

State Performance Plan/Annual Performance Report
FFY 2020-2025 Stakeholder Engagement

Indicators 7 & 8

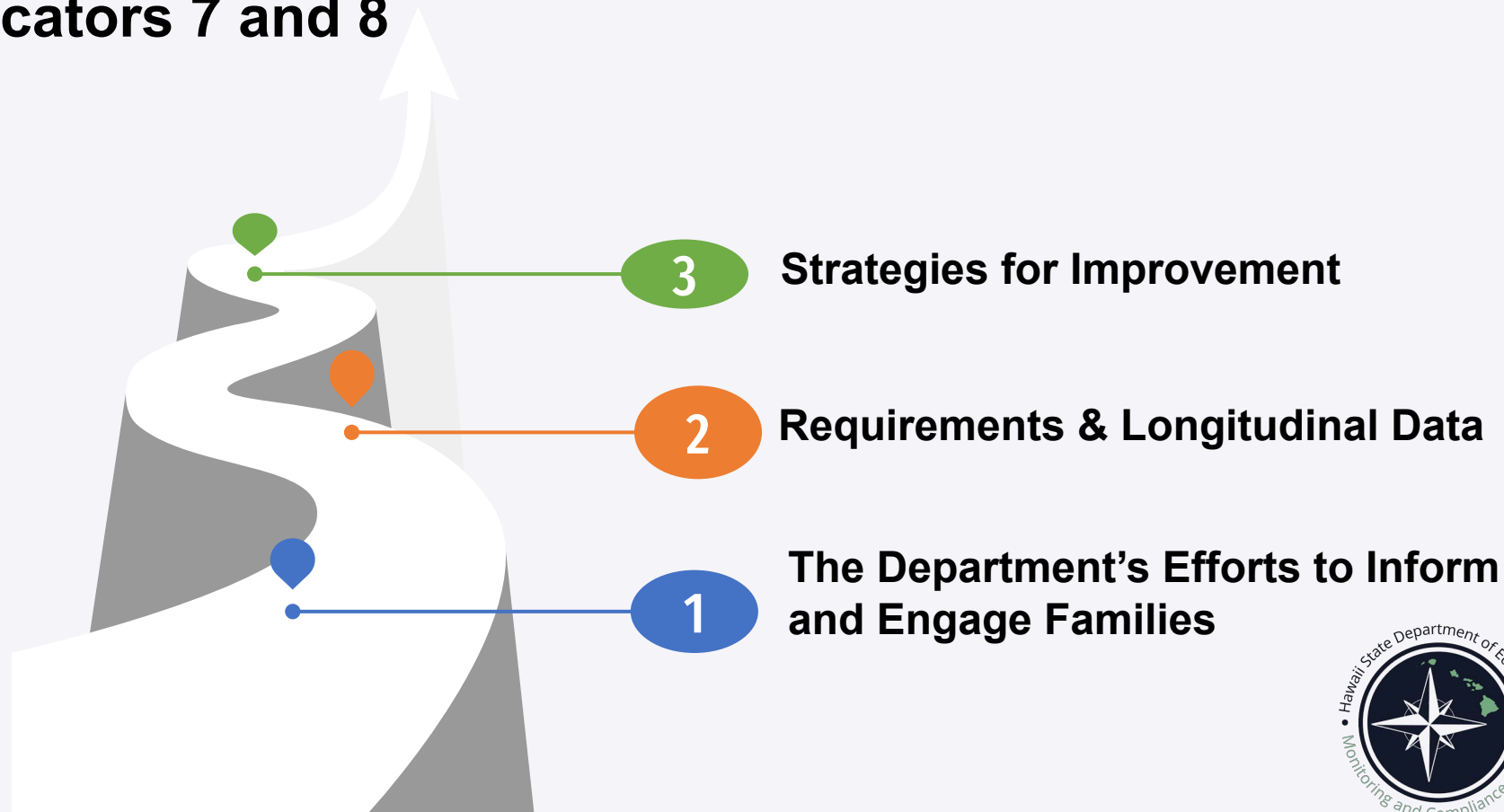
Preschool Outcomes Parent Involvement

Monitoring and Compliance Branch & Exceptional Support Branch
SEAC Meeting
September 10, 2021



Participant Outcomes

Indicators 7 and 8



Engaging Families in the Educational Process

Parent involvement is one of the most important predictors of students' educational success. Compared with students whose parents are not involved in their education, students whose parents participate in their education tend to:

- Have better grades
- Stay in school
- Graduate from high school at higher rates
- Demonstrate better social skills and behavior



Castro et al. 2015; Henderson and Mapp 2002;
Mapp, Carver & Lander, 2017



Preschool Outcomes

Parent input is valuable and important in order to assess the whole child. The Hawaii State Department of Education measures growth in preschool aged children 3-5 years with an Individualized Education Program (IEP). Student's skills are assessed as they continue to grow and learn. Talk with your child's teacher or IEP team to see how you can support your child's early learning.



