



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

February 7, 2019

TO: The Honorable Margaret Cox  
Chairperson, Student Achievement Committee

FROM: Dr. Christina M. Kishimoto  
Superintendent

A blue ink signature of Dr. Christina M. Kishimoto, written in a cursive style.

SUBJECT: **Presentation on Complex Area Superintendent Report: Special Education and English Learner in the Kailua-Kalaheo Complex Area**

1. DESCRIPTION

Presentation on special education and English learner in the Kailua-Kalaheo Complex Area.

2. PRESENTATION

Complex Area Superintendent Lanelle Hibbs and her team will provide data and information on special education and English learners in the Kailua-Kalaheo Complex Area.

CMK:jo  
Attachment

c: Deputy Superintendent

**Presentation on  
Complex Area Superintendent Report:  
  
Special Education and  
English Learner in the  
Kailua-Kalaheo Complex Area**

Lanelle Hibbs - Kailua-Kalaheo Complex Area Superintendent  
Helen Kaniho - SPED District Educational Specialist  
Esmeralda Carini - Literacy District Educational Specialist  
Elizabeth Simmons - English Learner Resource Teacher

**Board of Education  
Student Achievement Committee  
February 7, 2019**



# Kailua-Kalaheo Complex Area

Kailua-Kalaheo is comprised of 14 schools:

- ❖ 9 elementary
- ❖ 1 intermediate
- ❖ 1 elementary and intermediate
- ❖ 1 intermediate and high
- ❖ 2 high schools



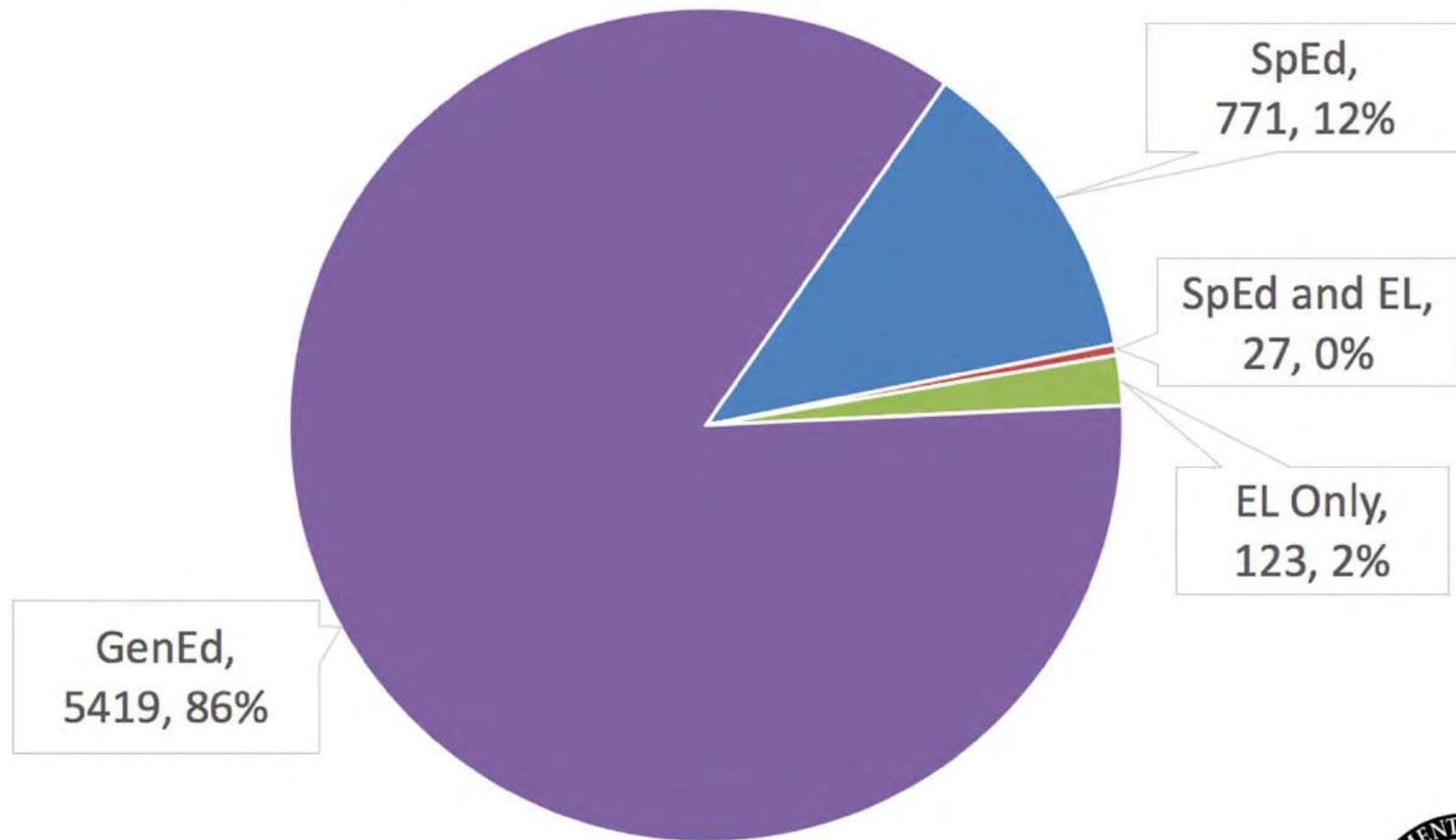
State Science Fair Award Winners 2018 from various schools in KK Complex

