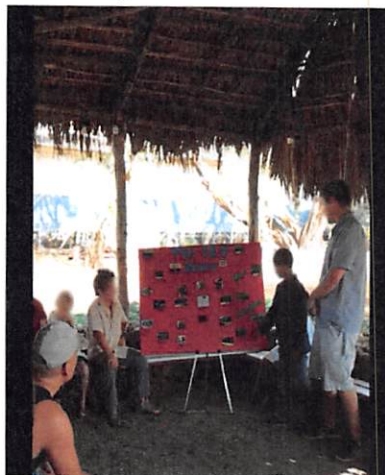
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Makaha Elementary School

- Nelson Shigeta, Principal
- Community-Based Instruction
- Partnership with Makaha Farms
- Student Outcomes:
 - Increases communication
 - Focuses on learning and engagement
 - Positive attitude and behavior



Students are sharing with parents what they did and learned at the farm

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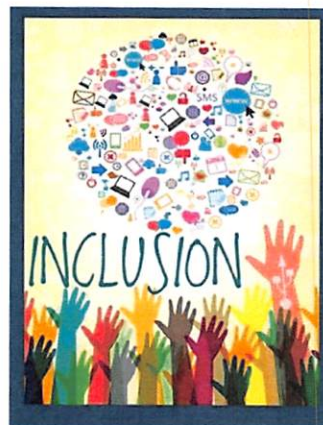
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Goal 3: College, Career and Life Ready Strategies for Inclusion with Non-Disabled Peers

- Least Restrictive Environment:
 - **33% of Special Education Students spend 80% or more of the school day in regular education classrooms**
 - 33% spend 49% - 79% in inclusion classrooms
- State goal is **51%** by 2020



Source: eCSSS LRE Data 2017

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Goal 3: College, Career and Life Ready Strategies for Student Engagement

- Community-Based Instruction Partners:
 - Makaha Farms, Kunia Farms
- UH West Oahu GEAR UP/Leeward Community College:
 - College visitations, early college courses, CTE Pathways for all students



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9th Grade Promotion and Graduation

9th Grade Promotion

		2015	2016	SPED Gap	
Non-SPED	Percentage	87.5%	90.3%	2015	2016
	# of Students	550	466	11.2	No gap
SPED	Percentage	76.3%	96.6%		
	# of Students	131	88		

On-Time Graduation Rate

		2015	2016	SPED Gap	
Non-SPED	Percentage	77.9%	78.6%	2015	2016
	# of Students	548	468	31.4	27
SPED	Percentage	46.5%	51.6%		
	# of Students	99	95		

Source: Nanakuli-Waianae StratPlan Data, 2015-16

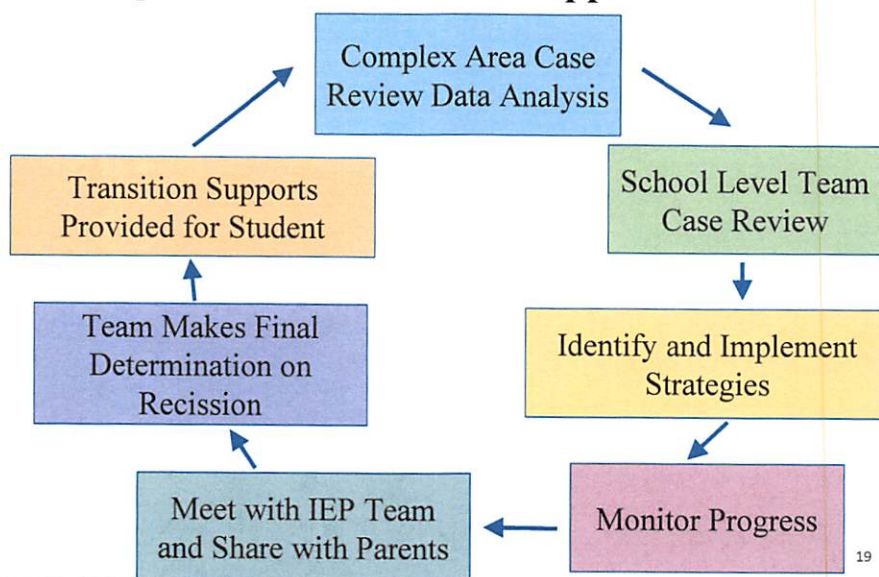
- **9th grade promotion:**
 - Non-SpEd: 2.8% increase; SpEd: 20.3% increase
- **On-time graduation:**
 - Non-SpEd: 0.7% increase; SpEd: 5.1% increase

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Goal 4: Special Education Rescission Strategies for Individualized Supports



Goal 4: Special Education Rescission Results

- **2015-2016: 43 students rescinded** - 30 elementary/ 13 secondary
 - 3% of SpEd population
- **2016-2017: 41 students rescinded** - 30 elementary/11 secondary
 - 3% of SpEd population
- Students rescinded over the past 3 years: 71% from elementary schools, 29% from secondary schools

Source: eCSSS Referral Evaluation Summary



Na kākou nā keiki a pau o Nānākuli me Wai‘anae
(The children of Nānākuli-Wai‘anae belong to all of us)



Student Success
“Student Voice”



Successful Systems of Support
“School Design”



Staff Success
“Teacher Collaboration”

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