



**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**

P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

December 30, 2020

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 Annual Report "Special Education and Title I-Funded Prekindergarten Programs," pursuant to Section 302A-450, Hawaii Revised Statutes (HRS). In accordance with Section 93-16, HRS, I am also informing you that the report may be viewed electronically at:

<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx>.

Sincerely,

Dr. Christina M. Kishimoto  
Superintendent

CMK:vc  
Enclosure

c: Legislative Reference Bureau  
Office of Student Support Services



State of Hawaii  
Department of Education

# **Annual Report Relating to Special Education and Title I-Funded Prekindergarten Programs**

December 2020

Section 302A-450, Hawaii Revised Statutes, requires the Hawaii State Department of Education (Department) to submit to the legislature an annual report regarding special education and Title I-funded pre-kindergarten programs to include, as related to each type of program:

1. The number and location of classrooms;
2. Numbers of students served as of the date on which the official enrollment count is taken and aggregated by birth month;
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 education and health and physical development, as assessed using a formative assessment tool.

**Hawaii State Department of Education Annual Report  
Relating to Special Education and Title I-Funded Prekindergarten Programs  
School Year (SY) 2019-2020**

**1. The Name of School and Number of Classrooms**

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

Table 1. SPED Preschool Classrooms

<b>School</b>	<b>Number of SPED Preschool Classrooms</b>
Aiea Elementary	1
Aikahi Elementary	1
Aina Haina Elementary	1
Ala Wai Elementary	2
Aliamanu Elementary	2
Aliiolani Elementary	1
August Ahrens Elementary	3
Barbers Point Elementary	2
Eleele Elementary	1
Enchanted Lake Elementary	1
Ewa Beach Elementary	2
Ewa Elementary	5
Fern Elementary	1
Hahaione Elementary	1
Haiku Elementary	2
Haleiwa Elementary	1
Hauula Elementary	1
Hawaii School for the Deaf and Blind	1
Heeia Elementary	2
Helemano Elementary	2
Hickam Elementary	2
Hilo Union Elementary	2
Holomua Elementary	2
Holualoa Elementary	1
Honaunau Elementary	1
Honowai Elementary	1
Hookele Elementary	2
Iliahi Elementary	1
Inouye Elementary	5
Iroquois Elementary	2
Jefferson Elementary	2
Kaahumanu Elementary	3
Kaala Elementary	2

<b>School</b>	<b>Number of SPED Preschool Classrooms</b>
Kaewai Elementary	1
Kahakai Elementary	2
Kahala Elementary	1
Kahaluu Elementary	2
Kahuku Elementary	1
Kahului Elementary	2
Kailua Elementary	3
Kaimiloa Elementary	2
Kainalu Elementary	2
Kaiulani Elementary	1
Kalaniana'ole Elementary	1
Kaleiopuu Elementary	2
Kalihi Elementary	2
Kalihi-Kai Elementary	2
Kalihi-Uka Elementary	1
Kalihi-Waena Elementary	1
Kamaile Academy-Public Charter School	2
Kamalii Elementary	1
Kamehameha III Elementary	1
Kamiloiki Elementary	1
Kaneohe Elementary	1
Kanoelani Elementary	1
Kapaa Elementary	3
Kapalama Elementary	1
Kapiolani Elementary	2
Kapolei Elementary	3
Kapunahala Elementary	1
Kauluwela Elementary	1
Kaumualii Elementary	3
Kaunakakai Elementary	1
Keaau Elementary	4
Kealakehe Elementary	5
Keaukaha Elementary	1
Kekaha Elementary	1
Keolu Elementary	1
Keonepoko Elementary	3
Keoneula Elementary	2
Kihei Elementary	1
Kilauea Elementary	1
Kipapa Elementary	2
Kohala Elementary	2
Koko Head Elementary	1
Koloa Elementary	1

<b>School</b>	<b>Number of SPED Preschool Classrooms</b>
Konawaena Elementary	1
Kuhio Elementary	1
Laie Elementary	2
Lanai High and Elementary	1
Lanakila Elementary	1
Lehua Elementary	3
Leihoku Elementary	2
Lihikai Elementary	1
Liholiho Elementary	1
Likelike Elementary	1
Linapuni Elementary	1
Lincoln Elementary	1
Lunalilo Elementary	2
Maemae Elementary	1
Maili Elementary	3
Makaha Elementary	2
Makakilo Elementary	2
Makalapa Elementary	2
Makawao Elementary	1
Manana Elementary	1
Manoa Elementary	1
Mauka Lani Elementary	2
Maunawili Elementary	1
Mililani Ike Elementary	2
Mililani Mauka Elementary	2
Mililani Uka Elementary	2
Mililani Waena Elementary	2
Moanalua Elementary	1
Mokapu Elementary	3
Mokulele Elementary	2
Momilani Elementary	1
Mountain View Elementary	2
Naalehu Elementary	1
Nahienaena Elementary	3
Nanaikapono Elementary	2
Nanakuli Elementary	1
Nimitz Elementary	2
Noelani Elementary	1
Paauiilo Elementary/Intermediate	1
Paia Elementary	1
Palisades Elementary	1
Parker Elementary	3
Pauoa Elementary	1

