State Systemic Improvement Plan

Phase III Report
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Executive Summary

Hawaii is uniquely poised for systemic growth. After a year of substantial transitions, the Hawaii Department of Education (HIDOE) is well within the resolution phase of an improvement cycle. In August 2017, a new Superintendent, Dr. Christina Kishimoto, began implementing her vision for Hawaii's public schools. The transition to the new executive leadership team occurred throughout 2017 with eight executive leadership positions having new leaders between March and November 2017.

Although, Hawaii has continued to implement its three core strategies centered on Professional Learning Communities (PLC), stakeholder engagement, and fidelity of implementation, the State-identified Measureable Result (SiMR) of reading proficiency for students with disabilities in grades 3 and 4 did not improve statewide. Of the three strategies, utilizing the PLC network has been the most consistent. The most difficult to measure has been the fidelity of implementation. The complex areas have self-reported that their fidelity results range from two to four on a five-point scale with the majority falling at the midpoint. Continued school level efforts, enhanced stakeholder engagement, and focused leadership attention are needed to move the implementation results to the higher end of the scale.

Three areas guided our examination of progress:

- *How did SPED Leadership through the SSIP shape implementation of educational policy?* Evidence provided demonstrates alignment across guiding documents, initiatives and strategies as well as an increased focus on providing high quality programs and special education services for students with disabilities.

- *How did stakeholder engagement inform implementation and decision-making?* Evidence provided shows how stakeholder self-assessments and evaluations, as well as collaborative partnerships across stakeholder groups at various levels (i.e., complex area, school, community members, parents, and students) have been supported. Participation in professional learning communities and professional development demonstrate other avenues of stakeholder engagement.

- *How was fidelity of implementation determined and supported?* Evidence provided examines how professional learning communities, professional development, complex area assessments as well as school and complex area planning documents informed implementation fidelity.

Wins and Hiccups

Rarely is any implementation process smooth. In a true Plan, Do, Study, Act (PDSA) cycle, innovation and program improvement relies on trying new ideas, methods and strategies with the willingness to learn, adjust and try again when results differ from expectations. HIDOE has

undergone many changes during this reporting cycle. Some were wins; while some were hiccups.

A continuing commitment to statewide professional learning community structures and supports as well as stakeholder engagement has given stakeholders voice in the process. Substantial changes in executive leadership positions are sharpening the focus on improving the results for students with disabilities through the creation of a Special Education Program Review Task Force.

More robust analyses of data, evidence, and implementation artifacts require the development of deliberate documentation collection protocols, so HIDOE is refining the collection tools and methods while using an array of operational documents to glean evidence of implementation.

Next Steps

As the implementation of Hawaii's SSIP moves forward, HIDOE is assessing the alignment of planned actions to the SSIP theory of action, goals, and outcomes based on the Special Education Program Review Task Force's recommendations and the Superintendent's priorities relating to school design, teacher collaboration, and student voice for school year (SY) 2018-19.

Among other important decisions, HIDOE seeks to expand its partnerships with stakeholders to co-create infographics that target stakeholder's interests in HIDOE's SSIP, the theory of action, and the effect of SiMR on developing early literacy for students with disabilities. Development of the infographics would not only provide resources to the community about the SSIP, the development process is anticipated to strengthen the partnership and deepen the commitment to the improvement strategies.

Evaluating the fidelity of evidence-based practices implementation would benefit from leveraging resources and developing protocols to access information at the school and complex area levels. Identifying meaningful data points and sources, gaining access to Professional Development Educate Empower Excel (PDE3) course evaluation summary data, and conducting on-site visits and observations of practice are examples of proposed activities.

As determined through an internal PDSA process, additional next steps include:
- Review current IEPs to ensure services are being provided to students;
- Establish a cyclical evaluation of the implementation quality on behalf of the students;
- Support the Special Education Program Review Task Force in completing their review and recommendations;
- Dialogue with constituent groups to understand and identify implementation challenges; and
- Work with unions to ensure implementation expectations are clearly articulated to mitigate any implementation breakdowns.

A Broad Overview of 2017

Hawaii is uniquely poised for systemic growth. After a year of substantial transitions, the Hawaii Department of Education (HIDOE) is well within the resolution phase of an improvement cycle. In August 2017, a new Superintendent, Dr. Christina Kishimoto, began implementing her vision for Hawaii's public schools. The transition to the new executive leadership team occurred throughout 2017 with eight executive leadership positions having new leaders between March and November 2017 (see Appendix A).

With Dr. Kishimoto came a heightened focus on special education and English learner services. In August 2017, a program review task force of stakeholders (see Appendix B) was created to review data and information, draft findings, and make recommendations to the Superintendent by May 2018. Utilizing the recommendations from the Special Education Program Review Task Force, the Superintendent will define the specific systemic actions to support the needs of students with disabilities for implementation in the school year (SY) 2018-2019. The infrastructure within HIDOE is transforming to be poised for response to these changes.

A. Summary of Phase III Year 2

1. Theory of action or logic model for the SSIP, including the SiMR

2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies

3. The specific evidence-based practices that have been implemented to date

4. Brief overview of the year's evaluation activities, measures, and outcomes

5. Highlights of changes to implementation and improvement strategies

Summary of Phase III Year 2

Despite the substantial infrastructural changes, the three Strategic Plan goals – Student Success, Staff Success, and Successful Systems of Support - of HIDOE's theory of action (Figure 1) remain stable. This theory of action is evident in and strongly aligns with other foundational HIDOE documents and guidance, including HIDOE's Every Student Succeeds Act (ESSA) Consolidated Plan, Strategic Plan, and Na Hopena Aʻo (Appendix C). Furthermore, as part of HIDOE's tri-level system, these goals are the building blocks within complex areas' academic and Individuals with Disabilities Education Act (IDEA) project plans guiding the schools' academic improvement plans.