Blanche Pope Elementary School After School Clubs: Garden, Art, and Markerspace 2018



# Student Demographic Highlights

Total Population: 6,340



Source: Official Enrollment Count SY 2018-19

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# Special Education Demographics

## 5 Most Prevalent Eligibility Categories

Eligibility Categories SY 2017-18, Ages 3-21	# of Students	Composition %
Specific Learning Disability	301	35.12%
Other Health Impairments	160	18.67%
Developmental Delay	109	12.72%
Autism	89	10.39%
Speech or Language Disability	82	9.57%
Remaining 6 Eligibility Categories	116	13.54%

Source: HIDOE eCSSS (Child Count Data, December 1, 2017)



# Least Restrictive Environment

## Special Education

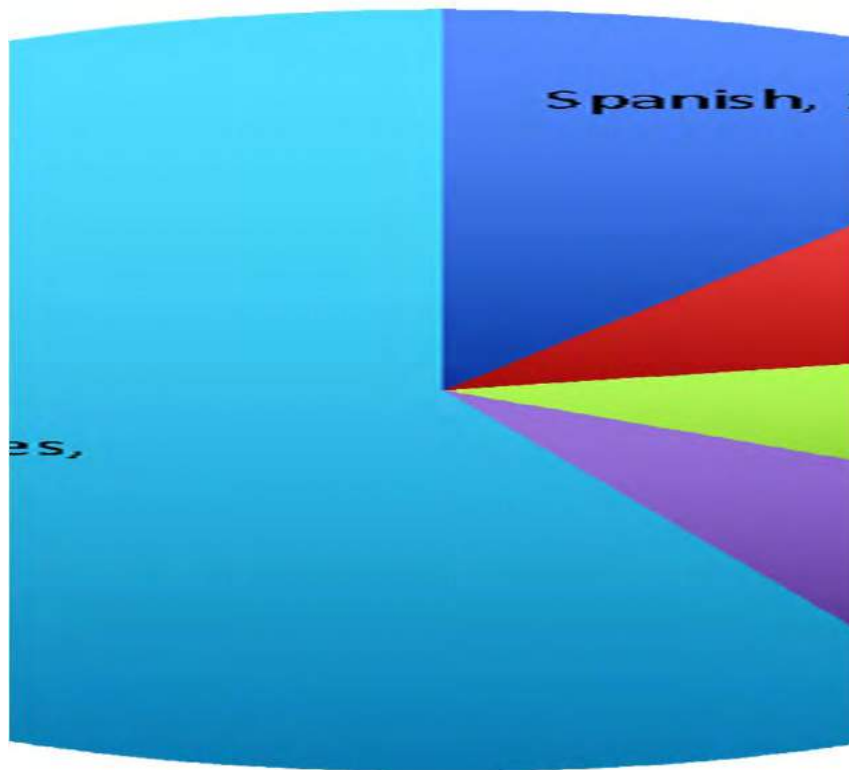
<b>Least Restrictive Environment (LRE)</b> SY 2017-18, Ages 6-21	<b># of students</b>	<b>% of students</b>	<b>National SY 2015-16</b>
80% Or More Of Day	370	49.66%	62.69%
79-40% Of Day	252	33.83%	18.66%
Less Than 40% Of Day	99	13.29%	13.49%
Other Educational Environments	24	3.22%	1.47%
<b>Total # of students with disabilities – LRE, Ages 6-21</b>	<b>745</b>		

<b>LRE for Preschool SpEd</b> <b>SY 2017-18, Ages 3-5</b>	<b># of students</b>	<b>% of students</b>
Students are in a general education classroom for at least part of the school day	46	41.07%
<b>Total # of Preschool Eligible Students</b>	<b>112</b>	

Source: HIDOE eCSSS (Child Count Data, December 1, 2017)



# Most Common Languages of English Learners



Language	No. of Students (%)
Spanish	21 ( 11%)
Chuukese	20 (11%)
Ilokano	19 (10%)
Tagalog	17 (9%)
19 Other Languages	109 (59%)

