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October 3, 2017

Hawaii Board of Education
Student Achievement Committee Meeting
Margaret Cox, Chair
Patricia Bergin, Vice Chair

Aloha Chair Cox, Vice Chair Bergin and Members of the Committee,

We would like to support the recommendation of using the revised School Quality Survey dimension of involvement/engagement as a measurement tool for the statewide family engagement indicator.

The HE'E Coalition promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE'E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education. Our list of members and participants is attached.

HE'E has been advocating for a family engagement indicator since original BOE/DOE Strategic Plan was launched in 2011. Therefore, we are happy the Department selecting a specific measurement tool such as the SQS dimension of involvement/engagement, using the Harvard Parent Survey for K-12 Schools. HE'E was able to dialogue with the Department on the Harvard survey and how it would be applied to the SQS. While parent response rate of the SQS has historically been low, we believe that this step of having family engagement as a statewide indicator with a specific measurement tool will encourage schools to communicate to parents about the importance of family engagement, as well as the utility of the SQS.

While we strongly support the family engagement indicator, we also advocate for the Department to keep the community engagement indicator. Positive engagement of *family and community* contributes to thriving schools and students. Therefore, we recommend that in the future, the Department continue to work to develop a measurement tool for community engagement. HE'E would be happy to collaborate with the Department and other community stakeholders on an appropriate measurement tool.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

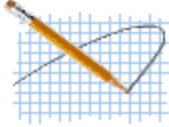
Cheri Nakamura
HE'E Coalition Director

HE'E Member List

Academy 21
After-School All-Stars Hawaii
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Coalition for Children with Special Needs
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
Harold K.L. Castle Foundation
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Children's Action Network
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First

McREL's Pacific Center for Changing the Odds
*Native Hawaiian Education Council Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



"Susan Pcola-Davis" <Supcola@hawaii.rr.com>

10/02/2017 02:50 PM

To <testimony_boe@notes.k12.hi.us>
cc
Subject Testimony for October 3, 2017
"Student Achievement Committee"

I reviewed your presentation on Special Education Statewide Data and National Trends. The slide (#2) below begged me to ask a question.

Can the categories be broken down to explain what falls under each of these?

- These account for approximately 60% of the students with Disabilities.
- That is a high percentage and by stratifying it you may learn more.
 - Developmental Delay (13.7%)
 - Other Health Impairment (15.7%)
 - Specific Learning Disabilities (40.2%)

Your committee did an outstanding job in this presentation. I applaud you for your hard work.

Very Respectfully

Susan A. Pcola-Davis, PTSA Kanoelani Elementary School

Hawaii Public Schools: Students with Disabilities		
Eligibility Categories	# of Students	Composition %
SY 2016-17, Ages 3-21		
Autism	1,820	9.4%
Deaf-Blindness	< 10	
Developmental Delay	2,659	13.7%
Emotional Disturbance	988	5.1%
Hearing Impairments	287	1.5%
Intellectual Disability	1,253	6.5%
Multiple Disabilities	663	3.4%
Other Health Impairment	3,048	15.7%
Orthopedic Impairment	72	0.4%
Specific Learning Disabilities	7,789	40.2%
Speech or Language Impairments	680	3.5%
Traumatic Brain Injury	62	0.3%
Visual Impairment	52	0.3%



S E A C
Special Education Advisory Council

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Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

October 3, 2017

**Special Education
Advisory Council**

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

Ms. Brendelyn Ancheta
Dr. Robert Campbell, *liaison
to the military*
Ms. Deborah Cheeseman
Ms. Annette Cooper
Mr. Motu Finau
Ms. Gabriele Finn
Mr. Sage Goto
Dr. Kurt Humphrey
Ms. Cathy Kahooanohano
Ms. Bernadette Lane
Ms. Kaili Murbach
Ms. Stacey Oshio
Ms. Kau'i Rezentes
Ms. Charlene Robles
Ms. Rosie Rowe
Mr. Daniel Santos
Mr. James Street
Dr. Todd Takahashi
Dr. Christine Tydeman, *liaison
to the Superintendent*
Mr. Steven Vannatta
Mr. Gavin Villar
Dr. Amy Wiech
Ms. Jasmine Williams
Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Margaret Cox, Chair
Student Achievement Committee
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: Agenda Item IV. B. Committee Action on updates to 2017-2020 Joint Department of Education and Board of Education Strategic Plan indicators (school climate, achievement gap, and family and community engagement)

Dear Chair Cox and Members of the Committee,

The Special Education Advisory Council (SEAC) appreciates this opportunity to make the following recommendations regarding targets to Strategic Plan Student Success Indicators for School Climate, Achievement Gap and Family and Community Engagement.