To achieve the three goals, HIDOE's strategies have consistently embraced the use of evidence-based practices (EBP), professional learning communities (PLC), progress monitoring, and stakeholder input (Figures 1 and 2) through which Dr. Kishimoto has framed the lens of three high impact strategies: Student voice, school design, and teacher collaboration (Figure 3).
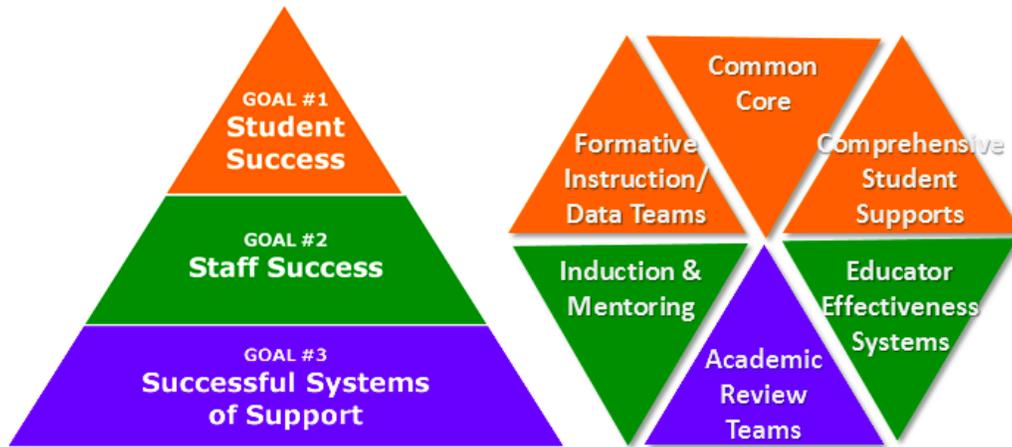
Figure 1. Core Theory of Action

| | 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 will be seen with reading proficiency rates for 3rd and 4th grade and growth rates for 4th grade for students in the disability category of SLD, OHI, and SLI.
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 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.	

Figure 2. Alignment between the Strands and the Three Goals

Figure 3. Alignment with the Three High Impact Strategies

Given this period of transition and transformation, it is warranted to emphasize the areas in which HIDOE's implementation plan is stable and consistent. Foundational elements that remain the same are the three core goals, the strands of implementation, the basic theory of action, and the distribution of implementation roles and decision-making authority to the school and complex area levels resulting in increased freedom to decide how the implementation of EBPs and inclusion will occur at each individual school. The elements that have changed include some labels and terminology, some personnel including executive leadership, and the lens employed for conceptualizing high impact strategies.

Theory of Action

HIDOE's guiding questions for the SSIP for Phase III Year 2 and beyond include: (1) How will the HIDOE team engage in targeted work around the three high impact strategies to ensure students with disabilities have access to quality education and preparation for college, career

and community success?; and (2) How can the SSIP's Theory of Action reflect these strategies, including the what, why, and how? (Figure 3).

During Year 2 of Phase III, HIDOE strengthened training of staff and key stakeholders on Leading by Convening. During 2018, HIDOE will use this model to engage stakeholders in the process to update and clarify how the three high impact strategies align to the strands (Figure 2). In that process, the guiding question for all stakeholders will be: How does our work contribute to ensuring that all students have access to quality education and preparation for college, career and community success?

As a primary component of the aligned theory of action, HIDOE's leadership has committed to the ongoing support of a statewide Professional Learning Network (PLN). These were formerly known as Complex Area Support Teams (CAST) or Complex Area Implementation Teams (CAIT). These PLN provide a unique opportunity for complex area level staff to regularly collaborate across the state and across role groups. Through a continuous improvement process, the PLN focus areas and participation requirements have been reviewed and adjusted annually. Continuing PLN groups are Academic Review Teams (ART), Induction & Mentoring (I&M), and Common Core State Standards (CCSS). For SY 2017-18, HIDOE leadership strengthened the statewide PLN through designating four positions per complex area dedicated to participation in the PLNs. Three of the four state funded positions align directly to Hawaii's SSIP plan: one was to support the implementation of Evidence-Based Practices, a second was Social Emotional Learning, and the third was Inclusive Practices – Inclusion for All. The other PLN added for SY 2017-18 was Transitions – 9th Grade On-Track.

