



# SPIN NEWS

*The Newsletter for Parents of Children with Special Needs*

## School Year 2011-12 Special Edition

SPIN is co-sponsored by the Disability & Communication Access Board and the Special Education Section of the Department of Education. Services include a phone line for information referral and support, a quarterly newsletter, an annual conference and community workshops. SPIN is guided by an Advisory Committee made up of parents, teachers and people with disabilities.

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## A Primer on the SPP/APR

We've all heard the expression: "if you don't know where you're going, how will you know when you get there?" That's one reason why Congress, in amending the Individuals with Disabilities Education Act (IDEA) in 2004, required states to begin to focus on a set of specific goals aimed at improving educational results for students with disabilities and to report once a year on how they were progressing toward these goals.

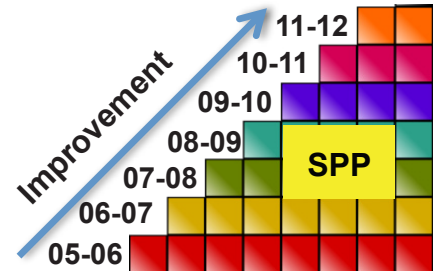
### Involving Parents in the Plan



Few parents are aware of these federally set goals (called indicators) or the process to monitor them. SPIN thinks it's important for parents to know about them for two reasons:

- 1) they provide important information on how our state has set about to improve services to students with disabilities, and
- 2) they offer an opportunity for you to give your opinion about what is working for your child (and what is not) and hopefully influence the process!

In the following pages, we'll describe the basic parts of the process and share ideas on how you can be involved.



### OSEP's Role As Monitor

Congress gave the Office of Special Education Programs (OSEP) the job of developing a tool that states could use to report progress. OSEP actually developed two versions of this tool, called the **State Performance Plan (SPP)**-- one for infants and toddlers (Part C of IDEA) and one for school age students (Part B of IDEA). For this primer, we will be concentrating on the Part B SPP, and we will give you a link to information about the Part C SPP in our "links" section.

### What is in the SPP?

The SPP is basically a plan for improvement. The Part B SPP is made up of 20 indicators or goals.

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## Part B Indicators

Indicator #	What Improvement it Measures	Compliance or Results
1	Improving graduation rates for students with disabilities (SWD)	R
2	Decreasing dropout rates for SWD	R
3	Ensuring all SWD participate in statewide assessments	R
4a	Reducing suspension and expulsion rates for SWD	R
4b	Reducing suspensions by race and ethnicity	C
5	Providing services for SWD in the least restrictive environment	R
6	Providing preschool SWD services in the least restrictive environment	R
7	Improving the cognitive and social outcomes for preschool SWD	R
8	Improving parent involvement in their child's special education program	R
9	Reducing disproportionality of cultural groups in special education	C
10	Reducing the number of students from other cultures in certain disability categories	C
11	Improving efforts to locate and serve SWD	C
12	Ensuring a smoother transition from preschool programs to school-based programs	C
13	Improving transition services for SWD at the secondary level	C
14	Improving the outcomes for students moving from secondary to postsecondary activities	R
15	Making sure states correct noncompliance areas in the special education program	C
16	Ensuring written complaints filed by parents and other agencies are completed in a 60-day period	C
17	Ensuring due process hearing are completed in a 45-day period	C
18	Increasing the use of resolution sessions to resolve due process hearing requests	R
19	Increasing the use of mediation to resolve differences between the parent and school	R
20	Making sure the data used by the State is valid, reliable and accurate	C

## What's in the SPP? (continued from Page 1)



OSEP gave states a deadline of December 2005 to turn in the State Performance Plan. For each of the 20 indicators, it required three main parts:

- ✓ baseline data -- where the state was currently performing on the goal (for example, graduation rates);
- ✓ measurable targets for the next six years\* (expanding each year to get closer to the goal), &
- ✓ a set of activities planned to create improved outcomes for the indicator.

\* The SPP was initially to cover six years of reporting. OSEP recently extended the OSEP up to school year 2011-12.

Of the twenty indicators, OSEP made a distinction between indicators. Nine of the indicators are called *compliance* indicators and these targets are set by OSEP at either 100% or 0%. They reflect regulations in IDEA which must be met (for example, providing initial evaluations within a set timeline). In order to meet this target, a state has to be in “substantial compliance” -- at 95% or less than 5% of the target.

### EXAMPLES.

1. The percentage of written complaints completed within timeline is a 100% compliance target.
2. The percentage of students who are over-represented in special education is a 0% compliance.

10 indicators are called *results* indicators, meaning the state can start with its initial baseline and set its own targets for improvement. One indicator (4) is both a compliance and results indicator.

## Annual Performance Reports

States are required to report annually to OSEP, using data collected during the previous school year to measure progress toward each of the indicators. The report is due in Washington, D. C. on February 1st of each year. States must also include stakeholders, including parents and teachers, in preparing the **Annual Performance Report**. In Hawaii, the Special Education Advisory Council, the Community Children's Councils and other parent organizations have participated in APR work groups.

