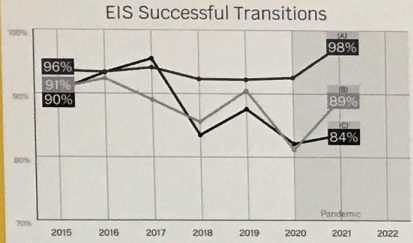
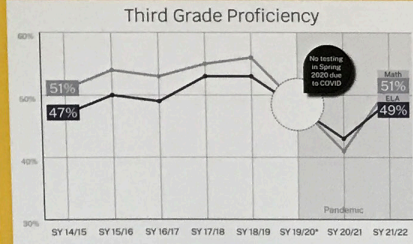


## Indicators For Successful Early Childhood Transitions



Share of toddlers with disabilities exiting Part C in a timely manner

- (A) timely transition planning by the Lead Agency including timely development of an IFSP with transition goals and services
- (B) timely notification to the SEA and LEA for toddlers potentially eligible for Part B preschool services
- (C) timely transition conference occurred at the discretion of all parties for toddlers potentially eligible for Part B health.hawaii.gov/eis



Share of students testing proficient in core subjects

English Language Arts/Literacy and Mathematics

Office of Strategy, Innovation and Performance, State of Hawaii Department of Education, Proficiency Rates, eds.hawaii.us



### What Ah-Ha's do you have (both positive and negative) about this data?

Handwritten notes on sticky paper:

- The EIS study transfer plan... (positive)
- The pandemic impacted... (negative)
- They don't follow at all... (negative)
- EIS increase in pandemic is a bright spot... (positive)
- What are the system's... (question)
- The impact is... (question)
- True for all islands on transition? (question)
- Is there data on parent... (question)

### Is everyone faring equally in the story told by the data?

### What questions does this data raise for you? Are there any surprises in the data story? What data are missing?

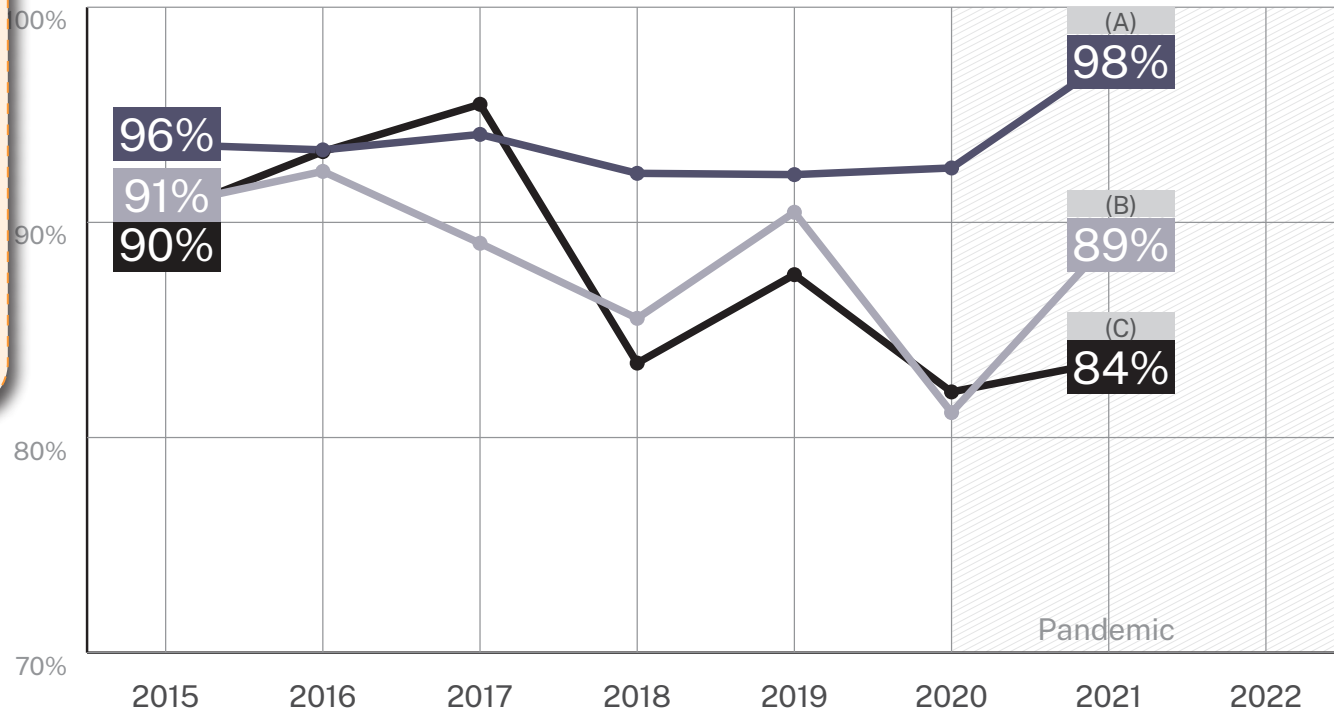
### What would help you better understand the story told by the data?