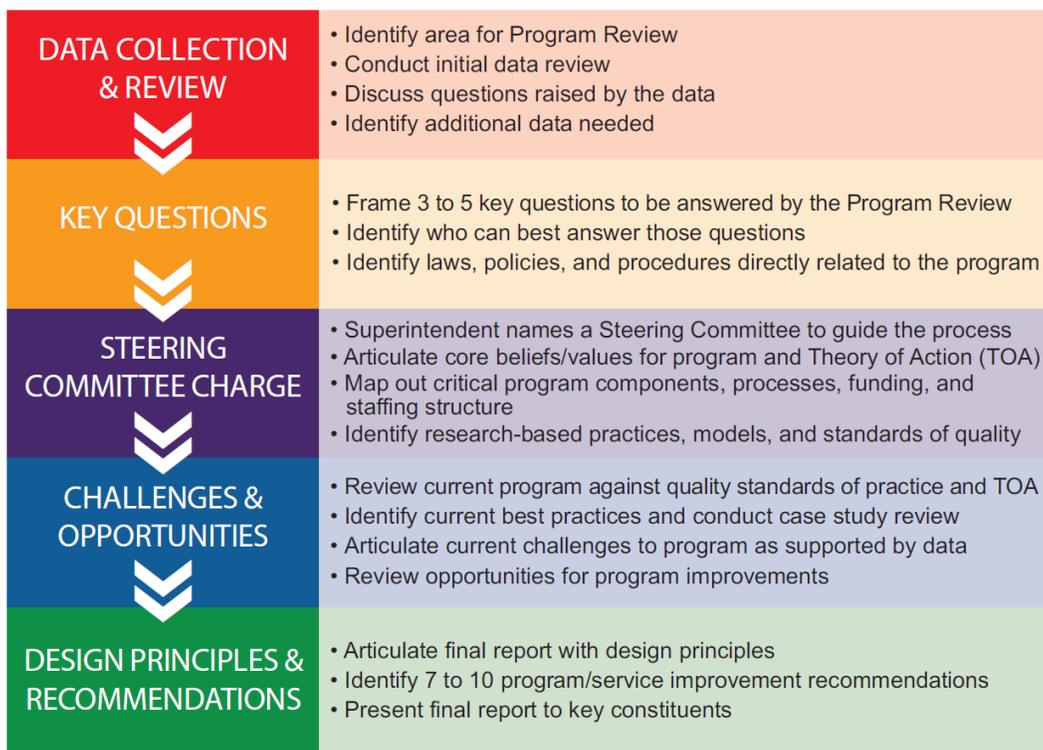| DATA COLLECTION & REVIEW	• Identify area for Program Review • Conduct initial data review • Discuss questions raised by the data • Identify additional data needed
KEY QUESTIONS	• Frame 3 to 5 key questions to be answered by the Program Review • Identify who can best answer those questions • Identify laws, policies, and procedures directly related to the program
STEERING COMMITTEE CHARGE	• Superintendent names a Steering Committee to guide the process • Articulate core beliefs/values for program and Theory of Action (TOA) • Map out critical program components, processes, funding, and staffing structure • Identify research-based practices, models, and standards of quality
CHALLENGES & OPPORTUNITIES	• Review current program against quality standards of practice and TOA • Identify current best practices and conduct case study review • Articulate current challenges to program as supported by data • Review opportunities for program improvements
DESIGN PRINCIPLES & RECOMMENDATIONS	• Articulate final report with design principles • Identify 7 to 10 program/service improvement recommendations • Present final report to key constituents

Figure 4. Program Review Process

In an effort to strengthen stakeholders' involvement in decision-making, Dr. Kishimoto has formed the Special Education Program Review Task Force. See Appendix B for the membership list, meeting dates and subcommittees. The Program Review Process is outlined in Figure 4. The Special Education Program Review Task Force has requested that HIDOE share current information and data such as a summary of federal reporting figures; information about the state's least restrictive environment (LRE) data; a summary of HIDOE staff participation in professional development courses, dedicated to early literacy and special education courses; and evidence-based practices. The information advanced HIDOE's efforts to engage various groups of stakeholders in evidence-based decision-making. This was a direct result of HIDOE's commitment to improved data quality and data-sharing efforts among intra-agency offices.

Theory of Action

If we, the Special Education Task Force, believe that a quality education enables students to achieve their dreams of academic success, community engagement, and job readiness, then we must:

- Deliver a continuum of services within & across all schools that includes an array of interventions & supports;
- Empower educators through the provision of consistent and equitable resources & opportunities that address the unique needs and abilities of all students; and
- Improve achievement and growth for all students.

Continuum of Supports   **Resource Allocation**   **Building Staff Capacity**

HAWAII STATE DEPARTMENT OF EDUCATION
HawaiiPublicSchools.org

Figure 5. Special Education Program Review Task Force Theory of Action

Evidence-Based Practices

Complex areas within HIDOE continue to implement the EBPs reported previously (See SSIP Phase III Year 1 report, pages 7-8). Schools reported that the following evidence-based practices, among others, are being used:

- Direct instruction on phonemic awareness, alphabet knowledge, fluency, vocabulary, comprehension, and phonological awareness
- Story sequencing
- Teacher modeling
- Repeated practice

- Spatial and graphic organizers
- Peer mediation
- Explicit instruction
- Classroom learning strategies including summarization, self-monitoring, and note taking
- Mnemonic strategies
- Teacher modeling
- Marzano's 9 research
    - Identifying similarities and differences
    - Summarizing and note taking
    - Reinforcing effort and providing recognition
    - Homework practice
    - Nonlinguistic representation
    - Cooperative learning
    - Setting objectives and providing feedback
    - Generating and testing hypotheses
    - Cues, questions, and advance organizers

Activities Supporting Appropriate Inclusion

Along with third grade literacy, one of the statewide student success indicators of HIDOE's strategic plan is the percentage of students receiving special education services who are in general education classes for 80% or more of the time (i.e., inclusion rate). In 2017, HIDOE entered into a contract with Stetson & Associates, Inc. to support schools implementing appropriate inclusion of students with disabilities in general education settings. The goals of the contract were to provide differentiated training and support to increase inclusive practices in classrooms and schools; improve state and complex area skills and knowledge of inclusive practices; improve teacher skill and knowledge of inclusive practices; improve outcomes for students with disabilities; and increase HIDOE's inclusion rate to 51% by 2020. Coaching, or mentoring, "inclusion leads" at the state and complex area levels to work with schools selected to participate in the pilot program is the main strategy to accomplish the goals. The intent is to build staff capacity – sustainable at the state and complex area levels – to continue the inclusion effort beyond the duration of the contract. As part of the pilot school selection process, Complex Area Superintendents agreed to a two-year commitment of complex area support to the school administrators of the selected schools. The initial ten schools selected for the pilot entered the coaching/mentoring process in October 2017. Four of the ten schools are elementary schools. A second cohort of ten schools started in February 2018 and a third cohort will begin the process in Fall 2018. Beyond the scope of the pilot project, SEA staff will coach/mentor schools to achieve statewide implementation.

