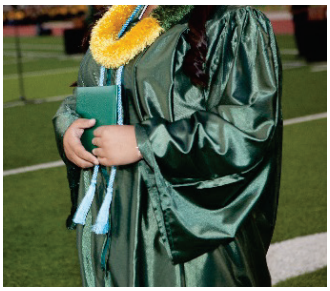
Revised

# State Systemic Improvement Plan

**Hawai'i State Department of Education**
**Phase I Submission**
**Indicator 17, State Performance Plan/Annual Performance Report**
**Pursuant to §616, Individuals with Disabilities Education Act**
**April 1, 2015**



Direct inquiries to: Shari A. Dela Cuadra-Larsen, Director (Acting)
Special Projects Office • (808) 586-3428 • special_projects@notes.k12.hi.us
1390 Miller Street, Room 314, Honolulu, Hawai'i 96813

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# Executive Summary

## Overview of Document Contents

The Hawai'i State Department of Education submits this document for Phase I of the State Systemic Improvement Plan (SSIP) as required by the U.S. Department of Education pursuant to section 616 of the Individuals with Disabilities Education Act (IDEA), following requirements as set forth by the Part B Measurement Table, Indicator 17 for the State Performance Plan/Annual Performance Report (SPP/APR). This document is also written for our Stakeholders - Hawai'i State Department of Education staff, students, parents, community members, partners in other state agencies, and providers. This document contains the following information:

1. The process by which stakeholders analyzed the state's data and infrastructure, and provided recommendations on the selected improvement strategies, chosen measurable result, and theory of action to meet Phase I requirements;
2. The decisions made for Phase I of the SSIP; and
3. The requirements for Phase II of the SSIP.

*Students at Kea'au Elementary School gear up for Kukini no ke Ola (The Health & Wellness Expo).*

We submit a narrative instead of using the template in the U.S. Department of Education's on-line tool for submission (Grads360), to increase accessibility to the content with the aim of increasing understanding of the Phase I process of analysis and recommendation, and providing common understanding for stakeholders involved in meeting Phase II requirements.

The Hawai'i State Department of Education created spaces for Department stakeholders from all levels (i.e., schools, Complex Areas, state, and Board), and Community stakeholders (i.e., parents, advocates, representatives from our institutes of higher education, and providers) to hold meaningful discussions about how we move our state to improve results for our students with disabilities. This submission marks Hawai'i's unprecedented journey with stakeholders in a continuous process towards transforming our educational system for the betterment of our students with disabilities, and all students. The focus identified in this document is part of the services that will be provided pursuant to IDEA. A summary of Hawai'i's Phase I selected improvement strategies, implementation, and state-identified measurable result are provided on page 6. In Phase II, states are required to provide details for implementation of the improvement strategies chosen. Anyone not already a stakeholder can contact the Special Projects Office to be involved in Phase II.

## Message from Kathryn S. Matayoshi, State Superintendent

Hawai'i's public school system has undergone a historic transformation beginning with our efforts through the competitive federal Race to the Top program, and the joint Hawai'i State Board of Education and Hawai'i State Department of Education Strategic Plan. Part of our systemic change resulted in the implementation of the Strive HI Performance System through the approval of our Elementary Secondary Education Act (ESEA) Flexibility Waiver. In February 2015, the U.S. Department of Education ESEA Flexibility Monitoring Report commended Hawai'i for our progress as a result of our systemic reforms with across the board ratings of "meets expectations." Our drive behind all of our initiatives is to ultimately provide a pathway for success for all students. Throughout this transformation we remained committed to seeking partnerships that work towards improved functional and educational outcomes for our students with disabilities. The State Systemic Improvement Plan (SSIP) process has allowed our state to work collaboratively internally and with our parents and community partners in identifying areas of focus to advance the performance for our students with disabilities.

Our Strategic Plan focuses on three overarching goals: Student Success, Staff Success, and Successful Systems of Support. To reach these goals, we have created the Six Priority Strategies to establish a framework, allowing for the delivery of targeted staffing and other supports to Complex Areas and Schools. As we gathered Stakeholders for the SSIP process, we heard how the implementation of the Six Priority Strategies have assisted with improving growth in student achievement. Additionally, our "Plan, Do, Check, Act" process reinforces the Six Priority Strategies to benefit all students and staff, particularly students with disabilities and our teachers who teach students with disabilities.

We are extremely grateful to our Phase I stakeholders for their support, time, and input in meeting SSIP requirements. Our shared commitment is resulting in quality educational experiences for not only our students, but for our staff and our community. Collaboration and feedback are critical in our transformation. Stakeholders voiced that timely interventions are necessary to improve reading performance for students with disabilities. As such, the Phase II submission will detail improvements to interventions as well as formulate an implementation plan and evaluation. While, the final SSIP submission is not due until 2020, we are looking beyond the SSIP requirements and focusing on meeting the individualized needs of our students with disabilities.

We recognize that our students with disabilities are a priority. We can and must do better for our students with disabilities. This SSIP process is resulting in thoughtful improvements to meet our strategic achievement goals for all students. It is work that we cannot do alone and we are grateful to all of our stakeholders. Mahalo!

*Superintendent Matayoshi reads "Yertle the Turtle" to students at Hickam Elementary.*

## Highlights and Summary of Decisions for SSIP Phase I

To improve the reading performance of students with disabilities, the Hawai'i State Department of Education will implement the Superintendent's Six Priority Strategies, and a Focused Intervention for Kindergarten through Grade 3. The success of these improvement strategies will be measured by: (1) the increase in percentage of students with Specific Learning Disability (SLD), Other Health Impairment (OHI), and Speech and Language Impairment (SLI) [1] in the 3rd and 4th grade demonstrating proficiency on the statewide reading assessment, and (2) the increase in the median growth percentile for 4th grade students with SLD, OHI, and SLI for the statewide reading assessment. The combined number of students, ages 6-21 with SLD, OHI, and SLI constitutes sixty-seven percent (67%) of our population of students with disabilities. Improving reading for the majority of the population currently amongst the lowest performing will positively impact overall proficiency and growth rates for students with disabilities in reading. Improving reading will build success for our students - improve post-school outcomes, graduation rates, and decrease suspension and drop-out.

Department and Community Stakeholders identified the need to strengthen the following areas to improve reading performance for students with disabilities: (1) professional development and technical assistance for quality instruction; (2) timely and early grade-level interventions; (3) strategies to improve student and parent engagement; (4) data improvements to identify when supports are necessary; and (5) fiscal support to adequately fund improvement strategies. Department and Community Stakeholders identified the continued utilization of the Six Priority Strategies, its individual strategies and performance management system, as a system of support to build capacity to address these areas. Phase II of the SSIP will be used to define the use of the Six Priority Strategies. Implementation of the Focused Intervention also will build the state's capacity for addressing these root causes of low performance by concentrating efforts first at Kindergarten and scaling-up annually by adding subsequent grades in order to lay the foundation for our student, staff, and system success. Implementation of the Focused Intervention will address the achievement gap established in the 3rd grade between students with disabilities and students without disabilities, which remains consistent throughout all tested grades. Phase II will also be used to define implementation of this strategy.

Department and Community Stakeholders, facilitated by the Special Projects Office and the SSIP Core Team, provided input, feedback, and ultimately, the recommendations adopted by the Hawai'i State Department of Education Leadership to formulate this SSIP Phase I submission. The Hawai'i State Department of Education will continue working with Department and Community Stakeholders during Phase II to develop a plan for implementation and evaluation. This SSIP process is part of a larger transformational effort for special education towards continuous improvement in addressing the educational and functional needs of our students with disabilities.

[1] Note that Chapter 60, Hawai'i Administrative Rules, uses different terminology from IDEA. This document will use federal terminology. As such, "speech and language impairment" or "SLI" will be used to reference "speech and language disabilities" as used in Chapter 60, and "other health impairment" or "OHI" will be used to reference "other health disability" as used in Chapter 60.

## SUMMARY

**Improvement Strategies to be defined in Phase II: Implementation of Six Priority Strategies and Focused Intervention for K-3**
**SIMR: Increase in the percent of 3rd and 4th graders with SLD, OHI, and SLI demonstrating proficiency on the statewide reading assessment, and increase in 4th grade MGP for students with SLD, OHI, and SLI for the statewide reading assessment.**

**Strategies to Improve Reading Performance**

| | **Analysis**<br>SY 14-15 | **Plan**<br>SY 15-16<br>Due 2/1/2016 | **Implement + Eval**<br>SY 16-17<br>Due 2/1/2017 | **Implement + Eval**<br>SY 17-18<br>Due 2/1/2018 | **Implement + Eval**<br>SY 18-19<br>Due 2/1/2019 | **Implement + Eval**<br>SY 19-20<br>Due 2/1/2020 |
|---|---|---|---|---|---|---|
| Six Priority Strategies | Submission of analysis. | Develop plan to address needs of SWD (Students with disabilities) and teachers. Develop evaluation. Continue implementation.<br><br>Focus is K-12. | Implementation of Six Priority Strategies per developed plan addressing needs for all SWD and teachers. Conduct evaluation. Revise plan, if needed.<br><br>Focus is K-12. | Continued implementation of Six Priority Strategies per developed plan addressing needs for all SWD and teachers. Conduct evaluation. Revise plan, if needed. Focus is K-12. | Continued implementation of Six Priority Strategies per developed plan addressing needs for all SWD and teachers. Conduct evaluation. Revise plan, if needed. Focus is K-12. | Continued implementation of Six Priority Strategies per developed plan addressing needs for all SWD and teachers. Conduct evaluation. Revise plan, if needed. Focus is K-12. |
| Focused Intervention | Submission of analysis. | Develop plan, define focused interventions for implementation statewide. Develop evaluation. | Implement & evaluate focused intervention in Kindergarten per developed plans. Focus Group is K. | Implement & evaluate focused intervention in K-1st grade statewide per plans. Focus Group is K-1. | Implement & evaluate focused intervention in K-2nd grade statewide per plans. Focus Group is K-2. | Implement & evaluate focused intervention in K-3rd grade statewide per plans. Focus Group is K-3. |

**SIMR:** Increase in the percent of proficient 3rd & 4th graders in reading, and increase in the MGP in 4th grade for reading for students with SLD, OHI, and SLI.

| | **Baseline** | SY 14-15 data | SY 15-16 data | SY 16-17 data<br>(target expected after 1st year implementation of plans) | SY 17-18 data<br>(target expected after 2nd year implementation of plans) | SY 18-19 data<br>(target expected after 3rd year implementation of plans) |
|---|---|---|---|---|---|---|
| Growth | **40 MGP**<br>*(SLD = 36*<br>*OHI = 36*<br>*SLI = 48)* | 43 | 45 | 50 | 55 | 60 |
| Proficiency | **3rd = 20.5%**<br>**4th = 17.9%** | 3rd = 27**<br>4th = 24** | 3rd = 35**<br>4th = 32** | 3rd = 43**<br>4th = 40** | 3rd = 51**<br>4th = 48** | 3rd = 60**<br>4th = 58** |
| | | (New baseline set.) | *Target setting to be aligned to process established under ESEA Flexibility. *See* page 90 for details. | | | |

**The initial SSIP submission did not include proficiency targets; OSEP required that targets be included. Proficiency targets were developed by applying target setting criteria used for Hawai'i's ESEA Flexibility Waiver, conditioned on Hawai'i continuing its original plan to engage Department and Community Stakeholders in setting targets for the remainder of the SSIP by utilizing new baselines and determining applicable target setting criteria in alignment with the target setting process under ESEA Flexibility, and submitting such targets in Phase II. Applying the ESEA Flexibility Waiver target setting criteria, Hawai'i will reduce by half the percent of non-proficient students in 3rd and 4th grade with SLD, OHI, and SLI, in reading by its SY 18-19 data submission.

# Introduction: The Hawai'i State Department of Education's Transformational Efforts

In alignment with our joint Hawai'i State Board of Education and Hawai'i State Department of Education Strategic Plan (Strategic Plan), we are committed to address the success of our students, staff, and system. An overview of our infrastructure and efforts are provided in this section.

## Our Governance and Leaders[2]

The Hawai'i State Department of Education's governance and administrative structure differs from that of other states in that it is a single, unitary system, overseen by the Hawai'i State Board of Education and led by the State Superintendent of Education. Because of this unitary status, Hawai'i is both the State Educational Agency (SEA) and Local Educational Agency (LEA); there is no separate governing entity or governance for the LEA. Use of the term "Hawai'i State Department of Education" references both the SEA and LEA.[3]

> Note: Part B SPP/APR Indicator/Measurement Table for Indicator 17, provides that Phase I of the SSIP requires "a detailed analysis that will guide the selection of coherent improvement strategies to increase the State's capacity to lead meaningful change in LEAs to improve results for children with disabilities." (emphasis added) Further within such document, there are requirements that reference LEAs. Applicability of the requirements of the SSIP specifically in regards to LEAs is a legal fiction in Hawai'i given our unitary status. As such, for purposes of Hawai'i's SSIP, requirements made of the LEA have been translated to fit our state's governance. This document has responded to Indicator 17 by providing a detailed analysis that guided the selection of coherent improvement strategies to increase the Hawai'i State

[2] The following responds to Sub-component 2(b), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.

[3] The definition of "LEA" provided for under IDEA includes of relevance to Hawai'i, includes "any other public institution or agency having administrative control and direction of a public elementary school or secondary school." *See* 20 U.S.C. §1401(19)(B). Of further relevance, the definition within the Elementary and Secondary Education Act of the term LEA "includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools." *See* 20 U.S.C. §7801(26)(E).

Department of Education's capacity to lead meaningful change within the state to improve results for students with disabilities. Questions regarding the application of LEA requirements of the SSIP to Hawai'i's unitary status should be referred to the Special Projects Office Acting Director (*see* cover page for contact information).

The Hawai'i State Board of Education is a policy-making board consisting of nine (9) members appointed by the Governor with the advice and consent of the Senate, a public high school student who is selected by the Hawai'i State Student Council and serves as a non-voting member, and a military representative who is appointed by the senior military commander in Hawai'i and serves as a non-voting member. The Hawai'i State Board of Education is responsible for holding the Hawai'i State Department of Education accountable for implementing the Strategic Plan, and requirements of Hawai'i State Board of Education Policies[4] and Hawai'i Administrative Rules, and of relevance here, Chapter 60, Provision of a Free Appropriate Public Education, Hawai'i Administrative Rules.[5]

The Hawai'i State Board of Education appoints the Superintendent, who oversees the 10th largest school system in the nation, serving approximately 180,000 students. The Superintendent of Education is assisted by the Deputy Superintendent managing the academic and educational programs, and the Senior Assistant Superintendent supervising the administrative offices.

*Hawai'i State Department of Education's Leadership Team.*

Public schools are under the field supervision of fifteen (15) regional administrative units called Complex Areas, each supervised by a Complex Area Superintendent who reports directly to the Deputy Superintendent. A Complex Area consists of one or more complexes, with each complex consisting of a high school and its feeder middle and elementary schools. There are forty-two (42) complexes grouped on a geographic basis into the 15 Complex Areas. Educational programs and services of the public schools regularly encompass grades Kindergarten through 12, and pre-school programs where established. The Complex Area Superintendents oversee personnel, fiscal and facilities support; monitor compliance with applicable state and federal laws; and oversee curriculum development, student assessment, and staff development services – all with the goal of increasing student achievement. Approximately 11,300 teachers work within these Complex Areas.

[4] Hawai'i State Board of Education Policies are available at http://www.hawaiiboe.net/Policies/Pages/default.aspx (last checked Mar. 8, 2015).
[5] Chapter 60, Hawai'i Administrative Rules are available at http://www.hawaiiboe.net/AdminRules/Pages/AdminRule60.aspx (last checked Mar. 8, 2015).

The Hawai'i State Board of Education also oversees the State Public Charter School Commission, which is the only entity with authority to approve, deny, reauthorize, and revoke charter contracts. By way of its authority over the State Public Charter School Commission, the Hawai'i State Board of Education is responsible for the administration of and compliance with applicable federal laws at charter schools. Nothing in the SSIP interferes with the autonomy and accountability of charter schools in the state as defined by State charter school law and regulations.

Responsibility for administration and implementation of federal programs, which includes IDEA, and issues relating to quality standards, fiscal, data, professional development, technical assistance, governance, and accountability and monitoring rests with the Superintendent of the Hawai'i State Department of Education. Support for implementation of the special education program for both public schools and public charter schools is provided by the Hawai'i State Department of Education and State Public Charter School Commission,[6] respectively. Ultimately, the Hawai'i State Department of Education is responsible for implementation of IDEA. Currently, the Hawai'i State Department of Education's Special Projects Office and the Office of Curriculum, Instruction and Student Support share responsibilities for administration of IDEA, and the Office of Curriculum, Instruction and Student Support also provides programmatic support to Complex Areas and schools. A reorganization in progress proposes to place all state administrative responsibilities in a new office, Program Administration and Compliance, while program support will remain in the Office of Curriculum, Instruction and Student Support. This reorganization allows for Strategic Plan alignment and efficiencies in monitoring, accountability and instructional support to increase the capacity of the state to improve results for students with disabilities.[7]

Fiscal support for education and services provided to students with disabilities is provided through various streams of federal and general (i.e., state funds appropriated by the Hawai'i State Legislature) funds, and national or local grants. The Hawai'i State Department of Education's total general fund operating budget is $1.778 billion, of which approximately 25% of the budget is used to provide special education and related services to students with disabilities. General funds are allocated to each school through the Weighted Student Formula (WSF), which is a fair and equitable way to distribute such funds based on individual student need, not enrollment. This means that students with more needs will receive more resources. Funding follows students to whichever schools they attend, equalizing opportunities at the student level. Funding to meet the specific needs of special education students is not within the WSF, rather it is provided through "categorical" funding appropriated from the Hawai'i State Legislature. Such funding is allocated to the Complex Areas by the Office of Curriculum, Instruction and Student Support based upon child count numbers which are the numbers submitted to the U.S. Department of Education annually through the Child Count Report approved by the Superintendent. Hawai'i also receives approximately $39 million in federal

[6] *See* Hawai'i Revised Statutes 302D-30.

[7] The following responds to the Implementation Guideline question: Describe the SEA's role and approach to increasing the capacity of LEAs to improve results for students with disabilities.

funds under IDEA. These funds are utilized by the Special Projects Office and other state-level offices for SEA activities, and distributed by the Office of Curriculum Instruction and Student Support to Complex Areas based upon child count and a project plan for use by Complex Areas and schools.

## Our Students

The Hawai'i State Department of Education is committed to the success of our students, and in particular to improving educational results and functional outcomes by providing students with disabilities with meaningful access and participation in the general education curriculum and appropriate, high quality specially designed instruction and support services. Student achievement is at the core of our Strategic Plan. All initiatives align to the goal of achieving student success.

*May Day celebration at Pope Elementary School in Waimanalo. In foreground, May Day King Chanz Palau and Queen Elikapeka Kupahu-Phillips. Chanz's mother shared how the Pope team helped her family "stay persistent … stay hopeful, stay patient." Read Chanz's story at: http://www.hawaiipublicschools.org/VisionForSuccess/SuccessStories/Partners/Pages/Autism-Fighting-the-battle-every-day.aspx*

Our students attend one of the 255 Department or 34 Charter public schools located on six of Hawai'i's eight main islands, which are unique in their representation of the range of the country's diverse educational landscape. Hawai'i public schools are a study in contrasts, spanning dense urban areas characterized by concentrated poverty and its accompanying social and educational impacts; schools with homeless student populations; and schools in some of the wealthiest areas in the country. Seventeen percent of Hawai'i's K-12 schools are designated as "rural" by the National Center for Education Statistics. Of these rural schools, 42% are considered "distant" or "remote" and can only connect to metropolitan centers by costly air transport.

For the 2014-2015 school year, official enrollment count numbers, which gives us a snapshot of enrollment, show 180,895 students enrolled in our public schools. Of that number 19,081 are students

that have been identified as students receiving special education services through an Individualized Education Program (IEP), which is approximately 10.5% of our total student population. The snapshot further shows there are 16,717 students receiving special education between the ages of 6-21, and 2,364 students between the ages of 3-5 receiving special education enrolled in our Hawai'i State Department of Education schools.

**Distribution of Students by Eligibility Category**

Our students are eligible for special education and related services under different categories. For students ages 3-5, the most frequent classifications were under the eligibility categories of Developmental Delay (70%), Autism (12%), and SLI (7%).[8] For students ages 6-21, approximately 48% of students with disabilities have the eligibility category of SLD. The next most populated eligibility category was OHI, with approximately 17% of students of the special education population.

| **Disability** | **Percentage of Children with Disabilities by Disability Category** (age as of collection day in SY 2014-2015) | |
|---|---|---|
| | **Ages 3-5** | **Ages 6-21** |
| Intellectual Disabilities | 0.6% | 6.9% |
| Hearing Impairments | 2.1% | 1.5% |
| Speech or Language Impairments | 6.9% | 2.9% |
| Visual Impairments | 0.3% | 0.3% |
| Emotional Disturbance | 0.5% | 5.7% |
| Orthopedic Impairments | 0.5% | 0.4% |
| Other Health Impairments | 4.3% | 16.6% |
| Specific Learning Disabilities | 0.3% | 48.0% |
| Deaf-Blindness | 0.0% | 0.0% |
| Multiple Disabilities | 2.9% | 3.3% |
| Autism | 11.7% | 7.9% |
| Traumatic Brain Injury | 0.3% | 0.3% |
| Developmental Delay | 69.6% | 6.1% |

[8] Note that Chapter 60, Hawai'i Administrative Rules, uses different terminology from IDEA. This document will use federal terminology. As such, "speech and language impairment" or "SLI" will be used to reference "speech and language disabilities" as used in Chapter 60, and "other health impairment" or "OHI" will be used to reference "other health disability" as used in Chapter 60.

The racial and ethnic categories that our students with disabilities self-identify with vary amongst disability types. The percentages for students receiving special education and related services for ages 3-5 and ages 6-21 and their race or ethnic categories are provided below.

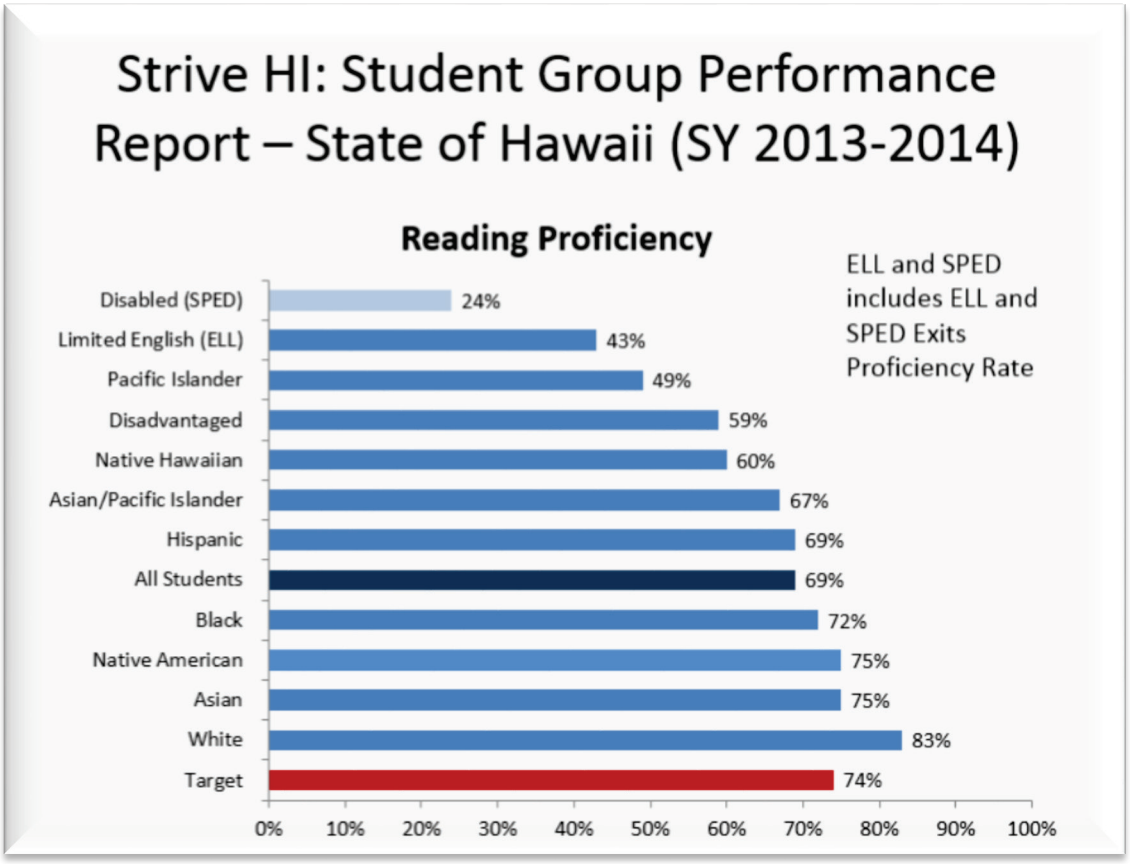
| Disability | Race/Ethnicity | | | | | | |
|---|---|---|---|---|---|---|---|
| **Students Age 3-5 2014-2015** | **Hispanic/ Latino** | **American Indian or Alaska Native** | **Asian** | **Black or African American** | **Native Hawaiian or Other Pacific Islander** | **White** | **Two or More Races** |
| Intellectual Disabilities | 0.04% | 0.00% | 0.08% | 0.00% | 0.21% | 0.08% | 0.17% |
| Hearing Impairments | 0.34% | 0.00% | 0.34% | 0.04% | 0.97% | 0.25% | 0.17% |
| Speech or Language Impairments | 1.27% | 0.00% | 0.80% | 0.17% | 0.68% | 2.75% | 1.18% |
| Visual Impairments | 0.00% | 0.00% | 0.08% | 0.00% | 0.13% | 0.04% | 0.04% |
| Emotional Disturbance | 0.21% | 0.00% | 0.08% | 0.04% | 0.08% | 0.08% | 0.00% |
| Orthopedic Impairments | 0.04% | 0.00% | 0.13% | 0.00% | 0.08% | 0.21% | 0.08% |
| Other Health Impairments | 0.72% | 0.00% | 1.02% | 0.04% | 1.14% | 0.55% | 0.80% |
| Specific Learning Disabilities | 0.04% | 0.00% | 0.13% | 0.00% | 0.08% | 0.00% | 0.08% |
| Deaf-Blindness | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Multiple Disabilities | 0.55% | 0.00% | 0.68% | 0.00% | 1.10% | 0.30% | 0.30% |
| Autism | 1.86% | 0.04% | 2.50% | 0.51% | 1.73% | 2.41% | 2.66% |
| Traumatic Brain Injury | 0.08% | 0.00% | 0.00% | 0.00% | 0.13% | 0.00% | 0.04% |
| Developmental Delay | 13.87% | 0.13% | 15.78% | 1.35% | 16.50% | 10.41% | 11.55% |
| **Total** | **19.04%** | **0.17%** | **21.62%** | **2.16%** | **22.84%** | **17.09%** | **17.09%** |

| Disability | Race/Ethnicity | | | | | | |
|---|---|---|---|---|---|---|---|
| **Students Age 6-21 2014-2015** | **Hispanic/ Latino** | **American Indian or Alaska Native** | **Asian** | **Black or African American** | **Native Hawaiian or Other Pacific Islander** | **White** | **Two or More Races** |
| Intellectual Disabilities | 0.63% | 0.03% | 1.88% | 0.11% | 3.15% | 0.62% | 0.46% |
| Hearing Impairments | 0.10% | 0.01% | 0.44% | 0.05% | 0.72% | 0.09% | 0.12% |
| Speech or Language Impairments | 0.45% | 0.02% | 0.52% | 0.11% | 0.85% | 0.68% | 0.25% |
| Visual Impairments | 0.02% | 0.00% | 0.10% | 0.01% | 0.14% | 0.02% | 0.02% |
| Emotional Disturbance | 0.68% | 0.06% | 0.76% | 0.13% | 2.72% | 0.84% | 0.54% |
| Orthopedic Impairments | 0.03% | 0.00% | 0.10% | 0.01% | 0.16% | 0.08% | 0.01% |
| Other Health Impairments | 1.85% | 0.08% | 2.60% | 0.42% | 7.01% | 3.30% | 1.35% |
| Specific Learning Disabilities | 4.73% | 0.28% | 9.40% | 1.29% | 23.83% | 4.95% | 3.48% |
| Deaf-Blindness | 0.00% | 0.00% | 0.01% | 0.00% | 0.03% | 0.00% | 0.00% |
| Multiple Disabilities | 0.22% | 0.01% | 1.17% | 0.04% | 1.25% | 0.34% | 0.31% |
| Autism | 0.87% | 0.04% | 2.39% | 0.17% | 1.56% | 1.97% | 0.91% |
| Traumatic Brain Injury | 0.02% | 0.00% | 0.07% | 0.01% | 0.17% | 0.02% | 0.05% |
| Developmental Delay | 1.11% | 0.01% | 1.21% | 0.09% | 2.15% | 0.61% | 0.92% |
| **Total** | **10.71%** | **0.54%** | **20.65%** | **2.43%** | **43.73%** | **13.54%** | **8.40%** |

The Hawai'i State Department of Education maintains its commitment to improving the performance of our students with disabilities and acknowledge that we must continue to narrow the achievement gap by building the capacity of internal expertise and external partnerships. Throughout the years, we have seen a steady improvement of reading and mathematics proficiency rates for students with disabilities. Teachers and administrators have documented significant growth for individual students and successes at their schools. This success is desired to be experienced by all students with disabilities such that students with disabilities are performing at the level of their general education peers.

*Secretary Arne Duncan learns about kalo from a student at Ka Waihona.*

For the 2013-2014 school year, 24% of students with disabilities demonstrated proficiency on the statewide assessment for reading. Students with disabilities were the lowest performing when compared with other traditional subgroups as depicted in the chart below.

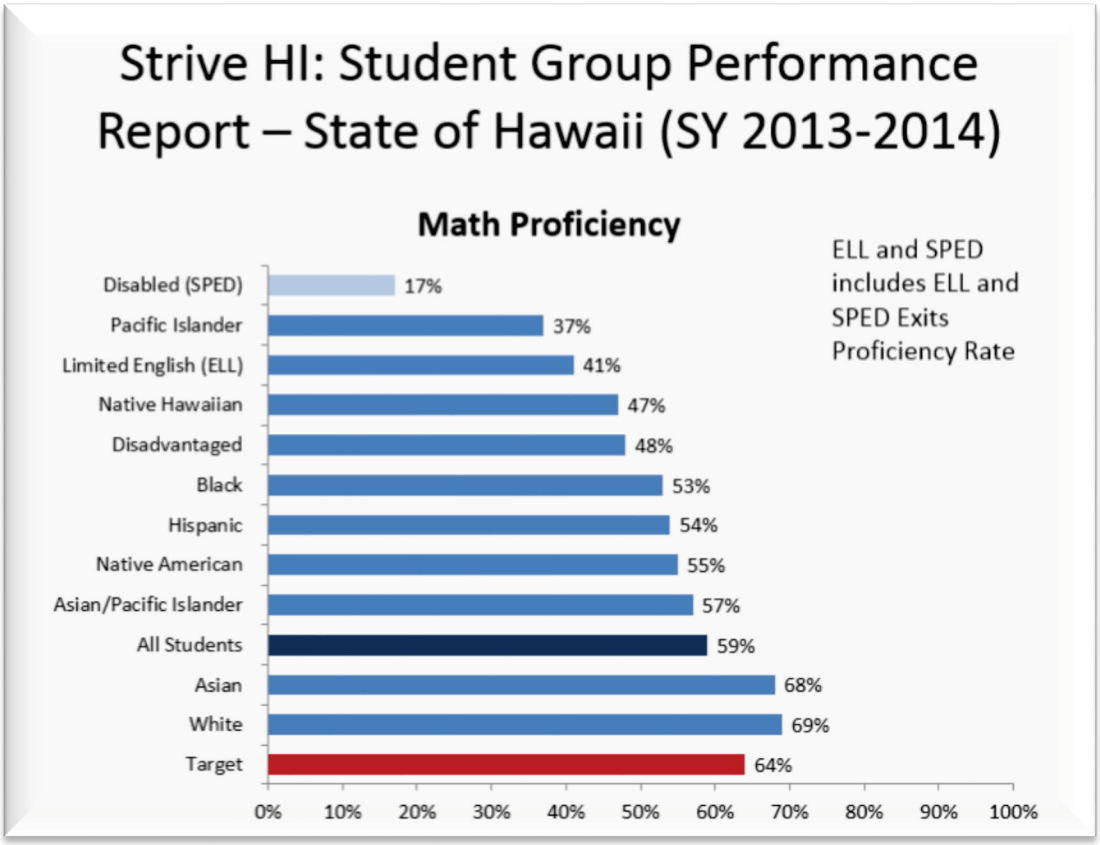



A closer analysis of performance by disability category shows that students with the following eligibility categories, whereby data had statistical validity, were the lowest performing:

Developmental Delay (9%); Hearing Impairment (14%); and SLD (17%). The following disability categories had a higher rate of proficiency: SLI (43%); Emotional Disturbance (35%), Visual Impairment (34%) and Autism (33%).

Under the Strive HI Performance System, besides the rate of proficiency, another measure used is the rate of growth, which deepens our understanding by helping identify how fast students are moving towards proficiency given each student's prior performance. Information regarding the median growth percentiles (MGP) is provided in the SIMR section below. Students with Visual Impairment demonstrate a median growth rate in reading of 62, which indicates half the students within the Visual Impairment eligibility category had individual student growth percentiles greater than 62 and about half of the students had individual student growth percentiles lower than 62. Other disability categories that experienced a high to normal growth rate in reading were: Traumatic Brain Injury (59 MGP), and Emotional Disturbance (49 MGP). The disability categories with the lowest growth rate were: Multiple Disabilities (19 MGP), Intellectual Disabilities (33 MGP), Hearing Impairment (38 MGP), and OHI and SLD (both with 44 MGP).

For the 2013-2014 school year, 17% of students with disabilities demonstrated proficiency on the statewide assessment for math. Students with Disabilities were the lowest performing when compared with other traditional subgroups.



Students within different disability categories performed at a higher rate of proficiency than the aggregate of students with disabilities. Students within the following eligibility categories had higher rates of proficiency: Speech or Language Impairment (46%); Visual Impairment (28%); and Autism (27%). The lowest performing eligibility categories, whereby data had statistical validity, were: SLD (10%), Developmental Delay (11%); Orthopedic Impairment (12%); and OHI (13%). In regards to the growth rate, the following eligibility categories experienced a high growth in math: Visual Impairment (60 MGP); and SLI (55 MGP).

Graduation rates for students with IEPs have lagged behind other traditional subgroups, although we have seen a steady increase over the years. In 2008-2009, the graduation rate for students with disabilities was at 58.3%. For the 2013-2014 school year, the graduation rate is 61%. Further, notwithstanding that different states and territories hold different requirements for graduation, Hawai'i's graduation rate ranks 34 out of the 60 states and territories.

Our students with disabilities also report positive post-school outcomes, allowing our state to rank above the majority of states and territories. Hawai'i's data for 2012-2013 shows the following outcomes:

- 38.6% of youth were enrolled in higher education that had IEPs in effect at the time they left school (Indicator 14a);
- 76.8%of youth were enrolled in higher education or competitively employed within one year of leaving high school (Indicator 14b); and
- 84.9% of youth were enrolled in higher education, or in some other postsecondary education or training program, or competitively employed or in some other employment program (Indicator 14c).

The Hawai'i State Department of Education is committed to our students with disabilities. Working internally and with parents and community partners, we will build upon and improve our system to reach our strategic plan goals of student, staff, and system success. We are also committed to building the capacity of our infrastructure to address the needs of students with disabilities to see improved results, and of relevance to the SSIP, improve the reading performance for our students with disabilities.

## Our Strategic Plan: Our guide for continuous improvement and alignment of initiatives[9]

Hawai'i is in the midst of a range of historic efforts to transform its public education system: Implementing a new school performance system, internationally-benchmarked standards, updated assessments, more rigorous diploma requirements and robust teacher and principal evaluations – all to ensure graduates succeed in college or careers.

The guide that catalyzes our reform effort is our Strategic Plan,[10] which focuses on three main goals: student success, staff success and successful systems of support. The Hawai'i State Board of Education monitors progress on the Strategic Plan goals through its aligned committees to increase both accountability and efficiency. The committees are as follows: Student Achievement, Human Resources, and Finance and Infrastructure. The Hawai'i State Board of Education utilizes the "Strategic Plan Scorecard" (Scorecard), to determine the Hawai'i State Department of Education's progress on desired outcomes under each of the three goals of student, staff, and system success. The Scorecard is reviewed annually and adjusted to ensure the use of the best-available metrics to provide timely, actionable, and appropriate assessment of progress.[11]

The Hawai'i State Department of Education continues to move forward with the transformational educational reform aligned to our Strategic Plan that began with the successful completion of the initiatives put forth in our state's 2010 Race to the Top application, and progressing with the state's plan under the ESEA Flexibility Waiver. In the 2012-2013 school year, the Hawai'i State Department of Education adopted the Strive HI Performance System,[12] a comprehensive tool to measure student and school performance and provide tailored supports and interventions based on successes and challenges. Strive HI replaced many of the No Child Left Behind (NCLB) Act's most outdated and ineffective requirements with a system designed by Hawai'i 's community to better meet the needs of Hawai'i's students, educators and families to increase accountability. The initiatives currently being implemented under the approved ESEA Flexibility application are in alignment with the Strategic Plan.

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[9] The following responds to Sub-components 2(b), 2(c), and 2(d), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.

[10] The Strategic Plan is available at: http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/StrategicPlan.pdf (last checked Mar. 8, 2015).

11 The following responds to the Implementation Guideline question: How does the SEA use data to engage in continuous improvement for their own State-level efforts?

[12] The Strive HI Performance System is available at: http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/Strive-HI-Overview.aspx (last visited Mar. 8, 2015).

Similarly, the improvement strategies and measureable results in this SSIP are in alignment with these transformative efforts and guided by our Strategic Plan. The Race to the Top program laid the foundation for Hawai'i's educational reform initiatives. Placement of Hawai'i's Race to the Top program on high-risk status was an impetus for Hawai'i to evaluate its efforts and the planning and collaborations necessary to successfully implement its bold education reform plan. The implementation of the Strategic Plan and Hawai'i's ESEA Flexibility initiatives reflect the lessons learned from the Race to the Top program. The Hawai'i State Department of Education's continued transformation hinges upon three underlying concepts of our system of support for school improvement and school turnaround:

- All schools are in the business of school improvement and school turn around, and therefore part of the system of support.

- Hawai'i's unique status as a single SEA/LEA requires a tri-level approach with the state, Complex Area or administrative office for the Charter Commission, and school playing their appropriate role.

- We need to build capacity in all schools to lead an ongoing, data-driven, continuous improvement approach from within.

The Strategic Plan expects that all schools, elementary and secondary, are accredited by the Western Association of Schools and Colleges by 2017-2018. The hallmark of the WASC accreditation is not the "stamp of approval" at the end of the process, but the data-driven school improvement process itself. By requiring all schools to go through this process, an experience previously reserved for only Hawai'i's secondary schools, we are building capacity in all schools.