School Climate

The Department originally planned to utilize the safety dimension of the School Quality Survey to measure school climate, so SEAC assumes that the Tripod's module on school safety will be the replacement metric. **SEAC recommends that the Department consider an additional metric of the Youth Risk Behavior Survey.** Although this national survey is offered every other year to middle school and high school students, it offers important and comparable statistics on weapons brought to school, bullying, a student's sense of safety on campus, absenteeism related to school safety, physical fights and self-inflicted injuries.

Achievement Gap

SEAC has testified previously that measuring the achievement gap by utilizing a high-needs vs. non-high needs framework is problematic --particularly for students with disabilities who make up about one-fifth of the group and have achievement scores far below the high-needs combined score. For example, on the 2017 Smarter Balanced Assessment, only 14.5% of special education students (SPED) were proficient in English Language Arts compared to 36% for the high-



Achievement Gap (cont.)

needs group taken as a whole. Math had a similar disparity: 11.7% proficiency for SPED, and 30% for the high-needs group. Under the Strive HI accountability system, a school can make gains in reducing the achievement gap, while the scores for students with disabilities remain stagnant.

By contrast, the **Every Student Succeeds Act (ESSA)** requires that any super high needs group results be disaggregated and reported separately by subgroup. When long term goals for SY 2024-25 were set for individual subgroups under the recently submitted **State Consolidated ESSA Plan**, the Department committed to *reduce by half the percentage of students who were not proficient on the annual statewide assessments in language arts and mathematics* in the baseline year of SY 2015-16. The proposed measurements of interim progress for the student subgroups were based on Hawaii’s target of closing the achievement gap in an accelerated yet attainable fashion (see below).

	SY 15-16	SY 19-20	SY 24-25
ELA Proficiency			
All Students	51%	61%	76%
Economic Disadvantage	39%	53%	70%
Special Education	13%	32%	57%
English Learners	21%	39%	61%
Math Proficiency			
All Students	42%	54%	71%
Economic Disadvantage	31%	46%	66%
Special Education	11%	31%	56%
English Learners	22%	39%	61%

If the Department’s long range goal is indeed to reduce the achievement gap by *reducing by half the percentage of students who were not proficient on the annual statewide assessments in language arts and mathematics*, then it needs to honor the ESSA Plan acknowledgement that students with disabilities in particular need an accelerated rate of improvement. **SEAC therefore recommends that the Strategic Plan indicator for the achievement gap be reported out separately for each subgroup within the high needs group (students with disabilities, economically disadvantaged students, and English Learners) compared to non-high needs students.** By doing so, the Department will be giving schools a consistent message about expectations for student achievement for each of its student subgroups.

Family Engagement

SEAC did not have an opportunity to review the Department’s proposed modified version of the parent School Quality Survey incorporating pieces of the Harvard Graduate School of



Family Engagement (cont.)

Education's "Parent Survey for K-12 Schools." We did, however, review the family engagement questions on the Harvard survey and found some of the questions out of sync with the Board of Education's **Family and Community Engagement/Partnership Policy** (101-14). For example, the Harvard survey asks parents if they have been engaging in fundraising activities or helping out with school activities. This perception of appropriate parent involvement or engagement has been superseded by the Board's embrace of family-school **partnerships**. The following National PTA Standards for family school partnerships are included in Policy 101-14:

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular two-way, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously partner to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

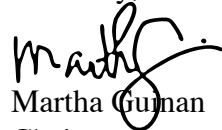
Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Engaging/partnering with community—Families and school staff engage/partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

SEAC recommends that the Department consider utilizing as its metric for family engagement the parent survey developed by the National PTA to reflect the above standards (see attached).

Thank you for this opportunity to provide testimony on the proposed Strategic Plan metrics.. Should you have an questions regarding this testimony, please contact me or Ivalee Sinclair, our Legislative Committee Chair.

Sincerely,


Martha Guinan
Chair


Ivalee Sinclair
Legislative Committee Chair

The Power of Partnerships Family Survey

Dear Families,

The best way to make sure every student in our school succeeds is to build a strong partnership between families, the school, and the community. The survey below gives you the opportunity to tell us what our school is doing well to support this partnership and what we can do better.