<b>School</b>	<b>Number of SPED Preschool Classrooms</b>
Pearl City Elementary	1
Pearl City Highlands Elementary	1
Pearl Harbor Elementary	3
Pearl Harbor Kai Elementary	1
Pearl Ridge Elementary	1
Pomaikai Elementary	1
Pope Elementary	1
Pukalani Elementary	1
Puohala Elementary	2
Puu Kukui Elementary	1
Puuhale Elementary	1
Red Hill Elementary	2
Royal Elementary	1
Salt Lake Elementary	2
Scott Elementary	2
Shafter Elementary	2
Solomon Elementary	6
Sunset Beach Elementary	1
Wahiawa Elementary	3
Waiahole Elementary	1
Waiakea Elementary	2
Waialae Elementary	1
Waialua Elementary	2
Waianae Elementary	1
Waiau Elementary	1
Waihee Elementary	2
Waikele Elementary	3
Waikiki Elementary	1
Waikoloa Elementary	2
Wailuku Elementary	2
Waimalu Elementary	3
Waimanalo Elementary/Intermediate	1
Waimea Elementary	2
Waipahu Elementary	2
Webling Elementary	1
Wheeler Elementary	4
Wilcox Elementary	2
Wilson Elementary	1
<b>Total</b>	<b>267</b>

## 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 19, 2019, Official Enrollment Count for School Year (SY) 2019-2020.

Table 2. Number of Students Served and Aggregated by Birth Month for SY 2019-2020.

Month	Age <sup>1</sup>				Total
	2	3	4	5	
January	0	73	76	0	149
February	0	67	57	0	124
March	0	70	72	1	143
April	0	65	62	0	127
May	0	64	71	1	136
June	0	79	71	2	152
July	0	62	70	0	132
August	7	53	67	50	177
September	3	81	76	0	160
October	0	82	73	1	156
November	0	70	57	1	128
December	0	83	90	0	173
<b>Total</b>	<b>10</b>	<b>849</b>	<b>842</b>	<b>56</b>	<b>1,757</b>

<sup>1</sup> 5-year-olds must have enrolled in kindergarten, but a few 5-year-old students were enrolled in SPED pre-kindergarten.

## 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 SY 2019-2020.

## 4. Quality of Teacher-Child Interaction

The Department uses Teaching Strategies (TS) GOLD, a formative assessment system, to collect data on preschool students, ages three to five years. It is aligned with the Hawaii Early Learning and Development Standards and used by all SPED Preschool teachers when observing and documenting children's development and learning. TS GOLD aids SPED preschool teachers with program planning and delivering high-quality instruction. The 2019-2020 school year TS GOLD preliminary data in the areas of social emotional support, classroom structure and quality of learning experiences are 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"> <li>Forms relationships with adults</li> </ul>	45%	55%

Table 4. Classroom Structure<sup>2</sup>

<b>Socio-Emotional Area</b>	<b>Percentage of Children Below Growth Range</b>	<b>Percentage of Children Meeting or Above Growth Range</b>
Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>• Follows limits and expectations</li> </ul>	58% <sup>3</sup>	41%

<sup>2</sup> Due to the pandemic and school closures, various methods of servicing children (i.e. distance learning, hybrid approaches) were implemented. To address these various learning experiences, a child’s ability to respond to “classroom structure” needed to be addressed differently. Measuring a child’s growth in “following limits and expectations” addressed the ability to respond to structure and, moving forward, this will be the means of assessing growth as it pertains to “classroom structure”.

<sup>3</sup> Note: Percentages may not total 100% due to data rounding processes.

Table 5. Quality of Learning Experiences<sup>4</sup>

<b>Cognitive Area</b>	<b>Percentage of Children Below Growth Range</b>	<b>Percentage of Children Meeting or Above Growth Range</b>
Motivation to learn <ul style="list-style-type: none"> <li>• Shows curiosity and motivation</li> </ul>	61%	39%

<sup>4</sup> Due to the pandemic and school closures, various methods of servicing children (i.e. distance learning, hybrid approaches) were implemented. To address these different learning experiences, the quality of learning experience was changed. Measuring a child’s growth in “curiosity and motivation toward learning” was found to be an appropriate way to look at the quality of learning experiences provided. Moving forward, this will be the means to measure to quality of learning experiences.

## 5. Child Outcomes Relating to All Areas of Childhood Development and Learning

Table 6. Child Outcomes Relating to all Areas of Childhood Development and Learning<sup>5</sup>

<b>Area of Development</b>	<b>Percentage of children demonstrating growth in each area</b>
Social-Emotional	71%
Physical	67%
Language	76%
Cognitive	64%
Literacy	68%
Mathematics	62%

<sup>5</sup> This table addresses all areas of child development. Moving forward, growth in each of these areas of development will be specified in this manner.

The Department also 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 Indicator 7. Specifically, Indicator 7 is the percentage of preschool children with Individualized Education Programs who demonstrate improved outcomes during



their time in a Department preschool program. Outcomes are 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 Department reports on two (2) summary statements for each of the three outcome areas. The data for school year 2019-2020 is preliminary.

**Outcome A**

<b>Positive social-emotional skills (including social relationships)</b>	<b>Percentage Meeting Criteria</b>
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increase their growth rate by the time they turned six (6) years of age or exited the program.	69.66%
A2. The percentage of preschool children who were functioning within age expectations in Outcome A by the time they turned six (6) years of age or exited the program.	43.13%

**Outcome B**

<b>Acquisition and use of knowledge and skills (including early language)</b>	<b>Percentage Meeting Criteria</b>
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increase their growth rate by the time they turned six (6) years of age or exited the program.	69.79%
B2. The percentage of preschool children who were functioning within age expectations in Outcome B by the time they turned six (6) years of age or exited the program.	45.02%

**Outcome C**

<b>Use of appropriate behaviors to meet their needs</b>	<b>Percentage Meeting Criteria</b>
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increase their growth rate by the time they turned six (6) years of age or exited the program.	71.56%
C2. The percentage of preschool children who were functioning within age expectations in Outcome C by the time they turned six (6) years of age or exited the program.	39.00%