Further, to evaluate the provision of special education and related services to our students and compliance with IDEA, is the Hawai'i State Department of Education's general supervision system maintained in a manner consistent with IDEA. The Hawai'i State Department of Education's general supervision system has included the eight components of: (1) State Performance Plan; (2) Targeted Technical Assistance and Professional Learning; (3) Incentives, Improvements, Correction, and Sanctions; (4) Integrated Monitoring Activities; (5) Effective Dispute Resolution; (6) Policies, Procedures and Effective Implementation; (7) Fiscal Management; and (8) Data on Process and Results. The Hawai'i State Department of Education has continuously reviewed and improved each of the components of its general supervision system in order to ensure enforcement of the implementation of IDEA, and ensure alignment with our state's Strategic Plan, results of the State Performance Plan for special education, the ESEA Flexibility Waiver and previously the Race to the Top initiatives. The Hawai'i State Department of Education has made changes to the manner in which it implemented the Targeted Technical Assistance and Professional Learning, and Integrated

Monitoring Activities Components in alignment with the Strategic Plan and Strategic Plan reform initiatives.

The Six Priority Strategies is one such reform initiative. These Six Priority Strategies establish a framework for the delivery of targeted supports to Complex Areas and schools to provide interventions to struggling learners, which includes students with disabilities, prompting a system of support that facilitates communication, coordination, and collaboration across general education and special education.[13] Implementation of the Six Priority Strategies is currently in its second year, however five of the six strategies were established from efforts for implementing evidence-based practices during the Race to the Top, which began in 2010. These five are: Formative Instruction and Data Teams; Common Core State Standards implementation; Comprehensive Student Support System; Educator Effectiveness System; and Induction and Mentoring. Only the Academic Review Team strategy is an addition with ESEA Flexibility Waiver implementation. The U.S. Department of Education has recently praised Hawai'i's reform efforts and internal systems and processes to leverage progress towards outcomes, which includes the implementation of the Six Priority Strategies.[14] In the upcoming third year of implementation, special education will be a priority of implementation of the Six Priority Strategies. The Six Priority Strategies are:

- **Academic Review Teams**: The Academic Review Teams at the Complex Area and school level are charged with planning, doing, checking (monitoring), and taking action (next steps) for strategic projects and initiatives, with regular routines in place that facilitate dialogue and action around student outcomes aligned with the Strategic Plan. These routines are focused on achieving measurable results. The Academic Review Teams are also responsible for monitoring the fidelity of implementation of the Six Priority Strategies.

- **Common Core**: The Common Core State Standards are a set of clear and relevant learning standards in mathematics and English Language Arts to prepare students for college, career and community success. Through this strategy, Complex Area and school staff are provided with strategies for implementing the learning standards in mathematics and English Language Arts to prepare students for college, career, and community success. This strategy also builds staff capacity on the use of the curriculum offered for statewide use.

[13] The following responds to the Implementation Guideline question: Describe the SEA's role and approach to increasing the capacity of LEAs to improve results for students with disabilities. Describe the mechanisms or procedures the SEA has in place to facilitate communication, coordination and collaboration across general education and special education programs within the SEA.

[14] The U.S. Department of Education's ESEA Flexibility Monitoring Report is available at: http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Hawaii-a-model-for-rest-of-the-country.aspx (last checked Mar. 3, 2015).

- **Comprehensive Student Support System**: Implementing a proactive student behavior support system that enables students to reach their full potential, with a focus on personalized classroom climate and instruction, family/community networks, crisis assistance and a formalized Response to Intervention – screening, progress monitoring, data-driven decision making and deployment of supports.

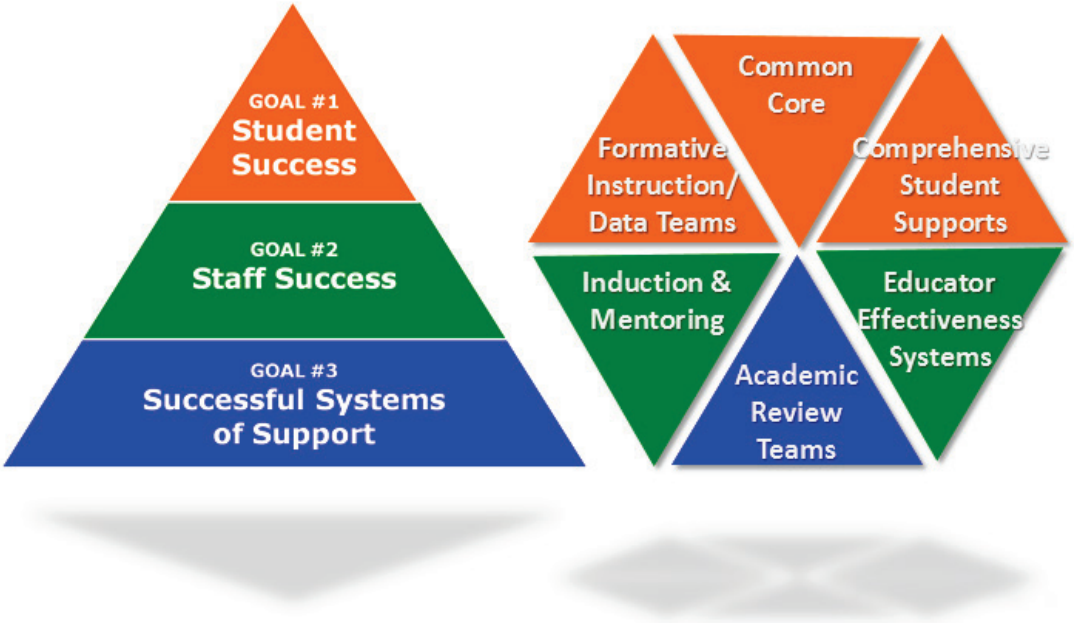
- **Formative Instruction/Data Teams**: Teachers use tools, strategies, and resources to determine what students know, identify possible gaps in understanding, modify instruction, and actively engage students in their learning. Data Teams allow teachers to collaborate on ideas and best practices regarding student performance to improve instruction and increase achievement. Schools provide supports and tools to enable this environment.

- **Educator Effectiveness System**: Through this strategy, teachers will receive feedback, support, and evaluation on four components; student growth, student learning objectives, a student survey, and classroom observations conducted by trained evaluators. Sets clear expectations for effective teaching, provides educators with quality feedback and support to improve their effectiveness with students, and informs professional development.

- **Induction and Mentoring**: This strategy establishes a formal system of identifying and cultivating mentors who can assist new teachers, providing professional development and training for each, and establishes a framework for support for teachers in their first three years of practice. The induction program also works to improve the retention of quality teachers in the profession and strengthen teacher leadership.

These Six Priority Strategies are designed to promote and address key elements of the Hawai'i State Department of Education's educational reform, including:

- Rigorous learning expectations for all students (Common Core);
- Using data to improve instruction and provide targeted supports to struggling students (Formative Instruction/Data Teams, Academic Review Teams and Comprehensive Student Support);
- Supporting new teachers with veteran mentors (Induction and Mentoring); and
- Supporting educators with structured feedback and opportunities for professional growth (Educator Effectiveness System).




In addressing these key elements, the Six Priority Strategies are directly aligned to the Strategic Plan's three main goals of Student Success, Staff Success and Successful Systems of Support. Specifically:

1. **Student Success** – Formative Instruction/Data Teams, Common Core and Comprehensive Student Support System;

2. **Staff Success** - Induction and Mentoring and Educator Effectiveness System; and

3. **Successful Systems of Support** - Academic Review Teams.

More information regarding the Six Priority Strategies will be provided in the Coherent Improvement Strategies section below.

The ESEA Flexibility Waiver also allowed for the establishment of an accountability system aligned to our Strategic Plan that reveals the strengths and areas of improvements of all public schools, highlighting in particular the gap in achievement between the non-high needs group and high-needs. This accountability system, the Strive HI Performance System, also created new incentives for schools and includes three key components:

- **Goals and Annual Targets**: The Department has established annual reading, math, science and graduation rate goals through the 2017-2018 school year. These targets are aligned to the State Strategic Plan, ambitious to reflect our belief that all students can achieve college, career, and community readiness, and customized for each Complex Area to provide them with challenging but attainable targets that reflect their current performance. These goals and annual targets will be revisited following the transition from the Hawai'i State Assessments (HSA) to the new, Common Core-aligned Smarter Balanced Assessments in English

language arts and math; targets will be reset to align with a new proficiency baseline established in 2014-2015 school year. This SSIP process will be aligned to such target setting.

- **The Strive HI Index**: The Strive HI Index uses multiple indicators to measure achievement, growth, readiness and achievement gaps to understand schools' performance and progress and differentiate rewards, supports and interventions based on individual needs. The Index considers the performance of all students as well as performance gaps between two new student subgroups: "High-Needs Students" and "Non-High Needs Students." Students with disabilities are included in the "high-needs students" subgroup.

- **The Strive HI Steps**: Based on the Index score, schools are classified in one of 5 Steps – Recognition, Continuous Improvement, Focus, Priority and Superintendent's Zone – as they strive for continuous improvement. The state's highest-performing schools receive recognition, financial awards and administrative flexibility to sustain their success. Low-performing schools receive customized supports based on the lessons learned from Hawai'i's successful school turnarounds.

The Hawai'i State Department of Education utilized its tri-level system to develop and implement vertical and horizontal performance management routines from the Superintendent level to the School Level to ensure effective implementation of, in particular, the Superintendent's Six Priority Strategies. With the establishment of these routines came an additional practice in regards to the provision of technical assistance and professional learning, one of the components of our general supervision system. At the start of the 2013-2014 school year, the Hawai'i State Department of Education invested in the Complex Area Support Teams (CAST). The CAST is comprised of six dedicated state members to each Complex Area and are responsible for supporting the implementation of each of the Six Priority Strategies including supporting schools, training educators, assisting in data and reporting requirements and ensuring communication throughout the tri-levels. The dedicated State Lead for each strategy convenes 15 CAST members for their strategy (i.e., one from each Complex Area) monthly to receive training and information, problem solve with peers in other Complex Areas, and provide feedback to state implementation on implementation challenges and successes. The State Lead for each strategy works with specialists from the Office of Curriculum, Instruction and Student Support, Special Education Section to inform monthly convening. In addition to the monthly trainings, the full CAST convenes quarterly with the Deputy Superintendent, Complex Area Superintendents, and State Leads to celebrate, reflect, share information, train, and provide feedback. The implementation of the Superintendent's Six Priority Strategies and the CAST provide a system of support to Complex Areas and Schools towards improving educational results and functional outcomes for all of our children with disabilities.

During the 2013-2014 school year, Complex Areas and Schools were faced with changes to the accountability system, and implementation of the Superintendent's Six Priority Strategies and the CAST, which included statewide Common Core State Standards Training and the utilization of a new Employee Effectiveness System. Understanding the State's obligation to our students and requirements under IDEA in regards to procedural and substantive requirements, balanced with the heavy lift of changes to transform our system to produce improved results, the Hawai'i State Department of Education made changes to the manner in which it implemented its integrated monitoring system for the 2013-2014 school year. In previous years, the general supervision system monitoring process evaluated Complex performance on the State Performance Plan indicators and required Complexes to implement strategic activities to improve outcomes. As part of the general supervision system monitoring process, the Special Education Section reviewed and analyzed a variety of data sources, which included information obtained via on-site visitations. If noncompliance was found, the Complex Area Superintendent and the District Educational Specialists were notified in writing of the regulatory requirement violated. The Special Education Section issued findings of noncompliance by Complex. The Hawai'i State Department of Education's verification of correction of identified noncompliance takes place in accordance with OSEP Memo 09-02, dated October 17, 2008.

At the beginning of the 2013-2014 school year, it was determined and decided by our state's leadership that the general supervision system monitoring process would be consistent with what was implemented in previous years, except that on-site visitations by state-level staff to Complex Areas and Schools would be suspended for the year. Complex Area Superintendents, District Educational Specialists, and all School Principals were informed by the Deputy Superintendent that monitoring would still occur, but via desk audits, and as such were provided with the expectation to maintain proper records, including electronic records. The Complex Area Superintendents, District Educational Specialists, and School Principals were also informed that an on-site visit may occur in the event verification into potential findings of noncompliance warranted such a visit. Complex Area Superintendents would be informed of noncompliance with IDEA or the State's Administrative Rules, including noncompliance as outlined in the OSEP Memo 09-02, through formal notification from the Deputy Superintendent. To improve integration and alignment of implementation of programs under the IDEA and the Elementary Secondary Education Act, identified noncompliance was required to be addressed within the Complex Area Implementation Plans or within the Schools Academic Plans. Noncompliance was also to be addressed within the required timelines as provided for in corrective action identified via the State's Written Complaints Process through Complaint Investigation Reports.

The other components of the Hawai'i State Department of Education's general supervision system remain intact and unchanged. The State has maintained its Dispute Resolution System, which includes the State Written Complaints process, offering of Mediation, and the Due Process Hearing system. The Hawai'i State Department of Education also maintained its process for completing the

State Performance Plan, which includes stakeholder input. The state continues to review its policies and procedures, ensuring consistency with IDEA and our state laws. Through the SSIP process, the Hawai'i State Department of Education will continue to review its infrastructure and components of its general supervision system to ensure that Hawai'i continues to improve educational results and functional outcomes for our students and maintain compliance with requirements under IDEA.

## Our Community: SSIP Submission Driven By Stakeholders

### Phase I Stakeholder Involvement[15]

The Hawai'i State Department of Education involved, and solicited input and feedback from stakeholders throughout the development of the Phase I of the SSIP submission. Participation from our Hawai'i State Department of Education stakeholders ("Department stakeholders") and Community stakeholders is an essential component to ensuring we build ownership and responsibility over addressing performance of our students with disabilities and, as we move to later phases, ensure accountability over implementation of activities. The involvement of stakeholders is a process that will benefit the SSIP as well as special education implementation in general.

Stakeholders were brought to the table and provided with information or asked to engage in discussions and analysis at the various meetings throughout the 2013-2014 and 2014-2014 school year. A list of the meetings are provided in the Appendix A.

We involved 240 Department and Community Stakeholders in the SSIP Phase I Process. The list of stakeholders involved in Phase I of the SSIP is provided in the Appendix B.

The Special Projects Office, Office of the Deputy Superintendent, is coordinating the development SSIP submission. The Special Projects Office Acting Director, who is also the IDEA Part B State Director, facilitates the SSIP Core Team which is made up of Complex Area District Educational Specialists. The role of the SSIP Core Team in Phase I was to learn about SSIP requirements, assist with defining activities to gather stakeholder input, and assist with defining recommendations to Department Leadership based upon stakeholder input. In Phase II, we will look to grow the SSIP Core Team members. The current SSIP Core Team members are:

- Amy Estes, District Educational Specialist, Maui District
- Yvonne Humble, Ed.D., District Educational Specialist, Leeward District
- Ravae Todd, District Educational Specialist, Hawai'i District

[15] The following responds to Sub-components 1(f), Data Analysis, 2(e) and 2(f), Analysis of State Infrastructure to Support Improvement and Build Capacity, 3(d), SIMR, 4(e), Selection of Coherent Improvement Strategies, and 5(c) Theory of Action, Part B SSIP OSEP Evaluation Tool. Note that more information regarding stakeholder input is provided in the relevant section below.

The following Department stakeholders were involved in the development of the Phase I of the SSIP submission (Note: a comprehensive list provided in Appendix B):

*Vice Chair De Lima and Technical Assistance provider Cesar D'Agord during in-depth data analysis activity during the Dec. 12, 2014 stakeholder meeting.*

- Hawai'i State Board of Education Vice-Chair, Brian De Lima;
- Hawai'i State Department of Education Leadership:[16]
    - Kathryn S. Matayoshi, Superintendent
    - Ronn Nozoe, Deputy Superintendent,
    - Leila Hayashida, Assistant Superintendent, Office of Curriculum, Instruction and Student Support,
    - Amy Kunz, Senior Assistant Superintendent, Office of Fiscal Services,
    - Barbara Krieg, Assistant Superintendent, Office of Human Resources,
    - Stephen Schatz, Assistant Superintendent, Office of Strategy, Innovation, and Planning,
    - Christine Shaw, Assistant Superintendent (Acting), Office of Information Technology Services
    - Complex Area Superintendents –
        - Ruth Silberstein, Kaimuki-McKinley-Roosevelt
        - Donna Lum Kagagwa, Farrington-Kaiser-Kalani
        - John Brummel, Leilehua-Mililani-Waialua
        - John Erickson, Aiea-Moanalua-Radford
        - Rodney Luke, Pearl City-Waipahu
        - Ann Mahi, Nanakuli-Waianae
        - Heidi Armstrong, Campbell-Kapolei
        - Lea Albert, Castle-Kahuku
        - Suzanne Mulcahy, Kailua-Kalaheo
        - Valarie Takata, Hilo-Waiakea
        - Chad Farias, Kau-Keaau-Pahoa
        - Arthur Souza, Honokaa-Kealakehe-Kohala-Konawaena
        - Alvin Shima, Baldwin-Kekaulike-Maui
        - Lindsay Ball, Hana-Lahainaluna-Lanai-Molokai
        - William (Bill) Arakaki, Kapaa-Kaua'i-Waimea
- State-level Program Specialists and Resource Teachers;
- State-level Operations Specialists and Resource Teachers;
- Special Education District Educational Specialists;
- Complex Area Specialists and Resources Teachers; and

[16] Profiles of individuals within the Hawai'i State Department of Education Leadership is available at: http://www.hawaiipublicschools.org/ConnectWithUs/Organization/LeadershipProfilesAndStaff/Pages/home.aspx (last visited Mar. 8, 2015).

- School Administrators and Teachers.

Our Community stakeholders, who collaborated with the Department in the development of the Phase I of the SSIP submission are:

- Special Education Advisory Council (SEAC): Made up of twenty-eight (28) individuals representing a diverse group with expertise on issues relating to special education in Hawai'i. The majority of the membership are persons with disabilities and parents of children with disabilities aged twenty-six (26) or younger. Other members include teachers, school administrators, university professors, juvenile and adult corrections program administrators, private and charter school representatives, representatives from the Department of Health and the Department of Human Services, representatives for foster and homeless children and youths, and representatives from the military and the community. SEAC has two staff members. In response to a request for participation in the August 2014 stakeholder meetings (which was subsequently cancelled), SEAC formed a SSIP Subcommittee to devote additional time and resources to the tasks associated with the SSIP process. The SSIP Subcommittee members were invited to the September 2014 Community stakeholder meeting, all SEAC members were invited to the December 12, 2014 meeting, and select SEAC Subcommittee members were invited to the February 5, 2015 meeting. The membership of the SEAC Subcommittee is as follows:

    1. Brende Ancheta: Kaua'i Parent, Hawai'i Families as Allies Parent Partner, Children's Community Council Co-Chair
    2. Annette Cooper: O'ahu Parent
    3. Robert Campbell: Military Representative
    4. Martha Guinan: SEAC Vice Chair, O'ahu Parent
    5. Tom Smith: Community Representative, Private Provider
    6. Ivalee Sinclair: SEAC Chair
    7. Amy Wiech: O'ahu Parent
    8. Susan Wood: Hawai'i Parent, Children's Community Council Co-Chair

*Special Education Advisory Council members with the Special Projects Acting Director.*

- Representatives from Institutes for Higher Education (IHE);
- Representatives from Advocacy Groups and Private Providers (Learning Disabilities Association of Hawai'i (LDAH)/Parent Training and Information Center, Hawai'i Families as Allies (HFAA), Bayada, Developmental Disabilities Council, and the Autism Society); and
- Parents and community members.

Ivalee Sinclair, SEAC Chair, was also instrumental in identifying individuals to attend the September 20, 2014, Parent and Community Stakeholder Meeting, and connecting Special Projects Office staff with such individuals.

In order to build awareness of and prompt involvement for participation in Phase I, presentations were provided to various groups. Additionally, throughout the Phase I process, information was and is still currently available on the Hawai'i State Department of Education website.[17]

Before final SSIP requirements were released, the Special Projects Office Acting Director presented information regarding the U.S. Department of Education's proposed SSIP requirements and the Results Driven Accountability initiative. The following presentations were provided in 2013:

- Presentation to SEAC, "The SPP/APR Process and New Indicator 17", August 8, 2013
- Presentation to the Hawai'i State Department of Education Leadership (Superintendent, Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents), "Strive HI, USDOE's Results Driven Accountability, and the SSIP", August 28, 2013
- Presentation to the Hawai'i State Board of Education, "Update/Discussion on Special Education Implementation", September 2, 2013
- Presentation for Special Education District Educational Specialists, "Strive HI, USDOE's Results Driven Accountability, and the SSIP", September 5, 2013
- Presentation and Meeting with Deputy Superintendent, Assistant Superintendents, and relevant Superintendent's Directors, "Discussion about SSIP", November 26, 2013

The Phase I journey with our stakeholders began on December 13, 2013, when sixty (60) Department and Community Stakeholders gathered to learn more about the SSIP and provide input for the first time. Because the final requirements of the SSIP were not released at the time, stakeholders were asked broad questions about three results indicators: Indicator 1, Graduation Rate; Indicator 3C Proficiency on Statewide Assessments; and Indicator 14, Post School Outcomes. These three areas were chosen as we understood at that time the SSIP would require states to

[17] The SSIP information on the Hawai'i State Department of Education is available at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx (last visited Mar. 8, 2015).

improve a result. Thus, specifically, stakeholders were given general data on these three result areas and worked in groups to respond to the following questions for each of the results indicators:

1. What are the possible reasons for the less than satisfactory performance for special education students in the identified area(s)?
2. What additional relevant information should be analyzed or collected to further understand the reasons why performance is low in this area?

The information from our stakeholders was then summarized and used to inform our next steps in the Phase I process.

Following the release of final Indicator 17, SSIP requirements by the U.S. Department of Education, the Hawai'i State Department of Education ramped up efforts. In July of 2014, the SSIP Core Team accompanied the Special Projects Acting Director to the U.S. Department of Education, Office of Special Education Programs (OSEP) Leadership Conference to learn more about SSIP Requirements and to meet with the State's OSEP Contact to review the Implementation Guide.

Following the OSEP Leadership Conference, stakeholder meetings were resumed in August and September of 2014 by stakeholder role groups. During each meeting, each group participated in data analysis and infrastructure analysis activities through a Strengths, Weaknesses, Opportunities and Threats (SWOT) exercise. The activities were built upon the input received from the stakeholders that attended the December 13, 2013 Stakeholder Meeting. More information regarding our data and infrastructure analysis will be provided in the section where the specific component is discussed. The following meetings were held:

- August 6, 2014 – State Operations Stakeholder Meeting
- August 7 and 8, 2014 – Meetings cancelled due to impending hurricane
- September 18, 2014 – District Educational Specialist Stakeholder Meeting
- September 19, 2014 – State-level Program Stakeholder Meeting
- September 20, 2014 – Parent and Community Stakeholder Meeting
- September 23, 2014 – Teacher Focus Group Meeting

We met with stakeholders by their role groups in order to identify specific views and gather possible needs of each group. It was also necessary to initially meet within specific role groups to conduct different activities that would build each group's capacity to meaningfully participate in not only the day's SSIP activities, but also in the on-going continuous systemic improvement process for special education. For example, during the District Educational Specialist Stakeholder Meeting, the data analysis activity also included training for the District Educational Specialists on the Data Team process established under the Superintendent's Six Priority Strategies, which promotes data-driven

decision making towards improved results for all students. This type of cross-training was key to alignment between the Department's current initiatives and the SSIP.

In order to garner participation for the stakeholder meetings in September, the Special Projects Office Acting Director also held informational sessions about the SSIP with the following groups:

- August 14, 2014 – Acting Director Dela Cuadra-Larsen and Assistant Superintendent Leila Hayashida met with representatives from the University of Hawai'i, College of Education, Special Education Department: Amelia Jenkins, Ph.D., Department Chair and Professor; Lysandra Cook, Ph.D., Associate Professor; Cat-Uyen Wailehua, Ph.D. Candidate, Hickam Elementary School Vice Principal.
- August 27, 2014 – Met with Assistant Superintendents from: the Office of Curriculum, Instruction and Student Support, Office of Fiscal Services, Office of Human Resources, Office of School Facilities, and Support Services, Office of Information and Technology Services, and the office known at that time as the Office of Strategy, Innovation and Performance.
- September 12, 2014 – Met with SEAC. Requested for participation from SEAC Members. SEAC decided to create an SSIP Subcommittee.
- October 30, 2014 – Met with Hawai'i P-20 Partnerships for Education, to provide information about the SSIP and to discuss data sharing.

The Special Projects Office staff also worked closely with Hawai'i State Board of Education Vice-Chair Brian De Lima and Deputy Superintendent Ronn Nozoe to hold Listening Tours for Teachers. The Special Projects Office used a variety of methods to extend the request for participation to both special education and general education teachers, from Vice Chair De Lima and Deputy Superintendent Nozoe. Emails were sent to teachers through their Complex Area Superintendents and Principals, and the Hawai'i State Teachers Association also notified their members of the request. The Listening Tours provided an opportunity for teachers to join in a conversation with both Vice Chair and Deputy Superintendent to provide input, recommendations, and information on special education and their efforts to educate and improve the results of our students with disabilities. Listening Tours were held on:

- September 17, 2014;
- September 19, 2014; and
- September 22, 2014.

Teachers could attend one session as their schedule accommodated, or all three to hear the conversation. Teachers were also informed that they could remain anonymous when providing input. Teachers were also informed that the information they provided would be used by decision-

makers for the SSIP process. Specifically, Vice Chair De Lima and Deputy Nozoe posed the following questions to the teachers:

1. What do you see as the Department's strengths in educating and improving the results of our students with disabilities?
2. What obstacles do you face right now that affect your ability to educate and improve the results of our students with disabilities?
3. What are some of the things the Department could implement or do better that can benefit our efforts to achieve improved results for our students with disabilities?
4. How has the Complex Area Support Teams been able to assist and support your efforts to educate our students with disabilities?
5. Do you have any suggestions on how the Complex Area Support Teams could better assist and/or support your efforts to educate our students with disabilities?

The Listening Tours were also an opportunity for the Special Projects Office to identify stakeholders for the Teacher Focus Group on September 23, 2014. Vice Chair De Lima also attended the Teacher Focus Group. Besides teachers from the Listening Tours, teachers were identified for participation by their respective Complex Area Superintendent.

The information from the stakeholder meetings, by role groups, and the Listening Tours were compiled to inform next steps and initial decisions for the SSIP.

In the fall of 2014, based upon the work that was done in the initial stakeholder meetings, and the resulting recommendations by the stakeholders, Leadership decided on a focus on reading improvement as the state-identified measurable result. Following such decision, Special Projects staff worked on soliciting input from Department and Community Stakeholders on coherent improvement strategies during the in-depth data and infrastructure analysis in order to narrow the SIMR, identify root causes for low performance, and identify coherent improvement strategies to address the capacity of Hawai'i's infrastructure to address the root causes identified.

Hawai'i's unique unitary status, as a single SEA/LEA, places ultimate decision making authority on the State Superintendent, and allows for local customization and flexibility to be determined by Complex Area Superintendents. As such, the Complex Area Superintendents were the first group to go through the in-depth data analysis on December 3, 2014. The Complex Area Superintendents provided input on what improvements their Complex Area would be looking to make based upon the data. The Complex Area Superintendents also provided input on additional data necessary to make informed decisions. The input from the Complex Area Superintendents was taken into consideration in preparation for the December 12, 2014 Stakeholder Meeting.

In the beginning of November 2014, Special Projects requested all Department and Community Stakeholders that attended the stakeholder meetings in August and September 2014 to save the date for the next stakeholder meeting. Our December 12, 2014 Stakeholder Meeting was attended by ninety-six (93) Stakeholders; sixty-eight (68) stakeholders representing the Department and twenty-five (25) stakeholders representing our Community.

*Community Stakeholders engaging in the in-depth analysis exercise at the December 12, 2014 stakeholder meeting.*

To prepare for the meeting, Stakeholders were asked to review a presentation made available online,[18] that provided Stakeholders with information and data requested at previous stakeholder meetings and by the Complex Area Superintendents. During the meeting, Stakeholders reviewed data and went through an in-depth Root Cause Analysis exercise. Stakeholders also analyzed the infrastructure to identify areas of improvement for reading. Stakeholders reviewed and worked off of input from the initial SWOT analysis done in August and September 2014. We informed attendees that the input from the Data and Infrastructure Analysis activities would be gathered and analyzed, then sent out to stakeholders for final input and comment so that all stakeholders would see the input received. We would then use such information from the December 12, 2014 meeting and the final input and comment via the feedback process described below, to bring us closer to final recommendations for our Phase I submission.

In analyzing the input from the December 12, 2014 meeting, the following five (5) common causes of low performance were provided by Department and Community Stakeholders:

1. Professional Development and Technical Assistance for Quality Instruction to Improve Reading;
2. Strategies to Improve Student and Parent Engagement;
3. Improvements for Early Interventions;
4. Data Improvements to Identify Student Supports Necessary to Improve Reading; and
5. Fiscal Improvements to Adequately Fund Improvement Strategies.

On January 15, 2015, in order to provide final input and comment to close the loop on the December 12, 2014 meeting, we sent out information and asked Department and Community Stakeholders that attended the December 12, 2014 meeting, and stakeholders that attended previous meetings in August and September to assist in providing input and feedback on information

[18] The on-line presentation that provided Stakeholders with data before the December 12, 2014 Stakeholder Meeting is available at: http://prezi.com/l5vgoxtaq6gr/?utm_campaign=share&utm_medium=copy (last checked Mar. 8, 2015).

received at the December 12, 2014 meeting. The general public also was provided with an opportunity to provide final input as information was posted on the public website.[19] We received input on priorities for improvement strategies, focus areas, and obstacles for implementation.

On January 14, 2015, the Complex Area Superintendents were presented with information from the December 12, 2014 meeting and requested to respond with their input in a similar fashion.

One Complex Area Superintendent invited the Special Projects Acting Director to provide more information about the SSIP and its requirements to Complex Area Staff and Principals on January 23, 2015 and to School Academic Review Teams on January 30, 2015. This was an opportune time to request that the staff review the input from the December 12, 2014 meeting and also provide input on priorities for improvement strategies, focus areas, obstacles for improvement, and infrastructure strengths and needs. Staff in this Complex Area were very engaged. Their input was added to the input used at the February 5, 2015 Stakeholder Meeting.

On February 5, 2015, twenty-three (23) Department and Community Stakeholders were convened to build off of the work and input and feedback from previous stakeholder meetings. The goal of the February 5, 2015 meeting was to come to final recommendations on the following: coherent improvement strategies; focus for implementation; theory of action; and targets. The Department and Community Stakeholders worked in three groups and recommended that the Six Priority Strategies would be an improvement strategy, and that a focused intervention needed to be implemented for specific grade levels. The three groups proposed different recommendations but with the same goal: providing interventions for early grades.

The rationales and recommendations made by the Department and Community Stakeholders at the February 5, 2015 meeting were then proposed to the Hawai'i State Department of Education Leadership. It was decided that the SSIP improvement strategies would be the Six Priority Strategies and Focused Intervention for Kindergarten through Grade 3, which is necessary to build a foundation for systemic capacity to address reading improvement for students with disabilities. The SSIP Core Team was then charged with reviewing data and stakeholder input from all the previous stakeholder meetings to flesh out the recommendations. This meeting was held on March 6, 2015.

Following the March 6, 2015 meeting, all decisions regarding the coherent improvement strategies; focus for implementation; theory of action; and targets were sent out to stakeholders to obtain final feedback. We received feedback from six Department and Community stakeholders and from SEAC. Department and Community Stakeholders have been involved in developing each of the required components of the Phase I SSIP.

[19] The SSIP information on the Hawai'i State Department of Education is available at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx (last visited Mar. 8, 2015).

**Phase II Stakeholder Involvement**

Both Department and Community members were involved in the development of each component of the SSIP Phase I. It is important to note that the Department and Community Stakeholders were comingled at the December 13, 2013 meeting, however were not co-mingled again during meetings for Phase I until the February 5, 2015 stakeholder meeting (although some Hawai'i State Department of Education employees attended the Community stakeholder meetings and breakouts on their own volition because of their affiliation with different community groups). The separation between Department and Community groups was deliberate for the SSIP Phase I process. As provided previously, stakeholder involvement in the SSIP, and in special education program implementation in general, is key to the success of our students, staff, and system. The reality, however, is that the collaboration among and between Department and Community groups cannot occur overnight and will take a thoughtful process. SEAC raised concern about the interaction between the Department and Community Stakeholders during the December 2014 stakeholder meeting. SEAC opined that it was imperative that the groups work together. The decision to have the Department and Community work on the activities within like role groups was made to encourage candid discussions about root causes in safe spaces. Information from both groups was subsequently shared with all stakeholders via the feedback and input process. Department and Community Stakeholder were co-mingled during the February 5, 2015 Stakeholder Meeting. The SSIP Core Team and Department stakeholders commented on the value the Community Stakeholders added to the conversation. The majority of Community Stakeholders also had a positive experience. This is the just the beginning of collaboration. As we move forward to Phase II, we will begin to build relationships towards increased collaboration among and between Department and Community Stakeholders. For Phase II, we will continue to keep all stakeholders involved in the process. In a February 17, 2015, memorandum from SEAC Chair Ivalee Sinclair, Chair Sinclair indicated SEAC is "committed to working with the Department on the development, implementation and evaluation of the State Systemic Improvement Plan (SSIP) . . . ."

Reflecting upon stakeholder involvement in Phase I, the SSIP Core Team has initially identified the need for certain groups to be represented in Phase II. Because of the nature of requirements for Phase II, and because we must build success and ensure sustainability of implementation of the improvement strategies, we plan to include more individuals from the "field" – Hawai'i State Department of Education individuals currently working with our students. This will include teachers, principals, school administrators, and Complex Area Staff. We also desire to include students to the extent possible. More representatives from the state's universities and colleges to assist with the development of the implementation plan will also be beneficial. We also would like to involve more advocates at the table in Phase II. The discussion regarding stakeholder involvement for Phase II will also be a conversation in which we solicit input from Department and Community Stakeholders. We look forward to working with our stakeholders on Phase II as part of our larger reform efforts to improve our system for students with disabilities and all students.

# Data Analysis

## Overview: Stakeholder Driven Data Analysis

The Hawai‘i State Department of Education engaged in a systematic process to identify and analyze existing data to determine the SIMR and to derive the root causes contributing to the low performance of the SIMR. Department and Community Stakeholders were involved in the selection, identification, and analysis of existing data throughout Phase I of the SSIP, thus informing each component of the SSIP submission.

The systematic process started with a broad data analysis when the Hawai‘i State Department of Education collected, organized, summarized and presented to stakeholders the data from key results areas of the SPP/APR and IDEA Section 618. Key results indicator areas that were potential SSIP SIMRs are reading or math proficiency, graduation rates with a regular school diploma, and post-school outcomes.

As part of this initial broad data analysis, the Hawai‘i State Department of Education collected further data for the three result areas where Hawai‘i students with disabilities performed the lowest on a national comparison with other states. Department and Community Stakeholders reviewed all areas and provided rationales for each of the three results areas. The majority of the Department and Community Stakeholders pointed to reading as the area of focus. The Hawai‘i State Department of Education Leadership concurred as Hawai‘i ranked above other states and territories for post-school outcomes (Indicator 14) and in the mid-range for graduation rate. However, a comparison of 2010-2011 data for reading proficiency shows that Hawai‘i ranked 42 out of 46 states and entities that reported data. The Hawai‘i State Department of Education moved forward with the in-depth analysis with a focus on reading improvement.

Department and Community Stakeholders were involved in the in-depth data analysis. The Root Cause Analysis was performed via stakeholder involvement as part of the drill down iterative process, including further data disaggregation results. As part of the drill down process, Stakeholders were brought in to analyze data on the reading performance of students with disabilities. Data was presented at several levels of disaggregation providing a more detailed gradient and perspective of how far or how close students with disabilities were performing on reading.

Further analysis revealed an achievement gap for reading proficiency established in the 3rd grade that remained consistent through all tested grades. The in-depth analysis allowed Department and Community Stakeholders to review quantitative and qualitative data. Such analysis led Department and Community Stakeholders to recommending the utilization of the Six Priority Strategies and a Focused Intervention. More information on the process is provided below.

The Hawai'i State Department of Education did not come across concerns regarding data quality. We will continuously review the quality of data and plan accordingly to address data quality concerns that arise.[20] Also, in reviewing compliance data, there were no issues identified as posing potential barriers to improvement. The types of compliance data reviewed are described below.[21]

*Screenshot of homepage for eCSSS.*

Because of our unitary status, the Hawai'i State Department of Education is fortunate to have multiple statewide data systems utilized uniformly statewide made possible because of our unitary status. Hawai'i has a single inputting system for special education data via the Electronic Comprehensive Student Support System (eCSSS) database. Data on each student with a disability, which includes the student's IEPs, Prior Written Notices, and other important documentation are requested for and stored in the eCSSS. All schools within the Complex Area are expected to use eCSSS as the information contained therein is deemed the student's official record. Training by Complex Area Staff regarding the use of eCSSS is conducted annually and on an as needed basis. The special education data inputted into eCSSS is fed to other data systems like the state's Longitudinal Data System (LDS) and Schoolview in order for state and Complex Area staff to conduct data analysis through the Six Priority Strategy of Formative Instruction and Data Teams.[22] Data deemed necessary based upon required SSIP components and as identified by Department and Community Stakeholders are available in our data systems. Thus, there is no issue in collecting necessary data. Instead, the issue regarding data is one of systematic access to data at the complex and school level.[23]

Also, as previously reported with Race to the Top, the Hawai'i State Department of Education has a strong set of data systems besides eCSSS, that permit the collection, reporting of and use of data at all levels throughout the system. The Hawai'i State Department of Education has also adopted a culture of data use, including a set of dedicated routines that put data at the forefront of decision-making. The challenge identified similarly in our ESEA Flexibility monitoring is the need to modernize reporting and visualization, build capacity for analysis and use, and streamline and tailor tools to gain efficiencies and grow utilization. This challenge will be dealt with in Phase II in partnership with our Department and Community Stakeholders.

[20] The following responds to Sub-component 1(c), Data Analysis, Part B SSIP OSEP Evaluation Tool.
[21] The following responds to Sub-component 1(d), Data Analysis, Part B SSIP OSEP Evaluation Tool.
[22] The following responds to the Implementation Guideline question: Explain how your agency has established clear expectations for effective data use across SEA offices and departments. Describe the processes the SEA uses to support LEAs in effective data use.
[23] The following responds to Sub-component 1(e), Data Analysis, Part B SSIP OSEP Evaluation Tool.

The detailed process the Hawai'i State Department of Education implemented to involve stakeholders in analyzing data and the conclusions drawn from the data is described in detail below.

## Initial Data Identification by Stakeholders[24]

In previous years, data made available to Community Stakeholders included information reported within the State Performance Plan and Annual Performance Report, and data made publicly available via the Hawai'i State Department of Education's website.[25] The SSIP Phase I process prompted the Hawai'i State Department of Education to review the types of data made available to inform stakeholder recommendations about the SSIP. In order to meet such end, on December 13, 2013, sixty (60) individuals representing the Department and Community Stakeholders were gathered to provide input into the types of data that should be reviewed by Stakeholders in order to analyze low performance for students with disabilities in regards to their proficiency in statewide assessments in reading and math, graduation rate, and post-school outcomes. More specifically, Stakeholders were asked to work in groups to respond to the following question for each of the three performance areas mentioned above: "What additional relevant information should be analyzed or collected to further understand the reasons why performance is low in this area?"

Department and Community Stakeholders at the December 13, 2013 meeting identified specific types of data they would need to inform their input. Stakeholders also posed different questions leaving the Department to determine what data would be necessary to respond to such question. Examples of different types of data or questions that the Stakeholders posed for each of the different areas are provided below:

1. Proficiency in Statewide Assessments in Reading and Math
    - Comparison of proficiency scores by LRE for reading and math
    - Do proficiency scores drop progressively with grade level? Do proficiency scores drop progressively as enter higher grade levels?
    - Is there a correlation between: Proficiency and High Quality Teachers, and proficiency and highly effective teachers?
    - Can proficiency data be disaggregated by disability category?