Social-Emotional Skills

This outcome measures:

- Playing and interacting with adults & other children
- Learning how to manage their feelings
- Understanding and following rules

Parent feedback to the school can include:

- How my child expresses their feelings
- How my child interacts with others in the community

Knowledge & Skills

This outcome measures:

- Thinking, problem solving & remembering
- Displaying an interest in learning
- Understanding and communicating thoughts & ideas

Parent feedback to the school can include:

- What skills and activities my child does well
- What skills and activities my child finds difficult



Meeting Own Needs

This outcome measures:

- Self-care like feeding, toileting, dressing & grooming
- Using objects like a crayons, utensils & switches as tools
- Acting appropriately to get what they want

Parent feedback to the school can include:

- How my child takes care of their basic needs
- How my child uses tools in their day to day life



Preschool Outcomes Infographic

*Created in collaboration
with SPIN*

(Special Parent Information Network)



What is Indicator 7?

Preschool Outcomes



IDEA federal requirement that measures the percent of children 3 through 5 with IEPs who demonstrate improved:

- 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.



Data Source



Data for Indicator 7 is required to be collected at two points in time:

- 1) When a child first enters Part B Preschool Services; and
- 2) When a child exits Part B preschool services.



Five Progress Categories for Each Outcome

The percent of children who:

- a) Did not improve functioning
- b) Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- c) Improved functioning to a level nearer to same-aged peers, but did not reach it
- d) Improved functioning to reach a level comparable to same-aged peers
- e) Maintained functioning at a level comparable to same-aged peers



Summary Statements

- ❑ **Summary Statement 1:** Of those children who entered the program below age expectations in each Outcome, the percent who **substantially increased their rate of growth** by the time they exited the program.
- ❑ **Summary Statement 2:** The percent of children who **were functioning within age expectations in each Outcome** by the time they exited the program.



A. Positive Social-Emotional Skills

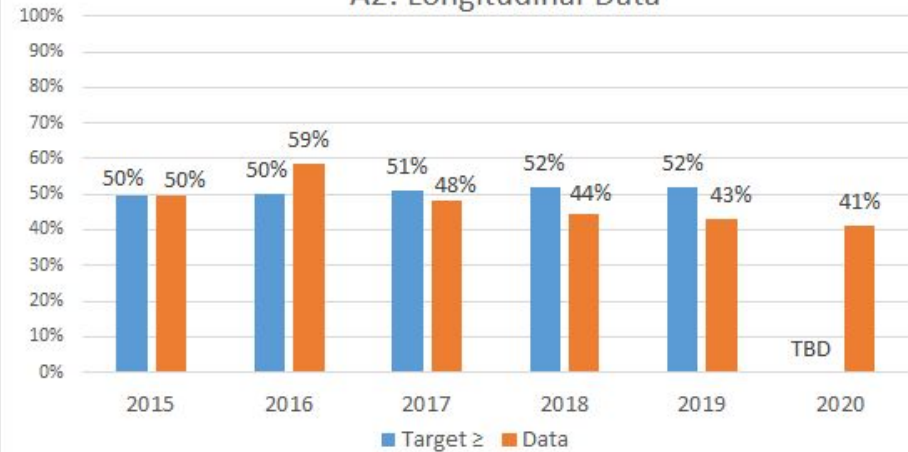
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

A2. The percent 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.