The State Performance Plan and each year's Annual Performance Report must be available to the public. They are posted on the Department of Education's website (see our links section for the web address).

## What's NOT in the SPP?

While the SPP/APR is currently the best tool that OSEP and Congress have to measure a state's special education performance, the SPP does not include all the information stakeholders might need to understand the bigger picture:

- *Some of the indicators are limited to one aspect of a special education requirement.* For example, OSEP only asks whether written complaints were completed within the specified timeline of 60 days. It does not ask for data on the issues behind the complaints, or whether they were resolved to the satisfaction of the parties.

- *States are not required to meet their targets for mediation or provide improvement activities in any year in which less than 10 mediations are held.* This seems at odds with the strong urging of Congress to promote mediation as a means of resolving conflicts between parents and schools.

- *OSEP allows states to set their own targets for results indicators rather than use a national norm.* Unless you look up the APRs of other states, it is difficult to know how your state is performing by comparison.

## OSEP Determinations

Once OSEP receives an APR from each state it makes a determination of how the state is performing. The categories of performance are:

- Meets Requirements*
- Needs Assistance*
- Needs Intervention*
- Needs Substantial Intervention*

A state that is determined to need substantial intervention runs the risk of losing federal funding and facing other penalties.



**It is important to note that Hawaii is one of only two states in the nation that has received a determination of “Meets Requirements” for every annual report submitted so far.**

This means that OSEP has decided that Hawaii provided valid and reliable data for each indicator and reported high levels of compliance or correction for the compliance indicators.

# Challenges Ahead for the Hawaii 10-11 Annual Performance Report

With a focus on continuous improvement, the pressure is on states to make gains each year. This is sometimes hard in the face of budget cuts and other challenges. In SY 09-10, Hawaii slipped on targets for the following indicators, and it will take an extra effort to catch up.

## Indicator 1: Graduation Rates



Hawaii's target in the last APR for the percentage of students graduating with regular diplomas was 80%. The actual rate for students graduating within four years was 58.3%. DOE suspected that increased graduation requirements (for example, the need for 22 credits) caused some of the slippage. Other students who eventually received a diploma took more than four years to complete the coursework. A major focus of improvement activities to raise the graduation rates is to provide supports to students in the regular education classroom (LRE).

## Indicator 5: School-Age LRE



OSEP looks at three groups of students with disabilities: 1) students who spend the majority of their day (80% or more) in regular education, 2) students who spend most of their day (60% or more) in a self-contained classroom, and 3) students who are in separate schools or facilities or at home. The percentage for the first group should be high, and the percentages for group 2 and 3 should be low.

Hawaii has always done well for group 3--very few students are not on public school campuses--and poorly for groups 1 and 2--not enough students with disabilities are in regular education classrooms for all or most of the day. OSEP is looking for Hawaii to improve its performance with these two groups, especially group 1, so the target will jump from 27% to 58%. That means doubling the number of students who spend most of their day with students without disabilities.

## Indicator 8: Parent Involvement



Hawaii's has been exceeding its target for the percentage of returned parent surveys reporting that schools had contributed to their involvement in their child's education (now at 48%). However, the return rate has dropped. Last APR, only 8% returned their survey. DOE has been working for a better return rate for the coming APR.

# Ideas for Getting Involved

Here are some suggestions for you to consider to add your experience and expert parent opinion towards improving results in Hawaii:



### Fill out the Parent Survey.

The survey is offered every year to parents of students with disabilities from preschool to Grade 12 as part of the IEP process. The survey measures how well you think your child's school is doing in involving you in his or her education.



### Provide your input to the Special Education Advisory Council.

SEAC is an advisory body made up of a majority of parents of students with disabilities and persons with disabilities. One of SEAC's responsibilities is to participate in the SPP/APR process. SEAC holds open meetings each month and welcomes your input in person, by email, by phone or by letter. See the links section for details.



### Join or visit the Community Children's Council in your area.

The 17 CCCs are made up of a partnership of parents, school personnel, private providers and other community members who are concerned with the delivery of services and support to special needs children and families in the local community. See links.



### Attend trainings by LDAH--the OSEP designated Parent and Training Information Center in Hawaii.

LDAH offers regular workshops on topics related to the indicators, such as conflict resolution, parent involvement, and least restrictive environment. See links.



### Visit the DOE website for current and past reports.

See links.



### Be active in your child's education.

Research is clear that parent involvement in a child's education is one of the biggest factors in his or her success.

# Links to SPP/APR Resources



## **For Copies of Past and Current APRs and the SPP:**

The DOE Website @ [www.doe.k12.hi.us/reports/specialeducation/stateperformanceplan/index.htm](http://www.doe.k12.hi.us/reports/specialeducation/stateperformanceplan/index.htm)



## **For Opportunities to Give Input and Learn More About Hawaii's Indicators:**

The **Special Education Advisory Council (SEAC)** meets monthly on the 2nd Friday of the month from 9am to noon. You can reach them through SPIN at 586-8126 or [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov). (See page 1 for neighbor Island contact numbers).