2. Graduation Rate
    - Factor in 5th year graduation rates or additional years.
    - Of the 9th, 10th, and 11th grade classes: How many were on target to graduate? Does the on-target rate decrease each year? What is the data on students failing to earn all required credits and unable to graduate on time?

[24] The following responds to Sub-components 1 (a), 1(d), and 1(f), Data Analysis, Part B SSIP OSEP Evaluation Tool.
[25] The SSIP information on the Hawai'i State Department of Education is available at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx (last visited Mar. 8, 2015).

- 9th grade retention rate vs. graduation rate
- Diploma vs. certificate
- Graduation rates:
    - IEP vs. non-IEP
    - IEP vs. 504
- When do students with disabilities begin to drop-out? Is there a correlation to course level?

3. Post-School Outcomes
    - Can data be disaggregated by certificate vs. diploma outcomes?
    - Can data be disaggregated by college vs. university?
    - Need to increase the reliability of data collection, increase sample size, and collect data from multiple sources.
    - Rate of graduates who need to take remedial math or reading in college?
    - Need to increase sample size
    - General education vs. special education
    - Disaggregate data: Certificate vs. diploma and outcomes, Community College vs. University
    - Drop-out rate in 1st semester for general education vs. special education
    - How many going for General Education Development (GED)?
    - Collect multiple sources of data? (Adult Education, COMPASS)

The suggested data sources, questions, and comments regarding each of the different results indicators were compiled and summarized for use in future meetings.

### Process for Data Identification & Broad Data Analysis[26]

When the Special Projects Office had final SSIP requirements in hand, and learned more at the OSEP Leadership Conference in July, it was planned that the Stakeholders would go through meetings and conduct the infrastructure analysis while data was being pulled, and then the data analysis could commence in future stakeholder meetings. The stakeholder sessions for the infrastructure analysis were to occur in August. Unfortunately, only one stakeholder group, the State Operations staff, was able to go through the infrastructure analysis exercise. The rest of the groups were cancelled due to an impending hurricane. Thus, the stakeholder meetings planned for September that would have only included data analysis, included both the data and infrastructure analysis activities.

To prepare for the data analysis, the Special Projects Office staff reviewed the request from Stakeholders provided at the December 13, 2013 meeting, and determined how such questions

[26] The following responds to Sub-components 1(a) and 1(f), Data Analysis, Part B SSIP OSEP Evaluation Tool.

could be answered, and what data would be pulled for the broad data analysis activities. The Special Projects Office staff also reviewed requirements from the U.S. Department of Education and consulted the Implementation Guide provided by our OSEP state contact to ensure that we would be able to respond to the various questions listed and present both compliance and performance data to our Stakeholders for their review. The Special Projects staff also discussed with the Core Team and obtained their input on what compliance and performance data would be necessary for Stakeholders to determine an area of focus for the State-identified Measurable Result ("SIMR"). Data was pulled by the Data Governance and Analysis Office and the Office of Curriculum, Instruction and Student Support, Special Education Section.

The stakeholder meetings in September of 2014 were held for the following groups:

- September 18, 2014 – District Educational Specialist Stakeholder Meeting
- September 19, 2014 – State-level Program Stakeholder Meeting
- September 20, 2014 – Parent and Community Stakeholder Meeting
- September 23, 2014 – Teacher Focus Group Meeting

For the meetings in September, the goal of the data analysis was to determine whether the data would indicate the area of greatest need for improvement out of the three areas of performance: Proficiency on Reading and Math, Post School Outcomes, and Graduation Rate.

The data was disaggregated at three discernable levels or steps during the data analysis component of Phase I. The first level of analysis was done at the September 2014 meetings, which was still at the broad data analysis level, where the three lowest performing result areas for students with disabilities in Hawai'i (reading and math proficiency, graduation rates, and post-school outcomes) were disaggregated by disability, race/ethnicity, socioeconomic status, English language learners, and general/special education students.

More specifically, in order to go through the broad data analysis, the Department and Community Stakeholders were presented with the following data in each of the result areas:[27]

1. Proficiency in Statewide Assessments in Reading and Math
   - Provided Stakeholders with data on proficiency rates for Reading and Math disaggregated by disability category as requested during the December 13, 2013 stakeholder meeting.
   - Also, as pointed out by the SSIP Core Team members, to improve alignment with the measurements utilized under the state's ESEA Flexibility Waiver, Stakeholders were also provided with the Median Growth Percentile disaggregated by disability categories for Reading and Math.

[27] The following responds to Sub-components 1(a), 1(b), and 1(f) Data Analysis, Part B SSIP OSEP Evaluation Tool.

- Provided Stakeholders with data on Reading and Math for students with disabilities in the state compared to other disaggregated groups historically reported to the U.S. Department of Education: English Language Learners, Disadvantaged, Pacific Islanders, Native Hawaiians, Hispanic, Black, Native American, Asian, and White.

2. Graduation Rate

- Provided Stakeholders with data on Graduation rate for students with disabilities in the state compared to other disaggregated groups historically reported to the U.S. Department of Education: English Language Learners, Disadvantaged, Pacific Islanders, Native Hawaiians, Hispanic, Black, Native American, Asian, and White.
- Provided information on trend, indicating an increase in the graduation rate throughout the years since School Year 2008-2009.
- Provided Stakeholders with information that Hawai'i's graduation rate for students with disabilities ranked the state at 34 out of the 60 states and territories.

3. Post School Outcomes

- Provided Stakeholders with trends for Indicators 14a, 14b, and 14c beginning with the 2009-2010 data.
- Provided the following ranking information to Stakeholders:
    - For Indicator 14a, Hawai'i ranked near the top of states, at 9 out of 60 states and territories.
    - For Indicator 14b, Hawai'i ranked near the top of states, at 2 out of 60 states and territories.
    - For Indicator 14c, Hawai'i ranked near the top of states, at 9 out of 60 states and territories.
- Data was also presented to Stakeholders demonstrating that the data received to respond to Indicator 14 was representative by ethnicity and disability category. This data was presented because Department and Community Stakeholders expressed concerns over validity of data during the December 13, 2013 meeting.

Stakeholders were also provided with general data and compliance data in the following areas:[28]

- Number of students with disabilities by disability category;
- GPA for all students, and for students with disabilities by disability category;
- Chronic absenteeism rate for all students, and for students with disabilities by disability category;
- Suspension rate for all students, and for students with disabilities by disability category;
- Expulsion rate for all students, and for students with disabilities by disability category;

[28] The following responds to Sub-components 1(b) and 1(d), Data Analysis, Part B SSIP OSEP Evaluation Tool.

- Identification of students with disabilities disaggregated by race/ethnicity and disability category;
- Identification of students with disabilities disaggregated by grade and disability category;
- Percentage of students identified as lower socio-economic status by disability category; and
- Percentage of students identified as English Language Learners by disability category.

Stakeholders attending the September 2014 meetings were also provided with information regarding the Tree of Influence Chart that was developed by the Western Regional Resource Center depicting possible logical relationships among the indicators.

Following each meeting, the Special Projects Office staff requested information from Stakeholders regarding what data is still necessary. Each stakeholder attending the meeting had the opportunity to provide input in order to inform the in-depth analysis and analysis at future stakeholder meetings.

These initial meetings were also an opportunity to familiarize different groups with different data available on student performance. For example, in the District Educational Specialist Stakeholder Meeting, the data analysis activity also included training for the District Educational Specialists on the Data Team process. This type of cross-training was key to alignment between current initiatives and what would be developed under the SSIP. Information shared with the District Educational Specialists included data on a specific school within their Complex Area whose performance decreased from the previous year. The inclusion of such school information allowed for an analysis on performance using the data made available within the following reports: Strive HI Performance Reports; data on disciplinary incidents, offenses, and truancy; and Trend Report on Educational and Fiscal Accountability. The goal of having data-driven conversations and imparting structure to such conversations were met. The District Educational Specialists used the information and process to go through the rest of the data analysis activities throughout the day.

## Summary of Broad Data Analysis and Selection of Area of Focus[29]

Stakeholders were provided with data to determine an initial area of focus. Below is a summary of the broad data analysis regarding Hawai'i's performance on the areas of potential focus for Hawai'i.

### Indicator B-3 – Reading or Math Proficiency

Trend data indicate this is an area where Hawai'i students have been struggling for the last several years. Looking at the last three years of data available for Hawai'i and comparing the performance of students with disabilities with that of students from other states, consistently students with disabilities in Hawai'i ranked close to the bottom on reading proficiency:

[29] The following responds to Sub-component 1(a), Data Analysis, Part B SSIP OSEP Evaluation Tool.

- 2010-11 – Hawai'i ranked 42 out of 46 states and entities reporting this data
- 2009-10 – Hawai'i ranked 48 out of 59 states and entities reporting this data
- 2008-09 – Hawai'i ranked 53 out of 60 states and entities reporting this data

Furthermore, in June 2014, Hawai'i's state determination was not "Meet Requirements" as it has been for a number of years because of the inclusion of results indicators: 4th grade and 8th grade participation and the gap in performance on the statewide assessment on the National Assessment of Educational Progress (NAEP) assessment for both reading and math assessments. Hawai'i was instead deemed in "Needs Assistance". The percentage of 4th grade students with disabilities scoring at basic or above for reading was 13%. The percentage for math was better with 34% of 4th grade students with disabilities scoring at basic of above. For 8th graders, 19% scored at basic or above for reading, and 16% scored at basic or above for math. Thus, while Hawai'i was celebrating the growth seen through the NAEP for 4th and 8th grade reading and math,[30] the gap between general education and special education still exists, and such gap was evident in the state determination.

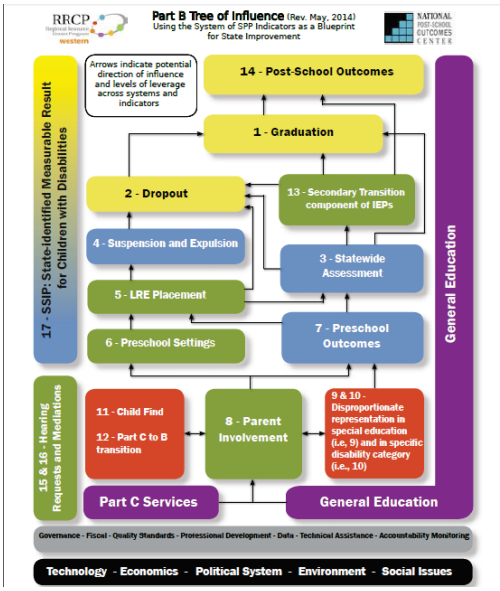
### Indicator B-1 – Graduation Rates with a regular diploma

A trend analysis for the last five years indicate graduation rates are stable for students with disabilities in Hawai'i and showing a slight improvement in the last couple of years. Compared to national data, Hawai'i's performance was just about average on this indicator. The graduation rate data reported in the 2013-2014 school year for all students was 82%, whereas the graduation rate for students with disabilities was 61%. Hawai'i ranked 34th highest out of 60 states and entities reporting this data.

### Indicator B-14 – Post-School Outcomes

Hawai'i is a top performer among other states and territories for this indicator. Hawai'i ranked 9th out of 60 states on the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. Hawai'i also ranked 2nd out of 60 states on the number of the students with disabilities who were enrolled in higher education or competitively employed within one year of leaving high school.

[30] *See* the Nation's 2013 Report Card, showing Hawai'i's fourth- and eighth-graders' improved progress in mathematics and reading achievement. It also marked the first time Hawai'i's fourth-graders surpassed the national average in mathematics. *See also* information regarding Hawai'i's 2013 NAEP scores available at: http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/2013-NAEP.aspx (last checked Mar. 8. 2015).




## Selection of Area of Focus Based on Data Analysis and Infrastructure Analysis[31]

Taking the data of the three results indicators into consideration, the data pointed stakeholders to improvement of reading and math proficiency as the greatest need. The data analysis coupled with the rationales provided by Department and Community Stakeholders, as described below in the Selection of the SIMR, made for a strong recommendation to Leadership to choose improvement of reading proficiency as the initial SIMR or area of focus. Department and Community Stakeholders also recommended reading proficiency as the area of focus given the information provided in the Tree of Influence Chart,[32] which indicates that reading is also the basis for improvement of other performance areas: math, secondary transition, drop-out, graduation, post-school outcomes.

## Preparation for In-depth Data Analysis on Reading Performance[33]

The Hawai'i State Department of Education responded to the focus on improving reading of students with disabilities by reviewing the data requested by stakeholders at the December 2013, and August and September 2014 meetings, and by performing a second level of disaggregation for these data sets. The data would be used for the in-depth analysis exercises that would be conducted during the December 12, 2014 stakeholder meeting in order to arrive at recommendations for the final SIMR.

The Hawai'i State Department of Education organized the disaggregation of data by grade level, by Complex Area (groups of high schools and their feeder systems), by several demographic variables (such as race/ethnicity), by disability category, and by the gap between general and special education students. The data was then cross-tabulated. For example, different sets created were: grade level and the gap between special and general education students, and Complex Area performance with respect to special education identification rates and proficiency performance, and disability. These

[31] The following responds to Sub-component 3(b), SIMR, Part B SSIP OSEP Evaluation Tool.
[32] The Tree of Influence was developed by the Western Regional Resource Center to assist states with mapping out how the SPP Indicators would be used for state improvement. The Tree of Influence shows the possible logical relationship among the Indicators and the (a) resources a State invests, (b) activities implemented, and (c) benefits or changes that result. Information about the Tree of Influence is available at: http://psocenter.org/content_page_assets/content_page_20/TreeofInfluenceEdit.pdf (last checked Mar. 8, 2015).
[33] The following responds to Sub-components 1(a), 1(b) and 1(d), Data Analysis, Part B SSIP OSEP Evaluation Tool.

*Screenshot of on-line presentation made available to Department and Community Stakeholders prior to the December 12, 2014 Stakeholder Meeting.*

data and summaries were presented to Department and Community Stakeholder to review prior to the December 12, 2014 stakeholder meeting through an online presentation.[34] The data was also made available to the general public on the Department of Education website[35] to increase involvement in the SSIP process. In particular, we sent to each Department and Community Stakeholder and made available on our website the following data:

- General information regarding numbers of students per disability category, and disaggregated by grade-level at the statewide level and Complex Area level.
- Reading performance by grade-level and disability by scaled scores.
- Reading performance by grade-level and disability by student growth percentile.
- Reading performance by grade and disability by rate of proficiency.
- Reading performance by Complex Area for grades 3rd, 5th, 8th, and 10th grade providing the following information: proficiency rates of students with disabilities and without disabilities, performance gap between students with disabilities and without disabilities, achievement gap.

Hawai'i's unique unitary status, as both the SEA and LEA, places ultimate decision making authority at the state-level, and where allowable, customization and flexibility for implementation are determined by Complex Area Superintendents. As such, the Complex Area Superintendents were the first group to go through the in-depth data analysis on December 3, 2014.[36] The Complex Area Superintendents provided input on what improvements their Complex Area would be looking to make based upon the data. The Complex Area Superintendents also provided input on additional data that they would like to see in order to make informed decisions. This input from the Complex Area Superintendents was taken into consideration in preparation for the December 12, 2014 Stakeholder Meeting. In particular, Complex Area Superintendents wanted to see student performance by disability category and in particular students with SLD, ED, and OHI, and

[34] The on-line presentation that provided Stakeholders with data before the December 12, 2014 Stakeholder Meeting is available at: http://prezi.com/l5vgoxtaq6gr/?utm_campaign=share&utm_medium=copy (last checked Mar. 8, 2015).
[35] The information was made available for public viewing at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx.
[36] The following responds to Sub-component 1(a) and 1(f), Data Analysis, Part B SSIP OSEP Evaluation Tool.

information on LRE. These were also data pieces requested for by stakeholders during the December 13, 2013 stakeholder meeting.

## Stakeholder Involvement in In-depth Data Analysis[37]

*Department and Community Stakeholders gathered at the December 12, 2014 meeting.*

In order for Department and Community Stakeholders to conduct the in-depth data analysis, we made available during the December 12, 2014, meeting the information previously provided to stakeholders and information requested by Complex Area Superintendents. For this next level of analysis, the state included more data from the Strive HI Performance System. Further, as part of a more detailed drill down process, the state considered two other data sources: eCSSS for further Complex Area data, and the Electronic Human Resources System (eHR) for the High-Quality Teacher Federal Report. This allowed for the inclusion of data such as LRE by Complex Area and percent of Highly Qualified (HQ) Teachers per Complex Area.

Thus, the following information aggregated at the state-level, and disaggregated by complex was made available to Department and Community Stakeholders:[38]

- Number of students;
- Percentage of students with disabilities;
- Percentage of students with disabilities by race/ethnicity;
- Percentage of students with disabilities that are also identified as English Language Learners, and Disadvantaged;
- Attendance rates of general education students, and attendance rates of students with disabilities;
- Suspension rates of general education students, and suspension rates of students with disabilities;
- Reading proficiency for general education students, and reading proficiency rates of students with disabilities for all students and disaggregated for 3rd, 5th, 8th, and 10th grades, and disaggregated by SLD, ED, and OHI;

[37] The following responds to Sub-components 1(a), 1(b), 1(d) and 1(f), Data Analysis, Part B SSIP OSEP Evaluation Tool.
[38] The following responds to Sub-components 1(b), Data Analysis, Part B SSIP OSEP Evaluation Tool.

- Gap in performance by reading proficiency between general education students, and rates of students with disabilities;
- Percentage of Highly Qualified Teachers in non-special education classes, and percentage of Highly Qualified Teachers in special education classes;
- LRE for all students with disabilities, and also disaggregated by SLD, ED, and OHI disability categories.

Data was made available in the following summary sheets that were color coded to demonstrate the Complex Area's performance against all others. The highest performance group was coded green, the second highest was coded yellow, and the group with lower performance was coded red. The demographic variables were coded on a gradient of blue from groups with lowest rates coded light blue to highest rates coded in darker blue.[39] Further, an identification code (i.e., "C.A.") was given with the following identification numbers:

| | |
|---|---|
| 1 | Farrington-Kaiser-Kalani |
| 2 | Kaimuki-McKinley-Roosevelt |
| 3 | Aiea Moanalua-Radford |
| 4 | Leilehua-Mililani-Waialua |
| 5 | Campbell-Kapolei |
| 6 | Pearl City-Waipahu |
| 7 | Nanakuli-Waianae |
| 8 | Castle-Kahuku |
| 9 | Kailua-Kalaheo |
| 10 | Hilo-Laupahoehoe-Waiakea |
| 11 | Kau-Keaau-Pahoa |
| 12 | Honokaa-Kealakehe-Kohala-Konawaena |
| 13 | Baldwin-Kekaulike-Maui |
| 14 | Hana-Lahainaluna-Lanai-Molokai |
| 15 | Kapaa-Kauaʻi-Waimea |
| 20 | Charter Schools (all) |

The tables were also sorted by a chosen indicator for each page as indicated. The charts utilized as part of the in-depth data analysis is provided in the following pages.

[39] The data summary was created by Cesar D'Agord, technical assistance provider.

**Table 1 - Summary of Key Demographics and Indicators of Performance by Complex Area (SY 2013-14)**

| C.A. ID | Demographic Variables | | | | | | | Indicators of Performance | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % Sp. Ed. | % Native Hawaiian in Sp.Ed. | % Asian in Sp. Ed. | % White in Sp. Ed. | % ELL | % SES | Attendance Rates Gen Ed | Attendance Rates Sp Ed | Suspension Rates Gen Ed | Suspension Rates Sp Ed | Gen Ed Rdg. Prof. All Grades | Sp Ed Rdg Prof. All Grades | Gap = Sp Ed / Gen Ed (100% = no gap) | % HQT Not Sp Ed. | % HQT Sp. Ed. | LRE (Gen Ed >80%) |
| 1 | 15,812 | 8.6% | 12.1% | 12.7% | 11.31% | 13.3% | 48.7% | 95.20% | 91.63% | 2.2% | 9.4% | 74.6% | 23.3% | 31.3% | 95.5% | 81.8% | 22.5% |
| 2 | 14,498 | 9.2% | 14.1% | 10.9% | 9.18% | 14.2% | 57.7% | 94.68% | 90.83% | 3.0% | 9.0% | 73.3% | 20.2% | 27.5% | 97.3% | 84.9% | 20.9% |
| 3 | 15,003 | 9.6% | 7.7% | 7.2% | 30.38% | 4.5% | 37.8% | 95.94% | 94.04% | 1.9% | 4.8% | 82.1% | 28.2% | 34.3% | 96.8% | 86.7% | 31.6% |
| 4 | 16,547 | 10.1% | 9.5% | 9.4% | 23.86% | 3.3% | 40.6% | 95.68% | 94.13% | 1.6% | 3.8% | 83.0% | 32.7% | 39.3% | 97.1% | 77.7% | 33.3% |
| 5 | 16,678 | 8.5% | 12.9% | 9.4% | 14.56% | 4.2% | 47.1% | 94.87% | 91.49% | 3.2% | 8.8% | 73.1% | 17.8% | 24.4% | 95.3% | 82.9% | 47.8% |
| 6 | 14,752 | 9.1% | 11.8% | 14.9% | 7.82% | 11.0% | 51.9% | 95.60% | 92.56% | 2.4% | 7.9% | 72.0% | 17.7% | 24.6% | 95.8% | 80.1% | 25.8% |
| 7 | 8,128 | 14.2% | 25.7% | 2.7% | 4.16% | 4.9% | 82.5% | 90.77% | 87.55% | 5.0% | 16.3% | 53.5% | 9.3% | 17.5% | 92.3% | 50.0% | 36.5% |
| 8 | 8,165 | 12.7% | 20.2% | 5.2% | 13.73% | 2.3% | 53.9% | 94.30% | 91.72% | 3.3% | 11.8% | 83.3% | 31.9% | 38.3% | 96.0% | 76.3% | 37.4% |
| 9 | 6,182 | 12.2% | 15.2% | 3.8% | 29.56% | 2.5% | 44.7% | 94.58% | 92.38% | 3.9% | 8.1% | 83.7% | 32.0% | 38.2% | 94.5% | 67.4% | 33.8% |
| 10 | 7,751 | 12.6% | 20.3% | 5.3% | 8.30% | 4.1% | 62.3% | 95.24% | 92.12% | 2.8% | 12.1% | 76.2% | 18.4% | 24.1% | 94.6% | 85.3% | 36.1% |
| 11 | 5,520 | 13.3% | 19.8% | 3.9% | 15.09% | 8.5% | 87.3% | 92.34% | 89.20% | 9.9% | 26.5% | 64.6% | 14.5% | 22.4% | 92.3% | 61.6% | 46.9% |
| 12 | 9,916 | 10.1% | 17.4% | 4.9% | 15.93% | 10.3% | 68.3% | 93.74% | 91.75% | 3.7% | 12.4% | 70.6% | 16.5% | 23.4% | 95.3% | 62.6% | 35.4% |
| 13 | 15,956 | 8.8% | 15.0% | 7.3% | 18.20% | 8.0% | 54.1% | 94.78% | 92.20% | 3.3% | 10.4% | 74.3% | 20.0% | 26.9% | 97.3% | 74.6% | 32.3% |
| 14 | 5,074 | 11.0% | 12.7% | 9.1% | 13.23% | 12.9% | 59.2% | 94.20% | 91.97% | 2.6% | 6.8% | 67.4% | 14.1% | 21.0% | 95.1% | 74.1% | 49.5% |
| 15 | 9,298 | 9.5% | 14.3% | 8.9% | 18.96% | 5.6% | 53.2% | 94.62% | 91.89% | 3.1% | 12.2% | 69.7% | 17.3% | 24.8% | 93.4% | 65.8% | 33.7% |
| 20 | 6,006 | 8.5% | 20.3% | 4.4% | 15.75% | 2.8% | 62.7% | 93.96% | 91.49% | 1.3% | 7.4% | 68.4% | 22.6% | 33.0% | 83.5% | 55.2% | 63.7% |
| Total | 175,577 | 10.0% | 14.8% | 12.7% | 15.91% | 7.3% | 54.0% | 94.70% | 91.86% | 3.0% | 10.0% | 74.2% | 21.7% | 29.2% | 94.9% | 75.0% | 34.7% |

**Data Source:** *HI DOE Strive HI, eCSSS, & eHR for HQ Federal Report*

**Table 1 Sorted - Summary of Key Demographics and Indicators of Performance by Complex Area (SY 2013-14)**

**NOTE: On this table the Data were sorted by the Gap, General Ed / Special Ed. Lowest gap (highest percent value) on top**

| C.A. ID | Demographic Variables | | | | | | | Indicators of Performance | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % Sp. Ed. | % Native Hawaiian in Sp.Ed. | % Asian in Sp. Ed. | % White in Sp. Ed. | % ELL | % SES | Attendance Rates Gen Ed | Attendance Rates Sp Ed | Suspension Rates Gen Ed | Suspension Rates Sp Ed | Gen Ed Rdg. Prof. All Grades | Sp Ed Rdg Prof. All Grades | Gap = Sp Ed / Gen Ed (100% = no gap) | % HQT Not Sp Ed. | % HQT Sp. Ed. | LRE (Gen Ed >80%) |
| 4 | 16,547 | 10.1% | 9.5% | 9.4% | 23.86% | 3.3% | 40.6% | 95.68% | 94.13% | 1.6% | 3.8% | 83.0% | 32.7% | 39.3% | 97.1% | 77.7% | 33.3% |
| 8 | 8,165 | 12.7% | 20.2% | 5.2% | 13.73% | 2.3% | 53.9% | 94.30% | 91.72% | 3.3% | 11.8% | 83.3% | 31.9% | 38.3% | 96.0% | 76.3% | 37.4% |
| 9 | 6,182 | 12.2% | 15.2% | 3.8% | 29.56% | 2.5% | 44.7% | 94.58% | 92.38% | 3.9% | 8.1% | 83.7% | 32.0% | 38.2% | 94.5% | 67.4% | 33.8% |
| 3 | 15,003 | 9.6% | 7.7% | 7.2% | 30.38% | 4.5% | 37.8% | 95.94% | 94.04% | 1.9% | 4.8% | 82.1% | 28.2% | 34.3% | 96.8% | 86.7% | 31.6% |
| 20 | 6,006 | 8.5% | 20.3% | 4.4% | 15.75% | 2.8% | 62.7% | 93.96% | 91.49% | 1.3% | 7.4% | 68.4% | 22.6% | 33.0% | 83.5% | 55.2% | 63.7% |
| 1 | 15,812 | 8.6% | 12.1% | 12.7% | 11.31% | 13.3% | 48.7% | 95.20% | 91.63% | 2.2% | 9.4% | 74.6% | 23.3% | 31.3% | 95.5% | 81.8% | 22.5% |
| 2 | 14,498 | 9.2% | 14.1% | 10.9% | 9.18% | 14.2% | 57.7% | 94.68% | 90.83% | 3.0% | 9.0% | 73.3% | 20.2% | 27.5% | 97.3% | 84.9% | 20.9% |
| 13 | 15,956 | 8.8% | 15.0% | 7.3% | 18.20% | 8.0% | 54.1% | 94.78% | 92.20% | 3.3% | 10.4% | 74.3% | 20.0% | 26.9% | 97.3% | 74.6% | 32.3% |
| 15 | 9,298 | 9.5% | 14.3% | 8.9% | 18.96% | 5.6% | 53.2% | 94.62% | 91.89% | 3.1% | 12.2% | 69.7% | 17.3% | 24.8% | 93.4% | 65.8% | 33.7% |
| 6 | 14,752 | 9.1% | 11.8% | 14.9% | 7.82% | 11.0% | 51.9% | 95.60% | 92.56% | 2.4% | 7.9% | 72.0% | 17.7% | 24.6% | 95.8% | 80.1% | 25.8% |
| 5 | 16,678 | 8.5% | 12.9% | 9.4% | 14.56% | 4.2% | 47.1% | 94.87% | 91.49% | 3.2% | 8.8% | 73.1% | 17.8% | 24.4% | 95.3% | 82.9% | 47.8% |
| 10 | 7,751 | 12.6% | 20.3% | 5.3% | 8.30% | 4.1% | 62.3% | 95.24% | 92.12% | 2.8% | 12.1% | 76.2% | 18.4% | 24.1% | 94.6% | 85.3% | 36.1% |
| 12 | 9,916 | 10.1% | 17.4% | 4.9% | 15.93% | 10.3% | 68.3% | 93.74% | 91.75% | 3.7% | 12.4% | 70.6% | 16.5% | 23.4% | 95.3% | 62.6% | 35.4% |
| 11 | 5,520 | 13.3% | 19.8% | 3.9% | 15.09% | 8.5% | 87.3% | 92.34% | 89.20% | 9.9% | 26.5% | 64.6% | 14.5% | 22.4% | 92.3% | 61.6% | 46.9% |
| 14 | 5,074 | 11.0% | 12.7% | 9.1% | 13.23% | 12.9% | 59.2% | 94.20% | 91.97% | 2.6% | 6.8% | 67.4% | 14.1% | 21.0% | 95.1% | 74.1% | 49.5% |
| 7 | 8,128 | 14.2% | 25.7% | 2.7% | 4.16% | 4.9% | 82.5% | 90.77% | 87.55% | 5.0% | 16.3% | 53.5% | 9.3% | 17.5% | 92.3% | 50.0% | 36.5% |
| Total | 175,577 | 10.0% | 14.8% | 12.7% | 15.91% | 7.3% | 54.0% | 94.70% | 91.86% | 3.0% | 10.0% | 74.2% | 21.7% | 29.2% | 94.9% | 75.0% | 34.7% |

**Data Source:** *HI DOE Strive HI, eCSSS, & eHR for HQ Federal Report*

**Table 2 - Summary of Key Indicators of Performance by Complex Area (SY 2013-14)**

| CA ID | Attendance Rates Gen Ed | Attendance Rates Sp Ed | Suspension Rates Gen Ed | Suspension Rates Sp Ed | Gen Ed Rdg. Prof. 3rd Grade | Sp Ed Rdg. Prof. 3rd Grade | Gen Ed Rdg. Prof. 5th Grade | Sp Ed Rdg. Prof. 5th Grade | Gen Ed Rdg. Prof. 8th Grade | Sp Ed Rdg. Prof. 8th Grade | Gen Ed Rdg. Prof. 10th Grade | Sp Ed Rdg. Prof. 10th Grade | SLD Rdg. Prof. | ED Rdg. Prof. | OHI Rdg Prof. | Gap = Sp Ed / Gen Ed (100% = no gap) | LRE (Gen Ed >80%) | LRE SLD (Gen Ed >80%) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 95.2% | 91.6% | 2.2% | 9.4% | 71.6% | 17.8% | 75.4% | 23.1% | 78.2% | 25.2% | 72.0% | 28.6% | 21.4% | 50% | 37% | 31.3% | 22.5% | 26.1% |
| 2 | 94.7% | 90.8% | 3.0% | 9.0% | 68.4% | 19.6% | 72.7% | 17.8% | 75.4% | 22.3% | 73.5% | 15.2% | 15.9% | 30% | 24% | 27.5% | 20.9% | 27.1% |
| 3 | 95.9% | 94.0% | 1.9% | 4.8% | 78.7% | 36.1% | 81.3% | 28.9% | 84.4% | 29.3% | 79.7% | 18.4% | 18.6% | 33% | 36% | 34.3% | 31.6% | 30.9% |
| 4 | 95.7% | 94.1% | 1.6% | 3.8% | 81.8% | 27.0% | 82.6% | 26.7% | 83.4% | 37.4% | 80.7% | 26.6% | 26.1% | 49% | 35% | 39.3% | 33.3% | 32.4% |
| 5 | 94.9% | 91.5% | 3.2% | 8.8% | 63.1% | 15.8% | 71.9% | 12.4% | 77.1% | 23.9% | 74.6% | 26.3% | 15.5% | 29% | 22% | 24.4% | 47.8% | 64.4% |
| 6 | 95.6% | 92.6% | 2.4% | 7.9% | 64.6% | 20.4% | 72.2% | 21.0% | 75.1% | 22.0% | 72.4% | 19.1% | 13.5% | 42% | 26% | 24.6% | 25.8% | 28.0% |
| 7 | 90.8% | 87.6% | 5.0% | 16.3% | 47.0% | 6.5% | 53.0% | 6.0% | 55.6% | 11.6% | 61.0% | 13.3% | 7.1% | 24% | 9% | 17.5% | 36.5% | 43.4% |
| 8 | 94.3% | 91.7% | 3.3% | 11.8% | 82.5% | 29.4% | 88.4% | 31.9% | 84.7% | 31.4% | 73.1% | 18.8% | 25.7% | 41% | 31% | 38.3% | 37.4% | 39.8% |
| 9 | 94.6% | 92.4% | 3.9% | 8.1% | 86.0% | 38.3% | 81.8% | 29.7% | 87.7% | 34.8% | 69.0% | 21.4% | 30.0% | 41% | 27% | 38.2% | 33.8% | 35.0% |
| 10 | 95.2% | 92.1% | 2.8% | 12.1% | 68.0% | 14.5% | 69.5% | 17.6% | 86.3% | 24.4% | 76.3% | 17.9% | 13.9% | 38% | 26% | 24.1% | 36.1% | 39.6% |
| 11 | 92.3% | 89.2% | 9.9% | 26.5% | 58.0% | 14.3% | 65.5% | 10.9% | 67.5% | 14.3% | 74.3% | 14.8% | 11.2% | 21% | 12% | 22.4% | 46.9% | 60.1% |
| 12 | 93.7% | 91.8% | 3.7% | 12.4% | 60.8% | 14.4% | 68.7% | 13.8% | 75.1% | 18.7% | 76.5% | 15.0% | 13.2% | 34% | 13% | 23.4% | 35.4% | 37.5% |
| 13 | 94.8% | 92.2% | 3.3% | 10.4% | 71.4% | 23.9% | 75.8% | 19.8% | 74.7% | 23.1% | 67.6% | 19.6% | 12.9% | 32% | 25% | 26.9% | 32.3% | 36.7% |
| 14 | 94.2% | 92.0% | 2.6% | 6.8% | 66.5% | 17.3% | 68.9% | 9.1% | 69.4% | 20.8% | 61.5% | 6.1% | 7.7% | 75% | 20% | 21.0% | 49.5% | 52.5% |
| 15 | 94.6% | 91.9% | 3.1% | 12.2% | 64.4% | 18.8% | 65.9% | 16.8% | 76.6% | 23.2% | 73.2% | 5.9% | 9.7% | 21% | 13% | 24.8% | 33.7% | 38.6% |
| 20 | 94.0% | 91.5% | 1.3% | 7.4% | 63.9% | 17.5% | 63.8% | 22.0% | 76.9% | 33.3% | 78.7% | 11.8% | N.A. | N.A. | N.A. | 33.0% | 63.7% | 70.1% |
| All | 94.7% | 91.9% | 3.0% | 10.0% | 69.3% | 21.5% | 75.4% | 19.9% | 73.6% | 24.9% | 77.3% | 19.6% | 16.7% | 35% | 25% | 29.2% | 34.7% | 39.4% |

**Data Source:** *HI DOE Strive HI & eCSSS*

**Table 2 Sorted - Summary of Key Indicators of Performance by Complex Area (SY 2013-14)**

**NOTE: On this table the Data were sorted by the Gap, General Ed / Special Ed. Lowest gap (highest percent value) on top ↓**

| CA ID | Attendance Rates Gen Ed | Attendance Rates Sp Ed | Suspension Rates Gen Ed | Suspension Rates Sp Ed | Gen Ed Rdg. Prof. 3rd Grade | Sp Ed Rdg. Prof. 3rd Grade | Gen Ed Rdg. Prof. 5th Grade | Sp Ed Rdg. Prof. 5th Grade | Gen Ed Rdg. Prof. 8th Grade | Sp Ed Rdg. Prof. 8th Grade | Gen Ed Rdg. Prof. 10th Grade | Sp Ed Rdg. Prof. 10th Grade | SLD Rdg. Prof. | ED Rdg. Prof. | OHI Rdg Prof. | Gap = Sp Ed / Gen Ed (100% = no gap) | LRE (Gen Ed >80%) | LRE SLD (Gen Ed >80%) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 95.7% | 94.1% | 1.6% | 3.8% | 81.8% | 27.0% | 82.6% | 26.7% | 83.4% | 37.4% | 80.7% | 26.6% | 26.1% | 49% | 35% | 39.3% | 33.3% | 32.4% |
| 8 | 94.3% | 91.7% | 3.3% | 11.8% | 82.5% | 29.4% | 88.4% | 31.9% | 84.7% | 31.4% | 73.1% | 18.8% | 25.7% | 41% | 31% | 38.3% | 37.4% | 39.8% |
| 9 | 94.6% | 92.4% | 3.9% | 8.1% | 86.0% | 38.3% | 81.8% | 29.7% | 87.7% | 34.8% | 69.0% | 21.4% | 30.0% | 41% | 27% | 38.2% | 33.8% | 35.0% |
| 3 | 95.9% | 94.0% | 1.9% | 4.8% | 78.7% | 36.1% | 81.3% | 28.9% | 84.4% | 29.3% | 79.7% | 18.4% | 18.6% | 33% | 36% | 34.3% | 31.6% | 30.9% |
| 20 | 94.0% | 91.5% | 1.3% | 7.4% | 63.9% | 17.5% | 63.8% | 22.0% | 76.9% | 33.3% | 78.7% | 11.8% | N.A. | N.A. | N.A. | 33.0% | 63.7% | 70.1% |
| 1 | 95.2% | 91.6% | 2.2% | 9.4% | 71.6% | 17.8% | 75.4% | 23.1% | 78.2% | 25.2% | 72.0% | 28.6% | 21.4% | 50% | 37% | 31.3% | 22.5% | 26.1% |
| 2 | 94.7% | 90.8% | 3.0% | 9.0% | 68.4% | 19.6% | 72.7% | 17.8% | 75.4% | 22.3% | 73.5% | 15.2% | 15.9% | 30% | 24% | 27.5% | 20.9% | 27.1% |
| 13 | 94.8% | 92.2% | 3.3% | 10.4% | 71.4% | 23.9% | 75.8% | 19.8% | 74.7% | 23.1% | 67.6% | 19.6% | 12.9% | 32% | 25% | 26.9% | 32.3% | 36.7% |
| 15 | 94.6% | 91.9% | 3.1% | 12.2% | 64.4% | 18.8% | 65.9% | 16.8% | 76.6% | 23.2% | 73.2% | 5.9% | 9.7% | 21% | 13% | 24.8% | 33.7% | 38.6% |
| 6 | 95.6% | 92.6% | 2.4% | 7.9% | 64.6% | 20.4% | 72.2% | 21.0% | 75.1% | 22.0% | 72.4% | 19.1% | 13.5% | 42% | 26% | 24.6% | 25.8% | 28.0% |
| 5 | 94.9% | 91.5% | 3.2% | 8.8% | 63.1% | 15.8% | 71.9% | 12.4% | 77.1% | 23.9% | 74.6% | 26.3% | 15.5% | 29% | 22% | 24.4% | 47.8% | 64.4% |
| 10 | 95.2% | 92.1% | 2.8% | 12.1% | 68.0% | 14.5% | 69.5% | 17.6% | 86.3% | 24.4% | 76.3% | 17.9% | 13.9% | 38% | 26% | 24.1% | 36.1% | 39.6% |
| 12 | 93.7% | 91.8% | 3.7% | 12.4% | 60.8% | 14.4% | 68.7% | 13.8% | 75.1% | 18.7% | 76.5% | 15.0% | 13.2% | 34% | 13% | 23.4% | 35.4% | 37.5% |
| 11 | 92.3% | 89.2% | 9.9% | 26.5% | 58.0% | 14.3% | 65.5% | 10.9% | 67.5% | 14.3% | 74.3% | 14.8% | 11.2% | 21% | 12% | 22.4% | 46.9% | 60.1% |
| 14 | 94.2% | 92.0% | 2.6% | 6.8% | 66.5% | 17.3% | 68.9% | 9.1% | 69.4% | 20.8% | 61.5% | 6.1% | 7.7% | 75% | 20% | 21.0% | 49.5% | 52.5% |
| 7 | 90.8% | 87.6% | 5.0% | 16.3% | 47.0% | 6.5% | 53.0% | 6.0% | 55.6% | 11.6% | 61.0% | 13.3% | 7.1% | 24% | 9% | 17.5% | 36.5% | 43.4% |
| All | 94.7% | 91.9% | 3.0% | 10.0% | 69.3% | 21.5% | 75.4% | 19.9% | 73.6% | 24.9% | 77.3% | 19.6% | 16.7% | 35% | 25% | 29.2% | 34.7% | 39.4% |