A1: Longitudinal Data



A2: Longitudinal Data

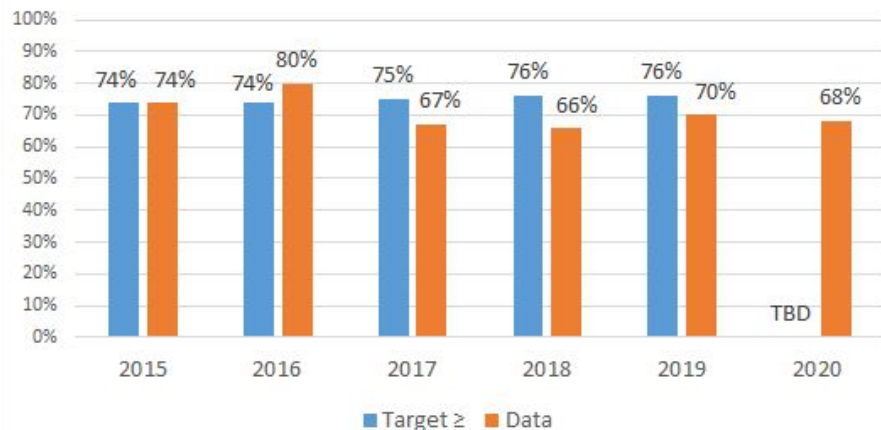


B. Acquisition and Use of Knowledge and Skills

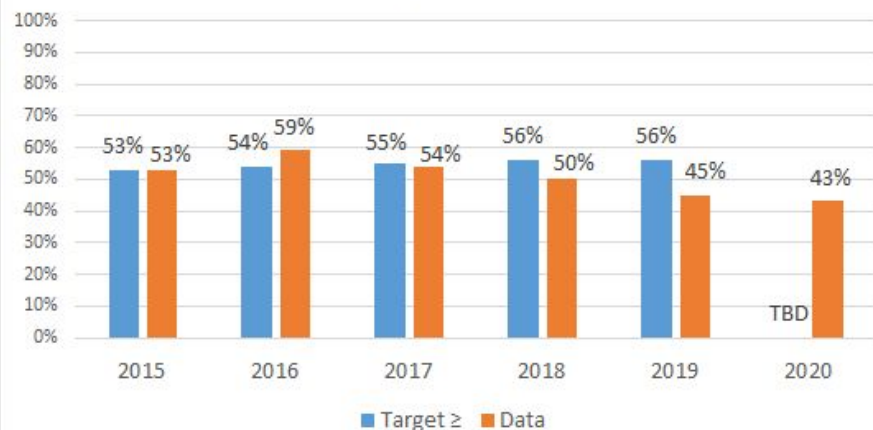
B1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.

B2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

B1: Longitudinal Data



B2: Longitudinal Data

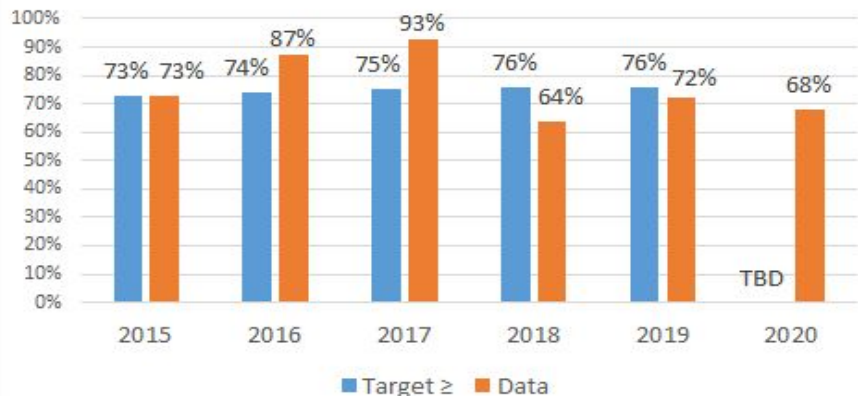


C. Use of Appropriate Behaviors to Meet Their Needs

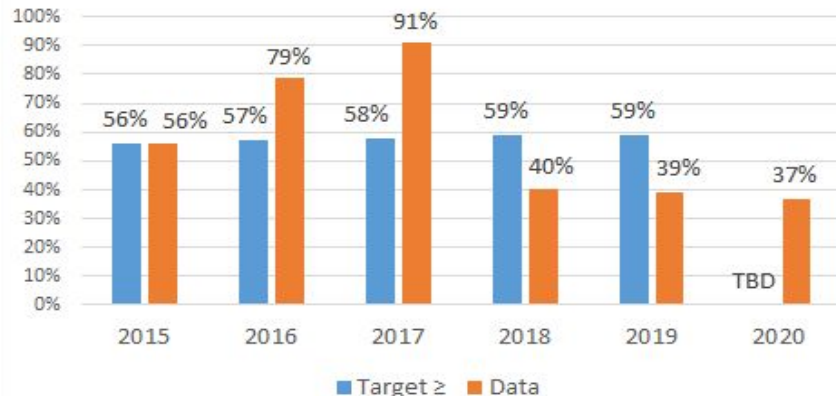
C1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.

C2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

C1: Longitudinal Data



C2: Longitudinal Data



Strategies for Improvement Preschool Outcomes



It's all about language

Functional/conversational

- Language for daily living
- Getting things done & having relationships



Academic language

- Language for formal learning



Children with oral language difficulties are at risk for later reading challenges, particularly comprehension.

For social emotional health and academic success, children need to be able to share information with others.



Research: Language and Literacy Connection

ASHA. 2001, Justice (2002)

Oral language provides the foundation for the development of literacy

The relationship between oral language and literacy development is reciprocal in nature (Boudreau & Hedberg, 1999; Chaney, 1992; Dickinson & Tabors, 1991; Lonigan et al., 1999; Maclean, Bryant, & Bradley, 1987).

Children with speech and language impairments are at increased risk for difficulties with early and conventional literacy development

Intervention for oral language can positively influence literacy development and vice versa.