The **Community Children's Council Office (CCCO)** has information about each of the 17 CCCs along with meeting times and locations. Call them at 586-5363, toll-free at 1-800-437-8641 or email [Steven\\_Vannatta@notes.k12.hi.us](mailto:Steven_Vannatta@notes.k12.hi.us).

The **Learning Disabilities Association of Hawaii (LDAH)** offers training on all islands on topics that are related to the indicators. Check out their website training calendar: [www.ldahawaii.org/index-4.html](http://www.ldahawaii.org/index-4.html). You can call them at 536-9684 or toll-free at 1-800-533-9684.



## **For A Copy of OSEP's Determination Letters for Part B:**

<http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html>



## **For General Information on Part B Indicators:**

The **National Dissemination Center for Children with Disabilities (NICHCY)** has several articles:

Part B Indicators: <http://nichcy.org/laws/idea/partb/indicators-partb>

Suspensions & Expulsions: <http://nichcy.org/laws/idea/partb/indicators-partb/indicator4>

Parental Involvement: <http://nichcy.org/laws/idea/partb/indicators-partb/indicator8>

Correction of Noncompliance: <http://nichcy.org/laws/idea/partb/indicators-partb/indicator15>

Due Process Timelines: <http://nichcy.org/laws/idea/partb/indicators-partb/indicator17>

Resolution Sessions: <http://nichcy.org/laws/idea/partb/indicators-partb/indicator18>

The **Right IDEA**, an OSEP sponsored website for Technical Assistance and Guidance is at: <http://therightidea.tadnet.org/articles>. Look in the Topics Browser for a Folder on the Part B Indicators.



## **For A Comparison of State Data on LRE, Discipline and Dispute Resolution:**

The Data Accountability Center at <https://www.ideadata.org/PartBData.asp>. This website has comparisons of Part B 618 Data for all 50 states and territories. To find information on Least Restrictive Environment, click on Educational Environments, then click the version of the table that shows percentages.



## **For Information on Hawaii's Part C (Infant and Toddler) State Plan:**

The **Early Intervention Section** website is at <http://healthuser.hawaii.gov/health/health/family-child-health/eis/index.html>. The Part C State Performance Plan link is under REPORTS AND DOCUMENTS.



# MARK YOUR CALENDAR...

2011

**8/6 Mobility & Assistive Technology Mini Fair at Kapolei**  
Easter Seals Napuakea  
Call 523-5547 or email to [astachi@yahoo.com](mailto:astachi@yahoo.com).

**Care Hawaii** Hilo Workshops:

7/29 **Medication Awareness**

8/5 **Fetal Alcohol Spectrum Disorders**  
For details, call 791-6091 or email to [bianca.mordasini@carehawaii.com](mailto:bianca.mordasini@carehawaii.com)

**Epilepsy Foundation of Hawaii** presents

8/10 **Back to School with Epilepsy**

9/14 **What is a Special Needs Trust; Who Needs One; and Why**  
For more info call 528-3058 or email to [EFH@HawaiiEpilepsy.com](mailto:EFH@HawaiiEpilepsy.com)

10/1 **Hawaii Down Syndrome Congress Annual Buddy Walk**  
10:00 a.m. - 3:00 p.m. - Kapiolani Park  
Call Cheryl at 672-6444.

10/2 **Children & Youth Day**  
Capitol Grounds  
Contact Senator Suzanne Chun-Oakland at 586-6130.

12/16 **Future Horizons Autism Conference**  
For location and details go to [www.fhautism.com](http://www.fhautism.com) or call 800-489-0727.

2012

3/10 **Hawaii Families As Allies Family & Youth Conference**  
Call HFAA at 487-8785. *Note: Date is tentative.*

3/26-27 **2012 Pac Rim Conference**  
Hawaii Convention Center  
Call 956-7539 or go to [www.pacrim.hawaii.edu/](http://www.pacrim.hawaii.edu/).

4/21 **'12 SPIN Conference**



**"SPIN the Case for Evidence Based"**

UH Campus Center  
Limited parent airfare scholarships are available.  
Call SPIN.



Learning Disabilities Association of Hawaii

## Learning Disabilities Association of Hawaii (LDAH) Traveling Mini-Conference 2011

### "CHILDREN WITH POSSIBILITIES"

Kona	Saturday, July 30	Lanai	Tuesday, August 23
Molokai	Wednesday, August 10	Oahu	Saturday, September 17
Kauai	Saturday, September 10		

All conferences are *free* and run from 8:00 a.m. - 1:00 p.m. To reserve your seat and for conference locations, call LDAH at 536-9684 or 1-800-533-9684.

LDAH is also conducting the following workshops on Kauai from 6:30 p.m. - 9:00 p.m. at the Lihue Neighborhood Center:

*Understanding the Evaluation Process* - Wednesday, July 27, 2011

*Developing My Child's IEP* - Wednesday, August 31, 2011

You can reserve your seat by calling 1-800-533-9684.