The initial coaching process involves reviews of school level data as well as "Learning Walks" to obtain observational data. The school level data included Strive HI accountability reports, School Status and Improvement Reports (SSIR), and Trend Report: Educational & Fiscal Accountability. These reports are publicly available through the HIDOE website. Based on the data reviews and Learning Walks, a Detailed Support Plan is developed for each selected school.

A review of the elementary school's Detailed Support Plans include strategies to increase student engagement as well as collaborative approaches to co-teaching.

Foundational Skills Guidance

During 2017, OCISS developed the Foundational Skills Guidance Document– Kindergarten and First Grade as a state level resource to support teachers of early literacy. This teacher-focused guide is designed to tackle reading deficits by outlining essential instructional components to teach early reading skills. The document is intended to provide teachers of kindergarten (K) and first grade with best practices to support the explicit teaching of foundational skills: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency, and is designed to be used *along with* instructional materials that provide explicit and systematic instruction and practice.

The guide is universal and works with different types of programs. It offers parameters and suggests best practices that can aid in decision making by early childhood teachers about how to use instructional time, especially for those working with materials requiring supplementation. Recommendations are suggested on how teachers can adjust time based on the academic needs of their students, how to prioritize foundational skills when using basal programs, and how to complement instructional materials and augment professional development.

This resource contains content-specific guidance for teaching key areas of foundational skills, as well as recommendations for time use and instructional moves. The content guidelines can be used to ensure that all teachers have the same reference point for talking about early reading instruction. The time use suggestions can be directly applied to lessons. A week-at-a-glance planning template is also included as a planning support tool. See Appendix E for the contents of the guide.

Strategic Plan Dynamic Report

To further support the complex areas, schools, and other stakeholders, HIDOE has developed and released the Strategic Plan Dynamic Report, a publicly available interactive data dashboard that allows users to access data about the K-12 public school system in Hawaii aligned with the 2017-2020 Strategic Plan. This information is presented annually to the Board of Education to track progress to state-level targets and to review what is and is not working. It is a public resource so all stakeholders may easily view how the public school system is doing across a range of key performance indicators. Filters allow users to select indicators such as 3rd Grade Literacy, Inclusion Rate, Achievement Gap and when available to perform subgroup or complex area comparisons. See sample screenshots in Figures 6, 7 and 8.