**Data Source:** *HI DOE Strive HI & eCSSS*

**Table 3 - Summary of Key Indicators of LRE by Disability by Complex Area (SY 2013-14)**

| | SLD Students | | ED Students | | OHI Students | | All Sp. Ed. | | |
|---|---|---|---|---|---|---|---|---|---|
| CA ID | SLD Rdg. Prof. | LRE % SLD Students (Gen Ed >80%) | ED Rdg. Prof. | LRE % ED Students (Gen Ed .80%) | OHI Rdg Prof. | LRE % OHI Students (Gen Ed .80%) | Overall LRE (Gen Ed >80%) | Gen Ed Rdg. Prof. All Grades | Sp Ed Rdg Prof. All Grades |
| 1 | 21.4% | 26.1% | 50% | 26.7% | 37% | 21.8% | 22.5% | 74.6% | 23.3% |
| 2 | 15.9% | 27.1% | 30% | 20.0% | 24% | 22.1% | 20.9% | 73.3% | 20.2% |
| 3 | 18.6% | 30.9% | 33% | 30.3% | 36% | 29.8% | 31.6% | 82.1% | 28.2% |
| 4 | 26.1% | 32.4% | 49% | 28.0% | 35% | 34.4% | 33.3% | 83.0% | 32.7% |
| 5 | 15.5% | 64.4% | 29% | 27.0% | 22% | 55.4% | 47.8% | 73.1% | 17.8% |
| 6 | 13.5% | 28.0% | 42% | 25.0% | 26% | 24.6% | 25.8% | 72.0% | 17.7% |
| 7 | 7.1% | 43.4% | 24% | 42.3% | 9% | 49.6% | 36.5% | 53.5% | 9.3% |
| 8 | 25.7% | 39.8% | 41% | 37.2% | 31% | 34.7% | 37.4% | 83.3% | 31.9% |
| 9 | 30.0% | 35.0% | 41% | 29.8% | 27% | 34.1% | 33.8% | 83.7% | 32.0% |
| 10 | 13.9% | 39.6% | 38% | 24.0% | 26% | 36.2% | 36.1% | 76.2% | 18.4% |
| 11 | 11.2% | 60.1% | 21% | 34.4% | 12% | 46.5% | 46.9% | 64.6% | 14.5% |
| 12 | 13.2% | 37.5% | 34% | 29.4% | 13% | 33.1% | 35.4% | 70.6% | 16.5% |
| 13 | 12.9% | 36.7% | 32% | 18.2% | 25% | 34.3% | 32.3% | 74.3% | 20.0% |
| 14 | 7.7% | 52.5% | 75% | 70.0% | 20% | 51.8% | 49.5% | 67.4% | 14.1% |
| 15 | 9.7% | 38.6% | 21% | 43.9% | 13% | 32.9% | 33.7% | 69.7% | 17.3% |
| 20 | N.A. | 70.1% | N.A. | 56.3% | N.A. | 68.6% | 63.7% | 68.4% | 22.6% |
| All | 16.7% | 39.4% | 35% | 31.8% | 25% | 36.4% | 34.7% | 74.2% | 21.7% |

**Data Source:** *HI DOE Strive HI and eCSSS*

**Table 3 Sorted - Summary of Key Indicators of LRE by Disability by Complex Area (SY 2013-14)**

**NOTE: On this table the Data were sorted by Overall LRE – Highest "percent of students in general class 80% or more" on top**

| | SLD Students | | ED Students | | OHI Students | | All Sp. Ed. | | |
|---|---|---|---|---|---|---|---|---|---|
| CA ID | SLD Rdg. Prof. | LRE % SLD Students (Gen Ed >80%) | ED Rdg. Prof. | LRE % ED Students (Gen Ed .80%) | OHI Rdg Prof. | LRE % OHI Students (Gen Ed .80%) | Overall LRE (Gen Ed >80%) | Gen Ed Rdg. Prof. All Grades | Sp Ed Rdg Prof. All Grades |
| 20 | N.A. | 70.1% | N.A. | 56.3% | N.A. | 68.6% | 63.7% | 68.4% | 22.6% |
| 14 | 7.7% | 52.5% | 75% | 70.0% | 20% | 51.8% | 49.5% | 67.4% | 14.1% |
| 5 | 15.5% | 64.4% | 29% | 27.0% | 22% | 55.4% | 47.8% | 73.1% | 17.8% |
| 11 | 11.2% | 60.1% | 21% | 34.4% | 12% | 46.5% | 46.9% | 64.6% | 14.5% |
| 8 | 25.7% | 39.8% | 41% | 37.2% | 31% | 34.7% | 37.4% | 83.3% | 31.9% |
| 7 | 7.1% | 43.4% | 24% | 42.3% | 9% | 49.6% | 36.5% | 53.5% | 9.3% |
| 10 | 13.9% | 39.6% | 38% | 24.0% | 26% | 36.2% | 36.1% | 76.2% | 18.4% |
| 12 | 13.2% | 37.5% | 34% | 29.4% | 13% | 33.1% | 35.4% | 70.6% | 16.5% |
| 9 | 30.0% | 35.0% | 41% | 29.8% | 27% | 34.1% | 33.8% | 83.7% | 32.0% |
| 15 | 9.7% | 38.6% | 21% | 43.9% | 13% | 32.9% | 33.7% | 69.7% | 17.3% |
| 4 | 26.1% | 32.4% | 49% | 28.0% | 35% | 34.4% | 33.3% | 83.0% | 32.7% |
| 13 | 12.9% | 36.7% | 32% | 18.2% | 25% | 34.3% | 32.3% | 74.3% | 20.0% |
| 3 | 18.6% | 30.9% | 33% | 30.3% | 36% | 29.8% | 31.6% | 82.1% | 28.2% |
| 6 | 13.5% | 28.0% | 42% | 25.0% | 26% | 24.6% | 25.8% | 72.0% | 17.7% |
| 1 | 21.4% | 26.1% | 50% | 26.7% | 37% | 21.8% | 22.5% | 74.6% | 23.3% |
| 2 | 15.9% | 27.1% | 30% | 20.0% | 24% | 22.1% | 20.9% | 73.3% | 20.2% |
| All | 16.7% | 39.4% | 35% | 31.8% | 25% | 36.4% | 34.7% | 74.2% | 21.7% |

**Data Source:** *HI DOE Strive HI and eCSSS*

*Department Stakeholders pictured reviewing data and discussing root causes of low performance during the in-depth analysis on December 12, 2014.*

During the December 12, 2014 Stakeholder Meeting, Department and Community Stakeholders reviewed and analyzed the data and worked in groups to conduct the Root Cause Analysis to discuss and determine the causes of low reading performance for students with disabilities, and begin identifying improvement strategies that would address such causes.[40] Department and Community Stakeholders utilized the data presented and added qualitative information based upon their observations and experiences. The qualitative information that was shared and recorded was beneficial to the conversations, and for the SSIP process.

Through the Root Cause Analysis, Department and Community Stakeholders were requested to review the data that was disaggregated at various levels, add qualitative information, and discuss within the small groups to identify the following:

- Contributing factors for low performance, which were observable either from the several layers of data disaggregation offered, or via their experience in their various roles as, for example, a parent of a student with a disability, a teacher, an administrator, or an advocate;
- Causes for such factors of low performance, which similarly was prompted from data analysis and/or based upon experiences;
- Data that confirms that the cause for low performance exists, and/or identifying the data still necessary to make final decisions;
- Improvement strategies that would address the factors and causes that the group identified through the data analysis; and
- Collaborations or infrastructure necessary for implementation of improvement strategies identified.

Each group was requested to have a recorder that was responsible for memorializing the group's discussion on a sheet of paper that provided space for recording each of the areas of the analysis described above, and placing the group's final decisions or responses on chart paper for other Department and Community Stakeholders to review.

[40] The following responds to Sub-components 1(a), 1(d) and 1(f), Data Analysis, and 4(d) Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

The information provided by the stakeholders were summarized and sent out with the information obtained through the in-depth infrastructure analysis for final review and comment by all stakeholders, even stakeholders that were not able to attend the December 12, 2014 meeting but previously attended meetings in August or September. Thus, although stakeholders worked in smaller groups, the information discussed and identified was made available for all stakeholders to view and provide feedback. The information was also available on the Hawai'i State Department of Education website,[41] and thus, the general public had the opportunity for comment and feedback.

### Summary of In-depth Data Analysis Conclusions to Narrow Area of Focus[42]

Through the review of data and the Root Cause Analysis, the Department and Community Stakeholders identified five (5) root causes for low performance on reading assessments: Quality instruction and teacher effectiveness; Student and parent socioeconomic status and engagement; Use of early interventions (early in time and grade); Use and collection of data; and Fiscal issues.

To address the root causes identified, Department and Community Stakeholders identified the following improvement strategies for each area:

- Quality instruction and teacher effectiveness:
    - Improve percentages of Highly-Qualified Special Education Teachers, particularly in areas indicating lower reading performance. In general, data showed that the areas with lower percentages of Highly-Qualified Special Education Teachers showed the greatest gap when compared to other Complex Areas.
    - Prioritize, plan, and design targeted, high quality professional development on reading interventions to meet needs of individual teachers and students
    - Develop strategies for specially-designed instruction
    - Coaching and mentoring is necessary to address teacher training and preparation
    - Improve Induction and Mentoring for special education teachers
    - Trained Reading Specialist at school level

- Student and Parent socioeconomic status and engagement:
    - Training for parents to learn skill building around Common Core State Standards and offering such training in a variety of learning options (i.e., small groups, compact discs, parent tutors, or written materials)
    - Strategies/supports/accommodations to address individualized needs.

[41] The SSIP information on the Hawai'i State Department of Education is available at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx (last visited Mar. 8, 2015).
[42] The following responds to Sub-components 1(a) and 1(f), Data Analysis, Part B SSIP OSEP Evaluation Tool.

    - Establish a variety of communication pathways (i.e., written materials or compact discs)
    - Parent input/community support

- Use of early interventions (early in grade and time):
    - Professional development on Formative Instruction and Data Teams
    - Implement comprehensive reading evaluation to identify needs
    - Knowledge of interventions through training and professional development
    - Lay out currently available supports in schools and fill gaps

- Use and collection of data:
    - Implementation of Data Teams
    - Use of data between general education and special education teachers

- Fiscal improvements:
    - Improvements to infrastructure to support 21st Century learning (i.e., equitable network capabilities) and professional development for teachers to use technology in innovative ways.
    - Supplies and resources for all students.

We combined the information we received from Department and Community Stakeholders in the in-depth data analysis with the information from the infrastructure analysis to identify five common causes to address in order to improve reading performance:

1. **Professional Development and Technical Assistance for Quality Instruction to Improve Reading**

   Necessary to support and build teachers' skill-level and provide teachers with necessary tools and resources to improve the use of reading strategies and interventions to address low reading performance, and improve High-Quality Special Education Teacher percentages and teacher turn-over rates.
2. **Improvements for Early Interventions (early in grade and in time)**

   Necessary to address the achievement gap with interventions in early grade, and providing the systemic and staff supports to identify the need for timely interventions to improve reading.
3. **Strategies to Improve Student and Parent Engagement**

   Necessary to engage and form partnerships with students and their parents to better understand students' needs, address expectations of the Department and the student and family, and solicit assistance from the family to support students' learning.

4. **Data Improvements to Identify Student Supports Necessary to Improve Reading**
   Necessary to provide the systemic and staff support to equip all stakeholders with data essential to making decisions about student learning to improve reading.
5. **Fiscal Improvements to adequately Fund Improvement Strategies**
   Necessary to prioritize funding towards improvement strategies and resources that will positively affect reading improvement, and at the same time, ensuring that improvement strategies are fiscally sustainable over time.

Department and Community Stakeholders also recognized the CAST[43] structure in place for implementing the Six Priority Strategies as a strength within the system that could be built upon in order to improve our results for reading.

On January 15, 2015, the information that provided the summary above and the summary was sent to Stakeholders that attended the December 12, 2014 meeting, Stakeholders that attended previous meetings in August and September, and made available to the general public. Stakeholders were asked to assist in providing input and feedback on information provided at the December 12, 2014 meeting. The information was sent to the Stakeholders requesting final input and comment to close the loop on the December 12, 2014 meeting. We also requested and received input on priorities for improvement strategies, focus areas, and obstacles for implementation. On January 14, 2015, the Complex Area Superintendents were also presented with the information and requested to respond with their input in a similar fashion.

Further, one Complex Area Superintendent invited the Special Projects Acting Director to provide more information about the SSIP and its requirements to Complex Area Staff and Principals on January 23, 2015 and to its School Academic Review Teams on January 30, 2015. This was an opportune time to request the Complex Area and school staff review the input from the December 12, 2014 meeting, and also provide input on priorities for improvement strategies, focus areas, and obstacles for improvement. Staff in this Complex Area were given the same information Department and Community Stakeholders were given on January 15, 2015. The teachers, school staff, Principals, and Complex Area staff were engaged, reviewed the information and responded to the following questions:

- Identify the area your group identified as a priority. Groups chose between Professional Development and Technical Assistance for Quality Instruction to Improve Reading; Strategies to Improve Student and Parent Engagement; Improvements for Early Interventions; Data Improvements to Identify Student Supports Necessary to Improve Reading; and Fiscal Improvements to Adequately Fund Improvement Strategies.
- List three improvement strategies that should be implemented to address the selected priority area.

[43] The CAST structure will be discussed in further detail under the Coherent Improvement Strategies section.

- List collaboration that should be implemented to implement improvement strategies your group listed above.
- List infrastructure that should be built or sustained to implement improvement strategies your group listed above. Infrastructure includes: Fiscal; Governance; Technical Assistance; Professional Development; Data; Quality Standards; and Monitoring and Accountability.

Input from "the field" at these Complex Areas during both meetings validated the needs identified by the Department and Community Stakeholders. In general, the teachers, school staff, Principals, and Complex Area staff provided the following priorities:

- Early interventions, strategies, and identification for academics and behavior are necessary at all grade levels. Collaboration between and among special education and general education teachers, school staff, Complex staff, state-level staff and families are needed, and time for such collaboration must be created to build up the use of Formative Instruction and Data Teams, and provide support and professional development to teachers on such interventions and strategies.
- Professional development and technical assistance for quality instruction must be provided to all staff: general education and special education teachers, educational assistants, and part-time teachers. To provide such professional development, need to prioritize time, and allow for vertical and cross-curricular articulation. Must also start with teacher and staff recruitment by collaboration with the Office of Human Resources, and the IHEs.
- Professional development is needed on identifying data to be utilized, analyzing such data, and application of the data for student improvement. Collaborations with the Formative Instruction and Data Teams process, creating time for structured professional learning communities (PLCs) and articulation are key.

Input from Complex Area staff was given to Department and Community Stakeholders for use at the February 5, 2015 Stakeholder Meeting.

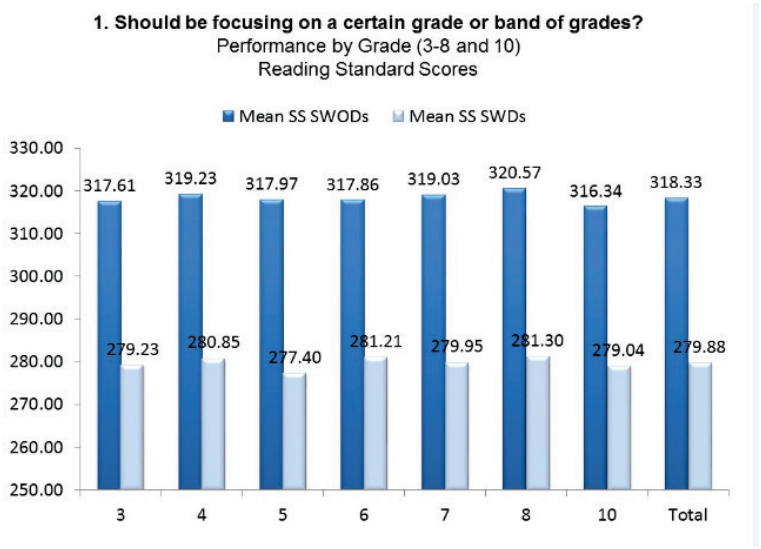
### Data Analysis and Conclusions to Determine Final SIMR[44]

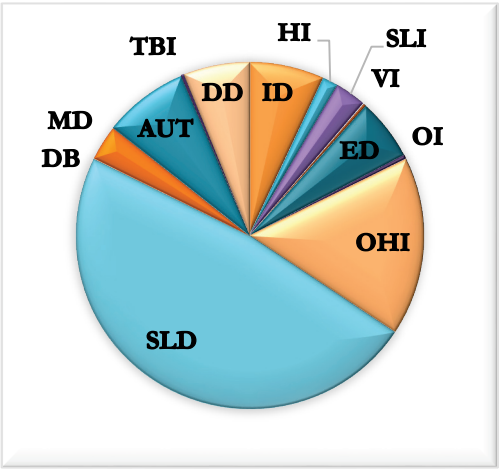
On February 5, 2015, a working group of Department and Community Stakeholders was convened to build off of the work, input, and feedback from previous stakeholder meetings. The goal of the February 5, 2015 meeting was to come to final recommendations on the following: coherent improvement strategies; focus for implementation; theory of action; and targets. Data from previous stakeholder meetings were made available. To ensure Stakeholders had actionable

[44] The following responds to Sub-components 1(a) and 1(f), Data Analysis, and 3(b), SIMR, Part B SSIP OSEP Evaluation Tool.

information, Median Growth Percentiles (MGP) for all students and MGP disaggregated by disability category for 4th grade, and 4th, 5th, and 6th grade together, was provided.

The group worked in three smaller groups throughout the day. The data made available previously and the data provided on growth allowed for the smaller groups to recommend areas of focus for implementation and the final SIMR. Because of the strengths seen with the implementation of the Six Priority Strategies, this was an improvement strategy that all groups wanted to utilize to move the needle for results for our special education students. Further, to see an improvement in results, the groups recommended that a particular focus be made by certain grade levels. Two of the three groups decided to focus on early grades; with one recommendation being Kindergarten through Grade 3, and the other recommendation being Kindergarten through Grade 6. The rationale for such early interventions in grade was to address the constant gap established in Grade 3 that does not increase or decrease throughout the subsequent tested grades. The other group that chose to focus interventions on Grade 3 through Grade 8, identified different grade-level focus, however, had the same goal with the focused intervention: early interventions to improve reading.




The data also pointed Department and Community Stakeholders to certain disability categories for which the Hawai'i State Department of Education should use to measure whether implementation of improvement strategies are effective (i.e., use as its SIMR). Based upon the review of our population of the students with disabilities, students identified with SLD are approximately 48% of our special education population, and OHI is the second largest category with approximately 17% of our special education population. The chart to the left of page demonstrates the proportion of students in each eligibility category.[45]

[45] The following eligibility categories are listed in the chart: SLD (Specific Learning Disability); OHI (Other Health Impairments); OI (Orthopedic Impairments); ED (Emotional Disturbance or Emotional Disability as provided in Chapter 60); VI (Visual Impairments); SLI (Speech or Language Impairments); HI (Hearing Impairments); ID

The overall proficiency rate in reading for all students with disabilities with current IEPs in 2013-2014 was 21.7%. The rate of proficiency for students without disabilities in reading was 74.2%. Proficiency data for 48% of our special education population, which are our students with SLD, shows that only 16.7% are demonstrating proficiency. The rate of proficiency for students with SLD is far less than other categories of students. Only students with Developmental Delay (9%), and Hearing Impairment (14%) had lower proficiency rates. All other disability categories had a higher proficiency rate in reading than students with SLD. The large amount of students in the SLD disability category indicated to Department and Community Stakeholders the need to use the performance of students with SLD as a gauge for whether selected improvement strategies are successful. Increasing the percentage of students with SLD demonstrating proficiency on the statewide reading assessment will logically improve the overall proficiency rate of students with disabilities as reported in Indicator 3C.

The second most populated category with 17% of the special education population, which is our students with OHI, has a proficiency rate of slightly higher than the overall proficiency rate of all students with disabilities. Data shows only 25% of student with OHI are proficient. Department and Community Stakeholders also chose to focus on students with SLI (2.9% of the population), even if they are higher performing with 43% of the students within this category demonstrating proficiency, as this category of students is still performing much lower than their non-disabled peers. SLD, OHI, and SLI were chosen as the subset of students with disabilities that the SIMR will measure.

In alignment with the Strive HI process established under the ESEA Flexibility Waiver, besides proficiency, the stakeholders reviewed growth to determine the targeted focus. The Hawai'i State Department of Education emphasizes that "normal" growth is seen with a Median Growth Percentile (MGP) of 50. (More information regarding growth and Hawai'i's Growth Model will be discussed in the SIMR section below). The Median Growth Percentile for students with SLD in the 4th grade, which is the first year that growth is measured, is below normal and measured at 36. It is important to note that this is closer to "low" growth, which is categorized as the 1st to 34th percentile. The same is seen for students with OHI. Student

**2013-14 Test Scores By Disability Category**

**4th Grade Median SGP by Disability**

| | Reading | |
|---|---|---|
| Disability | MGP | n |
| Autism | 39.5 | 60 |
| Deaf-blindness | | 0 |
| Developmental delay | 63.5 | n < 10 |
| Emotional disturbance | 54 | 44 |
| Hearing impairment | 50 | 13 |
| Intellectual disability | 25 | 29 |
| Multiple disabilities | 29 | n < 10 |
| Orthopedic impairment | 51 | n < 10 |
| Other health impairment | 36 | 185 |
| Specific learning disability | 36 | 623 |
| Speech or language impairment | 48 | 41 |
| Traumatic brain injury | 11 | n < 10 |
| Visual impairment | 55 | n < 10 |
| All Non-Disabled | 51 | 11,695 |
| All Disabled | 37 | 1,007 |

(Intellectual Disabilities); DD (Developmental Delay); TBI (Traumatic Brain Injury); AUT (Autism); MD (Multiple Disabilities), and DB (Deaf-Blindness).

with SLI are doing better, but still not experiencing the "normal" growth expected of all students. For this reason, stakeholders considered the need for focusing on increasing the median growth percentile of students with SLD, OHI, and SLI to determine the effectiveness of the strategies implemented.

**Final Decisions Based Upon Data Analysis**[46]

Hawai'i's data indicates that the achievement gap between students with disabilities and students without disabilities is established in the 3rd grade and remains consistent through all tested grades. As such, stakeholders concluded, and Hawai'i State Department of Education Leadership agreed, that the coherent improvement strategies implemented must address interventions in early grades and must be timely. Further, the success of the implementation of such improvement strategies will be measured by the desired increase in the percentage of students with SLD, OHI, and SLI demonstrating proficiency and an increased median growth percentile. This targeted category of disabilities accounts for sixty-seven percent (67%) of our population of students with disabilities, and thus, improvement with the majority of our lowest performing special education population will see improved performance for proficiency and growth for all students with disabilities. The use of 3rd and 4th grade is also key as it is believed that narrowing or eliminating the achievement gap in 3rd and 4th grade will see consistent narrowing or elimination in subsequent tested grades.

[46] The following responds to Sub-components 1(a) and 1(f), Data Analysis, 3(b), SIMR, and 4(d), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

# Infrastructure Analysis

**Overview: Stakeholder Driven Infrastructure Analysis[47]**

Hawai'i is uniquely governed as a unitary system; a single SEA and LEA. As such, unlike other states that reviewed the capacity of their current infrastructure to support and build capacity of their LEAs in order to respond to the SSIP requirements, Hawai'i looked at the capacity of its entire statewide system to implement, scale-up, and sustain the use of evidence-based practices to improve reading results for students with disabilities.

The Hawai'i State Department of Education engaged Department and Community Stakeholders in a systemic processes to analyze its capacity, resulting in an identification of strengths and weaknesses of its current infrastructure, opportunities for improvement, and threats to the success of our students, staff, and system. The systemic process started with a broad infrastructure analysis where Department and Community Stakeholders participated in the SWOT Analysis to analyze the entire state system in regards to the areas of governance, fiscal, quality standards, professional development, data, technical assistance, and accountability and monitoring. The information from this broad infrastructure analysis was combined with the broad data analysis and used to determine an initial area of focus – reading improvement. Following the determination of the initial focus, the information that was provided in SWOT Analysis in regards to reading improvement was further analyzed as part of a drill down process to determine what infrastructure must be improved, scaled-up, or sustained to improve reading performance of our students with disabilities.

During the process, Department and Community Stakeholders also learned about and considered current plans and initiatives that are put into place to improve the performance for all of our students. This sharing and consideration is key to alignment of the SSIP improvement activities to the Strategic Plan, and efforts under the ESEA Flexibility Waiver, which are a continuation and improvement of strategies implemented for Hawai'i's Race to the Top program. This alignment of initiatives is necessary given resources and the need for ensuring that improvement activities that are implemented are sustainable and viewed by teachers and staff as welcomed instead of a burden. There were also many lessons that were learned from implementation of the Race to the Top program and the ESEA Flexibility Waiver that are reflected in the input from Department and Community Stakeholders and will be described below.

The information revealed through the broad and then in-depth infrastructure analysis allowed the Department and Community Stakeholders to make recommendations on the SIMR and, coupled with the data analysis, allowed for the recommendation of strategies necessary to improve the capacity of our state system to address root causes of low reading performance. It was determined

[47] The following responds to Sub-components 2(a) and 2(f), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.

that the Six Priority Strategies and a Focused Intervention for Kindergarten through Grade 3 are necessary pieces of our infrastructure that if improved, scaled-up, and sustained will lead to reading improvement for our students with disabilities, and in particular, students identified as SLD, OHI, and SLI.

The detailed process by which the Hawai'i State Department of Education implemented to involve stakeholders in analyzing infrastructure and the conclusions drawn from such analysis are described in detail below.

### Initial Infrastructure Analysis[48]

The Hawai'i State Department of Education's approach to completing the SSIP and in particular, analyzing the infrastructure, has been stakeholder driven. Before final requirements for the SSIP was released by the USDOE, we understood that the infrastructure of our entire state system would need to be analyzed to determine improvements necessary to positively change results. As such, we started our discussion with Department and Community Stakeholders about possible areas of focus using three results indicators: proficiency on reading and math, graduation rate, and post-school outcomes. The first stakeholder meeting on December 13, 2013, gathered Department and Community Stakeholders and requested that they work in co-mingled groups to talk more about these three areas of performance. More specifically, we posed two questions to the Stakeholders, and of relevance here is the first question: What are the possible reasons for the less than satisfactory performance for special education students in the identified area(s)?

Department and Community Stakeholders responded to the first question with information regarding the Hawai'i State Department of Education's infrastructure as it related to performance on proficiency on reading and math, graduation rate, and post-school outcomes. Because the question was focused on "less than satisfactory" performance, Department and Community Stakeholders responded with weaknesses, threats, or improvements necessary to the infrastructure in order to improve one of the three results. The input provided by Stakeholders was summarized, and the reoccurring areas necessary to improve the three results areas were:

- Supports need to be provided for students in inclusive settings;
- Need for pre-service and in-service preparation for teachers, and build upon Induction and Mentoring program; and
- Training for teachers on the Common Core State Standards;
- Need early interventions; and
- Support needed for special education teachers (e.g., review of class size, provision of professional development, funds for supplies and support staff).

[48] The following responds to Sub-components 2(a), 2(b), 2(c), 2(d), and 2(f), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.

The information received during the December 13, 2013 meeting would prove useful as a starting point for discussions during the broad infrastructure analysis.

### Broad Infrastructure Analysis: Stakeholder Meetings[49]

When the Special Projects Office received final SSIP requirements and learned more at the OSEP Leadership Conference in July 2014, it was planned that the stakeholders in like role group meetings would conduct the infrastructure analysis. The stakeholder sessions for the infrastructure analysis were planned to occur in August. Unfortunately, only one stakeholder group, the State Operations staff, was able to go through the infrastructure analysis exercise. The rest of the groups were cancelled due to an impending hurricane. Thus, the stakeholder meetings planned for September that would have only included a data analysis exercise, included both the data and infrastructure analysis activities.

The State Operations stakeholders were the only group that was able to conduct the infrastructure analysis and SWOT Analysis in August. The stakeholder meetings in September were held for the following groups:

- September 18, 2014 – District Educational Specialist Stakeholder Meeting
- September 19, 2014 – State-level Program Stakeholder Meeting
- September 20, 2014 – Parent and Community Stakeholder Meeting
- September 23, 2014 – Teacher Focus Group Meeting

Stakeholder meetings were scheduled by role-groups for two reasons: (1) to conduct specific training or provide information specific to the role group, and (2) to create a space for stakeholders to hold open discuss about the strengths, weaknesses, opportunities, and threats.

To prepare for the infrastructure analysis, the Special Projects Office staff learned from the Western Regional Resource Center how to take stakeholders through the SWOT Analysis to analyze the current infrastructure. The SWOT Analysis allowed us to structure conversations to generate an initial and broad description of a State's system's strengths and also reveal what may be considered to be barriers to implementing the SSIP. The SWOT analysis was chosen as the tool to provide useful information about our State's system and capacity to support improvement for implementation of evidence-based practices to improve results for our students with disabilities.

It was decided that the infrastructure analysis and SWOT activity build upon and incorporate the input previously provided by Department and Community Stakeholders at the December 13, 2013 meeting. To meet such end, the Special Projects Office staff took input from the December 13, 2013 meeting and placed the input in the SWOT chart so such statements can be reviewed during

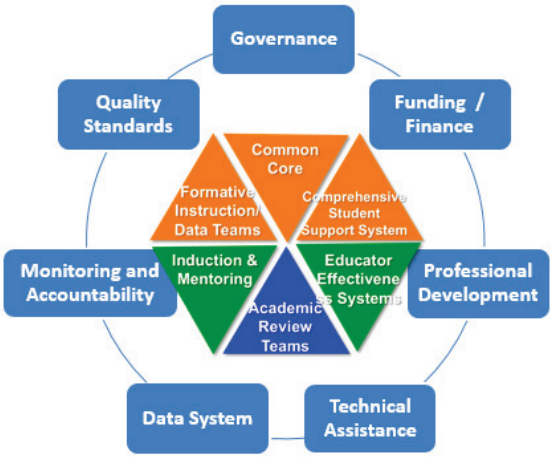
[49] The following responds to Sub-components 2(a), 2(c), 2(d), and 2(f), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.

the August and September meetings by Stakeholders. Because of the nature of the question posed at the December 13, 2013 meeting, the majority of the input was categorized as weaknesses, opportunities, and threats within the components that needed to be analyzed (i.e., governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring).

During the August and September stakeholder meetings, Stakeholders were placed in smaller teams. There were "stations" where each of the seven system components was located. The seven stations, following components required to be analyzed, were: (1) Data, (2) Fiscal, (3) Technical Assistance, (4) Professional Development, (5) Governance, (6) Accountability and Monitoring, and (7) Quality Standards.

Each team was required to spend time at each station, brainstorming the strengths, weaknesses, opportunities and threats of each component. The team members were required to write their thoughts or ideas on post-it notes and place them within the strengths, weaknesses, opportunities and threats section of each infrastructure component, as applicable. When the allotted time expired, the team would move to the next station until all teams rotated through all seven system components. When teams arrived at a new system component where a team already provided ideas, team members were required to review the ideas, which included the input from the December 13, 2013 stakeholder meeting, and endorse the idea(s) provided previously by placing a dot on the post-it note. Department and Community Stakeholders also were asked to contribute to the SWOT grid with new ideas based upon their group's conversation.

Department and Community Stakeholders attending the August and September meetings were given instructions on the SWOT Analysis and also provided with a handout that described each of the different components and provided examples. In order to distinguish the input of the different role groups, each stakeholder role group wrote their responses on a specific colored post-it note and used a specific colored dot for their endorsement. The use of the different colors also allowed the different stakeholder groups to see the different perspectives of other role groups. The different role groups were: District Educational Specialists, State Operations, State Program, Teachers, and Community and Parents.




*Graphic used at the stakeholder meetings to prompt consideration of the Six Priority Strategies during the SWOT Analysis.*

During the SWOT Analysis, the Department and Community Stakeholders were also requested to consider the Six Priority Strategies when identifying the strengths, weaknesses, opportunities and threats of the infrastructure of the Hawai'i State Department of Education.[50] Given that this is the second year of implementation of the Six Priority Strategies, knowledge of the strategies differed between and amongst Department and Community Stakeholders. Thus, time during the stakeholder meetings in August and September was also used to inform Department and Community Stakeholders about the Six Priority Strategies, in particular, the purpose of each strategy, and the routines established for implementation and implementation fidelity. Applying the SWOT Analysis to the Six Priority Strategies allowed for the review of this improvement strategy as it specifically is implemented for students with disabilities. The strengths, weakness, opportunities, and threats of the Six Priority Strategies were integrated into the analysis of the state's entire infrastructure.

After each group rotated through all the components and provided input, meeting attendees, reflected and discussed reoccurring themes and specific statements located within the SWOT grid. One reoccurring observation not recorded within the SWOT grid, but was raised because of the use of different colors for each role group was the similarities and difference between the perceptions of the Department and Community Stakeholders on the same area of the Hawai'i State Department of Education infrastructure.

The voluminous input from Department and Community Stakeholders that participated in infrastructure analysis during the August and September meetings were recorded by Special Projects Office staff. Stakeholders were informed that depending upon the final SIMR, the information provided through the infrastructure analysis would be utilized to improve the result, or would be dealt with through another process to be defined. The input that was used within the in-depth analysis is described later in this section.

### Broad Infrastructure Analysis: Listening Tour for Teachers[51]

While the September stakeholder meetings were taking place, the Special Projects Office also worked closely with Hawai'i State Board of Education Vice-Chair Brian De Lima and Deputy

[50] The following responds to Sub-component 2(d), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.
[51] The following responds to Sub-components 2(a), 2(c), 2(d), and 2(f), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.

Superintendent Ronn Nozoe to hold Listening Tours for Teachers in order to get broad input from teachers. The Special Projects Office used a variety of methods to extend the request for participation to both special education and general education, from Vice Chair De Lima and Deputy Superintendent Nozoe. Emails were sent to teachers through their Complex Area Superintendents and Principals, and the Hawai'i State Teachers Association also notified their members of the request.

*The 3rd Grade Chorus at Lunalilo Elementary performs.*

The Listening Tours provided an opportunity for teachers to join in a conversation with both Vice Chair and Deputy Superintendent on either September 17, 19, or 22, 2014, to provide input, recommendations, and information on special education and their efforts to educate and improve the results of our students with disabilities. Teachers were informed that the information they provided would be used by decision-makers for the SSIP process. Specifically, Vice Chair De Lima and Deputy Nozoe posed the following questions:

1. What do you see as the Department's strengths in educating and improving the results of our students with disabilities?
2. What obstacles do you face right now that affect your ability to educate and improve the results of our students with disabilities?
3. What are some of the things the Department could implement or do better that can benefit our efforts to achieve improved results for our students with disabilities?
4. How has the CAST been able to assist and support your efforts to educate our students with disabilities?
5. Do you have any suggestions on how the CAST could better assist and/or support your efforts to educate our students with disabilities?

A summary of the input from teachers from the Listening Tour is provided below:

**Listening Tour Summary**

**1. What do you see as the Department's strengths in educating our students with disabilities?**

- Inclusion was reported as a strength by teachers, including by a special education and general education team.
- Participation and collaboration of administration and general education teachers in IEP meetings.
- CAST members - Resource Teachers assisting in classrooms.

- The use of RtI and school-wide strategies and interventions.

2. **What are some of the obstacles you are experiencing in your efforts to educate our students with disabilities?**
    - Given efforts to meet instructional time minutes statutory mandate, not enough time to meet all the requirements of the job and do it well.
        - IEPs meetings and related paperwork, drafting IEPs.
        - Planning and collaboration with general education teachers.
    - Funding and resources
        - Not enough personnel.
        - Special education teachers often have to cover multiple classes or grade levels.
        - Special education teachers have not received curriculum materials. (i.e. Wonders)
        - Special education teachers covering multiple grade levels do not receive materials for both grade levels.
        - Lack of funding for Community Based Intervention program.
        - Need quality teachers and trained Educational Aides.
    - eCSSS to cumbersome
        - Too many steps to input an IEP.
        - When drafting IEPs, only given current grade level or one grade level below and above CCSS. Not relevant to many students.
    - Hard to get appropriate curriculum that align with common core.
    - Balancing common core and functional skills.
    - Mentor teacher for special education teachers in Induction and Mentoring are not usually special education teachers.
    - Lack of technology.
    - Inclusion model does not work if support personnel are not in place. Due to lack of funding, general education teachers carry the full burden of differentiating instruction and developing modifications.
    - Discipline procedures creating an environment that is detrimental to self-esteem.
    - Para-professional Tutors' 19-hour requirements and non-educational days hinder training.
    - Special education teachers seen as "less capable" or "second class".
    - Po'okela set targets for inclusion, but hard to provide the whole array of services.

3. **What are some of the things the Department could do better in order to achieve improved results for our students with disabilities?**
    - Develop models of inclusion.
        - Developing relationships between general education and special education teachers.
        - Common prep time for inclusion planning.
    - Support inclusion through funding.

    - Provide a certified special education teacher in classroom at all times.
- Professional development for inclusion- Research background (content base) and vocabulary to collaborate with general education teachers.
    - More non-instructional time for:
    - Planning
    - IEP meetings and paperwork
    - Professional development
- Development of a comprehensive evaluation program.
    - Identification of at risk population.
    - Guidelines (worksheets) for gap kids.
- Guidelines and standards for advancing students.
- Simplify eCSSS.
    - Provide more exemplars for IEP, PWN and eligibility forms.
    - Provide more flexibility to standards in IEP development. Not teaching to student needs.
- Guidance implementing common core for lower performing students.
- Improved EES rubric for special education teachers.
    - Current system may encourage teachers to set low goals.
    - Special education kids follow rubric set up for general education (Individualize for special education).

4. **How has the implementation of the Six Priority Strategies assisted and supported your efforts to educate our students with disabilities?**
    - CAST members assisting in classrooms.
    - Not familiar with the Six Priority Strategies at school level as a system, but aware of and implements the strategies separately.

5. **Do you have any suggestions on how the CAST could better assist and/or support your efforts to educate our students with disabilities?**
    - Collaboration with CAST and special education. CAST seek out teacher's input.
    - CAST doesn't specifically include special education.
    - CAST resources personnel are a separate entity that do not assist classroom teachers directly, especially working with disabilities.
    - Classroom teachers are not feeling supported.
        - Welcome CAST members to come into the classroom to try out new strategies, offer suggestions to modify behavior, differentiate curriculum.
    - Provide more guidance and exemplars.
    - CAST make themselves known and available to classroom teachers.

