



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

October 18, 2016

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*
Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehey, *Vice
Chair*
Ms. Ivalee Sinclair, *Vice Chair*

Ms. Brendelyn Ancheta
Dr. Robert Campbell, *liaison
to the military*
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Gabriele Finn
Mr. Sage Goto
Ms. Valerie Johnson
Ms. Bernadette Lane
Ms. Stacey Oshio
Ms. Kau'i Rezentos
Ms. Charlene Robles
Ms. Rosie Rowe
Mr. James Street
Dr. Todd Takahashi
Dr. Daniel Ulrich
Mr. Steven Vannatta
Mr. Gavin Villar
Dr. Amy Wiech
Ms. Jasmine Williams
Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Lance Mizumoto, Chair
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: V. B. Presentation on draft of proposed revisions for review and extension of the 2011-2018 Joint DOE/BOE Strategic Plan

Dear Chair Mizumoto and Members of the Committee,

The Special Education Advisory Council (SEAC) welcomes this opportunity to provide testimony on the above proposed revisions of the Joint DOE/BOE Strategic Plan. We are most grateful to Deputy Superintendent Stephen Schatz for sharing the draft goals and objectives with our membership at our October 7th meeting and providing his vision on how the revised plan will be inclusive of students with disabilities and other students for whom typical instruction is not effective. Our discussion yielded a number of recommendations related to the wording of the objectives that are included in the attachment to this testimony.

Strategic Plan Scorecard

The draft scorecard with its ten proposed indicators was posted subsequent to our discussion with Deputy Superintendent Schatz. While we agree generally that these indicators are important, we offer the following recommendations on how the Department, the Board and the community measure success of plan goals and objectives:

- 1) Equity goals for each indicator affecting student success must include distinct data for each of the accountability student subgroups identified in the Every Student Succeeds Act, including students with disabilities, students who are economically disadvantaged, English learners, and others. SEAC has been on record recommending the adoption of a lower "n" size--ideally 10 students--to ensure greater accountability for the performance of these subgroups.

-- continued

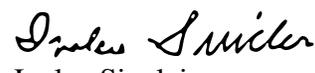


- 2) The draft plan states that “analysis of appropriate equity targets will be completed in Fall 2016.” We recommend that SEAC and other groups representative of the equity subgroups be included in the discussion and decision making on these targets.
- 3) The plan also states that “progress targets will be set in Fall 2017.” SEAC recommends that these initial targets be set prior to the beginning of the 2017-18 school year, so that administrators, teachers, and parents begin the year with a clear expectation of how progress will be measured.
- 4) While SEAC understands the reluctance to have too many metrics that place additional burden on schools, we also hold that if you want to improve something, you need to measure it. Currently there are ten objectives under three broad goals as well as ten target indicators. However, it is not clear to SEAC that all objectives have corresponding metrics. For example, Indicator 2--Students’ Perspectives on School Climate--and its metrics of Tripod and SQS do not fully address the objective of having students be safe, healthy and supported. There is no mention of positive behavioral supports, suicidal ideation and suicide attempts (a serious problem for Hawaii students) or mental health supports. Neither is there more than a brief reference to bullying, a serious problem for students with disabilities. In addition to student feedback, it is important to also document incidences of bullying, school discipline (including suspensions), the results of behavioral health screening and the use of restraints to prevent a student from harming himself or others.
- 5) Successful transition requires that students stay in school; therefore SEAC recommends a metric related to the drop out rate and efforts related to drop-out prevention.
- 6) Successful systems of support extend beyond repair and maintenance. SEAC recommends adding data related to infrastructure for technology and enhanced communication.
- 7) We recommend that an indicator targeting family-school and community partnerships be created and measured to ensure the attainment of expanded resources for student success.
- 8) Finally, SEAC recommends that all final indicators and selected metrics be reported on at least three times a year to ensure steady progress toward objectives and allow for mid-year revisions, when necessary.

Thank you for this important opportunity to offer input. If you have any questions, please feel free to contact me, or Ivalee Sinclair, our Legislative Committee Chair.

Respectfully,


Martha Guinan
SEAC Chair


Ivalee Sinclair
Legislative Committee Chair

attachment