The Strategic Plan Dynamic Report:
http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-home.aspx
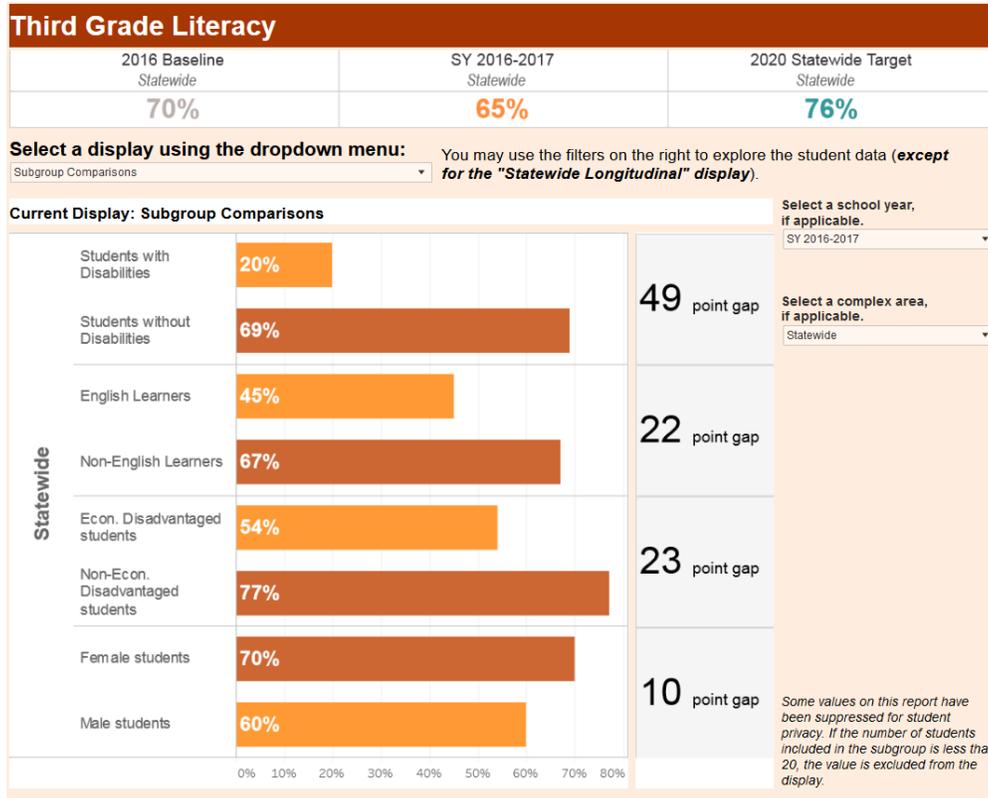
Figure 6. Strategic Plan Dynamic Report- Third Grade Literacy, subgroup comparison sample
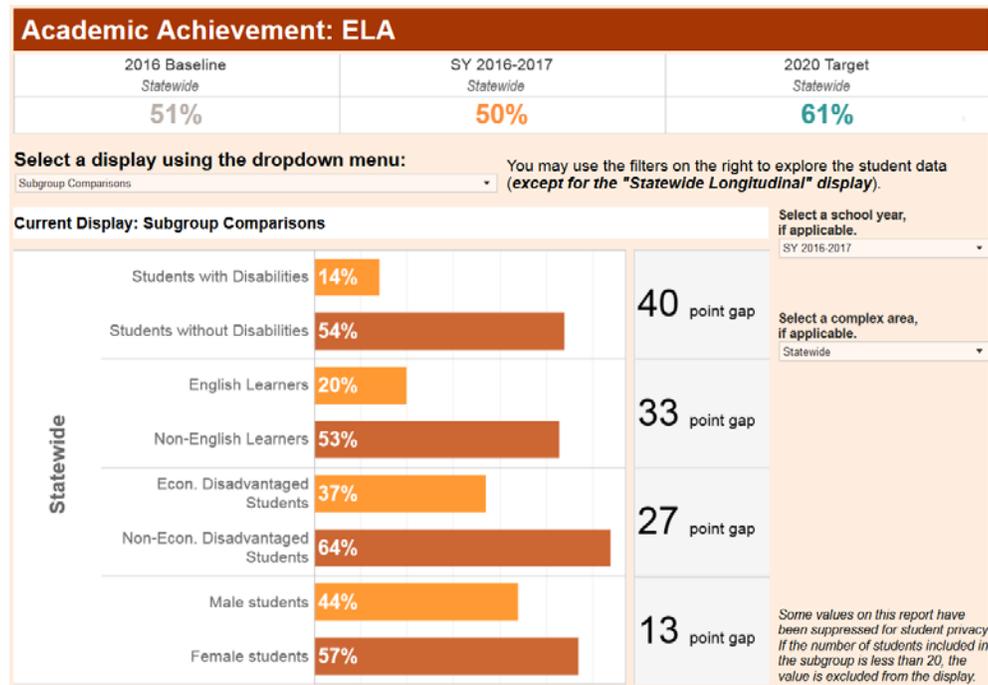
Figure 7. Strategic Plan Dynamic Report – Academic Achievement: ELA, subgroup comparison sample
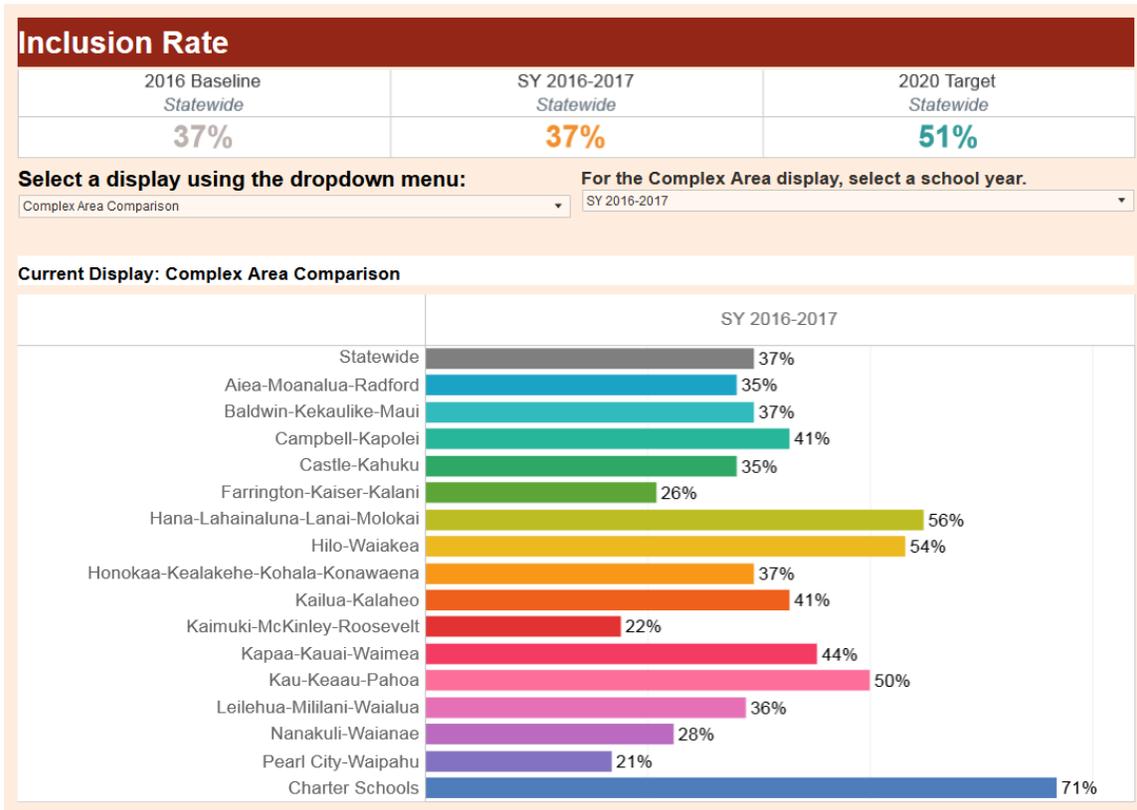
Figure 8. Strategic Plan Dynamic Report – Inclusion Rate complex comparison sample

As HIDOE is monitoring the extent to which schools and complex areas transition beyond compliance to include results, the methods for collecting data reflecting the fidelity of implementation are being refined. For example, a sampling of the templates used for walk-through observations during 2017 was collected and analyzed for evidence of EBP implementation criteria. The design and specificity of the templates varied by complex area and, in some cases, between schools within a complex area. Each complex area contributed to the sample templates reviewed. Eleven (73.33%) of the 15 complex areas submitted walk-through observation templates that included criteria for feedback on the fidelity of implementation. Those templates facilitated the communication of meaningful information to inform the individual, grade level, and school-wide practice. While variation exists between schools, complex areas reported their levels of implementation to be from two to four on a scale of five. An example of a walk-through template is provided in Appendix F.

As an identified area for growth in the Phase III, Year 1 SSIP, HIDOE's approach to collecting evidence has shifted to utilizing existing operational and planning documents. The rationale underlying this approach is shared in section C.