The information from the Listening Tour and the broad infrastructure analysis were combined to inform the in-depth infrastructure analysis.

### Combining the Broad Data and Infrastructure Analysis to Define Area of Focus[52]

The voluminous input provided by Department and Community Stakeholders during the stakeholder meetings and the Listening Tour for Teachers prompted the following general conclusions regarding the strengths, weaknesses, opportunities, and threats of the Hawai'i State Department of Education's infrastructure:

- Strengths:
    - Best practices do exists in select schools, Complex Areas, and districts. Need safe spaces to share, promote, and learn about them.
    - The move to multiple measures under the Strive HI Performance System to determine success and for accountability is a strength of the system.

- Weaknesses:
    - Partnerships needed between and among state, Complex Areas, IHEs, parents and community.
    - Need PD for Hawai'i State Department of Education staff on improving both compliance and results. But in competition for training time.
    - Need supports for special education and general education teachers in the inclusive setting.
    - Need support for special education teachers.

- Opportunities:
    - Stakeholders familiar with the three Strategic Plan Goals.
    - The Six Priority Strategies are an opportunity, but more info is needed on the strategies, the system, and CAST.
    - There are opportunities in early interventions.
    - Professional development on inclusive practices.
    - Medicaid reimbursement is an opportunity for increasing resources.
    - Reorganization presents an opportunity to change infrastructure.

- Threats:
    - Teachers and staff need scheduled time for collaboration, professional development, and to complete compliance activities.
    - Parents and Community have low perception of the IEP process.
    - Lack of funds and resources threaten implementation.

[52] The following responds to Sub-components 2(a) and 2(c), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.

- Lack of understanding of family issues.
- Data issues.
- Accountability for due process issues.
- Lack of opportunities for training and collaboration; competition for time.
- Low social and family expectation for student.

**Data Takes the Lead in Identifying Area of Focus**

The broad data and infrastructure analysis occurred simultaneously. Taking the data of the three results indicators into consideration, the data pointed Department and Community Stakeholders to improvement of reading and math proficiency as the greatest need. The data analysis coupled with the rationales provided by Department and Community Stakeholders, as in the section below regarding the selection of the SIMR, made for a strong recommendation to Leadership to choose improvement of reading as the initial SIMR or area of focus. Department and Community Stakeholders rationales also pointed to reading improvement as the area of focus given the information provided in the Tree of Influence Chart, which indicates that reading is also foundational for improvement of other performance areas. With the focus area chosen, the Special Projects Office along with the SSIP Core Team worked on preparing for the in-depth infrastructure analysis.

## Preparation for In-depth Infrastructure Analysis[53]

In preparation for the in-depth infrastructure analysis that would be conducted during the December 12, 2014 meeting, Special Projects Office staff combined the input from Department and Community Stakeholders during the August and September meetings with input from teachers during the Listening Tour, and prepared for stakeholders the identified strengths, weaknesses, opportunities, and threats relevant to improving or sustaining the infrastructure for reading improvement. To provide an example of the comments that were used as the basis for the infrastructure analysis conducted on December 12, 2014, the information in the chart below provides the Strengths, Weaknesses, Opportunities, and Threats that received the most endorsements from Department and Community Stakeholders relevant to reading improvement.

[53] The following responds to Sub-components 2(a) and 2(c), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.

## Summary of SWOT Analysis
## From August and September 2014 Stakeholder Meetings Relating to Reading

| Infrastructure | Strength | Weakness | Opportunity | Threat |
|---|---|---|---|---|
| **Quality Standards** | • Use of data and RtI leading to better early interventions.<br>• Beginning to use curriculum related to CCSS: SPED component attached to Gen Ed (e.g., Wonders Works) | • Not enough supports in inclusive settings.<br>• Teachers struggling with CCSS implementation with students' goals and objectives. | • Need early interventions.<br>• Improve monitoring as there is a disparity between programs even within the same island.<br>• Provide written guidelines on procedures & best practices of inclusive practices; develop PD modules. | • Rigor is unevenly applied; all students regardless of placement or "track" must have access to core content.<br>• Low social and family expectations and value placed on education.<br>• No opportunity for SPED to make up lost credits. |
| **Technical Assistance** | • Complex Areas developing leadership in the priority strategies.<br>• One of the 6 strategies incorporating induction & mentoring already in progress. | • Need partnerships with UH or other colleges to share concerns of teacher prep.<br>• Gen Ed and SPED teachers need training in co-teaching, collaboration & differentiation.<br>• Lack of teacher support and preparation. | • Isolated amazing practices not well shared (peer technical assistance)<br>• Need knowledge of resources available.<br>• Duplicate successes from other complexes-identify what works/doesn't work. | • Lack of state teachers that can get everyone on the same page so districts don't recreate the wheel.<br>• Lack of face-to-face training & opportunities to collaborate.<br>• Induction & mentoring of Gen Ed & new SPED teachers teaching out of their specialty area is inadequate. |
| **Professional Development** | • Intensive training classrooms in Windward District. This should be a statewide model.<br>• Building internal capacity through the CAST and alignment of the Six Priority Strategies. | • Training/PD needs to address all service providers – not limited to teachers.<br>• Lack of support to SPED teachers (class size, not enough PD, funds for supplies)<br>• Implementation of training (strategies) with fidelity and support. | • Sharing of best practices modeling exemplary practices.<br>• Create a plan to provide principals and VPs in charge of SPED with timely PD.<br>• Create teacher-leaders to train vs sales people teaching staff so "presenting" and implementing is seamless and based on actual learners. | • Lack of face-to-face training & opportunities to collaborate.<br>• Each complex/Complex Area has their own way of doing things so hard to provide consistent messages, training.<br>• Teacher turnover. Requires cycles of training-retraining. |

| Infrastructure | Strength | Weakness | Opportunity | Threat |
|---|---|---|---|---|
| **Accountability Monitoring** | • State's approved ESEA Flexibility allows for multiple measures.<br>• Strive HI has breakout of SPED performance for each indicator. | • No leader at the state-level in Autism that can assist and plan with District Educational Specialists (DESs) to move towards an employee-based model. | • School & District staff should be involved in school-level Academic Review Team discussions. | • Distrust by stakeholders over late/lack of information on data/progress. |
| **Governance** | | • There could be improved collaboration & communication within the line of authority (working together).<br>• Low authority for Complex Area in SPED practices. Dependent upon individual building principals. | • Governance structure too bureaucratic; different departments do not communicate well- don't support school-level well.<br>• Articulation consistency. | • Different priorities, systems, rules, communications.<br>• Some DESs service entire district but have 2 CASs with different viewpoints that are not in line. This can interfere with implementation.<br>• Too many initiatives competing with no focus & unable to differentiate their effects. |
| **Fiscal** | | • Money being sent down quarterly does not take into account: court ordered services/tuition; IEP services needing to be delivered. | • To leverage federal money the DOE should consider one overall fiscal specialist to oversee the process and strategic plans.<br>• Complex area data alignment with academic plan, Complex Area plan (Six Priority Strategies) & financial plan; data alignment includes teacher & student needs. | • Use of funds, e.g., not based on needs or evidence-based, needs of students, teachers and community.<br>• One size fits all curriculum zero fit for all kids; need specialized/mentor teachers. |
| **Data** | • Qualified state lead- helps make data understandable. | • Infrastructure doesn't support in-depth analysis of data; data exists but not easily accessible or available.<br>• Follow-up on data analysis is lacking. | • Include SPED in the data analysis of student results at the school-level for purposes of planning instruction. | • Data system is driving the program not program driving the data. |

Information regarding the infrastructure analysis was made available to Department and Community Stakeholders prior to the December 12, 2014 stakeholder meeting through an on-line presentation.[54] Information was also made available on the Department of Education website.[55]

### In-depth Infrastructure Analysis and Summary of Stakeholder Input[56]

*A group of District Educational Specialists pictured during the in-depth infrastructure analysis on December 12, 2014.*

Department and Community Stakeholders participated in an in-depth infrastructure analysis building off of the broad infrastructure analysis conducted during August and September stakeholder meetings with the goal of recommending priorities (or actions) necessary for improving or sustaining infrastructure to build capacity to address improvement in reading performance for students with disabilities. On December 12, 2014, Department and Community Stakeholders worked in groups to review the infrastructure information provided during the SWOT Analysis relevant to reading improvement.[57]

During the in-depth infrastructure analysis, the Department and Community Stakeholders were asked to have discussions with their group members and respond to the following inquiries for each of the infrastructure areas of professional development, technical assistance, fiscal, data, and governance, monitoring and accountability:[58]

1. For each of the areas of infrastructure, identify a relevant strength (strength or opportunity) that addresses reading improvement.
2. Identify major area of improvement (weakness or threat) to improve reading.
3. Recommend a high priority and high-leverage action that would increase the State's capacity to lead meaningful change to improve reading results for students with disabilities. Or what action for each infrastructure would cause the greatest reading improvement?

A summary of the input provided by the Department and Community Stakeholders for each of the infrastructure areas is provided below:

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[54] The on-line presentation that provided Stakeholders with data before the December 12, 2014 Stakeholder Meeting is available at: http://prezi.com/l5vgoxtaq6gr/?utm_campaign=share&utm_medium=copy (last checked Mar. 8, 2015).
[55] The information was made available for public viewing at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx.
[56] The following responds to Sub-components 2(a), 2(b), 2(c), 2(d), and 2(f), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.
[57] The following responds to Sub-components 2(c), Analysis of State Infrastructure to Support Improvement and Build Capacity, Part B SSIP OSEP Evaluation Tool.
[58] Note: For logistical purposes and the fact that governance and monitoring and accountability obtained the least amount of comments to review, it was decided to combine these two areas in one "station" for the in-depth analysis.

**Technical Assistance**

| | |
|---|---|
| Strengths | We have an existing structure on which to provide and deliver TA (Six Priority Strategies |
| | Complex Areas developing leadership in Six Priority Strategies |
| Recommended Improvements | State support system to principals is inconsistent re: SPED students |
| | Communication and expectations need to be clear and consistent, and provided on an ongoing basis |
| | Model co-teaching strategies between UH & schools |
| | Improve inclusion practices; lack of support and prep |
| Recommended Actions | Existing mentoring program but needs qualified SPED mentors to pair with SPED teachers (Six Priority Strategies – Induction and Mentoring) |
| | More money for licensed SPED teachers to do inclusion properly for reading |
| | Expand partnerships with UH or other colleges for teacher prep |
| | Existing teachers start 7-10 days early to prep lessons, take classes, etc. |

**Fiscal**

| | |
|---|---|
| Strengths | There is a dedicated source of funds available to assist teachers to instruct students in reaching College- and Career Readiness expectations |
| Recommended Improvements | Seek out more funds through federal grants and Medicaid reimbursements for the provision of related services |
| | Need enough money to do inclusion properly (for Gen Ed/SPED teams) |
| | Targeted funds for teacher training before regular school starts & in-service workshops throughout the year; professional development days within work year |
| Recommended Actions | Allocate money for reading tools and supplies & books |
| | New staffing formula is not adequate; need staffing |
| | Conduct a cost-benefit analysis of the use of IDEA funds at the state, district, complex and school levels |
| | IDEA dollars could be used to purchase the Wonders Intervention Program (for SPED students) instead of teachers modifying curriculum & possibly invalidating the Wonders instructional protocol |

**Quality Standards**

| | |
|---|---|
| Strengths | HIDOE has identified college & career expectations and have outlined a means to assess student progress to achieve expectations |
| Recommended Improvements | SPED teachers need more TA on how to "unpack" standards to students several grade levels behind |
| | Students with disabilities need meaningful access to effective learning opportunities to achieve these expectations (i.e., successful inclusion implementation) |
| | Not enough support in inclusive setting (qualified support) |
| Recommended Actions | Develop and deliver a system of evidence-based professional development in reading instruction |
| | Use RtI/data to better offer interventions appropriately |
| | Instruction to meet student needs - i.e., differentiated in class; modifications, accommodations and interventions |
| | Partner with university teacher prep programs who are preparing inclusion teachers. Participation results in benefits to both pre-service and in-service teachers |

**Governance, Monitoring & Accountability**

| | |
|---|---|
| Strengths | Statewide data collection system |
| | Monitoring- a lot of people interested in supporting improvement activities |
| | They recognize the need to improve; the structure is there |
| | One school district provides equity to all schools |
| Recommended Improvements | Governance structure too bureaucratic; different departments do not communicate well - information not being communicated to school-level |
| | No state-level leadership re: inclusive practices, universal design for learning, parent-school partnerships, RtI for SPED students |
| | One message carried out beginning at the "top". Messages need to be consistent across all levels of DOE; districts, Complex Area Superintendents, District Educational Specialists & teachers, i.e., Educational aids, paraprofessionals, principals, etc. A united vision. |
| Recommended Actions | Improve partnerships with community |
| | Need more supports in class, i.e., RTs and others, coaches, school psychologists, School-based Behavioral Health, aides |
| | Focus priorities - too many initiatives to do any well |
| | Increase "lower level" input, get other feedback on doability, relevance, meaningfulness; includes teachers as they are the ones accountable. Increase their buy-in and support |

**Professional Development**

| | |
|---|---|
| Strengths | Evidence-based practices are implemented effectively in some classrooms in the state |
| | DOE already has means to track (PDE3) various professional development opportunities successfully completed by teachers |
| | Literacy specialists being reviewed by Hawai'i Teachers Standards Board |
| Recommended Improvements | Better recruitment and retention programs for SPED. Many unfilled positions. Including OT/PT/SLP/school psychs |
| | Share success from Windward Autism team |
| | Need to identify what is needed school-by-school |
| | Make time before school year begins for professional development workshops |
| Recommended Actions | Cross-training for Gen Ed & SPED in inclusion model |
| | Implementing a coaching element to improve professional development |
| | Need dedicated time and personnel at school-level to provide follow-up support and mentoring of new professional development efforts |
| | Gather list of existing expertise in different domain areas within State, i.e., people who attended this meeting, what are their areas of expertise and how can we capitalize on this? |

*The Windward District Autism Team ("A-Team") is pictured here. Department and Community Stakeholders have recognized this team as a strength, and a model for the system.*

**Data**

| | |
|---|---|
| Strengths | RtI Framework starting to be used |
| | The Department is data rich but teachers are information poor |
| | Partnerships with university to collect and analyze data. Small scale now/individual school |
| Recommended Improvements | Classroom teachers don't know how to analyze & use data, i.e., progress monitoring; plus they need support on what data to collect and how to collect it |
| | Parents need to understand data and how it affects their child so that they can partner and hold school accountable |
| | More focus on IEP goals and objectives |
| | Streamline data systems; develop and provide access for school/district staff to the data (meaningful data) |
| Recommended Actions | Data should be meaningful and informs conversations that lead to actions |
| | Fidelity of data input and analysis |
| | Align data systems, e.g., RtI/CSSS & Student Learning Objectives; setting goals and monitoring progress towards goal should be aligned across systems |
| | Admin support (time, etc.) to analyze data and have team collaboration |

We combined the information we received from Department and Community Stakeholders during the in-depth infrastructure analysis with the information from the in-depth data analysis to identify five common causes to address in order to improve reading performance:

1. **Professional Development and Technical Assistance for Quality Instruction to Improve Reading**

   Necessary to support and build teachers' skill-level and provide teachers with necessary tools and resources to improve the use of reading strategies and interventions to address low reading performance, and improve High-Quality Special Education Teacher percentages and teacher retention.

2. **Improvements for Early Interventions (Early in grade and in time)**

   Necessary to address the achievement gap with interventions in early grade levels, and providing the systemic and staff supports to identify the need for timely interventions to improve reading.

3. **Strategies to Improve Student and Parent Engagement**

   Necessary to engage and form partnerships with students and their parents to better understand students' needs, address expectations of the Department and the student and family, so families understand their role in supporting students' learning.

4. **Data Improvements to Identify Student Supports Necessary to Improve Reading**
   Necessary to provide the systemic and staff support to equip stakeholders with data essential to making decisions about student learning to improve reading.
5. **Fiscal Improvements to adequately Fund Improvement Strategies**
   Necessary to prioritize funding towards improvement strategies and resources that will positively affect reading improvement, and at the same time, ensuring that improvement strategies are fiscally sustainable over time.

Department and Community Stakeholders also recognized the CAST[59] structure in place for implementing the Six Priority Strategies as a strength within the system that could be built upon in order to improve our results for reading.

On January 15, 2015, the input provided by Department and Community Stakeholders and the summary of the input was sent to Stakeholders that attended the December 12, 2014 meeting, Stakeholders that attended previous meetings in August and September, and was placed on the Hawai'i State Department of Education website.[60] The information was accompanied with a request for final input and comment to close the loop on the December 12, 2014 meeting's data and infrastructure analysis activities. The same request was made to Complex Area Superintendents on January 14, 2015. We received input on priorities for improvement strategies, focus areas, and obstacles for implementation from nine (9) individuals (which included a Complex Area Superintendent, teachers, and state office staff), and the SEAC Subcommittee.

One Complex Area Superintendent invited the Special Projects Acting Director to provide more information about the SSIP and its requirements to Complex Area Staff and Principals on January 23, 2015 and to its schools' Academic Review Teams on January 30, 2015. This was also an opportune time to request that the staff review the input and summary from the December 12, 2014 meeting, and provide input on priorities for improvement strategies, focus areas, and obstacles for improvement. Staff in this Complex Area were engaged. The teachers, school staff, Principals, and Complex Area staff reviewed the information and responded to the following questions:

- Identify the area your group identified as a priority area to address. Groups chose between Professional Development and Technical Assistance for Quality Instruction to Improve Reading; Strategies to Improve Student and Parent Engagement; Improvements for Early Interventions; Data Improvements to Identify Student Supports Necessary to Improve Reading; and Fiscal Improvements to Adequately Fund Improvement Strategies.

[59] The CAST structure will be discussed in further detail under the Coherent Improvement Strategies section.
[60] The SSIP information on the Hawai'i State Department of Education is available at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx (last visited Mar. 8, 2015).

- List three improvement strategies that should be implemented to address the selected priority area. (Groups could choose from improvement strategies listed or provide new input)
- List collaboration that should be implemented to implement improvement strategies your group listed above.
- List infrastructure that should be built or sustained to implement improvement strategies your group listed above. Infrastructure includes: Fiscal; Governance; Technical Assistance; Professional Development; Data; Quality Standards; and Monitoring and Accountability.

Input from "the field" at this Complex Area during both meetings validated the needs identified by the Department and Community Stakeholders. In general, the teachers, school staff, Principals, and Complex Area staff provided the following priorities:

- Early interventions (i.e., timely), strategies, and identification for academics and behavior are necessary at all grade levels. Collaboration between and among special education and general education teachers, school staff, Complex staff, state-level staff and families are needed, and time for such collaboration must be created.
- Professional development and technical assistance for quality instruction must be provided to all staff: general education and special education teachers, educational assistants, and part-time teachers. To provide such professional development, need to prioritize time, and allow for vertical and cross-curricular articulation. Must also start with teacher and staff recruitment by collaboration with the Office of Human Resources, and the IHEs.
- Professional development is needed on identifying data to be utilized, analyzing such data, and application of the data for student improvement. Collaborations with the Formative Instruction and Data Teams process, creating time for structured professional learning communities (PLCs) and articulation are key.

All input from the Department Stakeholders at the January 23 and 30 stakeholder meeting was added to the input used at the February 5, 2015 Stakeholder Meeting.

## Infrastructure Analysis and Conclusions to Determine Final Improvement Strategies[61]

On February 5, 2015, a working group of Department and Community Stakeholders was convened to build off of the work, input, and feedback from previous stakeholder meetings. The goal of the February 5, 2015 meeting was to come to final recommendations on the following: coherent

[61] The following responds to Sub-components 2(a), 2(c), 2(d), and 2(f), Analysis of State Infrastructure to Support Improvement and Build Capacity, and 4(d), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

improvement strategies; focus for implementation; theory of action; and targets. Department and Community Stakeholders were provided with information from the in-depth data and infrastructure analysis from December 12, 2014, and information from the Complex Area Staff meetings that occurred in January 2015. Because the Six Priority Strategies has been listed as a system of support beginning with input from the August and September Stakeholder Meetings more information regarding the strategies and routines were also presented during the February 5, 2015 Stakeholder Meeting. The infrastructure analysis activities at this meeting were designed to guide the stakeholders to recommend improvement strategies. The Department and Community Stakeholders worked in three groups.

**Infrastructure Analysis and Six Priority Strategies**

Based upon the Department and Community Stakeholder input thus far, the Six Priority Strategies was seen as a strength of our statewide system that currently delivers professional development, supports teachers and administrators, and includes systems to identify and implement early interventions. At the same time, Department and Community Stakeholders noted weaknesses in varying degrees of collaboration between special education and general education in the implementation of the Six Priority Strategies. Despite such weaknesses, Department and Community Stakeholders agreed that using the Six Priority Strategies and focusing on strengthening areas of weaknesses, capitalizing on opportunities, and addressing threats, will move the needle for reading improvement for students with disabilities. The Six Priority Strategies currently is an improvement strategy for all students. Highlighting the Six Priority Strategies as an improvement strategy within the SSIP reinforces the use of each strategy to assist students with disabilities, and the special education and general education teachers, staff, and administrators that service students with disabilities.

Because the Six Priority Strategies was recommended and identified as one of the improvement strategies, at the February 5, 2015 meeting, Department and Community Stakeholders were charged with identifying the manner in which each of the different strategies within the Six Priority Strategies would address the root causes of low performance as identified by the Root Cause Analysis and address the infrastructure opportunities, weaknesses, and threats as identified by the in-depth infrastructure analysis on December 12, 2014 and via feedback. At the February 5, 2015 meeting, Department and Community Stakeholders provided that the five common causes of low performance would be addressed by the Six Priority Strategies in the following ways:

1. **Professional Development and Technical Assistance for Quality Instruction to Improve Reading** – Common Core, Formative Instruction and Data Teams, Comprehensive Student Support/Response to Intervention, Educator Effectiveness System, Induction and Mentoring, and Academic Review Teams.
2. **Improvements for Early Interventions (Early in grade and in time)** - Common Core, Formative Instruction and Data Teams, Comprehensive Student Support/Response to

Intervention, Educator Effectiveness System, Induction and Mentoring, Academic Review Teams.

3. **Strategies to Improve Student and Parent Engagement** - Common Core, Comprehensive Student Support/Response to Intervention, Academic Review Teams.
4. **Data Improvements to Identify Student Supports Necessary to Improve Reading** - Formative Instruction and Data Teams, and Academic Review Teams.
5. **Fiscal Improvements to adequately Fund Improvement Strategies** - Academic Review Teams.

Specific information on how each strategy within the Six Priority Strategies, including the performance management systems, would address low reading performance is provided in the Coherent Improvement Strategies section below.

The recommendation to use the Six Priority Strategies as one of the improvement strategies to address the factors causing low reading performance was submitted to the Hawai'i State Department of Education Leadership. Because of the alignment of initiatives, it was agreed that the Six Priority Strategies would be one of the improvement strategies submitted in the SSIP.

**Infrastructure Analysis and Focused Intervention**

During the February 5, 2015 Stakeholder Meeting, the Department and Community Stakeholders were tasked with defining any other improvement strategies necessary to improve results. As such, each of the groups decided that in addition to the Six Priority Strategies, the Hawai'i State Department of Education will need to implement a focused intervention to move the needle on reading performance.

A review of the data indicated the need to address performance in early grades since once the achievement gap is established in Grade 3, such gap remains consistent throughout all tested grades. Understanding that the Six Priority Strategies may have its limitations in addressing specific needs of students with disabilities, the Department and Community Stakeholders recommended to define a focused intervention to ensure the persistent achievement gap is decreased, and supplement the Six Priority Strategies. Two of the three groups decided to focus on early grades; with one group recommending addressing Kindergarten through Grade 3, and the other group recommending Kindergarten through Grade 6. The last group recommended the focus interventions for Grade 3 through Grade 8, which is a different grade-level focus, however, with the same goal of focused intervention: early interventions to improve reading.

The recommendation regarding the use of the Six Priority Strategies and a Focused Intervention was submitted to the Hawai'i State Department of Education Leadership. It was agreed that the Six Priority Strategies would be utilized. The three options for the Focused Intervention recommended at the February 5, 2015 meeting were considered and the focus on Kindergarten through Grade 3

was chosen to address the performance in early grades. The SSIP Core Team was tasked with reviewing all stakeholder input to recommend how such focused intervention would be scaled-up.

On March 6, 2015, the SSIP Core Team and staff of the Special Projects Office reviewed input and feedback from the Department and Community Stakeholders to define a recommendation for the focused intervention. One important consideration was that all of the Department and Community Stakeholders came to a consensus at the February 5, 2015 meeting on the manner in which they did not want implementation of any improvement strategy to occur, making it clear that lessons from Race to the Top and implementation of other improvement strategies dictated the following implemenation may not be well received: pilot projects, implementation at specific or low-performing schools, implementation only at specific Complex Areas, or any implementation at scale smaller than statewide. Listening to the concensus of the stakeholders, the SSIP Core Team considered the capacity of the state and recommended that implementation of the focucsed intervention occur statewide only at one grade level per year beginning in Kindergarten. The implementation at one grade-level per year will allow for the building of a foundation for systemic special education improvement that will extend past the life of the SSIP in 2020. The deliberate and thoughtful implementation of the focused intervention will allow for:

- Department and Community Stakeholders to identify any unique considerations for the students, staff and system for each grade in general, and specific to students with disabilities;
- Department and Community Stakeholders to review input gathered during the in-depth infrastructure analysis to sustain strengths, improve weaknesses, take advantage of opportunities, and address threats; and
- Department and Community Stakeholders to survey resources already available and ensure sustainabilty of efforts, including sustainable fiscal support, if necesary.[62]

Continuing Department and Community stakeholder meetings and partnership, and bringing more stakeholders from the "field" to the table will allow for that desired foundation for systemic improvement to be established. The Six Priority Strategies and the Focused Intervention for Kindergarten through Grade 3 recommended by Department and Commuity Stakeholders and approved by the Hawai'i State Department of Education Leadership will be discussed further in the Coherent Improvement Strategies section below.

[62] More information regarding the focused intervention is provided in the Coherent Improvement Strategies below.

# State Identified Measurable Result (SIMR)

## Overview: SIMR and Our High Expectations for Student Success

*Students at Kaiser High reminding us of our collective high expectations by making lyrics from "There's a World Out There", song by Paul Brandt, visible. "Don't tell me the sky's the limit when there are footprints on the moon."*

Our students with disabilities will successfully progress through our educational system towards college, career, and community readiness, and exceed expectations that we, the students, their parents, the Hawai'i State Department of Education, and community, collectively share. Holding each other accountable for maintaining high expectations, but routinely examining and increasing them, will advance the trajectory of performance for students with disabilities. The authentic conversations between and among Department and Community Stakeholders during the data and infrastructure analysis regarding the transformation we all would like our students, staff, and system to experience, prompted the establishment of ambitious, yet attainable targets for this SSIP. These targets, which are aligned with our Strive HI Performance System established under the ESEA Flexibility Waiver process, reflect the system of support and foundation for learning. Hawai'i would like to build with the early grade-levels. Our targets for reporting purposes end in the year 2020. However, this SSIP process is part of a larger transformational effort for special education implementation in Hawai'i, and thus, we are looking past this process, and will continue to work with our stakeholders to construct new realities to support our students with disabilities, and all students, to reach new heights. The process by which we engaged our Department and Community Stakeholders, the justification for our SIMR, and its alignment to current initiatives are described in further detail below.

## Stakeholder Involvement in Determining SIMR[63]

Department and Community Stakeholders participated in a systematic process to define the SIMR. Department and Community Stakeholders were provided with information necessary to make decisions about the measurement of success for the SSIP. Three SPP/APR results indicators were initially considered by Department and Community Stakeholders to determine the SMIR. The process utilized by Department and Community Stakeholders was data driven – using both quantitative and qualitative data. Because this was a stakeholder driven process, many conversations

[63] The following responds to Sub-components 3(b), 3(c), and 3(d), SIMR, Part B SSIP OSEP Evaluation Tool.

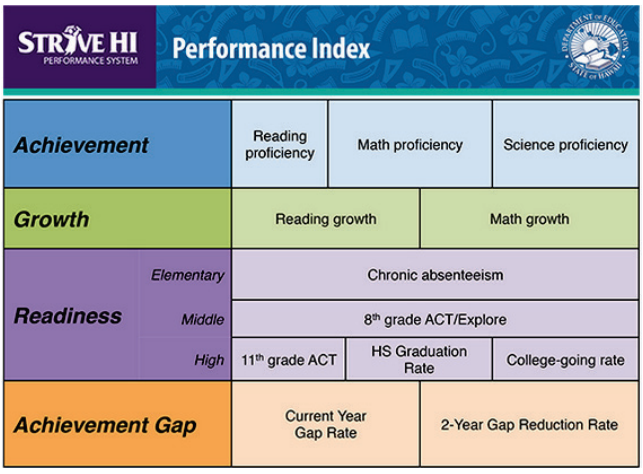
over data and infrastructure occurred in order to finalize the SIMR; this made for a longer process, but an outcome that was reached by consensus and approved by the Hawai'i State Department of Education Leadership.

The process began with the stakeholder meeting in December 13, 2013, where Department and Community Stakeholders were asked to begin analyzing three results areas currently measured in the SPP/APR: proficiency in statewide assessments in reading and math (Indicator B-3), graduation rate (Indicator B-1), and post-school outcomes (Indicator B-14). Given that final requirements were not yet released by OSEP, we used the December 13, 2013 stakeholder meeting as an opportunity to gather more information from Department and Community Stakeholders as to what data would be necessary to gather for each of the three results to uncover reasons for low performance. During the December 13, 2013 stakeholder meeting, Department and Community Stakeholders also identified infrastructure needs for each of the three results areas. Input from the December 13, 2013 meeting was used to determine data necessary to gather for stakeholder meetings in September 2014 on each of the results areas.

During the September 2014 Stakeholder Meetings, Department and Community Stakeholders were asked to use the SWOT Analysis exercise to review the current infrastructure of the Hawai'i State Department of Education, and review data on the three results indicators currently measured in the SPP/APR: proficiency in statewide assessments in reading and math (Indicator B-3), graduation rate (Indicator B-1), and post-school outcomes (Indicator B-14). Based on the SWOT Analysis and review of data, the Department and Community Stakeholders were requested to write a rationale for each of the three results areas. More specifically, Department and Community Stakeholders were asked why they would recommend Hawai'i select each one of the four outcomes as the SIMR. The four areas stakeholders needed to provide rationale for are:

- Improving reading proficiency, growth, or proficiency and growth;
- Improving math proficiency, growth, or proficiency and growth;
- Improving graduation rates; and
- Improving post-school outcomes.

Note that although growth is not part of reporting for Indicator B-3, the option was provided to Department and Community Stakeholders for consideration as Median Growth Percentile for reading and math is currently a measure used within the Strive HI Performance System, which is the accountability system established through the state's approved ESEA Flexibility Waiver.



Department and Community Stakeholders were requested to discuss their thoughts and work in smaller groups. Upon reaching a consensus on each result area, the group was required to write a rationale for each of the four results areas. To prompt discussion, Department and Community Stakeholders were asked to include the following information in their rationale:

- Why would you view the results area as a priority for the state?
- How the results area is aligned with current agency initiatives or priorities?
- How will working on the results area impact results for children with disabilities within the State?

After each group completed the activity, each small group chose one result area that they would prioritize out of the four areas, and were required to share the rationale of that result area with the larger group during reflection time. It is important to note that some groups only chose to work on one rationale due to their respective small group's consensus; this was usually reading improvement, math improvement, or improving post-school outcomes. Because of the data, some groups also identified specific categories of students to narrow the focus for improvement. It was observed that the majority of groups chose to prioritize improving reading proficiency and growth because data showed students with disabilities held the lowest rate of reading proficiency compared to other traditional sub-groups, and because of the connection to improving other performance areas of math proficiency, graduation, and post-school outcomes with improved reading results. A summary of the rationale for each of the four areas are provided below:

**Summary of Rationales for Selection of SIMR**

| | |
|---|---|
| **Reading Proficiency/Growth** | • Foundation for other targets. With improved reading achievement, graduation rates and post-secondary employment should improve.<br>• Based on the Six Priority Strategies, reading proficiency would be addressed by three of those strategies (Common Core State Standards, Comprehensive Student Support System and Formative Instruction/Data Teams)<br>• Focus on SLD→ increased experiences of success→ increased achievement in Common Core State Standards → confidence→ increased graduation rates→ higher, more diverse participation in post-secondary opportunities.<br>• Early intervention is extremely important. Impacts all subject areas.<br>• Reading is an essential tool for ongoing development.<br>• Most tied to other initiatives. Most research. Many free resources.<br>• Lifelong access even at lower levels.<br>• Critical skill that all kids need to have. "Read to Learn". Most critical learning skill.<br>• Affects math performance, graduation rates, drop-out rates, post-school outcomes, emotional development/self-esteem, retention rates, absenteeism, and discipline rates.<br>• Could prevent referral to special education. |

**Summary of Rationales for Selection of SIMR (continued)**

| | |
|---|---|
| **Math Proficiency/Growth** | • Foundation for other targets. With improved math achievement, graduation rates and post-secondary employment should improve.<br>• Math is a tool for independence, post-graduation and vocational skills and opportunities. Basic math is a pre-requisite for everything.<br>• Builds life skills.<br>• Math is essential for daily living. |
| **Graduation Rate** | • There is a lot of room for growth. Need to ensure students have a successful schooling experience and focus on graduation so that they are on track for college/career readiness.<br>• Indicator that children accessed their education. Impacts home environment; needed connection between family life and school – alignment.<br>• Increase employment – less socioeconomic impact. Increase in post-secondary schooling. Higher vocational opportunities. Independent living.<br>• Lags behind general education students by large margin. Improved employment options, decrease in drop-out rates and suspensions. Less dependence on government benefits. |
| **Post-School Outcomes** | • Enables the inclusion of severely impaired students (which have not been included so far).<br>• Priority link to deep analysis of suspension rates- conditions in schools- school climate for students with disabilities.<br>• One area that is a bright spot for Hawai'i. Should continue to monitor this.<br>• Shows ultimate success. But, many don't get there, too late to intervene and harder to measure.<br>• Potentially reduces the need for state –funded programs.<br>• Ties in reading, math and graduation rates.<br>• Will increase employment and post-school education participation and enrollment in training programs.<br>• Increases life skills and capacity for independent living and income self-sufficiency. |

The rationales above indicate that our stakeholders noted the importance of graduation rates and post-school outcomes as indicators of the Hawai'i State Department of Education's success in educating and preparing our students for college, career and community readiness. At the same time, they recognized the foundational impact of reading and math skills in attaining improved graduation rates, post-secondary opportunities and employment opportunities for our students with disabilities.

To note, the Teacher Focus Group held on September 23, 2014, did not go through the same process for recommending a rationale as the other three Department and Community Stakeholders. The discussion between and among the teachers, Vice Chair De Lima, and Deputy Nozoe focused on the SWOT Analysis of our infrastructure. The Teacher Focus Group went through the

infrastructure analysis, and unfortunately, the discussion on the SIMR did not fully develop due to time constraints. The majority of teachers attending the Teacher Focus Group wanted to focus on Post-School Outcomes because of the movement seen nationally, away from using statewide assessments as an indicator of success and results, and post-school outcomes includes all students with disabilities. Teachers did agree that reading is foundational but disagreed on the use of proficiency as the measure.

Following a review of the rationales provided by Department and Community Stakeholders and the data, the SSIP Core Team recommended to Leadership that reading improvement should be our area of focus for two reasons: (1) the majority of stakeholders pointed to reading improvement as foundational and necessary for improvement of other areas, and (2) data shows reading is the result area needing the most improvement compared to graduation rate where Hawai'i is ranked 34 out of 60 states and territories, and post-school outcomes where Hawai'i is ranked 2nd and 9th out of 60 states and territories. Leadership agreed, which provided an area of focus as we moved into the in-depth analysis. In consideration of the caution expressed by the teachers at the Teacher Focus Group, Leadership also determined further discussion and analysis was still warranted before the measure was identified.

During the December 12, 2014 stakeholder meeting, Department and Community Stakeholders did a deeper dive into the data and infrastructure relevant to reading improvement. The details and conclusions of the in-depth data and infrastructure analysis are described in the sections above. In combining the data and infrastructure analysis, there were five (5) common themes around root causes of low performance and improvement strategies that were provided by stakeholders. These root causes were:

1. Professional Development and Technical Assistance for Quality Instruction to Improve Reading;
2. Strategies to Improve Student and Parent Engagement;
3. Improvements for Early Interventions;
4. Data Improvements to Identify Student Supports Necessary to Improve Reading; and
5. Fiscal Improvements to Adequately Fund Improvement Strategies.

On January 15, 2015, we requested Department and Community Stakeholders and the general public to provide feedback on the information provided during the December 12, 2014 meeting. In that same request, we also asked stakeholders and the general public to review input from the December 12, 2014 meeting, and provide three priority improvement activities. Further, we requested stakeholders and the general public to indicate a focus areas for each of the improvement strategies listed, with hopes that such focus area would allow for a conversation with stakeholders about a potential result to measure. The feedback form indicated and requested the following:

> Implementation science provides that successful and sustainable change requires first building capacity and starting implementation at a focused level, and then scaling-up to full implementation. The Department may also have to start at a focused or limited level for initial implementation due to resources and readiness. Because theoretically and resources-wise, we may need to focus or limit initial implementation, for each of the priority improvement strategies you listed, indicate how implementation can be limited or focused (more than one option can be chosen).

The choices were as follows:

- Focus on a specific grade-level or band of grades.
- Focus on a specific Complex Area or group of Complex Areas.
- Focus on a specific disability category or disability categories.
- Not sure what focus or limitations should be implemented.
- No focus or limitations should be implemented.
- Other: (provide response)

Responders were also given a text box to provide details on the chosen focus, if one or more were indicated.

We received 10 responses that varied, and depending upon the improvement strategy listed, a different focus area, or no focus area at all was listed. We also heard from principals, teachers and Complex Area staff in one Complex Area. Given the lack of consensus, Department and Community Stakeholders were gathered for another meeting to attempt to finalize the SIMR.

On February 5, 2015, Department and Community Stakeholders were asked to work in three groups and participate in activities throughout the day to define, of relevance in this section of the document, the SIMR. Department and Community Stakeholders were asked to go through the information provided during the December 12, 2014 stakeholder meeting, feedback from the December 12, 2014 meeting, and input from school and Complex Area Staff during the January 2015 meetings. Department and Community Stakeholders decided on recommending two strategies: (1) implementation of the Six Priority Strategies, and (2) implementation of a Focused Intervention. Department and Community Stakeholders also made connections to how such improvement strategies would improve reading. This brought the groups to the discussion regarding the focus for implementation, the starting point for scaling-up implementation, and the measure(s) that could be used (i.e., SIMR) to determine successful implementation.

The Six Priority Strategies are currently being implemented for all students, in all grades, at all Hawai'i State Department of Education schools. The Focused Intervention will be determined in Phase II. Stakeholder groups were asked to determine what focus they would like to recommend

for the Focused Intervention, and were given the same choices as provided in the form sent out to stakeholders on January 15, 2015 (e.g., focus on a certain grade, school, Complex Area, etc.). The unanimous response from Department and Community Stakeholders was that the Focused Intervention must be implemented statewide. Thus, no pilot projects, or implementation only at low-performing schools, or specific Complex Areas. The lessons from Race to the Top and other initiatives justified to the Department and Community Stakeholders that statewide implementation of the focused intervention was necessary. The three groups made the following recommendations on implementation of the Focused Intervention: (1) Kindergarten through Grade 3; (2) Kindergarten through Grade 6; and (3) Grade 3 through Grade 8.