Preschool to 3rd grade connection

Skills in oral language are predictive of later written language achievements, particularly in the area of reading (Catts, et al., 2001, 2002)

A strong focus on oral language development in early years is critical for future academic **SUCCESS** (Marchman et al., 2013)

Reading
Writing



The gap in academic ability tends to persist or grow throughout the school experience, particularly those who are at risk (Fielding et al., 2007)



Improvement Activities



a

A narrative

b

c

An account of an
experience or event that
unfolds over time



Improvement Activities

Professional Learning Communities

Who

- District Resource Teachers
- Speech-Language Pathologists

Content:

- Interactive Reading Strategies and
- Coaching
 - Teachers and
 - Parents

Goal:

- Improve language & literacy skills
- Enhance student outcomes



Research

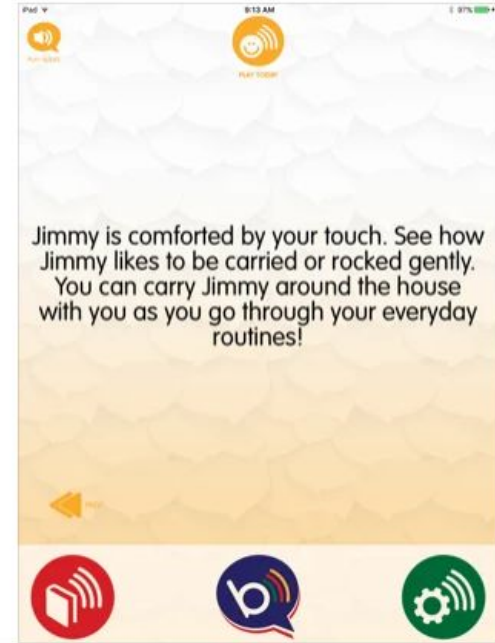
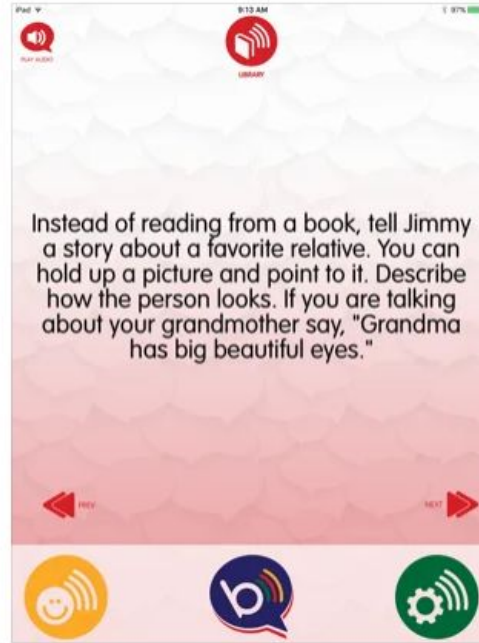
Enhances language development

Facilitates the acquisition of emergent literacy skills

Is respectful of economic, cultural and environmental differences

FREE app: Beginning with Babble I-phone or I-pad

Screenshots [iPad](#) [iPhone](#)



Suggestions for Improvement Strategies Preschool Outcomes

Implemented:

- Professional Development with preschool Resource Teachers & SLP Coordinators statewide
- Preschool Outcomes data
 - Oral language challenges amongst preschool population
 - Language literacy connections (overview)
- Preschool Workgroup with selected DESs

Continued Events and Coming Soon:

- Continued PLCs with Preschool RTs and SLPs
- In-depth training with selected preschool RTs and SLPs
 - Language and Literacy
 - Coaching for teachers and parents

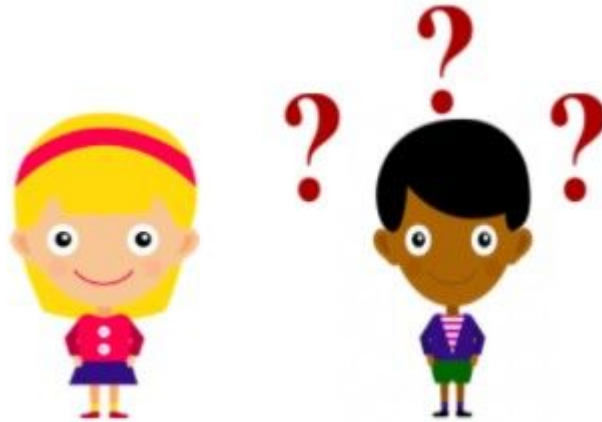
Your Input:

- Please use this [link](#) to provide your suggestions for strategies for improvement for further discussion at the December 10 meeting.



Indicator 7

Preschool Outcomes



What is Indicator 8?

Parent Involvement




IDEA federal requirement to survey parents to determine the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. §1416(a)(3)(A))




Data Source






Hawaii Department of Education
Parent Involvement Survey - Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child. Your responses are confidential and cannot be linked to your child.

If you prefer to complete the survey online, please visit www.hiparentsurvey.com.
You can also scan the QR code to access the survey using a mobile device.