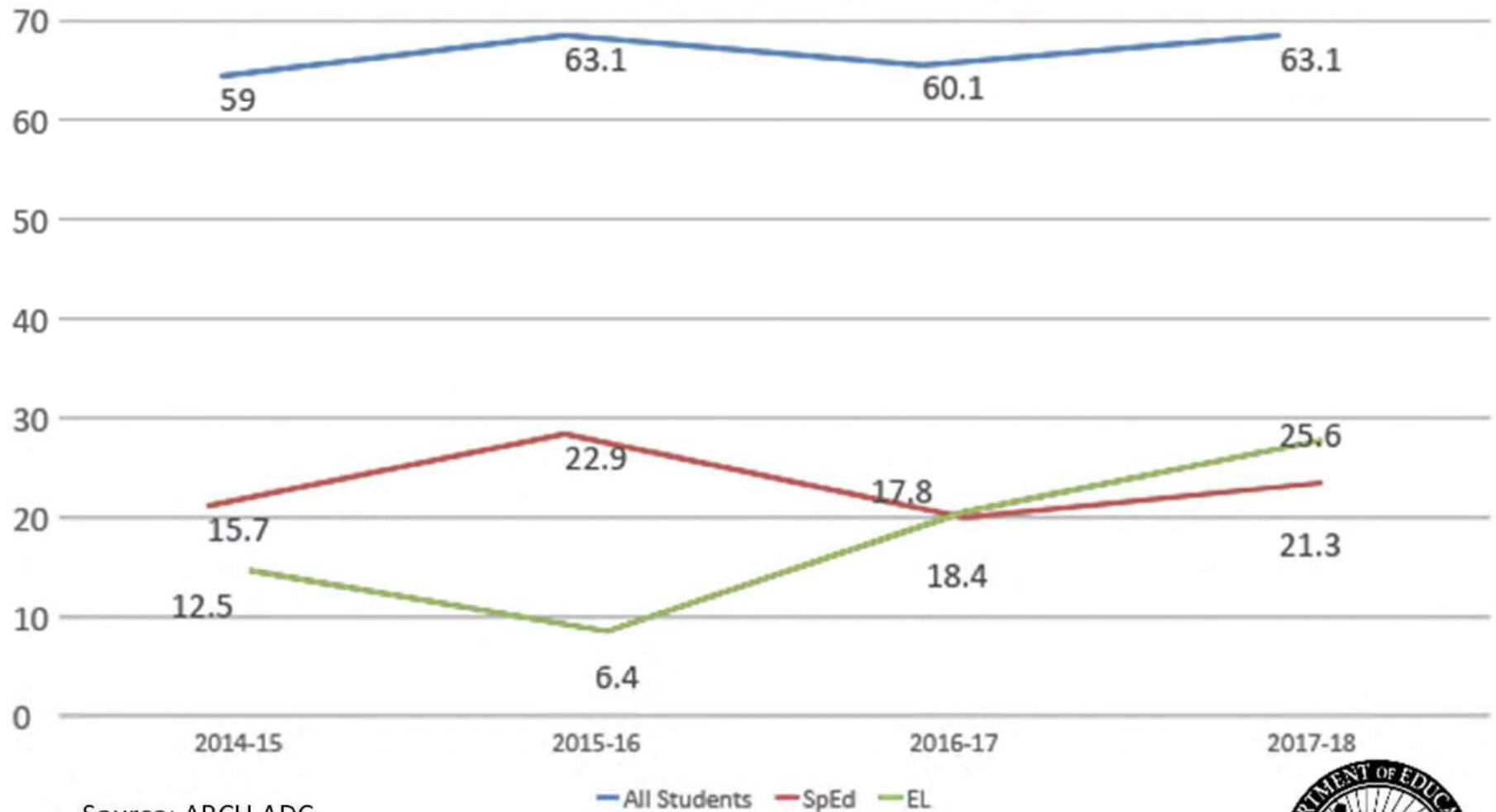
Source: HIDOE eCSSS/OSSS



# ELA Meeting Standard

By Subgroup & Year for FSY

Kailua- Kalaheo Complex Area



Source: ARCH ADC

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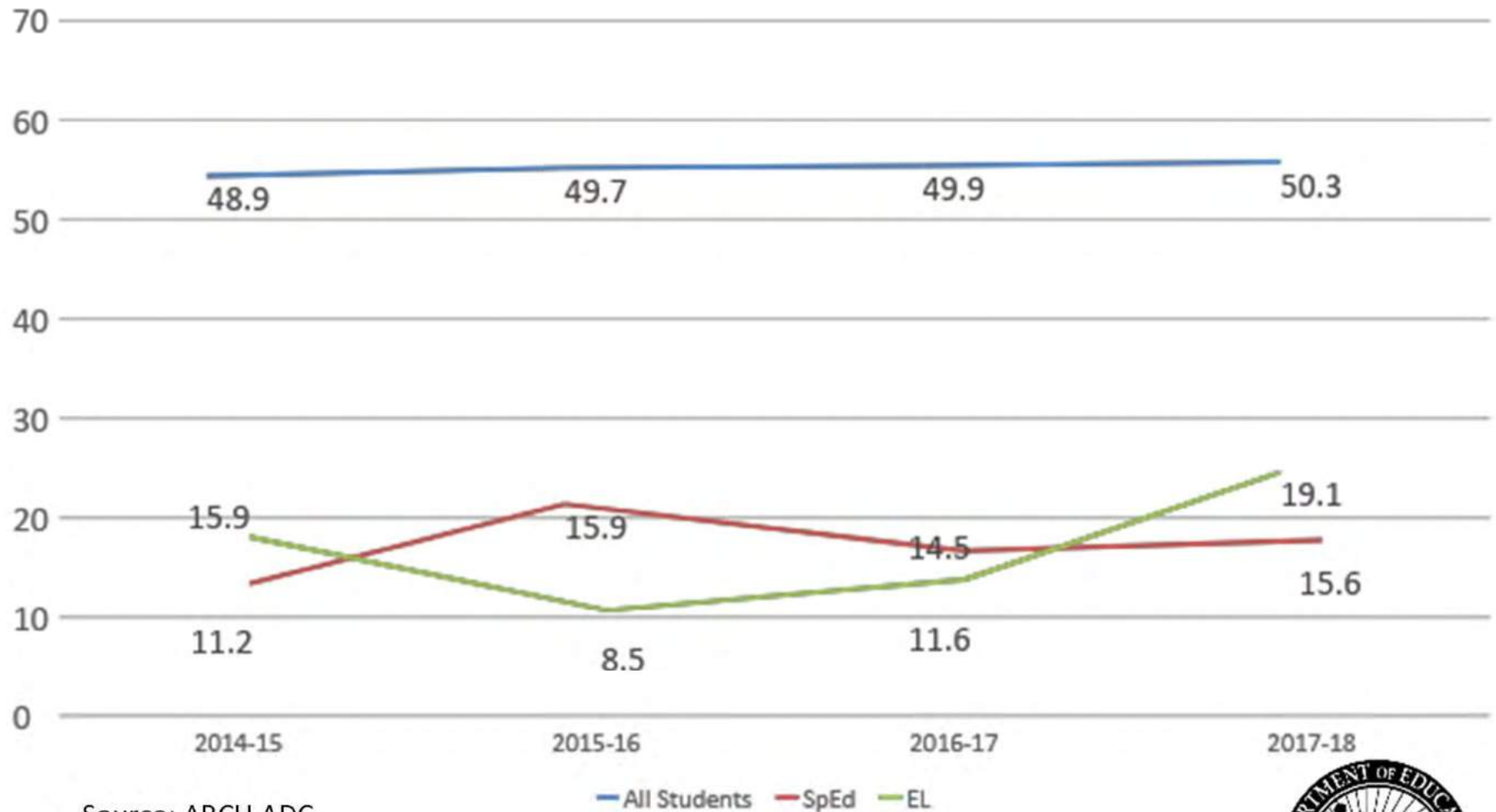
HawaiiPublicSchools.org



# Math Meeting Standard

By Subgroup & Year for FSY

Kailua- Kalaheo Complex Area



Source: ARCH ADC

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# Exit Data

## IDEA Students Exited SY 2016-17 (n=294)

<b>Data by Categories</b> SY 2016-17, Ages 3-21	<b># of students</b>	<b>% of students</b>
Transferred to regular education	65	22.11%
Graduated with regular high school diploma	49	16.67%
Received a certificate	11	3.74%
Reached maximum age	<10	

Source: HIDOE eCSSS, Exit Report

## EL Students Exited

<b>SY 2016-17</b>		<b>SY 2017-18</b>	
<b># of students</b>	<b>% of students</b>	<b># of students</b>	<b>% of students</b>
<10	5%	12	6%

Source: HIDOE OCIS



# Teacher Demographics

## Kailua-Kalaheo SY 2018-19

	<u>Number of Teachers</u>	<u>Licensed</u>	<u>1<sup>st</sup> Year</u>
General Ed. Teachers	432	421 (97.5%)	29 (6.7%)
Special Ed. Teachers	99	88 (88.9%)	12 (12.1%)



The Hawaii Lab Cohort from Maunawili School won the 2018 Shirley Hord Teacher Learning Team Award from Learning Forward. This award honors a school-based team that successfully implement a teacher-led cycle continuous improvement.