With the focused area decided for each group, Department and Community Stakeholders then discussed the measure to use to best determine results. Options for the groups' consideration were: proficiency and growth; decreasing the achievement gap; or other measures as determined by the group consensus. The groups recommended proficiency and growth for its alignment with the Strive HI Performance System and the ESEA Flexibility Waiver. The growth measure was also important to stakeholders as it allowed for a measure to be determined even when proficiency scores are not comparable between the 2013-2014 and 2014-2015 school year due to the administration of the new statewide assessment during the 2014-2015 school year.

Taking into consideration the Deparment and Community Stakeholder recommendations to review proficiency and growth, the SSIP Core Team and Special Projects Office Staff met on March 5, 2015 to finalize the SIMR and propose targets. The SSIP Core Team used Department and Community Stakeholder input that proficiency and growth would be the measure. The Six Priority Strategies is an initiative for all students, and thus Indicator 3C, proficiency rate in reading will provide an indication of improvement for all students. What remained to be addressed, as revealed in the data and infrastructure analysis and pointed out by stakeholders, was the gap established in 3rd grade that remained constant through all tested grades. If Hawai'i narrows or eliminates the 3rd grade acheivement gap in reading, we would not only address high risk indicators established in 3rd grade, but also increase the possibility that such achievement gap would remain narrowed or eliminated in subsequent tested grades. Thus, the SSIP Core Team used the previous recommendation from Department and Community Stakeholders and recommended the use of 3rd and 4th grade proficiency rate as one measure. The SSIP Core Team even narrowed that measure to students with of SLD, OHI, and SLI. Students with SLD and OHI have the lowest proficiency rates compared to other disability categories. Impact on this population would definitely move the needle for Indicator 3C. In total, students with SLD, OHI and SLI make up sixty-seven percent (67%) of the total special education population. Students with SLI have a higher proficiency rate in reading, however still performing far below general education peers. The final recommendation for the proficiency rate was to measure the 3rd and 4th grade proficiency in reading for students with SLD, OHI, and SLI.

The SSIP Core Team also recommended the use of 4th grade growth in reading for SLD, OHI, and SLI. The focus on this population is deliberate as described above. Growth will help us understand how fast the group is moving towards proficiency. The growth rate was also chosen as it is in alignment with the Strive HI Performance System measures. More on the growth rate will be provided below.

The Hawai'i State Department of Education Leadership agreed on the measures to improve 3rd and 4th grade proficiency and 4th grade growth in reading for SLD, OHI, and SLI students The decisions made on March 5, 2015 were then sent out to all Department and Community Stakeholders, and made available on the Hawai'i State Department of Education website[64] with a request for feedback on such decisions, and of relevance here, the SIMR and targets.

On March 13, 2015, Deputy Superintendent Nozoe and Acting Director Dela Cuadra-Larsen presented information at SEAC and obtained feedback on documents sent out. Feedback of relevance to this section is comments that proposed growth targets were too low and did not reflect high expectations for out students. SEAC was asked to propose targets. Chair Sinclair submitted comments on behalf of SEAC and proposed to begin the targets at 50 MGP and that the final target should be 65 MGP. The SSIP Core Team originally proposed a growth target expected after the first year plans are implemented (2016-2017 school year data) to be 46 MGP, which is on the lower end of normal growth. Targets were proposed to increase annually by 2 percentiles, ending at 50 MGP. The Hawai'i State Department of Education did take SEAC's feedback into consideration and changed the expected growth rate target after the first year plans are implemented to be 50 MGP. Targets now increase annually by 5 percentile, ending at 60 MGP for 2018-2019 school year data, which is after the 3rd year of implementing the plans for the Six Priority Strategies and the Focused Intervention.

*Students demonstrating skills learned at STEAM Camp at Momilani Elementary.*

### Hawai'i's SIMR: Measurement of a Child-Level Outcome[65]

The Hawai'i State Department of Education will measure the success of the implementation of the improvement strategies chosen for the SSIP using the following indicators:

- Increase the median growth percentile of 4th Grade students with disabilities with the eligibility category of Specific Learning Disability, Other Health Impairment, and Speech and Language Impairment on the statewide assessment for reading (English Language Arts/Literacy); and

[64] The SSIP information on the Hawai'i State Department of Education is available at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx (last visited Mar. 8, 2015).

[65] The following responds to Sub-components 3(a), and 3(c), SIMR, Part B SSIP OSEP Evaluation Tool.

- Increase the percentage of 3rd grade and 4th grade students with the eligibility category of Specific Learning Disability, Other Health Impairment, and Speech and Language Impairment who are proficient on the statewide assessment for reading (English Language Art/Literacy). As required by OSEP, Hawai'i has revised its initial SSIP submission to include proficiency targets. Proficiency targets were developed by applying target setting criteria used for Hawai'i's ESEA Flexibility Waiver, conditioned on Hawai'i continuing its original plan to engage Department and Community Stakeholders in setting targets for the remainder of the SSIP by utilizing new baselines and determining applicable target setting criteria in alignment with the target setting process under ESEA Flexibility, and submitting such targets in Phase II. Applying the ESEA Flexibility Waiver target setting criteria, Hawai'i will reduce by half the percent of non-proficient students in 3rd and 4th grade with SLD, OHI, and SLI, in reading by its SY 18-19 data submission.

Utilizing these measures will have an impact on improving results for students with disabilities in Hawai'i because if we address the achievement gap at 3rd grade, it is believed that such gap will remain narrowed or eliminated for subsequent grades leading to improved reading, and positively affect other indicators of performance. Further, measuring students with SLD, OHI, and SLI will be highlighting the performance of sixty-seven percent (67%) of the lowest performing categories of students with disabilities. Moving the needle for sixty-seven percent (67%) of the population will improve the rate of proficiency for students with disabilities in general. It is important to note that the number of students with SLD, OHI, and SLI made up 67.9% of the 3rd and 4th grade tested population in 2013-2014. Thus, the use of 3rd and 4th grade is reflective of the general special education population. Improvement in reading for this population will breed a culture of confidence and success for students with disabilities, and for teachers that teach students with disabilities, which will result in greater student and family engagement and partnerships, improved graduation rates and post-school outcomes, and decreased suspension and drop-out rates.

## Hawai'i's SIMR: Baseline and Targets[66]

The current Median Growth Percentiles for SLD, OHI, and SLI are as follows:

- SLD: 36 MGP (indicating that half of the students with SLD in the 4th grade had individual student growth percentiles greater than 36 and about half of the students had individual student growth percentiles less than 36).
- OHI: 36 MGP (indicating that half of the students with OHI in the 4th grade had individual student growth percentiles greater than 36 and about half of the students had individual student growth percentiles less than 36).

[66] The following responds to Sub-components 3(a) and 3(e), SIMR, Part B SSIP OSEP Evaluation Tool.

- SLI: 48 MGP (indicating that half of the students with SLI in the 4th grade had individual student growth percentiles greater than 48 and about half of the students had individual student growth percentiles less than 48).

Target for 4th grade growth in reading for students with SLD, OHI and SLI be the average MGP of the three categories of students. Thus, the baseline is 40 MGP. The growth targets set are achievable and attainable and will be used in conjunction with proficiency targets to determine whether students are making gains.

The baseline for 3rd grade proficiency in reading for students with SLD, OHI, and SLI is 20.5%. The baseline for 4th grade proficiency in reading for students with SLD, OHI, and SLI is 20.5%.

Targets for both growth and proficiency are below:

| **SSIP Targets** | | | | | |
|---|---|---|---|---|---|
| **Phase I** | **Phase II** | **Phase III** | | | |
| **Due 4/1/2015** | **Due 2/1/2016** | **Due 2/1/2017** | **Due 2/1/2018** | **Due 2/1/2019** | **Due 2/1/2020** |
| **SY 13-14 Data** (Current Baseline) | **SY 14-15 Data** | **SY 15-16 Data** | **SY 16-17 Data** (target expected after 1st year of implementation) | **SY 17-18 Data** (target expected after 2nd year of implementation) | **SY 18-19 Data** (target expected after 3rd year of implementation) |
| **Targets for Increase in the Median Growth Percentile** | | | | | |
| 40 MGP | 43 | 45 | 50 | 55 | 60 |
| **Targets for Percentage Demonstrating Proficiency** | | | | | |
| 3rd = 20.5%<br>4th = 17.9% | 3rd = 27**<br>4th = 24** | 3rd = 35**<br>4th = 32** | 3rd = 43**<br>4th = 40** | 3rd = 51**<br>4th = 48** | 3rd = 60**<br>4th = 58** |
| | New baseline | *Target setting to be aligned to process established under ESEA Flexibility. | | | |
| **The initial SSIP submission did not include proficiency targets; OSEP required that targets be included. Proficiency targets were developed by applying target setting criteria used for Hawai'i's ESEA Flexibility Waiver, conditioned on Hawai'i continuing its original plan to engage Department and Community Stakeholders in setting targets for the remainder of the SSIP by utilizing new baselines and determining applicable target setting criteria, and submitting such targets in Phase II. Applying the ESEA Flexibility Waiver target setting criteria, Hawai'i will reduce by half the percent of non-proficient students in 3rd and 4th grade with SLD, OHI, and SLI, in reading by its SY 18-19 data submission. | | | | | |

The Hawai'i State Department of Education Leadership is committed to aligning all reform initiatives with the Strategic Plan goals and objectives in order to ensure efforts are focused on student success. This commitment results in improved collaboration between special education and

general education, as with other student populations and programs. The Superintendent and Deputy Superintendent have made the decision to submit targets vetted by Department and Community Stakeholders for the percentage of 3rd and 4th grade students with SLD, OHI, and SLI demonstrating proficiency on the statewide reading assessment in the SSIP submission due on February 1, 2016. In the interim, the Hawai'i State Department of Education will utilize the median growth percentile target set for the 2014-2015 school year data to determine progress on the SSIP. Further, as required by OSEP, the Hawai'i State Department of Education Leadership has developed interim proficiency targets by applying target setting criteria used for Hawai'i's ESEA Flexibility Waiver, conditioned on Hawai'i continuing its original plan to engage Department and Community Stakeholders in setting targets for the remainder of the SSIP by utilizing new baselines and determining applicable target setting criteria, and submitting such targets in Phase II. Applying the ESEA Flexibility Waiver target setting criteria, Hawai'i will reduce by half the percent of non-proficient students in 3rd and 4th grade with SLD, OHI, and SLI, in reading by its SY 18-19 data submission, which would be submitted with the SSIP due on February 1, 2020.

Proficiency targets will be established before plans are required by the U.S. Department of Education to be implemented. This decision is based upon the commitment to the Strategic Plan, and made in order to align target setting efforts with action that must be taken under the ESEA Flexibility Waiver for the Strive HI Performance System. As provided previously to the U.S. Department of Education's Office of Elementary and Secondary Education, it is clear that the scaled scores indicating the level of proficiency that will be received under the administration of the Smarter Balanced Assessment, administered during the 2014-2015 school year, are not comparable to the scores based upon the previous assessments using the Hawai'i State Assessment. Consequently, the Hawai'i State Department of Education will set proficiency targets during the 2015-2016 school year for ESEA Flexibility Waiver purposes and other programs within the state, and will submit new baselines utilizing the 2014-2015 school year data. The SSIP proficiency targets will be part of this target setting effort and will not be a separate set of measures. This alignment is necessary as the Strive HI Performance System establishes a statewide proficiency target for reading (and math and science), and also customizes a proficiency goal for reading (and math and science) for each Complex Area to recognize current challenges and reinforce the importance of collaborating as a Kindergarten-12 community. The Superintendent and Deputy Superintendent are firm on the decision in order to align IDEA and ESEA requirements with the Strategic Plan, and to focus efforts to strive towards common benchmarks as a state and within Complex Areas. The Hawai'i State Department of Education will set proficiency targets during the 2015-2016 school year, and submit such proficiency targets in the February 1, 2016 SSIP submission.

## Hawai'i's SIMR: Alignment to the SPP/APR and ESEA Flexibility Waiver Measures[67]

The Hawai'i State Department of Education has set ambitious, yet attainable, targets that are aligned with our SPP/APR and Strive HI Performance Measures established under the approved ESEA Flexibility Waiver. The alignment recommended by Department and Community Stakeholders and approved by Leadership will increase collaboration between special education and general education and improve efforts to collectively strive towards common benchmarks.

### Alignment to the SPP/APR

Under the SPP/APR, the state is required to report on proficiency rate in reading (Indicator 3). For purposes of the SIMR, the Hawai'i State Department of Education is focusing on improving a result for a subset of the state in order to accurately determine whether Hawai'i is making an impact in narrowing or eliminating the achievement gap established in 3rd grade and constant in all subsequent tested grades. The use of proficiency rates for students with SLD, OHI, and SLI are necessary as these students are amongst the lowest performing and focusing on this population will allow for greater analysis into necessary areas of improvement. The use of the focused SIMR, proficiency of 3rd and 4th grades for students with SLD, OHI, and SLI is a disaggregated component of Indicator 3. The Hawai'i State Department of Education also uses growth rate, which is aligned to Indicator 3 as it demonstrates the rate we are moving students towards proficiency. Use of this measure is aligned with the Strive HI Performance System as discussed below.

### Alignment to the Strive HI Performance System, ESEA Flexibility Waiver

The use of both proficiency and growth is aligned to our Strive HI Performance System, where both are key measures. Achievement or proficiency is important because it evaluates how students are performing relative to the standards linked to college and career success. Growth is also important in our accountability system as it deepens understanding by helping to identify how fast students are reaching proficiency given each student's prior performance.

Additionally, the use of growth in our SSIP is also important as we are transitioning to the use of the Smarter Balanced Assessments. While the new assessments or implementation of proficiency standards could cause reported proficiency levels to fluctuate, the effectiveness and interpretation of our growth measure will not change. Student growth scores will be helpful as it will measure how well students are performing on the new assessment compared to peers with similar past achievements.

To note, growth is calculated for each student by comparing such student with other students throughout the state in the same grade level with similar past performance on the statewide assessment. The calculation relies only on prior performance and does not factor in any other

[67] The following responds to Sub-component 3(a) and 3(b) SIMR, Part B SSIP OSEP Evaluation Tool.

demographic information or eligibility in programs; that is the growth calculation does not include disability, language proficiency, or social-economic status into consideration. By only factoring in previous test scores, we honor the diverse range of ability levels between different students who share characteristics.

The Hawai'i State Department of Education is using Median Growth Percentile (MGP) for ESEA and IDEA (for the SSIP) but narrowing the measure for purposes of the SSIP to improving the MGP for 4th grade reading for students with SLD, OHI, and SLI. Median student growth percentiles, sometimes just called median growth percentiles, are summary measures that aggregate individual student growth percentiles. Medians are the score of the middle student or the average of the middle two students when all the scores in a group are sorted from least to greatest. To understand these simply, the median gives the student growth percentile that approximately half the group did better or worse than. For example, a statewide median student growth percentile of 60 for a category of students, means about half of the students had individual student growth percentiles greater than 60 and about half of the students had individual student growth percentiles less than 60. For an individual student, a student growth percentile of 60 signifies that the student scored higher than 60 percent of other students throughout the state with similar prior performance on the statewide assessment. Growth can be categorized as low, typical, and high, roughly split in thirds on a scale of 1 to 99 with 1-34 being low growth, 35-65 being typical growth, and 66-99 as high growth; with the median growth percentile of 50 as normal growth. The proficiency and growth measures will be used to determine whether the improvement strategies are making an impact on reading improvement for students with disabilities.

Also in alignment with our ESEA Flexibility Waiver is the Hawai'i State Department of Education's target setting process for the SSIP. The Hawai'i State Department of Education is administering the Smarter Balanced Assessment in 2015. The scaled scores received under the Smarter Balanced Assessment are not comparable to the scores of previous assessments using the Hawai'i State Assessment. As such, targets established using the scaled scores and rates of proficiency established under the Hawai'i State Assessment will need to be recreated utilizing baselines obtained via the administration of the Smarter Balanced Assessment. The Hawai'i State Department of Education will set proficiency targets during the 2015-2016 school year for ESEA Flexibility Waiver purposes, and the SSIP process will follow the target setting efforts.

# Coherent Improvement Strategies

## Overview of Selected Improvement Strategies[68]

Department and Community Stakeholders identified the need to strengthen the following areas to improve reading performance for students with disabilities: (1) professional development and technical assistance for quality instruction; (2) timely and early grade-level interventions; (3) strategies to improve student and parent engagement; (4) data improvements to identify when supports are necessary; and (5) fiscal support to adequately fund improvement strategies. Through implementation of the Six Priority Strategies, and the Focused Intervention for Kindergarten through Grade 3, Hawai'i expects to see improvement in our SIMR and in results for all students with disabilities in reading.

The Hawai'i State Department of Education has implemented reform efforts guided by our Strategic Plan goals of student success, staff success, and successfully systems of support, in order to prepare our students for college, careers, and the community. Use of current initiatives to prevent special education improvements occurring in isolation is integral to our continued system success. Currently at the heart of this transformation is the implementation of the Six Priority Strategies, which is being utilized to meet requirements set forth in the ESEA Flexibility Waiver. The Six Priority Strategies, as a defined system of support with performance management components, is in its second year of implementation. However, the strategies originated from efforts during the Race to the Top award.

*Secretary Arne Duncan with students from the Culinary Arts Academy at Waipahu High School after the students whipped up a three-course entree lunch.*

On March 5, 2015, the U.S. Department of Education confirmed that Hawai'i has made significant progress as a result of its systemic efforts, and provided the Hawai'i State Department of Education its ESEA Monitoring Report with across the board ratings of "meets expectations". A statement from U.S. Secretary of Education Arne Duncan referred to Hawai'i's efforts towards educational transformation as a "model for the rest of the country." In response to the validation from the U.S. Department of Education, Superintendent Kathryn Matayoshi acknowledged that, "the amount of changes that have taken place has not been easy. There have been bumps in the road, and we are still making adjustments based on

[68] The following responds to Sub-components 4(a) and 4(e), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

ongoing feedback from teachers and principals. However, this report validates our strategic direction and our momentum in keeping Hawai'i public schools on an upward trajectory."

This positive feedback from the U.S. Department of Education reflects the strengths in the Six Priority Strategies that were identified by our Department and Community Stakeholders during the meetings in August, September, December, January and February, and during the Listening Tour for teachers. The Hawai'i State Department of Education will continue to implement the Six Priority Strategies to improve results for all students, which includes students with disabilities. The acknowledgement by Superintendent Matayoshi reveals that implementation will not be status quo because of the internal evaluation of implementation, and improvements Department and Community Stakeholders have identified necessary to address to continue to see positive results. The Hawai'i State Department of Education will maintain its commitment to interventions for struggling learners, and prioritize implementation of the Six Priority Strategies to meet the needs of students with disabilities and special education and general education teachers of students with disabilities. Such commitment and implementation as one of the improvement strategies for the SSIP will move the needle for students with disabilities, and more specifically, the SIMR. Use of the Six Priority Strategies will also solidify alignment of efforts between the IDEA and ESEA – the SSIP and the ESEA Flexibility Waiver, respectively. This alignment will allow for an unwavering from the strategic focus on implementation fidelity by teachers and administrators, and will result in efficient use of fiscal and human resources. Phase II of the SSIP will be used to develop a plan refining the utilization of the Six Priority Strategies.

Department and Community Stakeholders also identified the need for a Focused Intervention for Kindergarten through Grade 3. The implementation of this Focused Intervention will build the state's capacity for addressing these root causes of low performance by concentrating efforts first at Kindergarten and scaling-up by annually adding subsequent grades in order to lay the foundation for our student, staff, and system success. Through this strategy, we will be able to analyze data and infrastructure for each grade level and develop an implementation plan to best address student, staff, and system needs for success. Details for implementation will be also determined with Department and Community Stakeholder input during Phase II.

The implementation of both the Six Priority Strategies and Focused Intervention will build the state's capacity to move the needle for all our students with disabilities. We will continue on the upward trajectory, and see gains in reading for our students with disabilities, and particularly such gains will be seen with students with SLD, OHI and SLI in the 3rd and 4th grade.

An overview of the implementation of the improvement strategies, plan for scaling up, and targets for each year of the SSIP is provided below.

# SUMMARY

**Improvement Strategies to be defined in Phase II: Implementation of Six Priority Strategies and Focused Intervention for K-3**
**SIMR: Increase in the percent of 3rd and 4th graders with SLD, OHI, and SLI demonstrating proficiency on the statewide reading assessment, and increase in 4th grade MGP for students with SLD, OHI, and SLI for the statewide reading assessment.**

| Analysis | Plan | Implement + Eval | Implement + Eval | Implement + Eval | Implement + Eval |
|---|---|---|---|---|---|
| SY 14-15 | SY 15-16<br>Due 2/1/2016 | SY 16-17<br>Due 2/1/2017 | SY 17-18<br>Due 2/1/2018 | SY 18-19<br>Due 2/1/2019 | SY 19-20<br>Due 2/1/2020 |

**Strategies to Improve Reading Performance**

| | | | | | |
|---|---|---|---|---|---|
| Six Priority Strategies | Submission of analysis. | Develop plan to address needs of SWD (Students with disabilities) and teachers. Develop evaluation. Continue implementation.<br><br>Focus is K-12. | Implementation of Six Priority Strategies per developed plan addressing needs for all SWD and teachers. Conduct evaluation. Revise plan, if needed.<br><br>Focus is K-12. | Continued implementation of Six Priority Strategies per developed plan addressing needs for all SWD and teachers. Conduct evaluation. Revise plan, if needed. Focus is K-12. | Continued implementation of Six Priority Strategies per developed plan addressing needs for all SWD and teachers. Conduct evaluation. Revise plan, if needed. Focus is K-12. | Continued implementation of Six Priority Strategies per developed plan addressing needs for all SWD and teachers. Conduct evaluation. Revise plan, if needed. Focus is K-12. |
| Focused Intervention | Submission of analysis. | Develop plan, define focused interventions for implementation statewide. Develop evaluation. | Implement & evaluate focused intervention in Kindergarten per developed plans. Focus Group is K. | Implement & evaluate focused intervention in K-1st grade statewide per plans. Focus Group is K-1. | Implement & evaluate focused intervention in K-2nd grade statewide per plans. Focus Group is K-2. | Implement & evaluate focused intervention in K-3rd grade statewide per plans. Focus Group is K-3. |

**SIMR:** Increase in the percent of proficient 3rd & 4th graders in reading, and increase in the MGP in 4th grade for reading for students with SLD, OHI, and SLI.

| | **Baseline** | SY 14-15 data | SY 15-16 data | SY 16-17 data (target expected after 1st year implementation of plans) | SY 17-18 data (target expected after 2nd year implementation of plans) | SY 18-19 data (target expected after 3rd year implementation of plans) |
|---|---|---|---|---|---|---|
| Growth | **40 MGP** *(SLD = 36 OHI = 36 SLI = 48)* | 43 | 45 | 50 | 55 | 60 |
| Proficiency | **3rd = 20.5%**<br>**4th = 17.9%** | 3rd = 27**<br>4th = 24** | 3rd = 35**<br>4th = 32** | 3rd = 43**<br>4th = 40** | 3rd = 51**<br>4th = 48** | 3rd = 60**<br>4th = 58** |
| | | (New baseline set.) | *Target setting to be aligned to process established under ESEA Flexibility. *See* page 90 for details. | | | |

**The initial SSIP submission did not include proficiency targets; OSEP required that targets be included. Proficiency targets were developed by applying target setting criteria used for Hawai'i's ESEA Flexibility Waiver, conditioned on Hawai'i continuing its original plan to engage Department and Community Stakeholders in setting targets for the remainder of the SSIP by utilizing new baselines and determining applicable target setting criteria in alignment with the target setting process under ESEA Flexibility, and submitting such targets in Phase II. Applying the ESEA Flexibility Waiver target setting criteria, Hawai'i will reduce by half the percent of non-proficient students in 3rd and 4th grade with SLD, OHI, and SLI, in reading by its SY 18-19 data submission.

## Stakeholder Involvement in Identifying Improvement Strategies[69]

As with all components of the SSIP, Department and Community Stakeholders were involved in identifying and recommending improvement strategies. Once the area of focus was chosen based upon the broad data and infrastructure analysis conducted by Department and Community Stakeholders, such stakeholders were requested to conduct an in-depth data and infrastructure analysis on December 12, 2014, to identify improvement strategies. More specifically, during the in-depth data analysis, Department and Community Stakeholders were requested to identify strategies that would address the root causes of low performance, and the collaboration or infrastructure needed to be strengthened or developed in order to support the implementation of identified strategies.[70] Similarly, during the in-depth infrastructure analysis, Department and Community Stakeholders were asked to identify strengths for each of the areas of infrastructure (i.e., technical assistance, professional development, governance, data, fiscal, accountability/monitoring), recommend an area of improvement, and a high-priority action that would increase the state's capacity to lead meaningful change for reading improvement.

*Stakeholders engaged in the in-depth infrastructure analysis on Dec. 12, 2014.*

The combined analysis of the in-depth data and infrastructure exercises identified five (5) common causes to address in order to improve reading performance.

1. **Professional Development and Technical Assistance for Quality Instruction to Improve Reading**

   Necessary to support and build teachers' skill-level and provide teachers with necessary tools and resources to improve the use of reading strategies and interventions to address low reading performance, and improve High-Quality Special Education Teacher percentages and teacher turn-over rates.

2. **Improvements for Early Interventions (early in grade and in time)**

   Necessary to address the achievement gap with interventions in early grade, and providing the systemic and staff supports to identify the need for timely interventions to improve reading.

[69] The following responds to Sub-components 4(a), 4(b), 4(c), 4(d), and 4(e), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

[70] More information regarding the data analysis and the Root Cause Analysis exercise that was conducted on December 12, 2014, is provided above in the Data Analysis section of this document.

3. **Strategies to Improve Student and Parent Engagement**
   Necessary to engage and form partnerships with students and their parents to better understand students' needs, address expectations of the Department and the student and family, and solicit assistance from the family to support students' learning.
4. **Data Improvements to Identify Student Supports Necessary to Improve Reading**
   Necessary to provide the systemic and staff support to equip all stakeholders with data essential to making decisions about student learning to improve reading.
5. **Fiscal Improvements to adequately Fund Improvement Strategies**
   Necessary to prioritize funding towards improvement strategies and resources that will positively affect reading improvement, and at the same time, ensuring that improvement strategies are fiscally sustainable over time.

Department and Community Stakeholders also recognized the CAST structure in place for implementing the Six Priority Strategies as a strength within the system that could be strengthened in order to improve our results for reading.

Following the December 12, 2014 stakeholder meeting, the information was analyzed and summarized, and the summary and input was sent out to Department and Community Stakeholders that attended the December 12, 2014 meeting, Stakeholders that attended the previous meetings in August and September, and the general public via the Hawai'i State Department of Education's website.[71] Department and Community Stakeholders were asked to review the input from the December 12, 2014 meeting so all stakeholders could view all of the input, and were requested to prioritize improvement strategies, define focus areas, and identify obstacles for implementation. Complex Area Superintendents were also asked on January 14, 2015 to provide input. Staff, which included Complex Area Staff, principals, teachers, school administrators, and other staff, in a particular Complex Area were also invited to provide feedback on priorities for improvement strategies, focus areas, and obstacles for improvement on January 23, 2015 and January 30, 2015.

Input from Department and Community Stakeholders at the December 12, 2014, January 14, 2015, January 23, 2015, January 30, 2015 meetings, and feedback from the December 12, 2014 meeting, pointed Department and Community Stakeholders to recommend the implementation of the Six Priority Strategies as the manner in which to address the causes of low performance identified. Input from the Department and Community Stakeholders at the February 5, 2015 meeting confirmed that the Six Priority Strategies must be utilized to improve reading. Also made clear by Department and Community Stakeholders was the fact that implementation of the strategies must not occur at a level less that statewide.

[71] The SSIP information on the Hawai'i State Department of Education is available at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx (last visited Mar. 8, 2015).

Department and Community Stakeholders also reviewed the input and data available from previous meetings and decided that a Focused Intervention needed to be implemented to address the achievement gap established in 3rd grade and seen consistently in all subsequent tested grades. There were three recommendations for the focus: Kindergarten through Grade 3; Kindergarten through Grade 6; and Grade 3 through Grade 8. All three recommendations were made with the goal of creating interventions early in grade to address the 3rd grade achievement gap and implications of its establishment.

The three options were submitted and vetted by the Hawai'i State Department of Education Leadership. It was decided that the implementation of the Six Priority Strategies and a Focused Intervention for Kindergarten through Grade 3 would make the biggest systemic improvement and impact on reading performance. The SSIP Core Team was tasked on March 6, 2015, with reviewing all stakeholder input to recommend how such Focused Intervention would be scaled-up, with details regarding implementation being developed in Phase II. More information regarding the implementation will be described below.

Following the March 6, 2015 meeting, Department and Community Stakeholders were requested to provide final input on the improvement strategies. Final input was considered and decisions and the description of each chosen improvement strategy are provided below.

### Improvement Strategy: Six Priority Strategies – Strengthening Implementation[72]

The Six Priority Strategies is one of the coherent improvement strategies that will be utilized to improve reading performance for students with disabilities, and in particular increase the percentage of students with SLD, OHI, and SLI demonstrating proficiency on the 3rd Grade and 4th Grade statewide assessment for in reading, and increase the median growth percentile for 4th Grade on the statewide assessment for reading. The Six Priority Strategies was chosen because of the strengths and opportunities identified by stakeholders. It was also chosen because of the strategies themselves and the performance management system that determines implementation fidelity and improvement. The Six Priority Strategies is not specific to or utilized only for special education students. Rather, the Six Priority Strategies is a system of support for all students and its utilization will improve alignment between IDEA and ESEA program implementation. For implementation during the 2015-2016 school year, the Deputy Superintendent stocktakes will prioritize the review of data for students with disabilities and reading performance in particular. Phase II will allow for the refinement of implementation of the Six Priority Strategies.

[72] The following responds to Sub-components 4(b), 4(c) and 4(d), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

**Description of the Six Priority Strategies**

To continue to strive to meet the goals within the Strategic Plan, the Hawai'i State Department of Education developed Six Priority Strategies to implement its educational reform initiatives. These Six Priority Strategies establish a framework for the delivery of targeted supports to Complex Areas and schools to provide interventions to struggling learners, which includes students with disabilities. Implementation of the Six Priority Strategy is currently in its second year. In the coming third year of implementation, addressing needs of students with disabilities and the needs of teachers that teach students with disabilities will be a priority of implementation of the Six Priority Strategies.

Five of the six strategies within the Six Priority Strategies originated from efforts established during the Race to the Top beginning in 2010. These five are: Formative Instruction and Data Teams; Common Core State Standards implementation; Comprehensive Student Support System; Educator Effectiveness System; and Induction and Mentoring. Only the Academic Review Team strategy is an addition with ESEA Flexibility implementation.

In further detail, the Six Priority Strategies are:

- **Academic Review Teams**: The Academic Review Teams at the Complex Area and school level are charged with planning, doing, checking (monitoring), and taking action (next steps) for strategic projects and initiatives, with regular routines in place that facilitate dialogue and action around student outcomes aligned with the Strategic Plan. These routines are focused on achieving measurable results. The Academic Review Teams are also responsible for monitoring the fidelity of implementation of the Six Priority Strategies.

- **Common Core**: The Common Core State Standards are a set of clear and relevant learning standards in mathematics and English Language Arts to prepare students for college, career and community success. Through this strategy, Complex Area and school staff are provided with strategies for implementing the learning standards in mathematics and English Language Arts to prepare students for college, career and community success. This strategy also builds staff capacity on the use of the curriculum offered for statewide use.

- **Comprehensive Student Support System**: Implementing a proactive student behavior support system that enables students to reach their full potential, with a focus on personalized classroom climate and instruction, family/community networks, crisis assistance and a formalized Response to Intervention – screening, progress monitoring, data-driven decision making and deployment of supports.

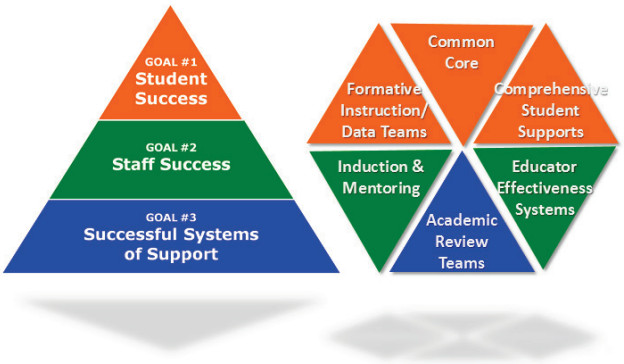
- **Formative Instruction/Data Teams**: Teachers use tools, strategies, and resources to determine what students know, identify possible gaps in understanding, modify instruction, and actively engage students in their learning. Data Teams allow teachers to collaborate on

ideas and best practices regarding student performance to improve instruction and increase achievement. Schools provide supports and tools to enable this environment.

- **Educator Effectiveness System**: Through this strategy, teachers will receive feedback, support, and evaluation on four components; student growth, student learning objectives, a student survey, and classroom observations conducted by trained evaluators. Sets clear expectations for effective teaching, provides educators with quality feedback and support to improve their effectiveness with students, and informs professional development.

- **Induction and Mentoring**: This strategy establishes a formal system of identifying and cultivating mentors who can assist new teachers, providing professional development and training for each, and establishes a framework for support for teachers in their first three years of practice. The induction program also works to improve the retention of quality teachers in the profession and strengthen teacher leadership.

The Six Priority Strategies are directly aligned to the Strategic Plan's three main goals of Student Success, Staff Success and Successful Systems of Support. Specifically:



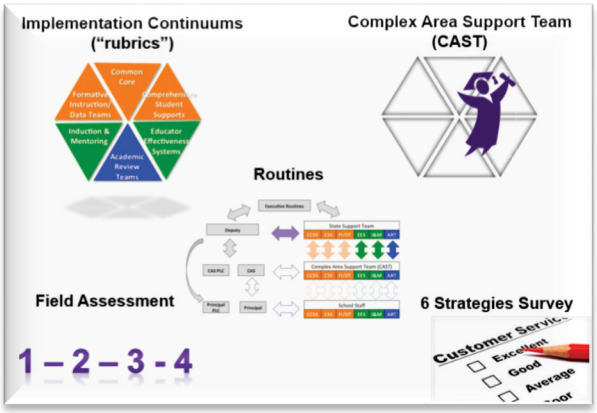

**1. Student Success** – Formative Instruction/Data Teams, Common Core and Comprehensive Student Support System;

**2. Staff Success** - Induction and Mentoring and Educator Effectiveness System; and

**3. Successful Systems of Support** - Academic Review Teams.

**Performance Management System and Routines of the Six Priority Strategies**

In order to implement and determine fidelity of implementation of the Six Priority Strategies, the Hawai'i State Department of Education has evolved a set of vertical and horizontal performance management routines from the Superintendent level to the school level. This includes the use of: Superintendent and Deputy Superintendent Stocktakes; Field Assessments; Implementation Continuums; State Support Teams and Complex Area Support Teams; and the Six Priority Strategies Survey. Each of the




*Visual depiction of the components of the Six Priority Strategies and its performance management system and routines.*

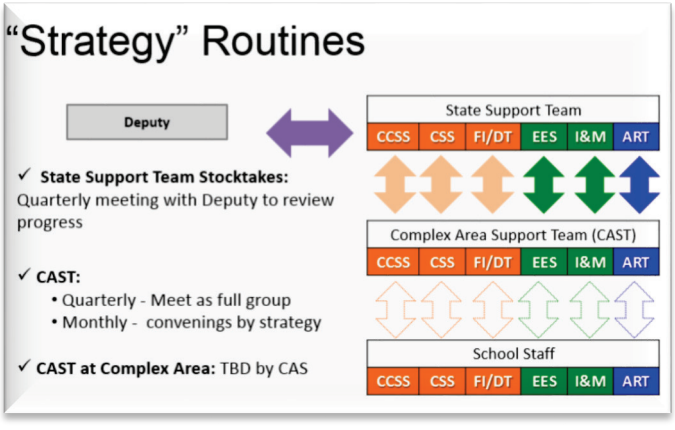
components of the performance management system is described below. These performance management processes have created a clear mechanism for feedback as well as appropriate escalation of key issues of implementation. It also allows for a formal mechanism for disseminating information to and collecting information from the field. The utilization of the Six Priority Strategies' performance management system to improve results of students with disabilities will be further determined during the planning phase of the SSIP and will be indicated in the plan submitted in Phase II.

### Superintendent and Deputy Superintendent Stocktakes

At the state-level, the Six Priority Strategies are reviewed during the Deputy and Superintendent Stocktakes. Each of the Six Priority Strategies has an implementation plan and is the rotating subject of a cycle of documents and meetings that are designed to monitor outcomes, identify challenges and solutions, keep Hawai'i State Department of Education Leadership apprised of progress, and strengthen the Superintendent's efforts to hold Leadership accountable.

For the 2014-2015 school year, each Complex Area was required to develop an implementation plan for each of the Six Priority Strategies. These plans are grounded in data, focused on action through a delivery chain, and identify critical activities, resources, and expected challenges. The Deputy Superintendent holds quarterly one-on-one stocktakes with each Complex Area Superintendent to review progress against these plans, discuss timely data, and identify necessary action by either party. The stocktake conversations with the Deputy Superintendent, along with the Complex Area Superintendent Evaluations, have focused on:

- Implementation of the Six Priority Strategy for all students and in particular struggling learners,
- Data from the Strive HI Performance System, the accountability system established under the ESEA Flexibility Waiver, and
- Field Assessment data described below.




*Visual depiction of the Six Priority Strategy Routines set with Deputy Superintendent, State Support Teams, CAST, and CAS.*

Department and Community Stakeholders noted that the desire to use the Six Priority Strategies as the improvement strategy to improve the chosen SIMR would be successful only if the use of the Six Priority Strategies was sanctioned by Hawai'i State Department of Education Leadership, and if the state leads for each of the Six Priority Strategies would work on the opportunities, weaknesses and threats identified by Department and

Community Stakeholders. The recommendation to use the Six Priority Strategies and the stakeholders' concerns were raised with Hawai'i State Department of Education Leadership. For implementation in the 2015-2016 school year, the Deputy Superintendent has committed to focusing these stocktakes on students with disabilities with the data set focus on performance of students with disabilities. Through these stocktakes, accountability of implementation fidelity and improved performance for students with disabilities will be discussed with Complex Area Superintendents and State Leads and appropriate action for improvement will be identified specifically to build capacity to address the needs of students with disabilities and the teachers that teach students with disabilities. Further refinement on utilization of the stocktakes will be defined in the implementation plan developed during Phase II of the SSIP.

The stocktakes and premise of these routines is to emphasize data-based decision making, which stems from efforts that began with the Race to the Top program. As such, two of the Six Priority Strategies require the implementation of data-based decision making. The first relevant priority is the Academic Review Teams. As part of the Professional Learning Community Framework, Academic Review Teams at the Complex Area and school levels embody the "Plan, Do, Check, Act" (PDCA) process of continuous improvement. An Academic Review Team is charged with planning, doing, checking (monitoring), and taking action (next steps) for strategic projects and initiatives. Key leaders must have regular routines in place that facilitate dialogue and action around student outcomes aligned with the strategic plan. These routines are focused on achieving measurable success. The Academic Review Team must analyze whether strategies and enabling activities are having the desired effect on outcomes. At the school level, the Academic Review Team will systemically and consistently review the extent to which the school is successful in meeting the measures in the academic plan, and take appropriate action as necessary. At the complex level, the Academic Review Team will systematically and consistently review the Kindergarten-12 construct and the extent to which each school in the Kindergarten-12 Complex Area is successful in meeting the measures in the Complex Area plan, and take appropriate action as necessary. The Academic Review Team continuum is a tool for assessing the quality of existing routines. Specifically, it focuses on three key elements that should be present in a strong Academic Review Team routine: (1) Routines are focused on a common purpose; (2) Routines identify problems and commit to clear next steps; and (3) Routines encourage learning and collaboration.