Use pencil only 

Fill in circle completely:
Incorrect:  

Very Strongly Disagree

Strongly Disagree

Disagree

Agree

Very Strongly Agree

Schools' Efforts to Partner with Parents

1. I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In preparation for my child's transition planning meeting I was given information about options my child will have after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. All of my concerns and recommendations were documented on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's evaluation report is written in terms I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Written information I receive is written in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Teachers are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers treat me as a team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and administrators:					
13. - seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. - show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. - encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. - respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please turn page over ⇌

Schools' Efforts to Partner with Parents (cont.)

The school:

18. - has a person on staff who is available to answer parents' questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. - communicates regularly with me regarding my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. - gives me choices with regard to services that address my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. - offers parents training about special education issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. - offers parents a variety of ways to communicate with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. - gives parents the help they may need to play an active role in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. - provides information on agencies that can assist my child in the transition from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. - explains what options parents have if they disagree with a decision of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Child's Grade

27. Child's Age in Years

28. Child's Race / Ethnicity (Bubble one only)

- Two or more races
- American Indian or Alaskan Native
- Asian
- Black or African-American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

29. Child's Disability (Bubble one only)

- Autism Spectrum Disorder
- Deaf-Blindness
- Deaf
- Developmental Delay
- Emotional Disability
- Hard of Hearing
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Disability
- Other Health Disability
- Specific Learning Disability
- Speech or Language Disability
- Traumatic Brain Injury
- Visual Disability including Blindness

30. District (Bubble one only)

- Central
- Leeward
- Hawaii
- Maui
- Honolulu
- Windward
- Kauai

31. School Name:

e.g., Paia Elem, Kalakaua Middle, or Honokaa High

--Thank you for your participation--



Survey Delivery Methods

Hawaii Department of Education
Parent Involvement Survey - Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child. Your responses are confidential and cannot be linked to your child.

If you prefer to complete the survey online, please visit www.hiparentsurvey.com.
You can also scan the QR code to access the survey using a mobile device.

Use pencil only Fill in circle completely: Incorrect:

Schools' Efforts to Partner with Parents

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Very Strongly Agree
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In preparation for my child's transition planning meeting I was given information about options my child will have after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. All of my concerns and recommendations were documented on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's evaluation report is written in terms I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Written information I receive is written in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Teachers are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers treat me as a team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and administrators:					
13. - seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. - show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. - encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. - respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Based on Version 2.0
National Center for Special Education
Accountability Monitoring
<http://www.monitoringcenter.lsuhsdc.edu>

Page 1 of 2

Paper Copy

Online version was released SY 2020-21

Indicator 8:
Parent Involvement Survey - Special Education
School Year 2021-22

Translations are available in 15 languages.

