

## CSSS Evaluation Data-Measuring Effects of Implementation After One Year

### Data Evaluation Design Overview

Representatives from the Hawaii State Department of Education and the University of Hawaii's Center on Disability Studies developed an evaluation design for CSSS to be used by all 252 public schools in the State of Hawaii. One set of data was derived from a self-assessment checklist used to track progress in launching and implementing CSSS.

The second data set was contained in the secured, centralized CSSS database. It concerns the number of students served at each level of support, and the demographics and process of service provision covering all administrative procedures for services provided to students. It was submitted on an electronic form accessed via the Internet.

A third data set was derived from a satisfaction questionnaire mailed out to 5,000 randomly selected parents/guardians of students, as well as to 2,000 randomly selected high school students within the CSSS database. The questionnaire was designed to gather respondent judgments concerning involvement in service planning, judgments about the effectiveness of services in helping students with various common challenges, and satisfaction with the services received.

### Results of School Self-Assessment

Discovering how well each school was progressing with CSSS implementation was the primary purpose of the school self-assessment. It consisted of a checklist of 15 progress indicators. Also, each school was asked to attach a narrative in order to tell "Your School's Story". Completed progress indicator checklists were obtained from 224 schools statewide. Each was asked to rate the individual program as in place, partially in place, or not in place, scored at 1, 2 and 3.

Progress Indicator	Number "in place"	Average
School cadre identified	204	1.1
conducted for staff	201	1.1
CSSS orientation conducted for parents/guardians	38 (179 not reporting)	1.1
CSSS plan of action developed within SID	108	1.6
Training sessions for CSSS	145	1.3
Assessment to identify 6 Critical Elements of Student Support	130	1.5
Assets mapping of school, community, programs, services and activities	133	1.4
Family involvement established		

in service planning	170	1.2
School Support Group	164	1.3
Staff Development	139	1.4
Request for Assistance (single point of entry)	189	1.1
Core Committee identified to review assistance requests	190	1.1
Student Support Team convened for supports at level 3 and beyond	215	1.0
Student Action Plans developed during SST meetings	200	1.1
Transition Supports for all students	138	1.4

### **Number of Indicators checked as "partially in place", or "not in place"**

Progress Indicator	Number "partially in place"	Number "not in place"
CSSS plan of action developed within SID	68	24
Assessment to identify 6 Critical Elements	80	11
Assets mapping of school, community, programs, services and activities	82	5
Staff development	69	5
Transition supports	78	1

### **Narrative - "Your School's Story"**

The narrative identified the school's accomplishments to promote the "Six Critical Elements of Student Support". It describes outcomes for those receiving services, any unique community-based challenges, and student success stories. Copies of school publications relating to CSSS implementation were also requested. Significant areas of reported success include increased levels of family involvement, increased awareness of available services and supports by family members and school personnel alike, enhanced communication and collaboration among school personnel, greater integration and coordination of services, increased early identification, and enhanced timeliness of services. Significantly, the addition of Student Service Coordinators (SSC) to school staffs was identified as critical for CSSS implementation. The most common challenges cited included too few school personnel, a lack of resources to accomplish tasks, lack of family involvement, need for staff development, and the negative impact of poverty on students and families.

## **CSSS Database information**

As students are referred for Level 2 to 5 services, the schools enter information into the new centralized database. During the 1999-2000 school year, 25,612 students (13.8% of the total student population) were entered into the CSSS database. Reported data indicated that the primary concerns leading to referrals were academic (47%), behavior (12%), emotional (8%), attendance (6%), speech/language (5%), social skills (3%), physical (2%), family/home (2%), aggression (0.5%), substance abuse (0.4%), and other problems (9%). A remaining 6% were listed under reasons not identified or missing data.

As this is the first year the CSSS database was used statewide, it includes all new students who were referred for support services, as well as those students whose plans were changed, or who were referred for new services. Currently, a unified database is in place to collect CSSS data statewide.

## **Results of Satisfaction Questionnaire**

Toward the end of the 1999-2000 school year, a one-page questionnaire was mailed to 2,000 high school students (out of about 5,000) and 5,000 parents of students (out of about 19,000) randomly selected from the CSSS database. The response rate for parent questionnaires was about 18% and for high school student questionnaires about 11%. The results show that a clear majority of parents and high school students alike view services positively, with between 60%-70% reporting they strongly agree, or agree that they were involved in service planning.

## **Percentages of Students Making Progress at the End of SY 1999-2000, By Areas of Concern, Levels of Intervention, and School Districts**

### **Areas of Concern**

Academic	72.7%
Attendance	56.1%
Emotional	66.9%
Social Skills	75.7%
Family/Home	74.7%
Physical	64.6%
Speech/Language	77.8%
Substance Abuse	63.3%
Aggression	62.6%
Behavior	63.4%
Other	75.5%

### **Level of Intervention**

1	70.5%
2	68.6%
3	72.4%
4	67.2%
5	56.9%

### **School Districts**

Central	69.2%
Hawaii	69.9%
Honolulu	71.2%
Kauai	75.5%
Leeward	71.0%
Maui	51.4%
Windward	81.6%

### **Percentages of Respondents who "strongly agree", or "agree" with Survey Items**

Item	Parents	Students
I was involved in the planning of my own/my child's services.	73%	58%
The services have helped me/my child improve his or her behavior.	63%	58%
The services have helped me/my child improve her or his schoolwork.	58%	56%
The services have helped me/my child improve her or his attitude to school and learning.	62%	58%
The services have helped me/my child feel better about him or herself.	63%	58%
I am happy with the services I have received/provided for my child.	68%	68%

Issues commonly raised by parents included: a lack of school-home communication; the need for more services at the lower levels of support (with the desire to see classes for gifted and talented students increased being frequently specified); perceived low quality of some services; and frequent delays (which led some parents to express the feeling that the schools were trying to avoid providing services).

### **Contact Information**

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### **Hawaii State Improvement Grant (SIG)**

SIG was funded to improve systems providing early intervention, educational, and transitional services, through an innovative personnel development program supported by coordinated policy, procedure and practice interventions. Ultimately, the Department of Education (DOE) believes that this strategy will lead to significant gains in in-school and post-school outcomes for children with disabilities. The State Improvement Plan is an integral part of the overall DOE system improvement efforts and the vision of the State Board of Education for meeting the needs of all children so that they attain high performance standards. The Hawaii State Improvement Grant is a collaborative effort of the Hawaii State Department of Education and the Center on Disability Studies/UAP at the University of Hawaii at Manoa, along with numerous other partners concerned with the education of children with disabilities in the State of Hawaii.