



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

OFFICE OF THE SUPERINTENDENT

December 23, 2019

The Honorable Ronald D. Kouchi, President
and Members of the Senate
State Capitol, Room 409
Honolulu, Hawaii 96813

The Honorable Scott K. Saiki, Speaker
and Members of the House of Representatives
State Capitol, Room 431
Honolulu, Hawaii 96813

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the Hawaii Department of Education's report on Special Education and Title I-funded prekindergarten programs, pursuant to Act 276 (2019). The report may also be viewed electronically at <http://www.hawaiiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx>.

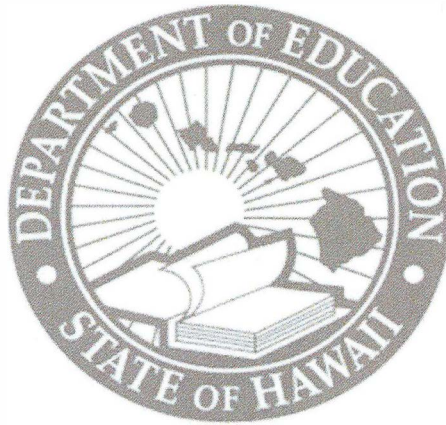
Sincerely,

A handwritten signature in blue ink, appearing to read "CK", representing Dr. Christina M. Kishimoto.

Dr. Christina M. Kishimoto
Superintendent

CMK:wke
Enclosures

c: Legislative Reference Bureau
Office of Strategy, Innovation, and Performance



State of Hawaii
Department of Education

Relating to Special Education and Title I-funded Prekindergarten Programs Report to the 2020 Legislature

December 2019

Act 276 (2019), requires the State of Hawaii Department of Education to submit to the legislature an annual report regarding special education and Title I-funded prekindergarten programs, to include, as related to each type of program:

1. The number and location of classrooms;
2. Numbers of students served and aggregated by birth month as of the date on which the official enrollment count is taken;
3. Sources of funding for each classroom;
4. Quality of teacher-child interactions relating to social emotional support, classroom structure, and quality of learning experiences, as assessed using a formative assessment tool; and
5. Child outcomes relating to all areas of childhood development and learning, including cognitive, linguistic, social, and emotional approaches to learning and health and physical development, as assessed using a formative assessment tool.

Annual Legislative Report
 ACT 276
 Public Pre-Kindergarten Classrooms
 December 6, 2019

1. The Number and Location of Classrooms

The following table includes school information regarding Special Education (SPED) Preschool classrooms in the Hawaii Department of Education.

Table 1. SPED Preschool Classrooms

School	# of SPED Preschool Classrooms
Aiea Elementary	1
Aikahi Elementary	1
Aina Haina Elementary	1
Ala Wai Elementary	1
Aliamanu Elementary	3
August Ahrens Elementary	2
Barbers Point Elementary	2
Eleele Elementary	1
Ewa Beach Elementary	2
Ewa Elementary	4
Hahaione Elementary	1
Haiku Elementary	1
Haleiwa Elementary	2
Hauula Elementary	1
Heeia Elementary	1
Helemano Elementary	3
Hickam Elementary	3
Hilo Union Elementary	2
Holomua Elementary	3
Holualoa Elementary	1
Honaunau Elementary	1
Honowai Elementary	1
Hookele Elementary	2
Hookena Elementary	1
Iliahi Elementary	1
Inouye Elementary	6
Iroquois Point Elementary	1
Jefferson Elementary	2
Kaahumanu Elementary	2
Kaala Elementary	2
Kaewai Elementary	1

School	# of SPED Preschool Classrooms
Kahakai Elementary	1
Kahala Elementary	1
Kahaluu Elementary	2
Kahuku Elementary	1
Kahului Elementary	2
Kailua Elementary	2
Kaimiloa Elementary	2
Kainalu Elementary	1
Kaiulani Elementary	1
Kalaniana'ole Elementary/Intermediate	1
Kaleiopuu Elementary	2
Kalihi Elementary	1
Kalihi-Kai Elementary	1
Kalihi-Uka Elementary	1
Kalihi-Waena Elementary	1
Kamaile Academy-Public Charter School	2
Kamalii Elementary	2
Kamehameha III Elementary	1
Kamiloiki Elementary	2
Kanoelani Elementary	1
Kapaa Elementary	3
Kapalama Elementary	1
Kapiolani Elementary	2
Kapolei Elementary	2
Kapunahala Elementary	1
Kauluwela Elementary	1
Kaumana Elementary	1
Kaumualii Elementary	2
Kaunakakai Elementary	1
Keaau Elementary	1
Kealakehe Elementary	4
Keaukaha Elementary	1
Kekaha Elementary	1
Keolu Elementary	1
Keonepoko Elementary	2
Keoneula Elementary	2
Kihei Elementary	2
Kilauea Elementary	1
Kipapa Elementary	3
Kohala Elementary	2
Koko Head Elementary	1