Source: HIDOE Office of Talent Management





# Kailua-Kalaheo Complex Area Vision and Mission

## Complex Vision

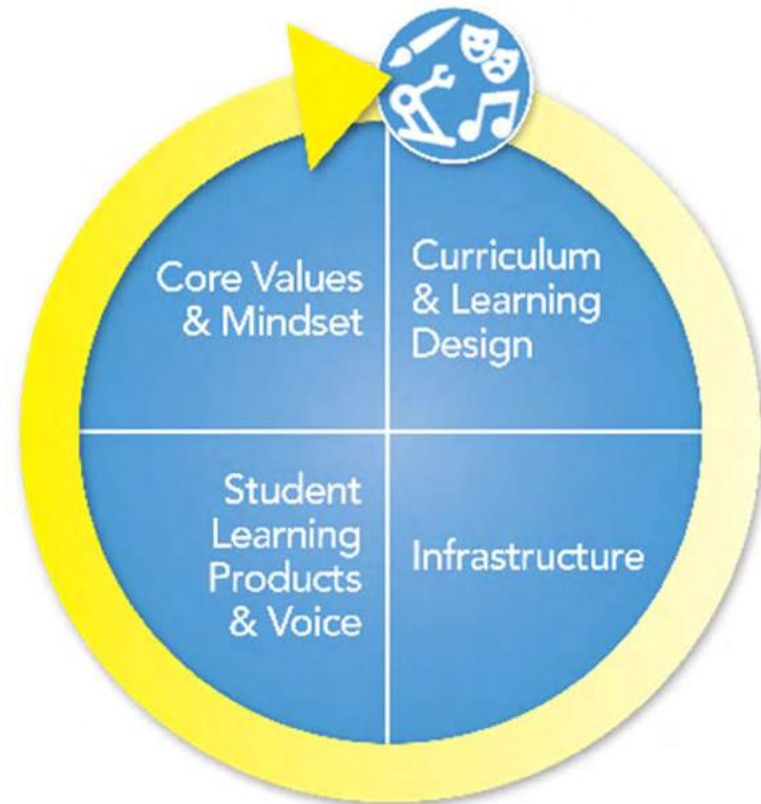
Our professional learning system provides opportunities for application of 21st century skills across all content areas. Educators are supported to use effective strategies to reach diverse learners in environments with multiple pathways to teaching and learning. Students are innovative, self-directed meaning makers, effective communicators and collaborators, critical thinkers, and complex problem-solvers who demonstrate deep mastery of challenging content.

## Complex Mission

The mission of KK Complex Area is to create a focused professional learning system that revolutionizes teaching and learning for the 21<sup>st</sup> century.

# Equity and Excellence in School Design

- Oihi Leadership
- **Instructional Leadership Team**
- Project-Based & Place-Based Learning
- **Universal Design for Learning**
- Teacher Learning Communities
- **Multi-tiered Systems of Support**
- Career and Technical Education Pathways
- AP Courses
- Early College Credit





# Meet Sanjay

## Sanjay Eighth Grade



Sanjay likes coming to school. He has made several friends, and is starting to learn all their names!

Sanjay is 14 years old.  
He turns 15 on  
December 19<sup>th</sup>.

Sanjay likes watching movies with his family. His favorite color is blue. His favorite food is pizza, and on weekends he likes to help with grocery shopping and play games on his cell phone. He loves zombies.

Sanjay is from The Marshall Islands, just outside the capital, Majuro. He likes Hawaii better because there are no bullies and everyone is kind.

Sanjay loves to come to school at KIS. All the students are kind to him, and they help him a lot with English and classes.

### WIDA Scores

Listening 1.0  
Speaking 1.0  
Reading 1.0  
Writing 1.0

# Collaboration & Professional Learning

Builds content understanding:

## Project GLAD

- Incorporating visual supports into lessons
- Using chants and songs to support oral language
- Enhancing graphic supports to increase accessibility for Learners.