The second relevant strategy is Formative Instruction and Data Teams. Each Complex Area has a dedicated individual paid for with state resources to ensure improved Data Teams and use of Formative Instruction at each school. The Data Teams are responsible for consistent collaboration to share ideas and best practices regarding student performance to develop and improve instruction and increase student achievement. Schools are also responsible for using and developing formative assessments and other data indicators to set daily and long-term learning targets, develop success criteria, provide examples of strong and weak work, offer descriptive feedback, and adjust instruction to meet the individual and group learning needs. The schools must also demonstrate

that students can articulate learning targets, use feedback about their performance to make corrections, provide feedback to peers, set goals, and keep track of and share their learning.[73] The focus set by the Deputy Superintendent during Complex Area Superintendent and State lead stocktakes will positively impact Complex Areas in school routines towards data-driven decision making for improvement of reading results for students with disabilities.

### Field Assessments, Field Surveys, and the Implementation Continuums

In regards to implementation of the Six Priority Strategies, Complex Area Superintendents are responsible for leading the school level performance management routines that are grounded in the Academic Review Team process. A significant component of this process is the Field Assessment. For each of the Six Priority Strategies, the Hawai'i State Department of Education developed a four-scale Implementation Continuum (Continuums) to guide implementation and progress monitoring. The Continuums were reviewed using a calibration tool and released to the field before the beginning of the 2013-2014 school year. On a quarterly basis, the Complex Area Superintendents assess school progress using the Continuums and submit data through a Field Assessment. The results are analyzed and presented in an easy-to-view snapshot by state, Complex Area, and strategy. Once a year Complex Area Superintendents, CAST members, and State Executive Sponsors respond to a Survey to provide feedback on what is working and what is not. Following the Survey, each Complex Area completes a CAST Self-Reflection to reflect on the CAST structure and operations and identify actions for improvement. This implementation data, survey, and reflections are used as critical feedback to inform conversations at multiple levels about progress, trends, and differentiating support and pressure. Such data is also used in critical data conversations triangulating student outcomes, implementation data, and qualitative feedback to identify challenges and solutions.

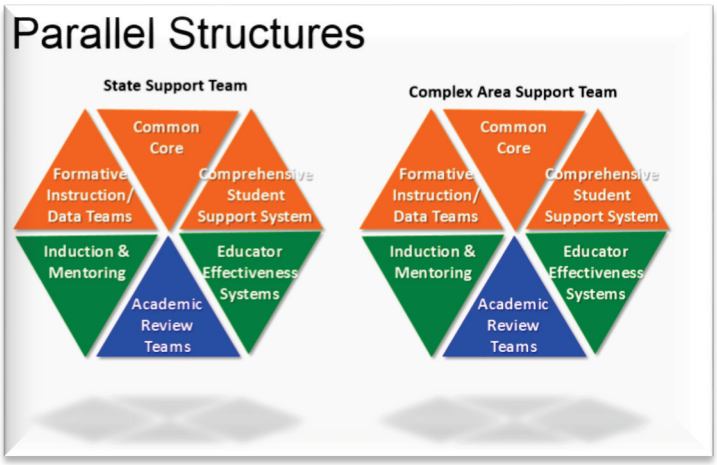
### Roles and Responsibilities for Implementation: State Support Team and Complex Area Support Teams

Technical assistance in implementation of the Six Priority Strategies focuses on building capacity by utilizing a statewide, tri-level approach that acknowledges the distinct roles of the state, Complex Area, and school. At the state level, there is an executive sponsor and state lead for each of the Six Priority Strategies. This group is known as the State Support Team. The State Support Team meets monthly with the Deputy Superintendent to:

- Review progress of implementation;
- Provide feedback to the Deputy Superintendent;

[73] The following responds to the Implementation Guideline question: What formal mechanisms require LEAs and individual schools to engage in continuous improvement using data-based decision making? Describe how LEAs and individual schools are supported in their efforts. Also responds to the following: Describe how the SEA analyzes data related to student outcomes and /or root causes (e.g., SPP/APR indicators, 618 data, Consolidated State Performance Report (CSPR) data, and other EDFACTS data).

- Discuss areas of caution and concern (i.e., "bright lights" and "red flags");
- Identify issues needing to be escalated to the Deputy Superintendent;
- Coordinate planning; and
- Identify challenges and solutions across strategies.




The State Support Team supports the efforts of the CAST. Over the last two years, the Hawai'i State Department of Education has invested heavily in the CAST, which is comprised of six dedicated staff members to each Complex Area that are responsible for supporting the implementation of each of the Six Priority Strategies.

The responsibility of the each CAST member includes supporting schools, training educators, assisting in data and reporting requirements, and ensuring information is communicated through the tri-levels (i.e., the levels of state, Complex Area, and School). There is a dedicated state lead for each strategy that is responsible for convening the 15 CAST members for their strategy (i.e., convening one CAST member from each Complex Area). These meetings are held monthly and provides CAST members with training and information, and affords CAST members with time to problem solve with their peers in other Complex Areas, and provide feedback to the State Leads on implementation challenges and success. The state leads also collaborate with state-level program personnel, and of relevance here, the Office of Curriculum, Instruction and Student Support, Special Education Section, and provide such collaborative information to CAST members. In addition to the monthly trainings, the full CAST (i.e., all CAST members and state leads) is convened quarterly with the Deputy Superintendent, Complex Area Superintendent, and State Support Team to celebrate, reflect, share information, obtain training, and provide feedback. This process facilitates communication, coordination, and collaboration between general education and special education, and other specific student programs.[74] The Complex Area Superintendents with their CAST members and other identified staff members shoulder the bulk of the responsibility for providing technical assistance to schools in implementing each of the Six Priority Strategies. Phase II will define the use of the State Support Teams and CAST.

[74] The following responds to the Implementation Guideline question: Describe the mechanisms or procedures the SEA has in place to facilitate communication, coordination and collaboration across general education and special education programs within the SEA.

The Six Priority Strategies received praise in the U.S. Department of Education's ESEA Flexibility Monitoring Report,[75] and in particular the CAST was highlighted as a key accomplishment. The monitoring team recognized that Hawai'i has instituted a series of data collection mechanisms including continuum rubrics, CAST strategy meetings, and stocktake meetings allowing for continuous evaluation and revision of project implementation across all principles of ESEA flexibility based on multiple sources of data. The monitoring team also valued the comprehensive and integrated monitoring process through the use of the CAST, which informs the individualized technical assistance to Complex Areas and schools, as needed.

**Evaluation of the Implementation of the Six Priority Strategies**

The performance management routines have brought a higher level of discipline in implementation, increased accountability for results, and allowed for an evaluation of the Six Priority Strategies to determine improvement. Department and Community Stakeholders have identified through the Root Cause Analysis and the broad and in-depth infrastructure analysis exercises, the various strengths and weaknesses of implementation of the Six Priority Strategies. Further, teachers, as we heard during the Listening Tours, see value in each of the strategies, but need further support to improve implementation fidelity and to develop the understanding of the coordination among and between the Six Priority Strategies. The information provided by Department and Community Stakeholders will be shared within the tri-level in preparation for the implementation during the upcoming school year, 2015-2016.

The December 12, 2014 stakeholder meeting also served as one check-point within the "Plan, Do, Check, Act" process, which is data centric, monitors implementation, and results in improvement of implementation. The Six Priority Strategy State leads compared data and stakeholder feedback provided during the December 12, 2014 meeting, against the relevant Continuums, and began to make changes. Prioritization of special education students in the implementation of the Six Priority Strategies have already begun with the following strategies: Common Core, Formative Instruction and Data Teams, and Comprehensive Student Support System/Response to Intervention. This prioritization occurred prior to the Six Priority Strategies being identified as the coherent improvement strategy, and originated from the in-depth data analysis on December 12, 2014 where the State leads for these strategies were present and participated in the Root Cause Analysis, and identified implementation strategies necessary for reading improvement. On February 17, 2015, the State Leads and CAST of the three strategies

[75] The U.S. Department of Education's ESEA Flexibility Monitoring Report is available at: http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Hawaii-a-model-for-rest-of-the-country.aspx (last checked Mar. 3, 2015).

gathered to review and analyze the same data provided to the Department and Community Stakeholders during the December 12, 2014 SSIP Stakeholder Meeting (data available in the Data Analysis section above). Grouped by their Complex Area, CAST members were asked the following questions:

1. Each member of the Complex Area team should make a statement about an aspect of the data that we need to improve to support all students.
2. Complex Area teams should collaborate on each statement and prioritize them using a consensus process.
3. What were your top two prioritized statements that we may need to improve?
4. What additional data might be needed?
5. In your Complex Area do you have an array of customized interventions, services, programs or supports to meet the needs of all students? What do you currently have in place? What more do you need?
6. In an effort to integrate the priority strategies and work together what can be done collectively as a team to create a system of support for all students?

*Formative Instruction and Data Teams, a strategy that allows teachers to gather and measure student progress throughout the year, is discussed by State coordinator Monica Mann.*

The activity on February 17, 2015 was just the beginning of the utilization of the Six Priority Strategies. Future meaningful activities and action will be planned during Phase II.

In addition to monitoring conducted by the CAST, State Support Teams, Complex Area Superintendents, Principals, and the Deputy Superintendent, the proposed reorganization of the Hawai'i State Department of Education dedicates a role for ESEA Flexibility Monitoring within the newly established Program Administration and Compliance office under the Office of the Superintendent. Given the alignment being established between the ESEA Flexibility Waiver process and the SSIP process, the results of such monitoring done by the dedicated staff, will also be used for the evaluation of the implementation of the Six Priority Strategies for the SSIP process.

The components of the Six Priority Strategies and its performance management system for implementation and evaluation of implementation make this a key strategy in improving the results for students with disabilities. The routines, system of support, and strategies themselves coupled

with the prioritization of addressing the needs of students with disabilities and the teachers of students with disabilities will allow for improved results in 2015-2016. In Phase II, Department and Community Stakeholders will review and make recommendations to refine the implementation of the Six Priority Strategies to move the needle for students with disabilities, and particularly the subset of students identified in our SIMR.

### Six Priority Strategies: Justification for Selection[76]

During the in-depth infrastructure analysis that took place at the December 12, 2014 stakeholder meeting, one of the statements that received the most endorsements by both Department and Community Stakeholders was this plea: "Focus priorities – too many initiatives to do any well."

The strengths and opportunities identified by Department and Community Stakeholders in the implementation of the Six Priority Strategies, and the validation that was received from the U.S. Department of Education are key in choosing this as an improvement strategy. However, more importantly, utilizing the Six Priority Strategies as our improvement strategy for the SSIP will provide the necessary framework to realize improvement without adding to anyone's "plates", and this is especially significant for our teachers.

The general consensus from teachers that participated in the Listening Tour and Teacher Focus Group is the need for the state to support building their capacity while considering the demands on teachers' time to meet the individualized needs of our students, meet with colleagues for vertical and horizontal articulation, meet with parents and family members to partner on addressing the needs of students, and meet compliance demands. The desired refinement in implementation of the Six Priority Strategies resulting from the alignment of efforts between ESEA and IDEA will bring efficiencies to the work done by special education and general education teachers, school staff, Complex Area Superintendents and their teams in order to improve the performance of students with disabilities.

*School-level and Complex Area teachers working on the in-depth infrastructure exercise at the December 12, 2014 stakeholder meeting.*

The Listening Tours for teachers occurred during the start of the second year of implementation of the Six Priority Strategies. Teachers that participated in the Listening Tours shared how the Six Priority Strategies' CAST teams were assisting in their classrooms, and the support was working.

[76] The following responds to Sub-components 4(b), and 4(d), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

Teachers also spoke about how specific strategies within the Six Priority Strategies were making positive change. However, each positive report was contrasted by other teachers sharing how implementation could be improved, and with some teachers not making the connection between the implementation of the individual strategies and the performance management systems and components of the Six Priority Strategies. There was an overall consensus that more can be done with implementation of the Six Priority Strategies to meet the needs of teachers, and in turn students. This same sentiment was echoed by Department and Community Stakeholders that listed the strategies within the Six Priority Strategies as the improvement strategies necessary to address root causes and to build the state's capacity to address low reading performance, or listed necessary actions that are related to and can be implemented using the existing system of support established with the Six Priority Strategies.

The Six Priority Strategies was established to provide interventions to our struggling learners, and is what the Hawai'i State Department of Education is utilizing to improve the results of all students in all grade levels. During the monitoring of the ESEA Flexibility Waiver, we informed the U.S. Department of Education that we will continue the use of the Six Priority Strategies as our system of support to build capacity of schools to improve the results of all students. The input from our Department and Community Stakeholders, and in particular our teachers, point to the use of the Six Priority Strategies as an improvement strategy under the SSIP to improve reading results for our students with disabilities. The plea from Department staff to refine activities and not add to their plates, makes the Six Priority Strategies the most appropriate choice. Phase II will establish how the Six Priority Strategies will be used.

### Six Priority Strategies: Addressing the Root Causes[77]

The Department and Community Stakeholders have identified the Six Priority Strategies as the improvement strategy to build capacity to address the root causes of low performance. Each of the strategies within the Six Priority Strategies will address the areas of improvement identified by Department and Community Stakeholders, in particular the need for: professional development and technical assistance for quality instruction to improve reading, improvements to early interventions, strategies to improve student and parent engagement, data improvements to identify student supports necessary to improve reading, and fiscal improvement to adequately fund improvement strategies.

Additionally, the performance management system and routines established for implementation fidelity and evaluation will address the accountability and leadership that Department and Community Stakeholders requested. Additionally, the implementation of the Six Priority Strategies

[77] The following responds to Sub-components 4(b), 4(c), and 4(d), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

will address the following general root causes identified by Department and Community Stakeholders during the December 12, 2014 and February 6, 2015 meetings:

- Lack of sustained leadership for improving student outcomes in reading.

- Lack of quality instruction due to quality and quantity of professional development offered on reading interventions and strategies, and quality and duration of follow-up with teachers to develop what was learned through training.

- Lack of instructional materials, assistive technology, and professional development on the use of materials and technology to meet individual student needs and levels.

- Lack of reading specialists or staff qualified in reading interventions to serve as coaches.

- Parents need to build understanding and skills around the Common Core State Standards, data, and other Six Priority Strategies to support their child's learning.

- State support system to principals is inconsistent regarding special education students.

- Expectations of students, staff, and system held by students, parents, staff, and community need to be discussed and improved.

More information regarding how the Six Priority Strategies will address the root causes identified by Department and Community Stakeholders is provided below. This information was provided by Department and Community Stakeholders during the February 5, 2015 stakeholder meeting.

For each of the Six Priority Strategies, Department and Community Stakeholders at the February 5, 2015 stakeholder meeting provided input on how the Six Priority Strategies will address the root causes and infrastructure needs identified during the December 12, 2014 stakeholder meeting and the outcomes of implementation, to which the SSIP Core Team also added to, utilizing stakeholder input from December and February.

| Strategy | Root Cause(s) or Infrastructure Needs Addressed | Outcome of Implementation | Then |
|---|---|---|---|
| Common Core | -Need for professional development and technical assistance on unpacking standards for students that are several grade-levels behind.<br><br>-Need professional development on instruction to meet student needs through differentiated instruction, modifications, accommodations, and interventions.<br><br>-Lack of quality instruction due to lack of training, support, and follow up.<br><br>-Lack of reading specialist(s) or literacy coaches.<br><br>-Need adaptive materials and assistive technology, and professional development on utilization of such materials and technology.<br><br>-Parents need more skill building around Common Core State Standards to be prepared to support child.<br><br>-Need to solicit special education input for common core materials.<br><br>-Lack of rigor in instruction due to the lack of time to plan, inadequate assessment of the student, and lack of understanding of the disability or expectations. | Professional development on the following will equip teachers with addressing the individual needs of students and provide access to the general education curriculum: standards based IEPs; aligning of the IEPs goals and objectives to grade-level standards; unpacking standards to the instructional level; reading strategies; differentiated instruction; modifications; accommodations; interventions.<br><br>Professional development on the Common Core and the use of the core state curriculum, and improving instructional materials and accessibility to instructional materials and use of assistive technology will improve LRE as students will be able to obtain services in the general education classroom.<br><br>Educating parents on the Common Core will allow parents' to assist in supporting student learning.<br><br>Related to Common Core implementation is the provision of a reading specialist within the Office of Curriculum, Instruction and Student Support currently proposed in the reorganization.<br><br>Partnership with Institutes of Higher Education to provide professional development on reading strategies, particularly specific to disabilities. | Improvement will be seen with the percentage of students demonstrating reading proficiency for 3rd and 4th grade, and increasing the median growth percentile for 4th grade for students with SLD, OHI, and SLI. |

| Strategy | Root Cause(s) or Infrastructure Needs Addressed | Outcome of Implementation | Then |
|---|---|---|---|
| Comprehensive Student Support Services/<br><br>Response to Intervention | -Need early interventions (i.e., early grade-levels and timely).<br><br>-Lack of appropriate reading interventions based on specific reading needs of child due to the lack of knowledge of such interventions, lack of funds or teacher resources, or lack of understanding of the reading problem.<br><br>-Lack of comprehensive evaluation program.<br><br>-Lack of quality instruction due to the lack of understanding of how to implement strategies within RtI. Need program intervention guidelines.<br><br>-Interventions need to be offered appropriately. | Will identify academic and behavioral interventions necessary to address student performance, and provide professional development to teachers and staff.<br><br>Will provide guidance for comprehensive school implementation.<br><br>Early Warning System allows for identification of needs and documentation of supports, and allows for an analysis of the effectiveness of interventions within a school, or Complex, or Complex Area.<br><br>Implementation of this strategy addresses chronic absenteeism.<br><br>This strategy works on increasing student and parent engagement to address concerns and implement interventions. | Improvement will be seen with the percentage of students demonstrating reading proficiency for 3rd and 4th grade, and increasing the median growth percentile for 4th grade for students with SLD, OHI, and SLI. |
| Formative Instruction/ Data Teams | -Lack of use of data to drive instruction.<br><br>-Need support for classroom teachers on how to analyze, and use data, including what data to collect and how to collect it.<br><br>-Parents need to understand data and how it affects their child so that they can partner and hold school accountable. | Data will determine and distinguish which students with disabilities, and in particular students that are SLD, OHI, and SLI, that are performing well, and which students are struggling and in what areas so that such students can receive appropriate instruction and interventions. Data will give principals and Complex Area Superintendents, Deputy Superintendent, and Superintendent actionable information to determine needs of students, staff, and system.<br><br>This strategy will allow for an analysis of the performance of students with disabilities in comparison to their grade level peers which will positively affect expectations and access to grade-level curriculum. | |

| Strategy | Root Cause(s) or Infrastructure Needs Addressed | Outcome of Implementation | Then |
|---|---|---|---|
| Induction and Mentoring | -Teacher quality and effectiveness due to lack of preparation.<br><br>-Need qualified special education mentors to pair with special education teachers.<br><br>-Need teacher preparation and training in reading instruction based upon the lack of pre-service training, lack of time for in-service training, need for building internal capacity (e.g., increase support for teachers provided by Resource Teachers).<br><br>- Needs to include professional development on beginning reading instruction strategies. | Identifies professional development, technical assistance, and support necessary for new teachers particularly in improving reading strategies.<br><br>Improves teacher retention, prevents turn over, or movement to general education, by providing mentors to meet needs of new special education teachers.<br><br>Identifies partnerships with Institutes of Higher Education to improve pre-service to improve teacher preparation, and partnerships to provide in-service training on reading strategies. | Improvement will be seen with the percentage of students demonstrating reading proficiency for 3rd and 4th grade, and increasing the median growth percentile for 4th grade for students with SLD, OHI, and SLI. |
| Educator Effectiveness System | -Teacher quality and effectiveness affected by teacher movement and retention.<br><br>-Need professional development and fiscal support for inclusive practices.<br><br>-Low student outcomes for students with disabilities correlated with lower percentage of Highly Qualified Teachers for students with disabilities in a given area.<br><br>-Need general education and special education cross-training.<br><br>-Need for retention and recruitment programs for special education teachers and related service providers. | Identifies professional development and technical assistance necessary for teacher effectiveness and partnerships necessary to meet those needs (e.g., partnerships with Complex Area staff, IHEs, etc.).<br><br>Ensure teachers know latest in evidence-based practices.<br><br>Improve rate of Highly Qualified Teachers for students with disabilities.<br><br>Provides 21 hours of professional development to all teachers. Each teacher has a professional growth plan.<br><br>Data is necessary to demonstrate performance.<br><br>Creation of rubric for teachers with students with severe disabilities improves acceptance of Educator Effectiveness System. | |

| Strategy | Root Cause(s) or Infrastructure Needs Addressed | Outcome of Implementation | Then |
|---|---|---|---|
| Academic Review Teams | -Need for vertical and horizontal articulation.<br><br>-Special education students do not have consistent access to high quality learning opportunities due to the lack of sustained leadership for improving student outcomes in reading.<br><br>-Deficient school infrastructure to support 21st Century learning based upon the lack of funding, human resources or support staff, and school infrastructure (e.g., equitable network capabilities at all school sites).<br><br>-Inclusion of special education in training and staff meetings. | Addresses implementation of 6 strategies, thus, will allow for systemic improvement of implementation increasing staff capacity to improve learning opportunities and improve student performance.<br><br>Allow for improved collaboration between special education and general education.<br><br>Allow for Principals and Complex Area Superintendents to address areas of improvement (e.g, professional development needs, fiscal support) and strengthen implementation that works. | Improvement will be seen with the percentage of students demonstrating reading proficiency for 3rd and 4th grade, and increasing the median growth percentile for 4th grade for students with SLD, OHI, and SLI. |

The performance management system and routines established with the Six Priority Strategies will also address the following root causes and infrastructure needs identified by Department and Community Stakeholders:

| Root Cause(s) or Infrastructure Needs Addressed | Outcome of Implementation | Then |
|---|---|---|
| Lack of sustained leadership for improving student outcomes in reading | Prioritizing special education performance during the Superintendent and Deputy Superintendent one-on-one stocktakes with executive sponsors, state leads and Complex Area Superintendents will prompt action for improvements. | Improvement will be seen with SIMR. |
| State support system to principals is inconsistent regarding special education students | Utilization of the State Support Teams and CAST will provide consistent support to Complex Areas, principals and school staff. | |
| Expectations of students, staff, and system held by students, parents, staff, and community need to be discussed and improved. | Communication routines will share and evaluate expectations. SSIP process will continue to engage Department and Community Stakeholders in Phase II to identify how the Six Priority Strategies can be utilized for parent and community engagement. | |

Utilization of the Six Priority Strategies will continue the capacity building statewide, seen initially with the concentrated effort of the Po'okela Project, Centers for Excellence, that were implemented in connection with the ESEA Flexibility Waiver in 2012-2013. Through the efforts of the Po'okela Project, the following instructional capacity modules have been developed and implemented:

1. Standards Focused IEPs – Module providing support to educators serving students with disabilities through training about standards-based IEPs, and alignment of the IEPs goals and objectives to grade-level standards.
2. Supplementary Aids/Supports and Accommodations – Module providing training on the supplementary aids and supports available to students with disabilities to enable access to the general education curriculum.
3. Specially Designed Instruction – Module providing training to teachers in developing evidence-based instructional strategies ensuring accessibility for all students and regularly reviewing student progress.
4. Inclusive Practices – Module providing students with IEPs services through collaborative delivery options in the least restrictive environment.
5. Evaluation/Eligibility – Module promoting appropriate identification and evaluation for students with disabilities.
6. Preschool/Secondary Transition – Module promoting appropriate and timely transition, which are vital to student success.

Department and Community Stakeholders have identified the need for strengthening of these modules. The manner in which information from these modules will be delivered to staff through the use of the Six Priority Strategies system, and such integration of these modules into the Six Priority Strategies will be determined before or during Phase II. We will also work with Department and Community Stakeholders to determine implementation of each strategy and the performance management routines during Phase II.

## Improvement Strategy: Focused Intervention – Addressing the Root Causes and Scaling-up[78]

The Six Priority Strategies is implemented for all students in the Hawai'i State Department of Education, which includes all students with disabilities at all grade-levels. The Department and Community Stakeholders also identified the need for an intervention that will focus on early grades to supplement the work of the Six Priority Strategies and address the achievement gap established in the 3rd grade that is persistent through all subsequent tested grades. The Focused Intervention is the improvement strategy that will be utilized with the goal of identifying specific implementation action(s) that will build capacity of the particular grade level to help all students in that grade level, and in particular students with SLD, OHI, and SLI.

[78] The following responds to Sub-components 4(b), and 4(d), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

The Focused Intervention is Hawai'i's commitment to building a foundation for special education improvement for all grades. The work submitted to satisfy the SSIP requirements will cover implementation of the Focused Intervention for Kindergarten through Grade 3. However, the work for each grade-level will not end with the SSIP in the year 2020, or with Grade 3. The commitment is to continue implementation to all grades. This Focused Intervention will identify and address needs specific to each grade level to benefit students with disabilities and teachers that teach students with disabilities. This improvement will benefit general education students as well.

Implementation of the Focused Intervention will be determined in Phase II, during the 2015-2016 school year. Implementation of the Focused Intervention will occur statewide, as Department and Community Stakeholders made clear that any scale smaller than statewide would not be appropriate. Thus, instead of conducting pilot projects or implementation in targeted areas, only one grade-level per year will implement the Focused Intervention. Implementation one grade-level at a time will allow for a deeper dive into the infrastructure needs of the particular grade-level (i.e., professional development, technical assistance, fiscal, data, quality standards, accountability/monitoring, and governance). Taking the time to determine implementation will also allow for consideration of specific issues unique to special education such as Extended School Year, and transportation. These issues are not normally considered for academic improvement, however, lessons from Race to the Top implementation revealed that consideration of related services and other services necessary to provide a free appropriate public education are essential to build infrastructure capacity to address needs of students with disabilities.

Beginning in the 2016-2017 school year, the Hawai'i State Department of Education will scale-up implementation of the Focused Intervention one grade a year as follows:

- 2016-2017 School Year = Begin implementation in Kindergarten
- 2017-2018 School Year = Begin implementation in 1st Grade
- 2018-2019 School Year = Begin implementation in 2nd Grade
- 2019-2020 School Year = Begin implementation in 3nd Grade

The current plan to implement the Focused Intervention will continue past the requirements in the SSIP by adding one grade level per year. The chart on the next page provides more information regarding the scaling-up of the focused intervention.

**Proposed Scaling-up for the Focused Intervention**

Chart illustrates implementation of the Focused Intervention until 6th grade, but implementation of one grade per year is planned to occur annually.

| Grade Level | SY 15-16 Phase II | SY 16-17 Phase III | SY 17-18 Phase III | SY 18-19 Phase III | SY 19-20 Phase III | Beyond SSIP | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | SY 20-21 | SY 21-22 | SY 22-23 | SY 23-24 |
| **Kindergarten** | Analysis & Planning for Kindergarten | Implement in Kindergarten | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified |
| **1** | - | Analysis & Planning for 1st Grade | Implement in 1st Grade | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified |
| **2** | - | - | Analysis & Planning for 2nd Grade | Implement in 2nd Grade | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified |
| **3** | - | - | - | Analysis & Planning for 3rd Grade | Implement in 3rd Grade | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified |
| **4** | - | - | - | - | Analysis & Planning for 4th Grade | Implement in 4th Grade | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified |
| **5** | - | - | - | - | - | Analysis & Planning for 5th Grade | Implement in 5th Grade | Evaluate & Implement Changes Identified | Evaluate & Implement Changes Identified |
| **6** | - | - | - | - | - | - | Analysis & Planning for 6th Grade | Implement in 6th Grade | Evaluate & Implement Changes Identified |

During the December 12, 2014 stakeholder meeting, one of the recommended actions that received the most endorsements was to:

> Increase "lower level" input feedback on doability, relevance, meaningfulness; include teachers as they are the ones accountable. Increase teacher buy-in and support.

Phase I of the SSIP included teachers, Principals, and school staff in meeting all components. Phase II must include more teachers, Principals, and school staff at the table in order to identify the essentials of the Focused Intervention in order for this improvement strategy to address the needs of students with disabilities, and the needs of teachers that teach students with disabilities.

The Focused Intervention will address the root causes identified by Department and Community Stakeholders and allow for a focused analysis of the particular root causes and infrastructure needs of each grade level. The focused analysis will occur during the year prior to the planned implementation. The focused analysis of the particular grade level will identify needs that cannot be addressed through the Six Priority Strategies alone.

The Special Projects Office and the SSIP Core Team have already identified the need to bring more teachers, Principals, and school staff to the table to participate in Phase II, and specifically to conduct the in-depth analysis. Gathering the perspective of teachers, Principals, and school staff in order to identify the strengths, weaknesses, opportunities, and threats in a particular grade level will allow for the development of an intervention for that grade level that will be welcomed and sustainable because it is will be deemed necessary and not an added burden on the school or Complex Area. It will also be necessary to gather the perspective of parents of students in the particular grade-level in order to identify current needs of students and parents not addressed by other initiatives.

In Phase II, Department and Community Stakeholders will build off of the root causes identified in Phase I with regards to professional development and technical assistance to improve reading, student and parent engagement, early interventions, use of data, and fiscal support. Department and Community Stakeholders will then conduct an in-depth data and infrastructure analysis for the particular grade level. The in-depth data analysis will allow for a look into the specific needs of students in the particular grade level, and in particular a review of the capacity of the grade level staff to address how particular disabilities affect learning. The infrastructure analysis will include a review of the provision of related services and other services necessary to provide a free appropriate public education to students with disabilities. Based upon such in-depth and focused analysis, Department and Community Stakeholders will recommend a plan for implementation and evaluation.

Upon obtaining the Hawai'i State Department of Education Leadership's approval of such recommendation, Department and Community Stakeholders will be involved in developing the plan for implementation and evaluation. Implementation will commence upon the timeline determined. Evaluation of the implementation of the Focused Intervention in the particular grade will also occur as determined, with changes to implementation assumed to be executed in the subsequent school year.

### Continued Stakeholder Participation and Partnerships[79]

There are two issues that will need to be discussed and developed further with Department and Community Stakeholders in Phase II – inclusion of preschool and pre-Kindergarten in improvement strategies, and student and parent engagement and partnership.

It is important to note that the implementation of the Six Priority Strategies is in Kindergarten through Grade 12, and the scaling-up of the Focused Intervention begins with Kindergarten. Students with disabilities in our preschool and pre-Kindergarten programs will not be affected by implementation of these strategies beginning in the 2015-2016 school year. When charged with determining implementation during the March 6, 2015 meeting, the SSIP Core Team members reviewed stakeholder input and found recommendations from stakeholders that included interventions at preschool. The SSIP Core Team considered such recommendations and discussed the advantages and disadvantages of including preschool or pre-Kindergarten in implementation during the 2015-2016 school year. It would be a benefit to include this population in the implementation as it is the epitome of early interventions, and would allow for a seamless progression of implementation by grade level. However, preschool and pre-Kindergarten are not mandated, resulting in varied attendance from year to year, which is a variable that must be considered in comparability of annual data. The difference in instruction and assessments between the preschool program for students with disabilities and the pre-Kindergarten program under the Office of the Governor's Executive Office of Early Learning, where admission is based upon age and meeting federal poverty guidelines, is also a factor for consideration. Additionally, Common Core State Standards are used in Kindergarten through Grade 12, whereas the Hawai'i Early Learning and Development Standards are used in pre-Kindergarten and preschool. These differences will need to be well considered prior to determining a comprehensive strategy for improvement.

It has been decided that implementing strategies and early interventions in preschool and pre-Kindergarten are important. However, we will partner with our Part C counterparts in regards to their process for scaling up their SSIP improvement strategies, and partner to implement the same or similar improvement strategies for the preschool or pre-Kindergarten population so we need not reinvent the wheel and can be supportive of Part C's improvement strategy. Thus, implementation

[79] The following responds to Sub-components 4(e), Selection of Coherent Improvement Strategies, Part B SSIP OSEP Evaluation Tool.

of improvement strategies for our preschools and pre-Kindergarten will commence following such partnership.

It is also important to note that student and parent engagement and partnership was listed as one of the common root causes of low performance by Department and Community Stakeholder. In general, Department and Community Stakeholders identified the need to engage and form partnerships with students and their parents to better understand students' needs, address expectations of the Department and the student and family, and solicit assistance from the family to support students' learning.

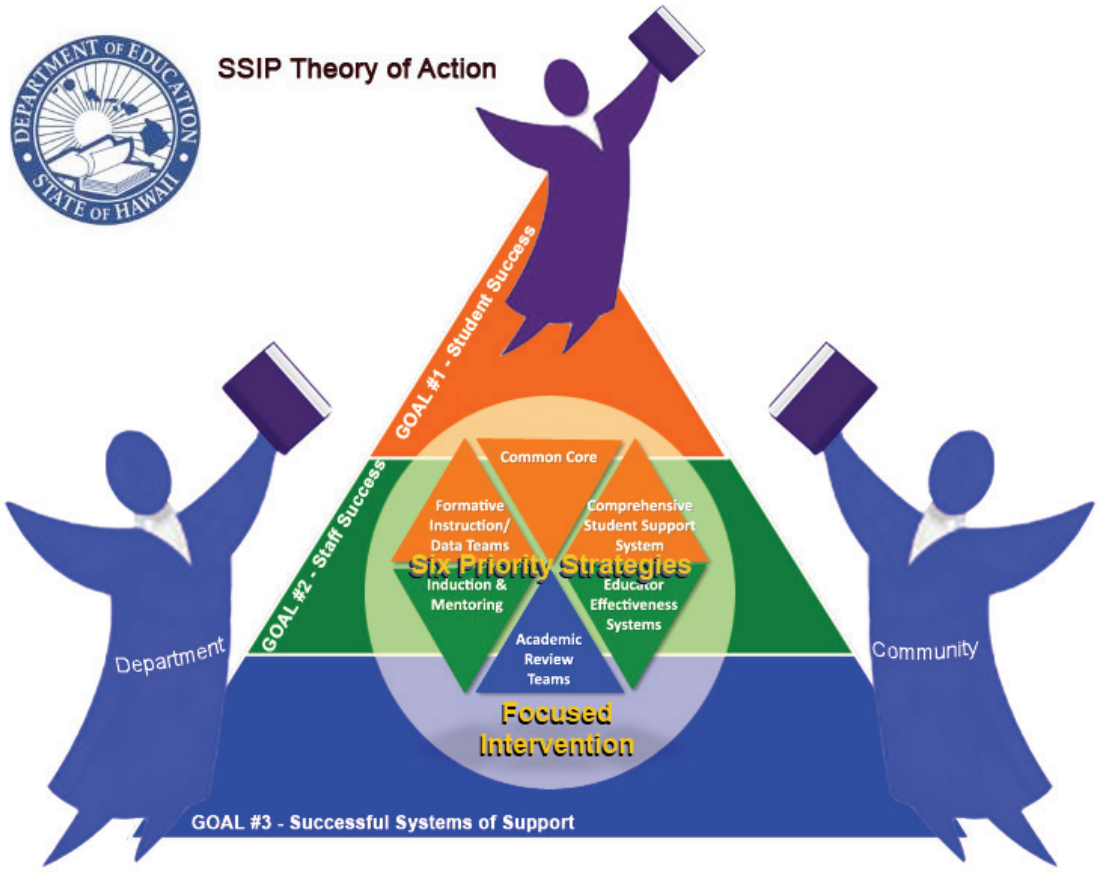
Embedded within the Six Priority strategies are opportunities for student and parent involvement to support the student in academics and with behavior. The Focused Intervention may also include a specific student and parent engagement component as developed by Department and Community Stakeholders. It will need to be determined, whether such involvement in the Six Priority Strategies and Focused Improvement will meet the needs of students and parents. It is clear from Department and Community observations that the expectations, assumptions, and perception of both Department and family roles in supporting and providing education are diverse, with both Department and Community Stakeholders expecting more from the other. It is acknowledged that having Department and Community collaboration, as seen with the SSIP process, allows for information transfer from both sides resulting in a beneficial and refined end product. Discussions in Phase II to identify what specific actions can be taken to create common understanding of roles will result in shared expectations and improved partnerships to support students' learning.

It is also well acknowledged that improvement with the Six Priority Strategies and the Focused Intervention will not be sustainable without student, parent, and community involvement and buy-in. Phase II will be used to determine whether student and parent engagement remains embedded within the implementation of the Six Priority Strategies, becomes a part of the Focused Intervention, or becomes a supplemental strategy like the Focused Intervention.

# Theory of Action

The Hawai'i State Department of Education submits its Theory of Action in graphical form and provides a description of such graphic. The Theory of Action was developed with input and feedback from Department and Community Stakeholders.

## Graphic[80]




## Description of Graphic[81]

The graphical representation of the Hawai'i State Department of Education's SSIP Theory of Action reflects the alignment between initiatives under IDEA and ESEA with our state's Strategic Plan goals, utilizing both Department and Community support to achieve student success in reading performance. It also reflects the use of the Six Priority Strategies, and the Focused Intervention that will supplement the Six Priority Strategies to improve the SIMR, and to build capacity to address staff and system needs to ultimately experience success for students with disabilities in reading performance. Further description of the graphic is provided in the subsequent page.

[80] The following responds to Sub-component 5(a), Theory of Action, Part B SSIP OSEP Evaluation Tool.
[81] The following responds to Sub-components 5(a) and 5(b), Theory of Action, Part B SSIP OSEP Evaluation Tool.

**Hawai'i State Department of Education State Identified Measurable Result:** Increase the percentage of 3rd grade and 4th grade students with SLD, OHI, and SLI demonstrating proficiency on the statewide assessment for reading, and increase the median growth percentile (MGP) of 4th Grade students with SLD, OHI, and SLI on the statewide assessment for reading.
**Improvement Activities:** Implementation of the Six Priority Strategies, and Focused Intervention to be defined in Phase II.