The primary documents selected for review included longstanding or annual plans at the three organizational levels, meeting agenda and notes, professional development plans and rosters,

progress monitoring and implementation templates, etc. as identified in the operational evaluation plan (SSIP Phase III Year 1, Pages 51-55). HIDOE's Monitoring and Compliance Office reviewed the documents for evidence of the attributes specified in the operational evaluation plan.

Data from statewide systems were also used. For example, data from HIDOE's Professional Development Educate Empower Excel (PDE3) system were extracted and analyzed. See the Evaluation of Professional Development in section C.

As mentioned in section A, Hawaii is committed to the continuation of professional learning communities at both the state and complex area level. While evolving and refining over time, the PLN remains the only regularly scheduled mandatory meeting for Complex Area Superintendents and complex area teams statewide. Complex Area Superintendents worked with the state staff to develop design principles and to determine focus areas for SY 2018-19 PLNs. In addition, the CAS created a PLN to address their own leadership needs to ensure they were engaging in purposeful dialogue with their communities about educational issues.

This section provided a summary of HIDOE's SSIP strategies during Phase III Year 2 including the alignment of statewide documents, plans, and leadership initiatives; a pilot project to support schools moving toward a more inclusive environment; continuing implementation of EBPs; development of guidance for foundational skills in early literacy; a new web-based data resource for stakeholders; and the ongoing role of PLCs within the tri-level system of support.

B. Progress in Implementing the SSIP

   1. Description of the State's SSIP implementation progress

      a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

      b. Intended outputs that have been accomplished as a result of the implementation activities

   2. Stakeholder involvement in SSIP implementation

      a. How stakeholders have been informed of the ongoing implementation of the SSIP

      b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

Progress in Implementing the SSIP

Hawaii continues to utilize the three improvement strategies for implementation listed below as identified in prior SSIP. This section discusses how special education practices were informed by leadership's educational policy while supporting implementation fidelity as well as how stakeholders were involved in the decision-making process.

Improvement Strategy #1: Build capacity and collaboration for sustainable statewide improvements utilizing professional learning communities and complex area (CA) teams.

Improvement Strategy #2: Implement and evaluate effectiveness of chosen evidence based practices for improving student performance as documented in CA plans.

Improvement Strategy #3: Engage students, parents and community members by utilizing the Leading by Convening framework to address specific issues that affect the Hawaii State Department of Education's system of support.

Stakeholder Involvement in SSIP Implementation

HIDOE is committed to coalescing around evidence-based practices of stakeholder engagement and moving through the continuum from one-way communication through exchanging and engaging to approaching issues through engagement and consensus building. Information about the evaluation tools and process was shared at Special Education Advisory Council (SEAC) meetings, monthly District Educational Specialist (DES) meetings, a PLN meeting, and Complex Area Superintendent (CAS) Leadership meetings. SEAC members represent Hawaii's stakeholder

groups including persons with disabilities, public and private school personnel, institutes of higher education, state agencies providing related services, and community members. SEAC advises HIDOE on special education related topics.

Stakeholders informed and influenced evidence collection methods. Complex Area Superintendents identified points of contact to facilitate the communication, collection and delivery of SSIP evidence to the state level staff for analysis. Several planning and feedback sessions were provided to encourage discussions to uncover which local documents would most accurately represent the local implementation efforts and progress. Complex areas were encouraged to provide supplemental evidence beyond the standardized documents requested of all complex areas.

Complex areas and schools are the primary conduits of information to parents and community stakeholders about the ongoing implementation at the complex area and school levels. Schools provide information through local stakeholder events, newsletters, and school websites. To facilitate communication and engagement of parents and community members, HIDOE is partnering with SEAC to develop infographics specifically designed for different stakeholder audiences.

Structure	Stakeholders	Frequency	Level of Engagement
Websites, newsletters, email blasts	Students, parents, community members, teachers	On demand or pushed out information	Informing, sharing and disseminating
School level community events	Students, parents, community members	Varies by location	Networking and exchanging
PLN or PLC	Teachers, principals, complex area staff, SEA staff	Monthly	Collaborating and engaging
DES meetings	Complex area staff, SEA staff	Monthly	Collaborating and engaging
Complex Area Principals' meetings	Principals	Monthly	Networking, exchanging, collaborating and engaging
Complex Area Superintendents (CAS) Leadership meetings	CAS	Twice a month	Collaborating and engaging
Special Education Advisory Council (SEAC)	SEAC members, community members, SEA staff	Monthly	Collaborating and engaging

Figure 9. Stakeholder engagement matrix

Evaluation of Elementary School Websites

Elementary school websites were reviewed for early literacy and evidence-based practices in special education. From the sampling of 76 websites, several common themes emerged. Early literacy for all students, inclusive of special education students, is a priority for schools. Examples of programs and supports found for early literacy, in addition to the standards-based curriculum, were: book fairs, read-aloud programs, summer school and beyond the school day programs, Read Across America Day, and Reading is Fundamental (RIF).

The second theme that was recognized through website review was both a need and desire by schools to connect with stakeholders. By advertising these opportunities on school websites, schools were able to extend the learning opportunities and raise awareness to a wide range of stakeholders including businesses, community members, faculty and staff, students and families. It is acknowledged that the amount of information both in content and detail did vary greatly from school to school. Examples of EBP advertised on school websites are: student-led conferences, AVID (instruction, culture, leadership, and systems), parent workshops, Project Based learning, School Research-Based Instructional Strategy Bank, ELA Strategies, DIBELS, Response to Intervention (RtI), Visible Learning, and Positive Behavioral Intervention and Support (PBIS).