Aikahi teacher at December 2018 GLAD classroom demonstration

## WIDA

- English Language Development (ELD) Standards
- Differentiation practices for Language Learners
- Lesson Planning for Language Learners





*As a new teacher, GLAD training was more helpful to me in designing meaningful and engaging instruction than my actual licensing program. The strategies helped improve engagement among all populations of students. I wish I had attended GLAD training before ever stepping foot into a classroom.*

*~Mrs. Bonnie Barney*

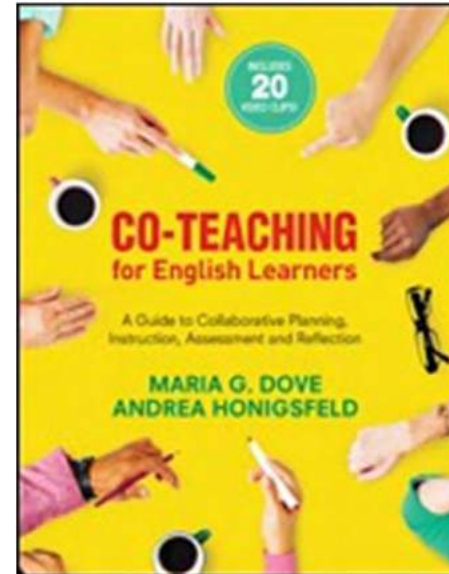
*Kailua Intermediate School*

# Co-Teaching for ELs

**Rethinking how to better organize our EL program delivery so that it makes sense for the EL learner!**



KK staff at the TESOL 2018 Conference: Leslie Cook, Esmeralda Carini, Elizabeth Simmons, Tricia Adams.



**Builds understanding around:**

- **Collaborative Planning**
- **Co-teaching models**
- **Collaborative Assessment**



# Kailua Intermediate School Science & EL Co-Teaching Team

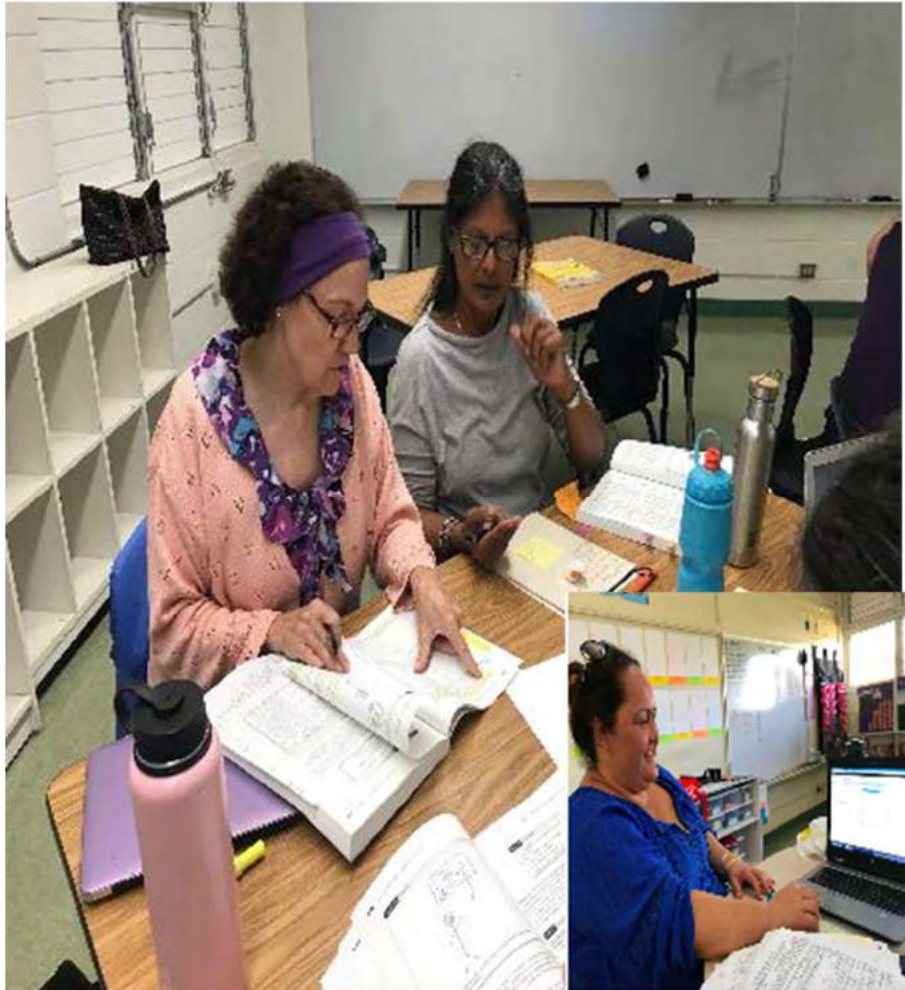
*Regardless of who is the “teacher-in-charge” in the classroom, EL and content teachers must work collectively to move students forward.*



EL coordinator Mrs. Cook and science teacher Ms. Wills co-teaching a physical science lesson.



# EL Differentiated Support Complex-School-Classroom



- Building instructional capacity and compliance knowledge
- Enhancing understanding of language development
- Supporting parent & community engagement
- Serving Students with Limited and Interrupted Formal Schooling (SLIFE)

(inset) Teacher at Waimanalo Elementary and Intermediate school receiving assistance with including linguistic supports in a science unit



EL Coordinators from Mokapu and Enchanted Lake engaged in a book study.

