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

1. The Department’s Efforts to Inform and Engage Families
2. Requirements & Longitudinal Data
3. Strategies for Improvement
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 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 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.
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.
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.
Strategies for Improvement
Preschool Outcomes

Playing & learning with others
Managing feelings

Thinking & remembering

Understanding others & telling my “story”

Acting appropriately to get what I want
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.
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.
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)

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 narrative

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
- Coaching
  - Teachers and
  - Parents

**Goal:**
- Improve language & literacy skills
- Enhance student outcomes

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**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

Instead of reading from a book, tell Jimmy a story about a favorite relative. You can hold up a picture and point to it. Describe how the person looks. If you are talking about your grandmother say, "Grandma has big beautiful eyes."

Jimmy is comforted by your touch. See how Jimmy likes to be carried or rocked gently. You can carry Jimmy around the house with you as you go through your everyday routines!
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.

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 involvement with special education over the past year. You may skip any item if you feel it 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.

Schools' Efforts to Partner with Parents
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. In preparation for my child's transition planning meeting I was given information about options my child will have after high school.
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.
5. All of my concerns and recommendations were documented on the IEP.
6. Written justification was given for the extent that my child would receive services in the regular classroom.
7. I was given information about organizations that offer support for parents of students with disabilities.
8. I have been asked for my opinion about how well special education services are meeting my child's needs.
9. My child's evaluation report is within some I understand.
10. Written information I receive is written in an understandable way.
11. Teachers are available to speak with me.
12. Teachers treat me as a team member.

Teaching and administration:
13. Seek out parent input.
14. Show sensitivity to the needs of students with disabilities and their families.
15. Encourage me to participate in the decision-making process.
16. Respect my cultural heritage.
17. Ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].

Please turn page over.

26. Child's Grade
27. Child's Age in Years
28. Child's Race/Ethnicity (Click one only):
29. Child's Disability (Check one or more):
30. District (Click one only):
31. School Name:

---Thank you for your participation---

Based on Version 3.0
National Center for Special Education Accountability Monitoring
http://www.ncsemdc.org/hipt_info.htm

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Survey Delivery Methods

Online version was released SY 2020-21

Translations are available in 15 languages.
## Distribution of Survey Versions - SY 2020-21

<table>
<thead>
<tr>
<th>Survey Version</th>
<th>Respondents</th>
<th>Total Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Copy</td>
<td>604</td>
<td>1,178</td>
<td>51%</td>
</tr>
<tr>
<td>Online</td>
<td>574</td>
<td>1,178</td>
<td>49%</td>
</tr>
</tbody>
</table>
Hawaii’s Longitudinal Response Rate
Indicator 8: Longitudinal Data

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.
## Responses by Grade Category - SY 2020-21

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>Percentage</th>
<th>Child Count %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Kindergarten–Grade 5</td>
<td>46%</td>
<td>38%</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>Grades 9-12+</td>
<td>16%</td>
<td>30%</td>
</tr>
<tr>
<td>Missing</td>
<td>3%</td>
<td>NA</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Percentage</td>
<td>Child Count %</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>&lt;1%</td>
<td>0.22%</td>
</tr>
<tr>
<td>Asian</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3%</td>
<td>20%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>23%</td>
<td>33%</td>
</tr>
<tr>
<td>White</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>41%</td>
<td>16%</td>
</tr>
<tr>
<td>Missing</td>
<td>2%</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Responses by Eligibility Category - SY 2020-21

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Percentage</th>
<th>Child Count %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Deaf-Blindness</td>
<td>0%</td>
<td>0.02%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>&lt;1%</td>
<td>0.28%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>Speech or Language Impairment</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>&lt;1%</td>
<td>0.29%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>&lt;1%</td>
<td>0.25%</td>
</tr>
<tr>
<td>Missing</td>
<td>7%</td>
<td>NA</td>
</tr>
</tbody>
</table>
# Statewide Responses Ranked by Satisfaction

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>71%</td>
<td>Teachers are available to speak with me.</td>
</tr>
<tr>
<td>70%</td>
<td>At the IEP meeting, we discussed accommodations and modifications that my child would need.</td>
</tr>
<tr>
<td>70%</td>
<td>Teachers treat me as a team member.</td>
</tr>
<tr>
<td>69%</td>
<td>I am considered an equal partner with teachers and other professionals in planning my child’s program.</td>
</tr>
<tr>
<td>68%</td>
<td>All of my concerns and recommendations were documented on the IEP.</td>
</tr>
<tr>
<td>67%</td>
<td>Teachers and administrators show sensitivity to the needs of students with disabilities and their families.</td>
</tr>
<tr>
<td>66%</td>
<td>Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].</td>
</tr>
<tr>
<td>66%</td>
<td>Teachers and administrators encourage me to participate in the decision-making process.</td>
</tr>
<tr>
<td>65%</td>
<td>The school has a person on staff who is available to answer parents' questions.</td>
</tr>
<tr>
<td>64%</td>
<td>Teachers and administrators seek out parent input.</td>
</tr>
<tr>
<td>63%</td>
<td>Teachers and administrators respect my cultural heritage.</td>
</tr>
<tr>
<td>63%</td>
<td>Written information I receive is written in an understandable way.</td>
</tr>
<tr>
<td>62%</td>
<td>My child's evaluation report is written in terms I understand.</td>
</tr>
</tbody>
</table>
## Statewide Responses Ranked by Satisfaction (pg.2)

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>The school offers parents a variety of ways to communicate with teachers.</td>
</tr>
<tr>
<td>60%</td>
<td>The school gives me choices with regard to services that address my child's needs.</td>
</tr>
<tr>
<td>60%</td>
<td>The school communicates regularly with me regarding my child's progress on IEP goals.</td>
</tr>
<tr>
<td>56%</td>
<td>The school gives parents the help they may need to play an active role in their child's education.</td>
</tr>
<tr>
<td>56%</td>
<td>I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.</td>
</tr>
<tr>
<td>51%</td>
<td>At the IEP meeting, we discussed how my child would participate in statewide assessments.</td>
</tr>
<tr>
<td>46%</td>
<td>Written justification was given for the extent that my child would not receive services in the regular classroom.</td>
</tr>
<tr>
<td>45%</td>
<td>The school explains what options parents have if they disagree with a decision of the school.</td>
</tr>
<tr>
<td>39%</td>
<td>The school provides information on agencies that can assist my child in the transition from school.</td>
</tr>
<tr>
<td>37%</td>
<td>I was given information about organizations that offer support for parents of students with disabilities.</td>
</tr>
<tr>
<td>36%</td>
<td>The school offers parents training about special education issues.</td>
</tr>
<tr>
<td>36%</td>
<td>In preparation for my child's transition planning meeting, I was given information about options my child will have after high school.</td>
</tr>
</tbody>
</table>
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 PL Cs
- 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.
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. 1410(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, Pedra 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.hpinterests.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
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


- Hawaii’s Parent Involvement Survey
  - Hiparentsurvey.com


- Part B State Performance Plan/Annual Performance Report (SPP/APR) FFY 2020-2025 Measurement Table

- SPP/APR FFY 2019 (SY 2019-2020)