Stakeholder Partnerships

State level staff from HIDOE have presented progress reports, shared data, and participated in work sessions with internal and external stakeholders, including Complex Area Superintendents, principals, District Educational Specialists (DES), Special Education Advisory Council (SEAC), Special Education Program Review Task Force, transition coordinators, PLN, and the State Board of Education.

Through the Leading by Convening process, a commitment has been made by SEAC and HIDOE state level staff to co-create infographics within complex areas to highlight the SSIP, to further engage their stakeholders in the implementation of the SSIP, and when appropriate explain complex concepts in easily accessible terms for parents and other community stakeholders. SEAC members have identified broad topics, including SSIP, for the first round of infographics. Members were introduced to open resource infographic development tools. Volunteers created committees for initial brainstorming of ideas that address stakeholders' perspectives and concerns in order to propose specific infographic content and timelines for development. For example, an infographic might be proposed to communicate the implications of the State's SSIP on a school or complex area stakeholder (e.g., What does SiMR mean for a parent of an early elementary student? What does SiMR mean for preschool or early elementary teachers?)

Special Education Program Review Task Force

As mentioned in the overview, the Special Education Program Review Task Force is reviewing data and information pertaining to special education services in Hawaii. The task force membership includes representatives from the following role groups: Parents, teachers, principals, Complex Area Superintendents, state office staff, SEAC, Hawaii State Teachers

Association, Hawaii Government Employees Association, and institutions of higher education. The task force has subdivided into three focus groups for the areas of (1) continuum of supports; (2) building capacity; and (3) resource allocation. Each focus group considered three cross-cutting themes:

- How do we ensure equity?
  - Shared philosophy and practices to ensure meaningful and relevant access to rigorous core curriculum, resources and opportunities.
- What is inclusive education?
  - Shared learning and collaboration around high-quality inclusive practices, including local and national models of best practices.
- Who is responsible?
  - Shared responsibility and accountability triangulated across state, complex and school levels.

In order to develop recommendations, the three focus groups used the following guiding questions:

- Continuum of Supports – How can schools provide the array of educational environments students with disabilities need?
- Building Capacity – How do we ensure educators and support staff have the knowledge, skills and abilities to implement tiered interventions across LRE?
- Resource Allocation – How can the system equitably and effectively meet the needs of students with disabilities?

While the final recommendations are scheduled for release in May, the Special Education Program Review Task Force shared emerging recommendations as of March, 2018. The emerging recommendations from each of the three focus groups are:

- Continuum of Supports
  - One voice on an Inclusive Education vision (intentionally messaged and marketed)
    - Adopt statewide Inclusive Practices framework
  - Innovative IEP software
  - Accurate calculation and documentation of LRE data
  - Tri-level assessment for improved systems of support and communication
- Building Capacity
  - Systemic and consistent approach to providing quality professional development
    - State and federal requirements (Chapter 60, IDEA)
    - IEP development and process
    - Specialized instruction
    - Effective inclusion models and evidence-based practices
  - Adequate time and balance of workload
    - Identify and support strategies that reduce workload for staff working with SPED eligible students
    - Identify models that build time for collaboration for inclusive practices for SPED teachers, general education teachers, and support staff
- Resource Allocation

- o Risk pool reserve at State
  - Geographically isolated, emergencies, lack of resources, hard to fill
- o Funding allocation based on student needs
  - Base funding per student
  - Added weighted student characteristics: levels of student support, placement and disability (eligibility)
- o Compensation for case management
  - Substitute, recall pay, double prep periods
- o Incentivizing recruitment, induction and retention
  - Networks and lab cohorts facilitated by special education mentors
  - Content courses to become Hawaii qualified teachers
  - Grow Your Own and retired teacher pool

CAS Leadership Meetings Assessment of EBP Implementation

At no fewer than four points in the year, the Complex Area Superintendents' Leadership meetings included discussions pertaining to special education services, early literacy, the Special Education Program Review, and the SSIP. In January 2017, three CAS shared information about the implementation of EBPs in their complex areas. In March 2017, information about the statewide status of EBP implementation was provided to the CAS. In August 2017, content pertaining to special education professional development, focused supports, and success indicators, as well as the intent of the Special Education Program Review were topics. September 2017's discussion included the challenges of assessing the fidelity of EBP implementation at the schools and across the complex areas.

Executive leadership meetings included presentations on the implementation of EBPs to improve early literacy for students with disabilities by the Deputy Superintendent, the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support, and the Complex Area Superintendents from the two pilot areas. Statewide, complex area, and school level SiMR data are shared annually.

For program improvement and implementation purposes, SiMR data were shared with CAS by the Deputy Superintendent. The data were disaggregated by schools within their complex areas mid-year. In March 2018, the data were presented in a new multiple-year format to allow CAS and Principals to quickly assess the SiMR performance results by school over a three-year period (i.e., SY 2014-15, SY 2015-16, SY 2016-17).

Status Checks Inform Implementation

As the direct supervisor of the complex area superintendents, the Deputy Superintendent has met with each Complex Area Superintendent. Main topics of discussion were the academic achievement of students with disabilities and English learners as well as the complex area and school level plans. Information about the review of complex area and school academic plans is included in the Evaluation of Complex Area Plans and Evaluation of School Level Academic Plans sections in section C.

Additional CAS Leadership conversations about the assessing and addressing the needs of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools included EBPS to close the achievement gaps for students with disabilities. Practices reported by leadership included establishing structures between schools to seamlessly transition students into, through, and out of services; making infrastructural changes for innovative use of Title I allocations; supporting students and teacher development through co-teaching within inclusive environments; transforming school climates through integration of school behavioral health services; facilitation of teacher collaboration practices; embedding research and development inquiry processes with regular faculty meeting agendas and conversations with administrators; and institutionalizing a student data driven lesson study process through the use of observations of teacher practice by instructional coaches.