hiparentsurvey.com

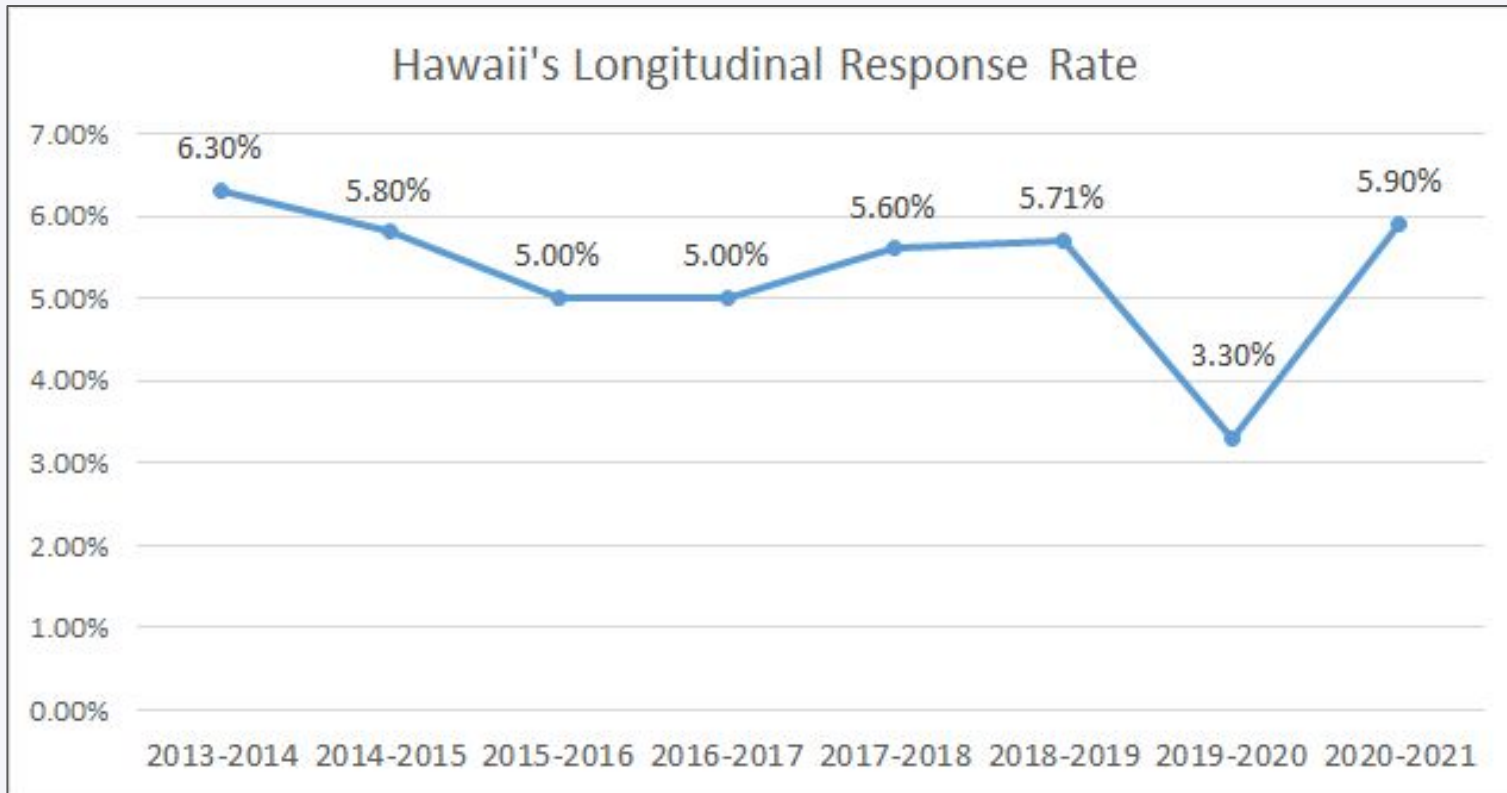


Distribution of Survey Versions - SY 2020-21

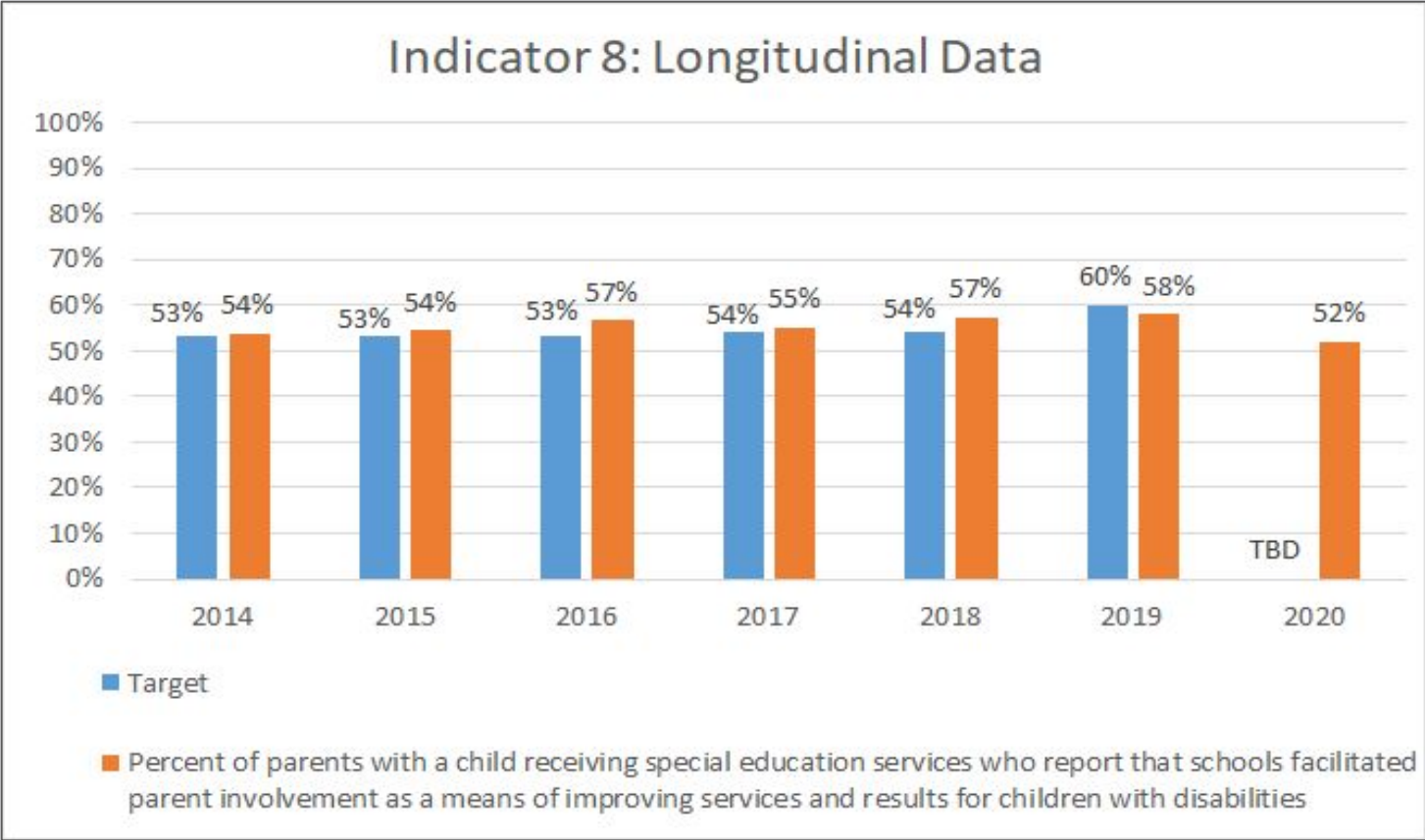
Survey Version	Respondents	Total Respondents	Percentage
Paper Copy	604	1,178	51%
Online	574	1,178	49%