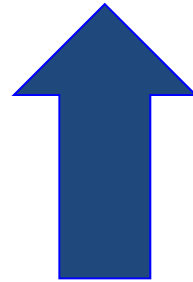
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# Strengthening School & Family Relationships



A Maunawili Elementary student shares her cultural presentation with the community.



Positive Impact on Students'

- attendance
- social skills & behaviors
- language development



Maunawili Elementary School's Family Night.





# Meet Woodland

Senior at Olomana  
Working on earning a diploma



Woodland and fellow team members of the Olomana culinary team that took **first place** in our 2018 CTE culinary competition.



Woodland is President of the Olomana Student Council.

Woodland enjoys drawing, painting, helping others, fitness and health, going to the beach, surfing, dancing and dance music (Bruno Mars and Michael Jackson).



# Special Education Support

## Customized Support

- ❖ LRE
- ❖ Classroom management
- ❖ Data collection
- ❖ Progress monitoring

## Ongoing Support

- ❖ Model lessons
- ❖ Adapt curriculum
- ❖ Support new teachers in IEPs and re-evaluations
- ❖ Collaborate on staffing/scheduling

*"[My] child's confidence is soaring as a direct result of being in the inclusion setting at school...he is rising to the occasion and appreciates seeing what the whole class is doing not just resource classmates."*

*~Kainalu parent*





# Special Education and Inclusive Practices

- ❖ Shared values
- ❖ Commitment to implementation
- ❖ Inclusive educational supports
- ❖ Data-based decision-making
- ❖ Appropriate models of support

*“Inclusion has always been my passion because we are not preparing our students for a special ed world. I don’t believe that there are any students who cannot be included.”*

~Cindy Razga, Inclusive Practices  
Complex Area Resource Teacher



# Inclusive Practices at Kainalu Elementary



Kainalu Elementary staff meeting.



Trisha Ucciardi, SpEd Department Head and Cindy Razga, Inclusive Practices Complex Area Resource Teacher.

- ❖ inclusion survey
- ❖ inclusion 101
- ❖ PD to co-teaching teams
- ❖ ongoing collaboration

***“We began with strong administrative support and we did specific things to make this inclusive process successful”***

~Trisha Ucciardi, Kainalu Elementary SpEd DH

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# Kainalu GenEd Teacher Survey



Mrs. Chu teaching a small group lesson.

General Education teachers have **ownership** for and assume primary responsibility for ensuring that **EVERY** student in their classrooms, including students with disabilities and students learning English, actively participates in instructional activities in meaningful ways.

April 2018 : 42.9%

December 2018 : 100%





Kailua-Kalaheo HA Days SY20 18-19



Kailua-Kalaheo Leadership Team



# *CONNECT WITH US*

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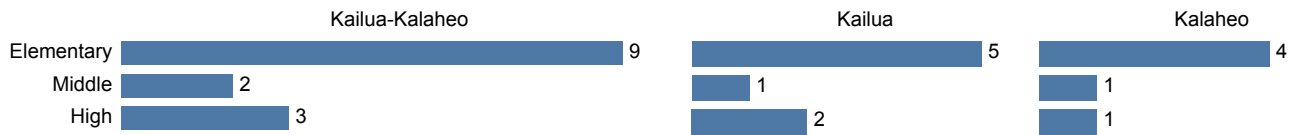


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## Complex Area Report: Kailua-Kalaheo