Handwritten notes on sticky paper:

- Who is this? All 3rd grades or 5000? (question)
- Can we see a postcard graph for those who transitioned out of EIS? (question)
- Need statements to provide context (statement)
- Can we measure other things besides... LA? (question)
- Break out by subgroups. Where are the achievement gaps? (question)
- Need disaggregation of data (question)
- Can we see a postcard graph for those who transitioned out of EIS? (question)



## EIS Successful Transitions



» *EIS timely transition planning improved during the pandemic*

» *Timely transition conferences at discretion of all parties declined during pandemic*

### Share of toddlers with disabilities exiting Part C in a timely manner

(A) timely transition planning by the Lead Agency including timely development of an IFSP with transition steps and services

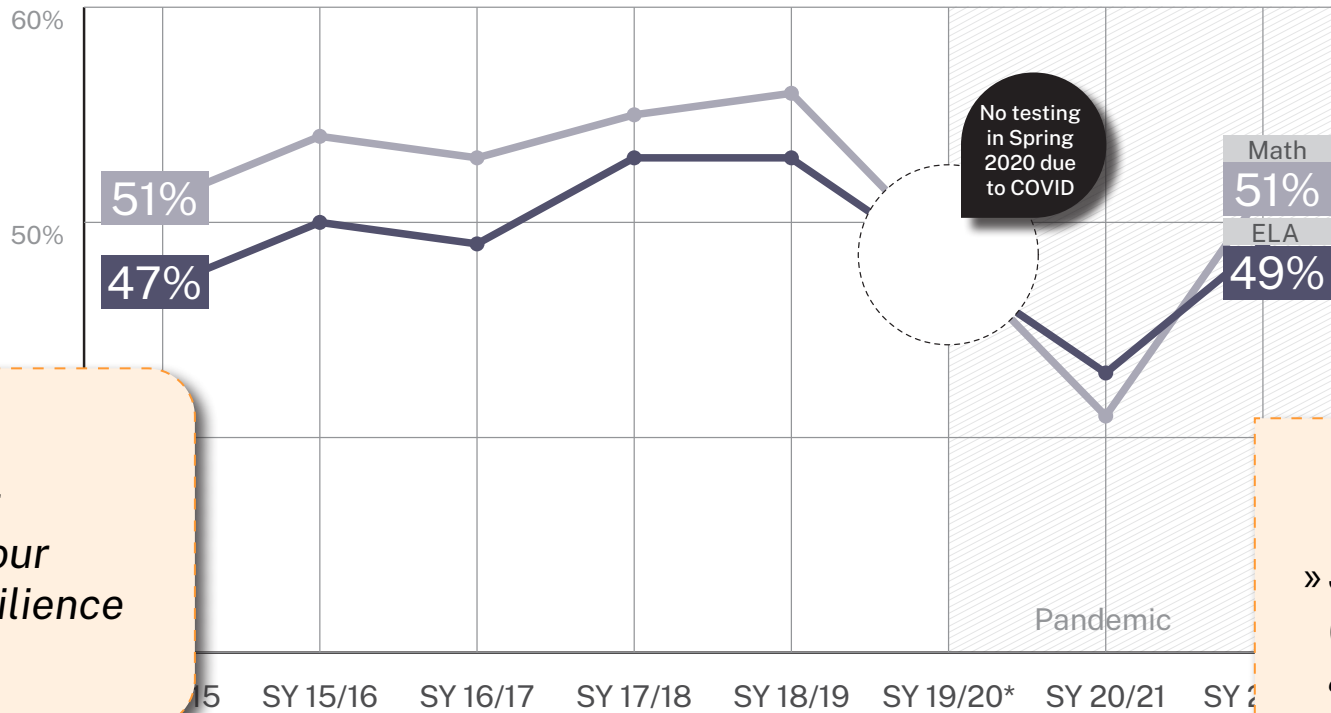
(B) timely notification to the SEA and LEA for toddlers potentially eligible for Part B preschool services

(C) timely transition conference occurred at the discretion of all parties for toddlers potentially eligible for Part B

[health.hawaii.gov/eis](http://health.hawaii.gov/eis)

» *In addition to data on “timely transition planning,” can we include and track EIS data on child outcomes?*

# Third Grade Proficiency



» 3rd g reading scores show our children's resilience

» 3rd grade ELA (reading) scores are a bright spot (bouncing back from pandemic)

» HI still has far to go in terms of 3rd grade proficiency

Share of students testing proficient in core subjects  
English Language Arts/Literacy and Mathematics

Office of Strategy Innovation and Performance. State of Hawaii  
Department of Education. Proficiency Rates.  
adc.hidoe.us

# What questions does that raise for our work?

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- » *What can we do to streamline transition systems?*
- » *How might family engagement training for pre-K teachers help with transitioning?*
- » *Why do some families decline a transition conference?*
- » *How do we reach more & different families?*
- » *What systems are supporting EIS successful transitions? Can those be replicated & exported?*

# What is missing?

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- » *Why are only half of students proficient in math & reading?*
- » *Which groups of students are more likely to be proficient (and what early childhood experiences contribute to these differences)?*
- » *Explain the acronyms (EIS, SEA, IFSP, LEA)*
- » *Discuss subgroup differences, where are achievement gaps?*
- » *Can we say more about the assessments given between ages 3 and 8 and what they tell us about child development and student achievement?*
- » *Need clarity on definition of “early childhood”*
- » *Would be helpful to have more context*
- » *Show association of pre-k attendance & 3rd grade achievement levels*

# Comments about data needs

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- » *Are other data points needed to tell a full story about transition planning?*
- » *Is there data on parents who decline SPED services?*
- » *Can we report on Hawaiian Medium Education as well?*
- » *Need data on impact to entire family & systems*
- » *Need equity data (e.g.: in 3rd grade achievement scores); disaggregate by race/ethnicity,, & family income*
- » *Add other grade-level data*
- » *Disaggregate by Island*
- » *What % of children graduate from part C? from part B? w/out need for Special Education in K-12?*
- » *What is the relationship between EIS transition data & workforce data?*
- » *Need data for the gap between ages 3 & 8*
- » *Include Hawaiian Immersion Assessment data from Office of Hawaiian Education*
- » *Include pre-k and KK data together w/ 3rd grade data*