Hawaii's Longitudinal Response Rate



Indicator 8: Longitudinal Data



Responses by Grade Category - SY 2020-21

Grade Category	Percentage	Child Count %
Pre-Kindergarten	18%	10%
Kindergarten–Grade 5	46%	38%
Grades 6-8	17%	22%
Grades 9-12+	16%	30%
Missing	3%	NA

Responses by Race/Ethnicity - SY 2020-21

Race/Ethnicity	Percentage	Child Count %
American Indian or Alaskan Native	<1%	0.22%
Asian	21%	17%
Black or African American	1%	2%
Hispanic/Latino	3%	20%
Native Hawaiian or Other Pacific Islander	23%	33%
White	9%	12%
Two or More Races	41%	16%
Missing	2%	NA

Responses by Eligibility Category - SY 2020-21

Disability Category	Percentage	Child Count %
Autism	18%	11%
Hearing Impairment	<1%	1%
Developmental Delay	14%	15%
Deaf-Blindness	0%	.02%
Emotional Disturbance	3%	5%
Intellectual Disability	3%	7%
Multiple Disabilities	11%	3%
Orthopedic Impairment	<1%	.28%
Other Health Impairment	13%	16%
Specific Learning Disability	12%	38%
Speech or Language Impairment	16%	4%
Traumatic Brain Injury	<1%	.29%
Visual Impairment	<1%	.25%
Missing	7%	NA

Statewide Responses Ranked by Satisfaction

Items are ranked from the most to the least responses of “Strongly Agreed” and “Very Strongly Agreed.”

71%	Teachers are available to speak with me.
70%	At the IEP meeting, we discussed accommodations and modifications that my child would need.
70%	Teachers treat me as a team member.
69%	I am considered an equal partner with teachers and other professionals in planning my child's program.
68%	All of my concerns and recommendations were documented on the IEP.
67%	Teachers and administrators show sensitivity to the needs of students with disabilities and their families.
66%	Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].
66%	Teachers and administrators encourage me to participate in the decision-making process.
65%	The school has a person on staff who is available to answer parents' questions.
64%	Teachers and administrators seek out parent input.
63%	Teachers and administrators respect my cultural heritage.
63%	Written information I receive is written in an understandable way.
62%	My child's evaluation report is written in terms I understand.

Statewide Responses Ranked by Satisfaction (pg.2)

Items are ranked from the most to the least responses of “Strongly Agreed” and “Very Strongly Agreed.”

61%	The school offers parents a variety of ways to communicate with teachers.
60%	The school gives me choices with regard to services that address my child's needs.
60%	The school communicates regularly with me regarding my child's progress on IEP goals.
56%	The school gives parents the help they may need to play an active role in their child's education.
56%	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.
51%	At the IEP meeting, we discussed how my child would participate in statewide assessments.
46%	Written justification was given for the extent that my child would not receive services in the regular classroom.
45%	The school explains what options parents have if they disagree with a decision of the school.
39%	The school provides information on agencies that can assist my child in the transition from school.
37%	I was given information about organizations that offer support for parents of students with disabilities.
36%	The school offers parents training about special education issues.
36%	In preparation for my child's transition planning meeting, I was given information about options my child will have after high school.

Strategies for Improvement Parent Involvement

Implemented:

- Online version of the survey
- Parent Involvement Handout for School Staff
- Translations of the survey available in 14 languages including English
- SEAC & DOE Infographic
- PLCs with Complex Areas

Coming soon:

- Continued PLCs
- Parent Involvement Handout will be translated in 13 additional languages
- Online survey transition to be available in other languages

Your Input:

- Please use this [link](#) to provide your suggestions for strategies for improvement for further discussion at the December 10 meeting.