**Goal 1: Student Success** | **Goal 2: Staff Success** | **Goal 3: Sucessful Systems of Support**

| Strands of Action | If the Hawai'i State Department of Education | Then | Then |
|---|---|---|---|
| Leadership | ... prioritizes the needs and performance of students with disabilities in the implementation of the Six Priority Strategies, and such priority is manifested in performance management routines implemented by the Hawai'i State Department of Education's Leadership | ... State Support Teams, state offices, Complex Areas, and schools will prioritize the needs of students with disabilities, and be accountable for utilizing the Six Priority Strategies and determining the best use of time and fiscal support to address needs and improve reading performance. | Improvement for students with SLD, OHI, and SLI in the percent of 3rd & 4th graders demonstrating proficiency in reading, and increase in the MGP in 4th grade for reading. |
| Professional Development and Technical Assistance | ... implements the Focused Intervention, and the Six Priority Strategies (Common Core, Formative Instruction/Data Teams, Comprehensive Student Support System/Response to Intervention, Educator Effectiveness Systems, Induction and Mentoring, and Academic Review Teams), professional development on reading strategies, interventions, accommodations and modifications, inclusion, and other areas identified will be provided to teachers and staff. | ... Teachers and school staff will have reading strategies, tools, interventions, appropriate instructional materials, and fiscal support to assist students with disabilities to meet high expectations and access instruction. There will be effective teachers in every classroom for every student in Hawai'i. The Superintendent, Deputy Superintendent, Complex Area Superintendents and their teams, and Principals and their staff, will be able to plan, monitor, and take action on identified professional development needs to improve reading performance. | |
| Early Interventions | ... implements the Focused Intervention to address early grades, and implements the Six Priority Strategies of Formative Instruction/Data Teams, Comprehensive Students Support System/Response to Intervention, Common Core, and Academic Review Teams to address timely interventions there will be a systematic determination of the fidelity of implementation and effectiveness of reading interventions and strategies | ... Teachers, school staff, and principals will have actionable information to conduct progress monitoring to ensure consistent implementation of strategies delivered to all students, and will provide the Superintendent, Deputy Superintendent, Complex Area Superintendents and their staff with information to determine what interventions to support the school with implementation. This will also lead to increase in positive learning environments. | |
| Data | ... implements the Focused Intervention and the Six Priority Strategies so teachers, staff, and principals have easily accessible data on student engagement and academic progress in reading throughout the year, including information about professional development needs | ... Teachers, principals, school staff, and Complex Area staff will have data to plan, monitor implementation, and take action for improvement. Teachers, students, and parents will also have the tools to identify when interventions are necessary to address learning needs, and implement such tools. | |
| Student, Parent, and Community Engagement | ... improves student, parent, and community engagement and partnership through the Six Priority Strategies and Focused Intervention implementation, student learning will benefit | ... Department staff, students, parents, community, and businesses will be engaged and understand their role in supporting student, staff, and system success, leading to increased learning opportunities in and outside the classroom. | |

## Stakeholder Involvement in Development of Theory of Action[82]

Department and Community Stakeholders have been involved in a systemic process to develop each component of the SSIP, and the development of the Theory of Action is no different. On February 5, 2015, a working group of Department and Community Stakeholders were convened to build off of the work and input obtained during previous stakeholder meetings and request for feedback. The goal of the February 5, 2015 meeting was to generate final recommendations on the following: coherent improvement strategies; focus for implementation; theory of action; and targets. Department and Community Stakeholders at this meeting were given a draft of the theory of action, which provided the theory of action from the Strategic Plan in a chart form similar to the chart above. Department and Community Stakeholder worked in groups to provide general input into the information in the chart. Following the identification of recommended improvement strategies, the groups were then requested to provide specific information in the chart regarding the improvement strategies chosen. The input from Department and Community Stakeholders were used in the description of the theory of action graphic. Upon final approval of improvement strategies by the Hawai'i State Department of Education Leadership, Special Projects staff worked on the graphical representation of the Theory of Action. Such graphic was sent to all Department and Community Stakeholders and provided to the general public via a posting on-line on our website.[83] In general, feedback supported the graphical representation of the theory of action. The Hawai'i State Department of Education Leadership approved the graphical representation of the Theory of Action.

[82] The following responds to Sub-component 5(c), Theory of Action, Part B SSIP OSEP Evaluation Tool.
[83] The SSIP information on the Hawai'i State Department of Education is available at: http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx (last visited Mar. 8, 2015).

# Ready for Phase II

*Students at Kea'au Elementary finish their run at Kukini no ke Ola (The Health and Wellness Expo).*

Phase I of the SSIP allowed for the beginning of a journey with Department and Community Stakeholders towards continuous improvement of special education. The work has just begun, and the most important piece – determining a plan for implementation – will be done in Phase II. The Hawai'i State Department of Education, Special Projects Office, and SSIP Core Team, plan to grow involvement of stakeholders at all levels within the Hawai'i State Department of Education and in the community. The focus of Phase II is on building the state's capacity to support implementation of evidence-based practices that will lead to improvement in the SIMR – increase the percentage of students in the 3rd and 4th grade with SLD, OHI, and SLI demonstrating proficiency on the statewide reading assessment, and increase the median growth percentile for students with SLD, OHI, and SLI in the 4th grade on the statewide reading assessment. The Hawai'i State Department of Education will need to develop a plan in Phase II that includes, activities, steps and resources required to implement the improvement strategies (i.e., Six Priority Strategies and Focused Intervention), with attention to research on implementation, timelines for implementation, measures needed to evaluate implementation and impact on the SIMR. The U.S. Department of Education has detailed the following requirements:[84]

- Infrastructure Development: Specify improvements that will be made to the state infrastructure to better support implementation and scaling-up of evidence-based practices to improve the SIMR. Identify the steps the state will take to further align and leverage current improvement plans and initiatives in the state, including general and special education improvement plans and initiatives, which impact children with disabilities. This section must also identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes and timelines for completing improvement efforts. In addition, the state should specify how it will involve multiple offices within the state,[85] as well as other state agencies, in the improvement of its infrastructure.

- Support for Implementation of Evidence-Based Practices:[86] Specify how the state will support implementing evidence-based practices that will result in changes in state, school, and provider practices to achieve the SIMR. This section must identify the steps, and specific

[84] Information provided in the Part B Measurement Table for Indicator 17.
[85] Note: Part B Measurement Table used the term "State Educational Agency (SEA)" instead of "state'.
[86] Note: Part B Measurement Table used "Support for LEA Implementation of Evidence-Based Practices", which is not applicable in our unitary system.

activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; how the expected outcomes of the improvement strategies will be measured; and timelines for completion. In addition, the State should specify how it will involve multiple offices within the state to support scaling up and sustaining implementation of evidence-based practices once they have been implemented with fidelity.

- Evaluation: The evaluation must include short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in the SIMR for children with disabilities. The evaluation must be aligned to the theory of action and other components of the SSIP, include how stakeholders will be involved, and include the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP. The evaluation must specify how the State will use the information from the evaluation to examine the effectiveness of the implementation of the SSIP and the progress toward achieving intended improvements in the SIMR, and to make modifications to the SSIP as necessary, and how information from the evaluation will be disseminated to stakeholders.

The Hawai'i State Department of Education looks forward to working with Department and Community Stakeholders on Phase II to develop implementation plans for the improvement strategies selected and to continue to work towards improved functional and educational outcomes for our students with disabilities.

# Appendix A: List of Stakeholder Meetings

The following is a list of stakeholder meetings for Phase I of the SSIP:

| Date | Stakeholders | Purpose |
|---|---|---|
| August 8, 2013 | SEAC | -Provide information about SSIP |
| August 28, 2013 | Leadership (Superintendent, Deputy Superintendent, Assistant Superintendents, Complex Area Superintendents) | -Provide information about SSIP |
| September 2, 2013 | Hawai'i State Board of Education | -Provide information about SSIP |
| September 5, 2013 | District Educational Specialists | -Provide information about SSIP |
| November 26, 2013 | Deputy Superintendent, Assistant Superintendents, Superintendent Directors, and staff | -Provide information about SSIP |
| December 13, 2013 | Department & Community | -Provide information about SSIP<br>-Initial broad data and infrastructure analysis |
| July 23-25, 2014 | SSIP Core Team | -Learn about SSIP requirements |
| August 6, 2014 | State – Operations | -Broad infrastructure analysis |
| August 14, 2014 | Assistant Superintendent of the Office of Curriculum, Instruction and Student Support, representatives from University of Hawai'i, College of Education | -Provide information about SSIP |
| August 27, 2014 | Assistant Superintendents | -Provide information about SSIP |
| September 12, 2014 | SEAC | -Provide information about SSIP |
| September 17, 2014 | Teachers | -Broad infrastructure analysis |
| September 18, 2014 | District Educational Specialists | -Broad data and infrastructure analysis |
| September 19, 2014 | State – Program | -Broad data and infrastructure analysis |
| September 19, 2014 | Teachers | -Broad infrastructure analysis |
| September 20, 2014 | Parent and Community | -Broad data and infrastructure analysis |
| September 22, 2014 | Teachers | -Broad infrastructure analysis |
| September 23, 2014 | Teachers | -Broad data and infrastructure analysis |
| October 30, 2014 | Hawai'i P-20 Partnership for Education | -Provide information about SSIP; discuss data sharing. |

| Date | Stakeholders | Purpose |
|---|---|---|
| November 26, 2014 | Department and Community Stakeholders | -Sent information to review before in-depth data and infrastructure analysis |
| December 3, 2014 | Leadership (Superintendent, Deputy Superintendent, Assistant Superintendents, Complex Area Superintendents) | -In-depth data analysis |
| December 12, 2014 | Department and Community Stakeholders | -In-depth data and infrastructure analysis |
| January 14, 2015 | Leadership (Superintendent, Deputy Superintendent, Assistant Superintendents, Complex Area Superintendents) | -Presented stakeholder input on in-depth data and infrastructure analysis; requested for input and feedback |
| January 15, 2015 | Department and Community Stakeholders | -Sent stakeholder input on in-depth data and infrastructure analysis; requested for input and feedback |
| January 23, 2015 | Principals, Complex Area Staff | -Presented stakeholder input on in-depth data and infrastructure analysis; requested for input and feedback |
| January 30, 2015 | School Academic Review Teams (Teachers and school staff), Principals, Complex Area Staff | -Presented stakeholder input on in-depth data and infrastructure analysis; requested for input and feedback |
| February 5, 2015 | Department and Community Stakeholders | -Discussion and formulated recommendations on improvement strategies, SIMR, and theory of action |
| March 6, 2015 | SSIP Core Team | -Discussion and formulated recommendations based on stakeholder input on improvement strategies, SIMR, and theory of action |
| March 10, 2015 | Department and Community Stakeholders | -Sent information on improvement strategies, SIMR, and Theory of Action; requested input and feedback |

# Appendix B: List of Stakeholders

The following is a list of stakeholders that participated in Phase I of the SSIP (responds to Sub-components 1(f), 2(e), 2(f), 3(d), 4(e), and 5(c) Theory of Action, Part B SSIP OSEP Evaluation Tool.

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 1 | Adams | Stephen | HIDOE | Hawai'i District, DES | | | | X | | | | | X | |
| 2 | Albert | Lea | HIDOE | Castle-Kahuku, CAS | | | | | X | | | | | |
| 3 | Alcover | Melissa | HFAA | | | | | | | | X | | | |
| 4 | Ancheta | Brendelyn | SEAC/KCCC/HFAA | | X | | | X | | | X | | | |
| 5 | Anton | Carol | HIDOE | OSIP, Test Dev. Specialist | | | | X | | | | | | X |
| 6 | Arakaki | William (Bill) | HIDOE | Kapaa-Kaua'i-Waimea, CAS | | | | | X | | | | | |
| 7 | Arbles | Bryan | HIDOE | Hilo High, Vice Principal | | X | | | | | | | | |
| 8 | Arinaga | Mark | HIDOE | Central District, DES | | | | | | | | | X | |
| 9 | Armstrong | Heidi | HIDOE | Campbell-Kapolei, CAS | | | | | X | | | | | |
| 10 | Asuncion | Mildred | HIDOE | Waiakea Inter, SSC | | X | | | | | | | | |
| 11 | Ball | Lindsay | HIDOE | Hana-Lahaina-Lanai-Molokai, CAS | | | | | X | | | | | |
| 12 | Barber | Michelle | HIDOE | Haaheo Elem, Principal | | X | X | | | | | | | |
| 13 | Bardsley-Marcial | Kevin | BAYADA | | | | | | | | X | | | |
| 14 | Baum | Amy | HIDOE | Haaheo Elem, Teacher | | X | | | | | | | | |
| 15 | Beauchan | Sharon | HIDOE | Hilo Union, Vice Principal | | X | | | | | | | | |
| 16 | Bello | Stacey | HIDOE | Keaukaha Elem, Principal | | X | X | | | | | | | |
| 17 | Bennett | Brad | HIDOE | Waiakeawaena Elem, Principal | | X | X | | | | | | | |
| 18 | Bereman-Benevides | Shelley | EHCCC, BAYADA | | | | | X | | | X | | | |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 19 | Bernardo | Bryantt | HIDOE | Moanalua Middle, SSC | | | | X | | | | | | |
| 20 | Bisel | Phillip | HIDOE | DeSilva Elem, Teacher | | X | | | | | | | | |
| 21 | Bishop | Nanette | HIDOE | Waiakea High, Librarian | | X | | | | | | | | |
| 22 | Bratton | Alice | HFAA | | | | | X | | | | | | |
| 23 | Brilhante | Melissa | HIDOE | Hilo Union Elem, Teacher | | X | | | | | | | | |
| 24 | Brilhante | Tami | HIDOE | Hilo Intermediate, Teacher | | X | | | | | | | | |
| 25 | Brummel | John | HIDOE | Leilehua-Mililani-Waialua, CAS | | | | | X | | | | | |
| 26 | Bryan | Christina | HIDOE | Hawai'i District, District Teacher | | | | X | | | | | | |
| 27 | Cabuyadao | Tesia | HIDOE | Haaheo Elem, Teacher | | X | | | | | | | | |
| 28 | Cadena | Willie | HIDOE | CCCO, Community Development Specialist | | | | X | | | | | | |
| 29 | Campbell | Bob | SEAC | | X | | | X | | | | | | |
| 30 | Caravalho | Flora | Community | | | | | X | | | | | | |
| 31 | Carlson | Will | HIDOE | Maui District, DES | | | | X | | | | | X | |
| 32 | Chang | Mark | HIDOE | Hawai'i District, RT | | X | | | | | | | | |
| 33 | Chinen | Verna | HIDOE | OCISS-SES, Speech Pathologist | | | | | | | | X | | |
| 34 | Chong | Emma | HIDOE | Waiakeawaena Elem, Teacher | | X | | | | | | | | |
| 35 | Collier | Lisha | HIDOE | Highlands Inter, Teacher | | | | X | | | | | | |
| 36 | Cook | Lysandra | UHM | | | | | X | | | X | | | |
| 37 | Cooper | Annette | SEAC | | | | | X | | | | | | |
| 38 | Cooper | Ayanna | HIDOE | OCISS-CIB, Ed Specialist | | | | | | | | X | | |
| 39 | Cross | Julie | HIDOE | Hilo Intermediate, SSC | | X | | | | | | | | |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 40 | Dansdill | Heather | HIDOE | Hilo Intermediate, Principal | | X | X | | | | | | | |
| 41 | De Lima | Brian | BOE | Vice Chairperson | | | | X | | | | | | |
| 42 | Dela Cruz | Donalyn | HIDOE | OOS, Communications Office, Director | | | | | | | | | | X |
| 43 | DeSa | Wade | HIDOE | Hawai'i District, DES | | | X | X | | | | | | |
| 44 | Dinkel | David | HIDOE | Waiakea Elem, Vice Principal | | X | | | | | | | | |
| 45 | Dircks | Robert | HIDOE | Hilo High, Principal | | X | X | | | | | | | |
| 46 | Doi | Eleanor | KCCC, DDC | | | | | X | | | X | | | |
| 47 | Dong | Patricia | HIDOE | OCISS-SES, Ed Specialist | | | | X | | | | | X | |
| 48 | Elia | Kristin | HIDOE | Hawai'i District, School Psychologist | | | | X | | | | | | |
| 49 | Ellis | Christina | HIDOE | Hawai'i District, RT | | | | X | | | | | | |
| 50 | Erickson | John | HIDOE | Aiea-Moanalua-Radford, CAS | | | | | X | | | | | |
| 51 | Estes | Amy | HIDOE | Maui District, DES | X | | | X | | | | | X | |
| 52 | Farias | Chad | HIDOE | Kau-Keaau-Pahoa, CAS | | | | | X | | | | | |
| 53 | Farmer | Debbie | HIDOE | OCISS-SES, Ed Specialist | X | | | X | | | | X | X | |
| 54 | Finn | Gabriele | HIDOE/SEAC | | | | | X | | | | | | |
| 55 | Frasco | Kim | HIDOE | Kaua'i District, RT | | | | X | | | | | | |
| 56 | French | Nathan | HIDOE | Windward District, DES | | | | | | | | | X | |
| 57 | Fujioka | Gaylien | HIDOE | Waiakea High, Vice Principal | | X | | | | | | | | |
| 58 | Fujioka | Sandy | HIDOE | Waiakeawaena Elem, Teacher | | X | | | | | | | | |
| 59 | Fukada | Catherine | HIDOE | OITS, RT | | | | X | | | | | | X |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 60 | Fukada | Jan | HIDOE | OOS, Institutional Analyst | | | | | | | | | | X |
| 61 | Fukumoto | Keith | HIDOE | OSIP, Institutional Analyst | | | | X | | | | | | X |
| 62 | Genciana | Jill | HIDOE | OSIP, Decision Support Specialist | | | | X | | | | | | X |
| 63 | Gerrish | Tom | HIDOE | OITS, Director, Enterprise Systems Branch | X | | | | | | | | | |
| 64 | Godfrey-Romo | Charlotte | HIDOE | Kalanianaole Inter, Teacher | | X | | | | | | | | |
| 65 | Gomez | Michael | HIDOE | OCISS-SPMS, Ed Spec | | | | X | | | | | | |
| 66 | Gonsalves | Leticia | HIDOE | Waiakeawaena Elem, Teacher | | X | | | | | | | | |
| 67 | Gorman | Mary | HIDOE | Hilo Union Elem, Teacher | | X | | | | | | | | |
| 68 | Goya | Wendy | HIDOE | Waiakea Elem, Counselor | | X | | | | | | | | |
| 69 | Grace | Ruby | HIDOE | Kapiolani Elem, Counselor | | X | | | | | | | | |
| 70 | Green | Tarah | HIDOE | Waiakeawaena Elem, Teacher | | X | | | | | | | | |
| 71 | Guerin | Denise | HIDOE | Maui District, DES | | | | X | | | | | X | |
| 72 | Guinan | Martha | SEAC | | | | | X | | | X | | | |
| 73 | Hallett | Brian | HIDOE | OFS, Budget Branch, Director | | | | X | | | | | | X |
| 74 | Halsted | Mari | HIDOE | Kaumana Elem, Counselor | | X | | | | | | | | |
| 75 | Hanoa | Casey | HIDOE | Keaukaha Elem, Teacher | | X | | | | | | | | |
| 76 | Hill | Bob | HIDOE | Kapiolani Elem, Principal | | X | X | | | | | | | |
| 77 | Himalaya | Danielle | HIDOE | Kapolei High, Vice Principal | | | | X | | | | | | |
| 78 | Hironaka-Fujimoto | Lynne | HIDOE | OCISS-SES, State Office Teacher | | | | | | | | | X | |
| 79 | Hudson | Michelle | HIDOE | Hawai'i District, RT | | | | X | | | | | | |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 80 | Hughey | Justin | HIDOE | Kamehameha III Elem, Teacher | | | | X | | X | | | | |
| 81 | Humble | Yvonne | HIDOE | Leeward District, DES | X | | | X | | | | | X | |
| 82 | Igawa | Zaida | HIDOE | Waiakea High, Teacher | | X | | | | | | | | |
| 83 | Irie | Karen | HIDOE | Waiakea High, SSC | | X | | | | | | | | |
| 84 | Iwanaga-Ohashi | Lianne | HIDOE | OITS-CCSSS, Ed Specialist | X | | | X | | | | | | |
| 85 | Iwaoka | Cathy | HIDOE | Kaumana Elem, Teacher | | X | | | | | | | | |
| 86 | Iwata | Cindy | HIDOE | Waiakea Elem, Teacher | | X | | | | | | | | |
| 87 | Jenkins | Amelia | UHM | | X | | | X | | | | | | |
| 88 | Johnson | Valerie | SEAC | | | | | X | | | | | | |
| 89 | Jordan-Hunt | Anne | HIDOE | Hawai'i District, District Teacher | | | | X | | | | | | |
| 90 | Kaahanui | Amanda | SPIN | | | | | X | | | | | | |
| 91 | Kagawa | Donna | HIDOE | Farrington-Kaiser-Kalani, CAS | | | | | X | | | | | |
| 92 | Kaleohano | Kasie | HIDOE | Kalanianaole Elem, Vice Principal | | X | | | | | | | | |
| 93 | Kalinowsky | Kelly | HIDOE | Waianae High, SSC | X | | | X | | X | | | | |
| 94 | Kamanu | Loke | HIDOE | Keaukaha Elem, Teacher | | X | | | | | | | | |
| 95 | Kamei | Gayle | HIDOE | Waiakea Inter, Teacher | | X | | | | | | | | |
| 96 | Kameoka | Keith | HIDOE | OSIP, Accountability Section, Administrator | | | | X | | | | | | X |
| 97 | Kanemaru | Sheila | HIDOE | OFS, Budget Specialist | | | | | | | | | | X |
| 98 | Kaneo | Erika | HIDOE | Waiakeawaena Elem, Teacher | | X | | | | | | | | |
| 99 | Kaniho | Helen | HIDOE | Windward District, DES | X | | | X | | | | | X | |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 100 | Kapali | Byron | HIDOE | Hilo High, Complex Area IT Manager | | X | | | | | | | | |
| 101 | Kapuniai | Maile | HIDOE | Haaheo Elem, Counselor | | X | | | | | | | | |
| 102 | Kashinoki | Lynn | HIDOE | Kapiolani Elem, Teacher | | X | | | | | | | | |
| 103 | Kau | James | HIDOE | Central District, DES | X | | | X | | | | | X | |
| 104 | Kauhi | James | HIDOE | OSFSS, Student Transport Svcs Mgr | | | | | | | | | | X |
| 105 | Kaulukukui | Solomon | HIDOE | OCISS-SPMS, Ed Specialist | | | | X | | | | X | | |
| 106 | Kawachi | Kurt | HIDOE | Hilo High, Athletic Director | | X | | | | | | | | |
| 107 | Kierstedt | Renesha | HIDOE | Mililani High, Teacher | | | | | | X | | | | |
| 108 | Kihara | Jaimie Lynn | HIDOE | DeSilva Elem, Teacher | | X | | | | | | | | |
| 109 | Kim | Stuart | HIDOE | Honolulu District, DES | X | | | X | | | | | X | |
| 110 | Kimura | Louann | HIDOE | Waiakea High, Teacher | | X | | | | | | | | |
| 111 | Kline | Michael | HIDOE | Kilauea Elem, Teacher | | | | X | | X | | | | |
| 112 | Knudsen | Kelly | HIDOE | Kaua'i District, DES | | | | | | | | | X | |
| 113 | Koga | Kelcy | HIDOE | Waiakea High, Principal | | X | X | | | | | | | |
| 114 | Komeiji | Charlene | HIDOE | Kapiolani Elem, SSC | | X | | | | | | | | |
| 115 | Kumashiro | Julie | HIDOE | Haaheo Elem, Teacher | | X | | | | | | | | |
| 116 | Kuraya | Ken | HIDOE | OFS, Budget Specialist | | | | | | | | | | X |
| 117 | Kuwahara | Terri | HIDOE | DeSilva Elem, SSC | | X | | | | | | | | |
| 118 | Lasco | Mitchell | HIDOE | Central District, DES | | | | | | | | | X | |
| 119 | Lawson | Chad | HIDOE | Waiakea Inter, Teacher | | X | | | | | | | | |
| 120 | Lee | Francene | Hale Kipa | | | | | | | | X | | | |
| 121 | Luke | Rodney | HIDOE | Pearl City-Waipahu, CAS | | | | | X | | | | | |
| 122 | Macayan | Jonette | HIDOE | Kapiolani Elem, Teacher | | X | | | | | | | | |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 123 | Macleod | Leah | HIDOE | Haaheo Elem, Teacher | | X | | | | | | | | |
| 124 | Maeda-Lee | Linda | HIDOE | Honolulu District, RT | | | | X | | X | | | | |
| 125 | Mahi | Ann | HIDOE | Nanakuli-Waianae, CAS | | | | | X | | | | | |
| 126 | Maiheau | Judy | HIDOE | Windward District, RT | | | | X | | | | | | |
| 127 | Manaseri | Holly | HIDOE | Hawai'i District, DES | X | | X | X | | | | | X | |
| 128 | Mann | Monica | HIDOE | OCISS, Ed Specialist | | | | X | | | | | | |
| 129 | Marchetti | Carlo | HIDOE | Kamalii Elem, Teacher | | | | X | | X | | | | |
| 130 | Martin | Liane | HIDOE | Waiakea High, Registrar | | X | | | | | | | | |
| 131 | Masuhara | Janel | HIDOE | Keaukaha Elem, Counselor | | X | | | | | | | | |
| 132 | Masulit | Ferdinand | HIDOE | Hilo Union Elem, Teacher | | X | | | | | | | | |
| 133 | Matsuura | Dale | HIDOE | Kawananakoa Middle, Teacher | | | | X | | | | | | |
| 134 | McLaughlin | Dan | HIDOE | Roosevelt High, Teacher | X | | | X | | X | | | | |
| 135 | McPherson | Catherine | HIDOE | Hawai'i District, DES | | | | X | | | | | X | |
| 136 | Menino | Jodie | HIDOE | DeSilva Elem, Teacher | | X | | | | | | | | |
| 137 | Meyer | Patricia | HIDOE | Honolulu District, RT | | | | | | | | | | |
| 138 | Miyataki | Tina | HIDOE | Keaukaha Elem, Teacher | | X | | | | | | | | |
| 139 | Mizuba | Ray | HIDOE | Kaumana Elem, Principal | | X | X | | | | | | | |
| 140 | Mizuno | Harold | HIDOE | Keaukaha Elem, Teacher | | X | | | | | | | | |
| 141 | Moon | Thomas | HIDOE | Maui District, DES | | | | X | | | | | X | |
| 142 | Moyer | Dave | HIDOE | Director, Data Governance and Analysis Branch | | | | X | | | | X | | |
| 143 | Mulcahy | Suzanne | HIDOE | Kailua-Kalaheo, CAS | | | | | X | | | | | |
| 144 | Murray | Trinn | HIDOE | Leeward District, DES | | | | | | | | | X | |
| 145 | Nagamine | Maxine | HIDOE | OCISS-SES, Ed Specialist | | | | X | | | | X | | |
| 146 | Nakamoto | Dean | HIDOE | Honolulu District, DES | X | | | X | | | | | X | |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 147 | Nakasato | Jean | HIDOE | OCISS-CSSS, Ed Specialist | | | | | | | | X | | |
| 148 | Neizman | Erin | HIDOE | Hilo High, Teacher | | X | | | | | | | | |
| 149 | Newell | Dean | HIDOE | Waiakea Elem, Teacher | | X | | | | | | | | |
| 150 | Nguyen | Kahanu | HIDOE | Kalanianaole Elem, Teacher | | X | | | | | | | | |
| 151 | Nichols | Patricia | HIDOE | OCISS-SES, Ed Specialist | | | | X | | | | | | |
| 152 | Nishimoto | Patti | HIDOE | Waiakea High, Teacher | | X | | | | | | | | |
| 153 | O'Brien | Dennis | HIDOE | DeSilva Elem, Principal | | X | X | | | | | | | |
| 154 | Ochi | Suzanne | HIDOE | Waiakeawaena Elem, Vice Principal | | X | | | | | | | | |
| 155 | Oda | Lori | HIDOE | Hilo Union Elem, Teacher | | X | | | | | | | | |
| 156 | Okada | Tiffany | HIDOE | Kapiolani Elem, Teacher | | X | | | | | | | | |
| 157 | O'Leary | Lauren | HIDOE | Kalanianaole Elem, Principal | | X | X | | | | | | | |
| 158 | Ouchi | Harvey | HIDOE | OCISS-SES, Ed Specialist | | | | X | | | | X | | |
| 159 | Padilla | Davin | HIDOE | Hilo Intermediate, Registrar | | X | | | | | | | | |
| 160 | Paiva | Shawn | HIDOE | Waiakea Elem, Teacher | | X | | | | | | | | |
| 161 | Palmerston | Dawn | HIDOE | Kaumana Elem, SSC | | X | | | | | | | | |
| 162 | Pana | Heidi | HIDOE | Hilo High, Teacher | | X | | | | | | | | |
| 163 | Park | Patricia | HIDOE | Maui District | | | | X | | | | | | |
| 164 | Pascual | Michelle | HIDOE | Makakilo Elem, Teacher | | | | X | | | | | | |
| 165 | Pereira | Mia | HIDOE | Keaukaha Elem, Librarian | | X | | | | | | | | |
| 166 | Perucci | Taffy | CCC | | | | | | | | X | | | |
| 167 | Picklesimer | Tammie | HIDOE | Hilo-Waiakea, Complex Academic Officer | | X | X | | | | | X | | |
| 168 | Pinkus | Lyndsay | HIDOE | OOS, Chief of Staff to Deputy Superintendent | | | | | | | | | | X |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 169 | Pinner | Pascale Creek | HIDOE | Hilo Intermediate, Teacher | | X | | | | | | | | |
| 170 | Pretty | Barbara | HIDOE/SEAC | | | | | X | | | | | | |
| 171 | Price | Linda | HIDOE | Hawai'i District, DES | X | | | | | | | | | |
| 172 | Reed | Lauren | UHM | | | | | X | | | | | | |
| 173 | Reidy | Beverly | HIDOE | Windward District, DES | X | | | X | | | | | X | |
| 174 | Rezentes | Kaui | SEAC | | | | | X | | | | | | |
| 175 | Rocco | Susan | SPIN | | | | | X | | | X | | | |
| 176 | Rogers | Lori | HIDOE | Kaua'i District, RT | X | | | | | | | | | |
| 177 | Rowe | Rosie | LDAH | | | | | X | | | X | | | |
| 178 | Sabado | Tara | CCC Maui | | | | | | | | X | | | |
| 179 | Sakamoto-Ribao | Courtnee | HIDOE | Maui District, DES | | | | X | | | | | X | |
| 180 | Santos | Travis | HIDOE | DGA, Institutional Analyst | | | | X | | | | | | X |
| 181 | Sato | Karen | HIDOE | OCISS-SES, Ed Specialist | | | | X | | | | X | | |
| 182 | Sato | Lois | HIDOE | Maui District, DES | X | | | X | | | | | X | |
| 183 | Schatz | Petra | HIDOE | OCISS-CIB, Ed Specialist | | | | | | | | X | | |
| 184 | Sewake | Kathy | HIDOE | DeSilva Elem, Teacher | | X | | | | | | | | |
| 185 | Shima | Alvin | HIDOE | Baldwin-Kekaulike-Maui, CAS | | | | | X | | | | | |
| 186 | Shimomoto | Keri | HIDOE | OHR, Educational Specialist | | | | X | | | | | | |
| 187 | Silberstein | Ruth | HIDOE | Kaimuki-Mckinley-Roosevelt, CAS | | | | | X | | | | | |
| 188 | Silva | Brad | HIDOE | Keaau Middle, Teacher | | | | | | X | | | | |
| 189 | Sinclair | Ivalee | SEAC | | X | | | X | | | X | | | |
| 190 | Smith | Tom | CCC/SEAC | | | | | X | | | X | | | |
| 191 | Soultz | Lorena | HIDOE | Waiakeawaena Elem, SSC | | X | | X | | | | | | |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 192 | Souza | Arthur | HIDOE | Honokaa-Kealakehe-Kohala-Konawaena, CAS | | | | | X | | | | | |
| 193 | Souza | Lisa | HIDOE | Waiakea Inter, Principal | | X | X | | | | | | | |
| 194 | Suga | Carolyn | HIDOE | Kalanianaole Elem, | | X | | | | | | | | |
| 195 | Sutton | Aletha | HIDOE | Windward District, DES | | | | X | | | | | X | |
| 196 | Suzuki | Michelle | HIDOE | Olomana School, Teacher | | | | X | | | | | | |
| 197 | Taguchi | Taren | HIDOE | Honolulu District, DES | | | | X | | | | | X | |
| 198 | Taise | Kristy | HIDOE | Haaheo Elem, Teacher | | X | | | | | | | | |
| 199 | Takahashi | Kim | HIDOE | Waiakeawaena Elem, Counselor | | X | | | | | | | | |
| 200 | Takata | Valerie | HIDOE | Hilo-Waiakea, CAS | | X | X | | X | | | | | |
| 201 | Taniguchi | Julie-Ann | HIDOE | Kalanianaole Elem, Counselor | | X | | | | | | | | |
| 202 | Tanouye | Dale | HIDOE | OCISS-CIB, Ed Specialist | | | | | | | | X | | |
| 203 | Taum | Gale | HIDOE | Keaukaha Elem, SSC | | X | | | | | | | | |
| 204 | Tawata | Lauren | HIDOE | Haaheo Elem, Teacher | | X | | | | | | | | |
| 205 | Taylor | Katherine | HIDOE | Hawai'i District, DES | | | | X | | | | | | |
| 206 | Tenn | Carol | HIDOE | OHR, Personnel Specialist | X | | | X | | | | X | | |
| 207 | Teramoto | Dorothy | HIDOE | Haaheo Elem, Teacher | | X | | | | | | | | |
| 208 | Todd | Ravae | HIDOE | Hawai'i District, DES | X | | | X | | | | | X | |
| 209 | Togashi | Iris | HIDOE | Kalanianaole Elem, Teacher | | X | | | | | | | | |
| 210 | Tomono | Tyson | HIDOE | Hilo Intermediate, Vice Principal | | X | | | | | | | | |
| 211 | Toyama | Melanie | HIDOE | Waiakea Elem, Teacher | | X | | | | | | | | |
| 212 | Tsugawa | Kathy | HIDOE | Kalanianaole Elem, Teacher | | X | | | | | | | | |
| 213 | Tsukada | Dean | HIDOE | Leeward District, DES | | | | | | | | | X | |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 214 | Tsukamoto | Carolyn | HIDOE | OHR, RT | | | | X | | | | | | |
| 215 | Turner | Shareen | HIDOE | Waiakeawaena Elem, Teacher | | X | | | | | | | | |
| 216 | Ulrich | Daniel | Dept. of Health | | | | | X | | | | | | |
| 217 | Urasaki | Jasmine | HIDOE | Waiakea High, Vice Principal | | X | | | | | | | | |
| 218 | Valledor-Yoshida | Kelsie | HIDOE | Hilo Union Elem, Counselor | | X | | | | | | | | |
| 219 | Vannatta | Steven | HIDOE | CCCO, Administrator | | | | X | | | | | | |
| 220 | Vegas | Lisa | HIDOE | Castle High, Teacher | | | | X | | | | | | |
| 221 | Villar | Gavin | CCC | | | | | | | | X | | | |
| 222 | Warner | Stephen | HIDOE | Honolulu District, DES | | | | X | | | | | X | |
| 223 | Watanabe | Ken | HIDOE | Waiakea Elem, Principal | | X | X | | | | | | | |
| 224 | Waters | Nathan | HIDOE | Hilo Intermediate, Teacher | | X | | | | | | | | |
| 225 | Wiech | Amy | SEAC | | | | | X | | | | | | |
| 226 | Williams | Erin | HIDOE | Hilo Union Elem, Principal | | X | X | | | | | | | |
| 227 | Williams | Jasmine | SEAC | | | | | X | | | | | | |
| 228 | Williams | Mariesa | HIDOE | Haaheo Elem, Teacher | | X | | | | | | | | |
| 229 | Wong | Joni | HIDOE | Pearl Harbor Elem, Teacher | | | | X | | X | | | | |
| 230 | Wong-Sumida | Jessica | PTSA, Autism Society | | | | | | | | X | | | |
| 231 | Wood | Susan | SEAC | | X | | | X | | | | | | |
| 232 | Yagi | Seanyelle | HIDOE | OCISS, State Office Teacher | | | | X | | | | | X | |
| 233 | Yamada | Barbara | HIDOE | Windward, RT | | | | X | | | | | | |
| 234 | Yamaki | Nolan | HIDOE | DeSilva Elem, Teacher | | X | | | | | | | | |
| 235 | Yamamoto | Jacy | HIDOE | DGA, Data Processing Systems Analyst | | | | X | | | | | | X |

| | Last Name | First Name | Role Group | Position | Meeting Dates | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2/5/15 | 1/30/15 | 1/23/15 | 12/12/14 | 12/3/14 | 9/23/14 | 9/20/14 | 9/19/14 | 9/18/14 | 8/6/15 |
| 236 | Yashiro | Jerrold | HIDOE | Central District, DES | | | | X | | | | | X | |
| 237 | Yonemori | Gregg | HIDOE | Waiakea Intermediate, Cohort Intern | | X | | | | | | | | |
| 238 | Yoshida | Merle | HIDOE | Kalanianaole Elem, Teacher | | X | | | | | | | | |
| 239 | Young | Dara | HIDOE | OOS, Communications Specialist | | | | | | | | | | X |
| 240 | Zukeran | Kaylyn | HIDOE | Kapiolani Elem, Teacher | | X | | | | | | | | |

<end>

# Appendix C: List of Acronyms

The following is a list of acronyms used in this document:

| Acronym | Meaning |
|---|---|
| APR | Annual Performance Report |
| CA ID | Complex Area Identification |
| CAS | Complex Area Superintendent |
| CAST | Complex Area Support Team |
| CCC | Children's Community Council |
| CCCO | Children's Community Council Office (Hawai'i State Department of Education) |
| CSSS | Comprehensive Student Support |
| DDC | Developmental Disabilities Council |
| DES | District Educational Specialist |
| eCSSS | Electronic Comprehensive Student Support System |
| ED | Emotional Disability |
| EHCCC | East Hawai'i Children's Community Council |
| eHR | Electronic Human Resources (system) |
| Elem | Elementary |
| ESEA | Elementary and Secondary Education Act |
| ESEA Flex | ESEA Flexibility Waiver |
| Gen Ed | General Education |
| HIDOE | Hawai'i State Department of Education |
| HFAA | Hawai'i Families As Allies |
| HQT | Highly Qualified Teacher |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Program |
| IHE | Institutes for Higher Education |
| K | Kindergarten |
| KCCC | Kaua'i Community Children's Council |
| LEA | Local Educational Agency |
| LRE | Least Restrictive Environment |
| MGP | Median Growth Percentile |
| NAEP | National Assessment of Educational Progress |
| NCLB | No Child Left Behind |
| OCISS | Office of Curriculum, Instruction and Student Support (Hawai'i State Department of Education) |
| OCISS-CIB | OCISS- Curriculum and Instruction Branch |

| Acronym | Meaning |
|---|---|
| OCISS-SES | OCISS- Special Education Section |
| OFS | Office of Fiscal Support (Hawai'i State Department of Education) |
| OHI | Other Health Impairment |
| OHR | Office of Human Resources (Hawai'i State Department of Education) |
| OITS | Office of Information Technology Services (Hawai'i State Department of Education) |
| OOS | Office of the Superintendent (Hawai'i State Department of Education) |
| OSEP | Office of Special Education Programs |
| OSFSS | Office of School Facilities and Support Services (Hawai'i State Department of Education) |
| OSIP | Office of Strategy, Innovation and Planning (Hawai'i State Department of Education) |
| OT | Occupational Therapy or Occupational Therapist |
| PDCA | Plan, Do, Check, Act process |
| PT | Physical Therapy or Physical Therapist |
| PTSA | Parent Teacher Student Association |
| Rdg | Reading |
| Rdg Prof | Reading Proficiency |
| RT | Resource Teacher |
| RtI | Response to Intervention |
| SEA | State Educational Agency |
| SEAC | Special Education Advisory Council |
| SIMR | State-identified Measurable Result |
| SLD | Specific Learning Disability |
| SLI | Speech and Language Impairment |
| SLP | Speech Language Pathologist |
| SPED or Sp Ed | Special Education |
| SPP | State Performance Plan |
| SSC | Student Services Coordinator |
| SSIP | State Systemic Improvement Plan |
| SWD | Students with Disabilities |
| SWOT | Strengths, Weaknesses, Opportunities, and Threats |
| SY | School Year |
| UHM | University of Hawai'i – Manoa |
| U.S. | United States |
| USDOE | United States Department of Education |
| WSF | Weighted Student Formula |

<end>