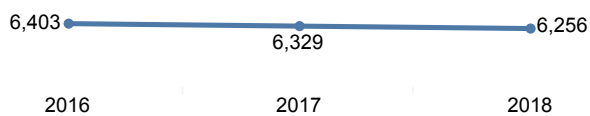
### Number of Schools



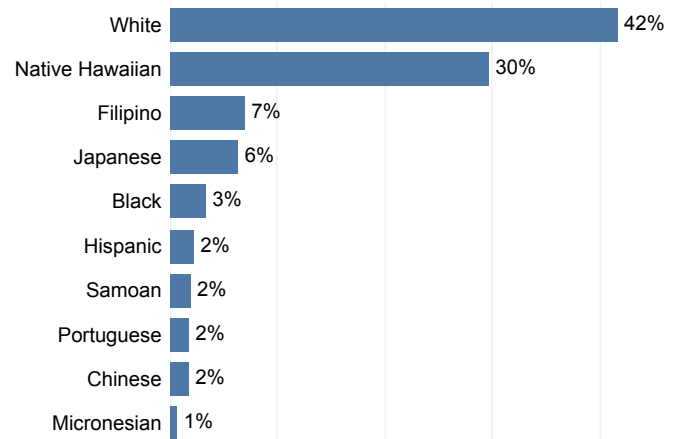
**Lanelle Hibbs**

Lanelle Hibbs has worked in the DOE for 29 years. Prior to her assignment as CAS, Hibbs was principal at Kailua Elementary. Under her leadership, Kailua Elementary recently received a six-year accreditation status from WASC. Hibbs was named Windward District Principal of the Year in 2012 and has been a Masayuki Tokioka Award nominee twice. She previously taught at Kahuku and Heeia Elementary Schools. Hibbs holds a Bachelors of Science degree in Elementary Education and a Master's degree in Educational Administration from the University of Hawai'i at Mānoa.

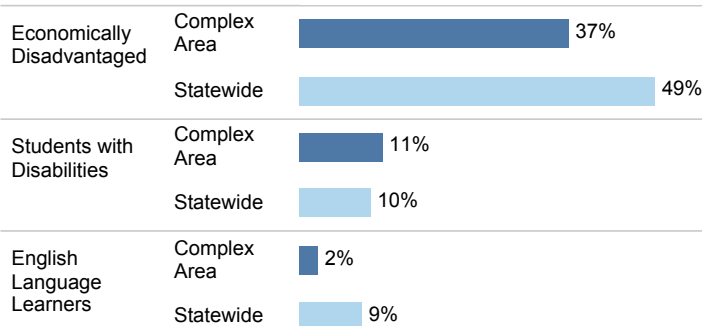
### Total Enrollment Over Time\*



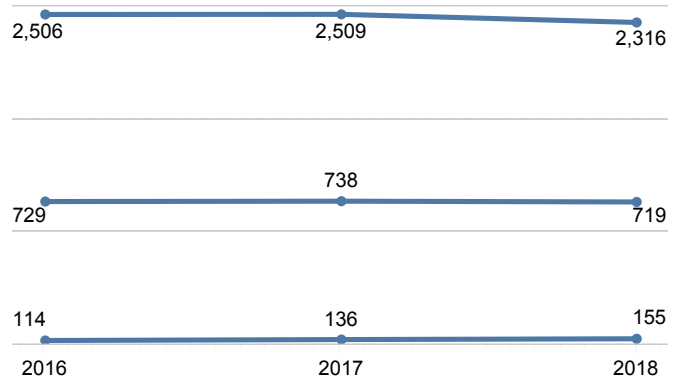
### Enrollment by Racial/Ethnic Group\* Ten Most Common Categories



### High-Needs Enrollment by Type\*



















































































### High-Needs Enrollment by Type Over Time\*



\*Data is from Preliminary 2017-2018 SSIR Report. All other data is from the 2017-2018 Master Data File.

## Kailua-Kalaheo: 2016-17 and 2017-18 Stive HI Complex Area Comparison Report

■ Score Increased ■ Score Dropped

	WASC Status*	Admin FTE*	Teacher FTE*	Math Proficiency	ELA Proficiency	Science Proficiency	Math MGP	ELA MGP	Chronic Absenteeism	College Enrollment	Graduation Rate
Kailua High	Accredited	7	51	23  22	49  54	41  43			19  21	55  49	77  80
Kalaheo High	Accredited	6	49	35  29	72  69	69  64			25  22	66  55	89  82
Olomana	Accredited	5	34.5		15  14				69  60		11  22
Kailua Inter	Accredited	5	54	53  55	63  67	51  56	56  49	49  50	9  9		
Waimanalo E&I	Accredited	4	36	17  20	27  37	35  45	33  43	35  41	26  17		
Aikahi EI	Accredited	3	28	67  61	75  75	88  77	68  41	70  48	6  6		
Enchanted Lake EI	Accredited	2	28	56  58	71  65	79  67	52  51	64  55	7  10		
Kaelepulu EI	Accredited	2	14	75  78	84  87	92  93	63  54	64  44	6  5		
Kailua EI	Accredited	2	25	55  51	61  57	59  75	46  51	41  45	11  13		
Kainalu EI	Accredited	3	29	59  61	66  69	73  80	43  56	53  57	11  12		
Keolu EI	Candidate	2	12	37  39	48  49		50  45	54  53	8  12		
Maunawili EI	Candidate	2	25	70  67	69  69	96  70	66  54	60  52	2  5		
Mokapu EI	Accredited	4	55	56  56	57  65	66  66	50  50	49  57	5  7		
Pope EI	Candidate	2	18	48  52	45  56	33  44	52  50	61  72	23  17		

\*Data is from Preliminary 2017-2018 SSIR Report. All other data is from the 2017-2018 Master Data File.