If you would like to help tally and analyze the results, please let us know.

—The Family Involvement Action Team

<Provide the names and contact information of the team members here.>

Welcoming All Families into the School Community

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. When I walk into the school, I feel the school is inviting and that this is a place where parents “belong.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school’s policies and programs reflect, respect, and value the diversity of the families in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students at the school are treated fairly no matter what their race or cultural background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel welcome at PTA/parent group meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communicating Effectively

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5. The school keeps all families informed about important issues and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school makes it easy for families to communicate with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school communicates with families in multiple ways (e.g., e-mail, phone, website).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can talk to the school principal when I need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My child’s teacher communicates with me on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It’s easy to get a translator if I need one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on next page

The Power of Partnerships Family Survey, continued

Supporting Student Success

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11. My child's teacher keeps me well informed about how my child is doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I understand the academic standards my child is supposed to meet and how the curriculum is linked to those standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My child's teacher and the school give me useful information about how to improve my child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. All students are challenged to do their best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speaking Up for Every Child

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15. If the school can't help me, they will connect me to someone who can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I understand the rules and requirements for student dress, language, and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The school keeps me informed of my rights under federal and state laws and policies and helps me exercise those rights as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel empowered to advocate for my own child's and other children's success in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sharing Power

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19. The school consults with me and other families before making important decisions (e.g., changes in curriculum, school policies, dress code).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The school provides opportunities for families to develop relationships and raise concerns with school leaders, public officials, and business and community leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collaborating with Community

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21. The school connects students, families, and staff to expanded learning opportunities, community services, and community improvement initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

Your name (optional) _____



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Corey Rosenlee
President
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Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

**TESTIMONY BEFORE THE BOARD OF EDUCATION
STUDENT ACHIEVEMENT COMMITTEE**

**RE: AGENDA ITEM V, B, PRESENTATION ON SPECIAL EDUCATION
STATEWIDE DATA AND NATIONAL TRENDS**

TUESDAY, OCTOBER 3, 2017

**COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION**

Chair Cox and Members of the Committee:

Superintendent Kishimoto and the Board of Education have rightfully chosen to prioritize improving special education services in the following year. Closing the achievement gap will require the department to recruit and retain additional special education teachers, however, to ensure that all special needs children are given a chance to succeed.

In the 2009-2010 school year, the DOE SPED staffing allocation accounted for a total of 5,377.5 special education positions, including 2,260 SPED teachers, 866 Article VI teachers, and 2,252 educational assistants.¹ These professionals served a total SPED student population of 19,158 at a ratio of 6.13 teachers and 8.51 EAs per SPED student.

For the 2010-2011 school year, the state moved from a weighted student formula to a proportional formula in allocating SPED positions, which, coupled with statewide budget cuts, led to a dramatic decrease in the number of SPED positions statewide: 2,138 SPED teachers, 853 Article VI positions, and 2,065.6 EAs, totaling 5,056.6 positions overall, a loss of 320.9 positions.

¹ All educational assistant positions are included in EA totals cited in this testimony, since disaggregated data for educational assistants has not been shared by the department. The clear majority of educational assistant positions, however, are dedicated to SPED programming.

Things have only gotten worse. For the 2015-2016 school year, the department reported 2,185 SPED teacher positions, 883.5 Article VI positions, and 2,092 EAs. Thus, the department employed 74.5 fewer teachers, 56.5 fewer combined SPED and Article VI teachers, and 159.75 fewer EAs in 2015-2016 than it did in 2009-2010, totaling 216.25 fewer SPED positions overall for the 2015-2016 school year, which saw a concurrent *increase* in the number of SPED students served to 19,935.

When the ratio of teachers (6.13) and EAs (8.51) to SPED students that was effective in 2009-2010, before the proportional formula was enacted, is applied to the total SPED student population for 2015-2016, an additional 183.26 SPED teachers and 251.09 EAs are needed to maintain parity. Yet, DOE officials also reported 101 SPED teacher vacancies and 161 SPED teachers hired who haven't completed a state approved teacher education program for the 2015-2016 school year. The DOE also noted 329 EA vacancies for the 2016-2017 school year. Together, this data demonstrates that, to maintain parity, the department needs to hire an additional 445.26 SPED teachers and 580.09 EAs, totaling 1,025.35 SPED positions overall.

We must invest in the future of our special needs students. We invite the BOE and DOE to join us, next year, in seeking additional funding to ensure a quality learning experience for our most vulnerable children.