School	# of SPED Preschool Classrooms
Koloa Elementary	1
Konawaena Elementary	1
Kuhio Elementary	1
Laie Elementary	2
Lanai High and Elementary	1
Lanakila Elementary	1
Laupahoehoe Public Charter School	1
Lehua Elementary	3
Leihoku Elementary	1
Lihikai Elementary	1
Liholiho Elementary	1
Likelike Elementary	1
Lincoln Elementary	1
Lunalilo Elementary	1
Maemae Elementary	1
Maili Elementary	2
Makaha Elementary	1
Makakilo Elementary	2
Makalapa Elementary	3
Makawao Elementary	1
Manana Elementary	1
Manoa Elementary	1
Mauka Lani Elementary	2
Mililani Ike Elementary	2
Mililani Mauka Elementary	2
Mililani Uka Elementary	2
Mililani Waena Elementary	2
Moanalua Elementary	1
Mokapu Elementary	2
Mokulele Elementary	2
Mountain View Elementary	2
Naalehu Elementary	1
Nahienaena Elementary	2
Nanaikapono Elementary	2
Nanakuli Elementary	1
Nimitz Elementary	2
Paauilo Elementary/Intermediate	2
Paia Elementary	1
Palisades Elementary	1
Parker Elementary	1
Pauoa Elementary	1

School	# of SPED Preschool Classrooms
Pearl City Elementary	2
Pearl City Highlands Elementary	1
Pearl Harbor Elementary	3
Pearl Harbor Kai Elementary	4
Pearl Ridge Elementary	1
Pomaikai Elementary	1
Pope Elementary	1
Pukalani Elementary	1
Puohala Elementary	1
Puu Kukui Elementary	2
Puuhale Elementary	1
Red Hill Elementary	2
Royal Elementary	1
Salt Lake Elementary	2
Scott Elementary	2
Shafter Elementary	2
Solomon Elementary	8
Sunset Beach Elementary	1
Wahiawa Elementary	2
Waiahole Elementary	1
Waiakea Elementary	1
Waiakeawaena Elementary	1
Waialua Elementary	2
Waianae Elementary	1
Waiiau Elementary	1
Waihee Elementary	2
Waikele Elementary	3
Waikiki Elementary	1
Waikoloa	2
Wailuku Elementary	2
Waimalu Elementary	3
Waimanalo Elementary/Intermediate	1
Waimea Elementary	2
Waipahu Elementary	1
Webling Elementary	1
Wheeler Elementary	5
Wilcox Elementary	2
Wilson Elementary	1

2. The Number of Students Served and Aggregated by Birth Month

The following provides information regarding the number of SPED Preschool aged students as of the August 20, 2018 Official Enrollment Count.

Table 2. Number of Students Served and Aggregated by Birth Month for School Year 2018-2019

Month	Age*				Total
	2	3	4	5	
January	0	63	72	1	136
February	0	50	57	2	109
March	0	65	60	1	126
April	0	52	81	1	134
May	0	56	58	0	114
June	0	54	68	2	124
July	0	42	79	0	121
August	26	74	88	0	188
September	0	61	77	0	138
October	0	62	73	0	135
November	0	50	65	0	115
December	0	72	68	0	140
Total	26	701	846	7	1580

*Based on July 31, 2018. Generally, 5-year-olds must have enrolled in kindergarten, but a few 5-year-old students were enrolled in SPED pre-k.

3. Sources of Funding for Each Classroom

SPED Preschool classrooms are funded by PROG 17131, general funds. There were no Title I-funded preschool classrooms in School Year 2018-2019.

4. Quality of Teacher-Child Interaction

HIDOE uses Teaching Strategies (TS) GOLD, a formative assessment system to collect preschool student data, ages three (3) to five (5) years. TS GOLD is aligned with the Hawaii Early Learning and Development Standards (HELDS) and is a tool used by all SPED Preschool teachers when observing and documenting children's development and learning. Additionally, TS GOLD aids SPED Preschool teachers with program planning and delivering high quality instruction. The 2018-2019 school year TS GOLD preliminary data in the areas of social emotional support, classroom structure, and quality of learning experiences is as follows:

Table 3. Social Emotional Support

Socio-Emotional Area	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Establishing and sustaining of positive relationships <ul style="list-style-type: none"> Forms relationships with adults 	54%	46%

Table 4. Classroom Structure

Socio-Emotional Area	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Regulates own emotions and behaviors <ul style="list-style-type: none"> Manages classroom rules/routines 	58%	42%

Table 5. Quality of Learning Experiences - All areas of development and learning

Area of Development	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	18%	82%
Physical	26%	74%
Language	19%	81%
Cognitive	24%	76%
Literacy	26%	74%
Mathematics	21%	79%

5. Child Outcomes Relating to All Areas

HIDOE uses TS GOLD assessment results to report on federal requirements in regards to outcomes of SPED Preschool students on the State Performance Plan/Annual Performance Report (SPP/APR) Indicator 7. Specifically, Indicator 7 is the percentage of preschool children with Individualized Education Program (IEPs) who demonstrate improved outcomes during their time in a HIDOE Preschool Program. Outcomes is defined and measured as follows:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

The HIDOE report on two summary statements for each of the three outcome areas. The data for the school year 2018-2019 is preliminary.

Table 6. Indicator 7 Outcomes A-C

Outcome A: Positive social-emotional skills (including social relationships)

	Target	Actual
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increase their rate of growth by the time they turned 6 years of age or exited the program.	73.00%	61.60%
A2. The percentage of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	51.00%	43.90%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Target	Actual
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increase their rate of growth by the time they turned 6 years of age or exited the program.	75.00%	65.20%
B2. The percentage of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	55.00%	49.10%

Outcome C: Use of appropriate behaviors to meet their needs

	Target	Actual
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increase their rate of growth by the time they turned 6 years of age or exited the program.	75.00%	23.00%
C2. The percentage of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	58.00%	40.90%