Parent Involvement Survey Handout Special Education School Year 2021 - 2022



The Hawaii State Department of Education (HIDOE) values your involvement in the Individualized Education Program (IEP) meetings and other school activities/events relating to your child's education and would like to hear about your experience with your school's efforts to partner with you. Your participation in the Parent Involvement Survey will help HIDOE to improve parental involvement in the special education process and increase positive outcomes for our students with disabilities and their families.

To meet the requirements of the Individuals with Disabilities Education Act of 2004 (IDEA), the HIDOE is required to annually report to the Office of Special Education Programs (OSEP) the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities enrolled in Hawaii public schools in the provision of a free appropriate public education (20 U.S.C. 1416(a)(3)(A)).

Like many other states, HIDOE collects this data through a large-scale survey. The HIDOE is using the Schools' Efforts to Partner with Parents Scale (SEPPS) that consists of a 25-item rating scale and was developed and validated by the National Center for Special Education and Accountability Monitoring (NCSEAM).

The Parent Involvement Survey:

- Is multiple choice and takes less than ten (10) minutes to complete.
- Collects responses that are reported anonymously and cannot be personally linked to you or your child.
- Is available either online **or** from your child's public school in a paper copy to be submitted using the provided postage-paid envelope.
- Ensures objectivity by being collated, aggregated, and analyzed independently outside of the HIDOE by the current contractor, *Piedra Data Services LLC*.
- Provides you with the opportunity to complete one (1) survey per child receiving special education and related services.
- Is offered by your child's public school after the initial or annual IEP meeting.
- Is available to be completed from July 1, 2021 - June 30, 2022.

SURVEY INSTRUCTIONS

If you do not have access to a device, ask your child's school if a device is available for use at the campus.

On a computer, smart phone, or tablet, open an Internet browser, and go to:
<https://www.hiparentsurvey.com/> and complete the survey.

If you have a Quick Response (QR) reader on your device, you can access the survey using the this QR code.

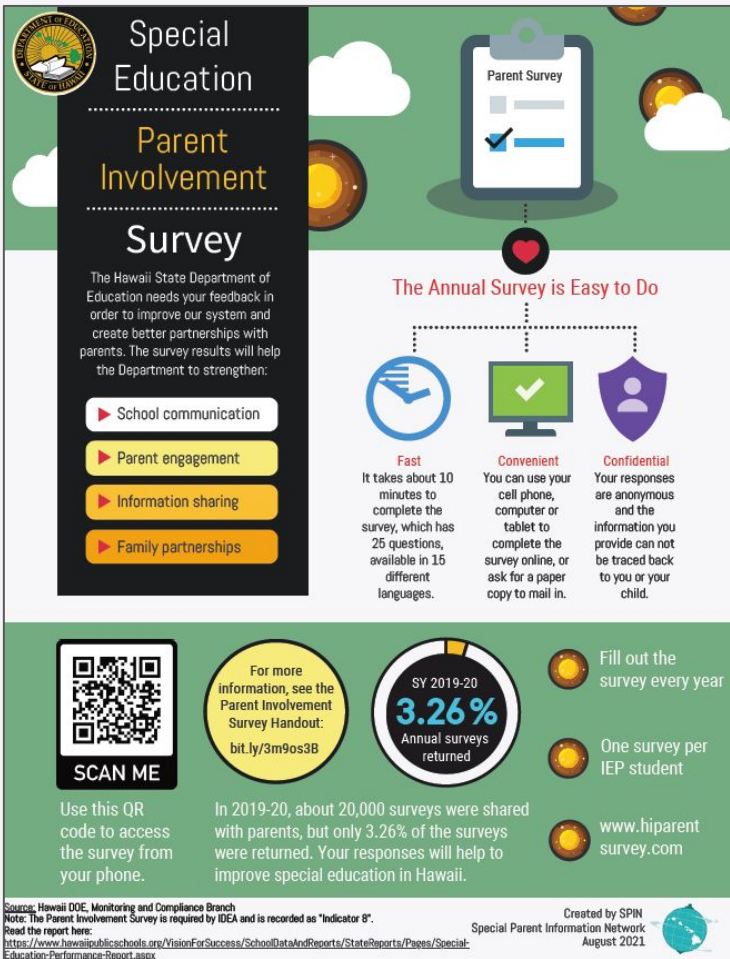
If you would like to complete the survey via a paper copy, please contact your child's school.



This handout can also be found on the HIDOE website under **Parent Involvement Survey**:
<http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx>

HIDOE Parent Involvement Survey Handout





Parent Involvement Survey Infographic

Created in collaboration with SPIN

(Special Parent Information Network)



For any questions please contact:

- Brikena White at brikena.white@k12.hi.us
- Lori K. Morimoto at lori.k.morimoto@k12.hi.us
- Patricia Dong at patricia.dong@k12.hi.us
- Verna Chinen at verna.chinen@k12.hi.us



Resources

- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational research review*, 14, 33-46.
- Hawaii's Parent Involvement Survey
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