To support the fidelity of EBP implementation statewide, principals in all 15 complex areas have been trained in the Danielson Framework to provide actionable feedback to teachers following observations. The existing support structure is conducive to increasing the focus on the fidelity of EBP implementation toward SiMR.

Complex Area Superintendents' Perceptions of Implementation Fidelity

Complex Area Superintendents were surveyed on their assessment of implementation fidelity within their respective complex areas. Using a scale of one to five, with one being "just started" and five being "fully implemented," the CAS were asked to rate each complex area's level of implementation. All CAS responded to the survey. Their ratings ranged from a low of two to a high of four. The mean rating was 2.97. For more information about implementation fidelity, see the discussion about walk-through observation templates in section C.

One CAS commented:

> We use evidence-based practices (MultiSensory Learning/Orton Gillingham, WonderWorks…). It is the way that they are utilized that keeps me from giving a 5. When not implemented with fidelity and as designed, we do not get the impact that these supports can offer. As a complex area, we are working on implementing with fidelity, correctly, and progress monitoring along the way.

Another CAS shared:

> We started [Orton Gillingham] training a year and a half ago while still needing to go deeper and targeted for SPED specifically. 98% of all [complex area] teachers [in] grades K, 1, 2 are trained; this should impact students across the board.

A third CAS clarified:

> The reason for the rating of 3 is because [complex area] has had a turnover of SPED teachers in the pre and lower elementary positions, and it has been a challenge to retrain the new teachers and to support the progress monitoring of the practices.

BOE Student Achievement Committee Presentations

Beginning in Fall 2017, monthly presentations have been made by complex areas to the Student Achievement Committee, State Board of Education (BOE). Each month, one complex area presents information about the implementation of special education programs within the complex area as well as how the schools are serving the diverse needs of their students. At the direction of the BOE, a standardized data sheet has been developed for 2018 presentations to share common data points. HIDOE is committed to continuing these public presentations about the supports and services provided for students with disabilities. Minutes of the presentations listed below are provided in Appendix H.

October 3, 2017

Office of Curriculum, Instruction and Student Support

Key topics: Overview of process, specially designed curriculum, IEP, LRE, inclusive practices, evidence-based strategies, direct instruction for reading, professional development and support of special education teachers, special education data, overview of special education task force program review, funding models, staff recruitment

https://lilinote.k12.hi.us/STATE/BOE/Minutes.nsf/7d59b00aff8d3cf50a2565cb00663e82/9cdec028dd375a490a2581d7006e5344?OpenDocument

November 7, 2017

Pearl City-Waipahu Complex Area

Key topics: EBPs, ninth grade transitions, inclusive practices, data-based decision, teacher collaboration, LRE, teacher training and recruitment, strategies, co-teaching, multi-sensory reading program, professional development

https://lilinote.k12.hi.us/STATE/BOE/Minutes.nsf/7d59b00aff8d3cf50a2565cb00663e82/81ea0b9b3baaa3a00a25821d0069317c?OpenDocument

December 5, 2017

Farrington-Kaiser-Kalani Complex Area

Key topics: EBPs, data driven decisions, achievement gap, inclusion, special education staffing, LRE, strategies

https://lilinote.k12.hi.us/STATE/BOE/Minutes.nsf/7d59b00aff8d3cf50a2565cb00663e82/f59c1512d74d39680a25822800056fbe?OpenDocument

This section about HIDOE's progress in implementing the SSIP discussed the continued commitment to the three improvement strategies reflecting continued alignment with the SSIP's Theory of Action as documented in previous Phases of the SSIP; how an array of community stakeholders are involved through school websites and Leading by Convening practices; the heightened attention to special education programs through a program review task force whose recommendations are expected to reinforce the implementation of planned SSIP activities; leadership assessments of EBP implementation, progress monitoring practices,

and perceptions of implementation fidelity; and shared examples of special education programs in three complex areas.

C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

    a. How evaluation measures align with the theory of action

    b. Data sources for each key measure

    c. Description of baseline data for key measures

    d. Data collection procedures and associated timelines

    e. [If applicable] Sampling procedures

    f. [If appropriate] Planned data comparisons

    g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

2. How the State has demonstrated progress and made modifications to the SSIP as necessary

    a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR

    b. Evidence of change to baseline data for key measures

    c. How data support changes that have been made to implementation and improvement strategies

    d. How data are informing next steps in the SSIP implementation

    e. How data support planned modifications to intended outcomes (including the SiMR)—rationale or justification for the changes or how data support that the SSIP is on the right path

3. Stakeholder involvement in the SSIP evaluation

    a. How stakeholders have been informed of the ongoing evaluation of the SSIP

    b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

Data on Implementation and Outcomes

As mentioned in section A, HIDOE transitioned to an evidence collection strategy for 2017 that relies on the review of pre-existing operational processes and documentation sources. The intent of this change in strategy was two-fold. First, use of the existing operational documents would reduce the collection and reporting burden on schools and complex areas, thereby increasing the availability of resources to focus on EBP implementation. Second, the existing

operational documents articulate the actual priorities of program implementation more conclusively than surveys or other self-reported data. In other words, the operational documents indicate the extent to which the state-level initiative is embedded in practice at the complex area and school levels. Documents reviewed included Complex Area Plans, samples of School Academic Plans, Complex Area IDEA Project Plans, and DES meeting agenda and minutes.

Complex Areas (15) were asked to submit documentation that demonstrated evidence-based practices and early literacy in special education. The Monitoring and Compliance Office verified the submissions. Evidence from all 15 Complex Area Schools was submitted from a wide variety of sources, such as: Academic Review Team minutes, RtI notes/plans, Professional Learning Community (PLC) minutes, meeting notes, observation protocol, teacher action plans, observation notes, complex and school level plans, and WASC reports.

Templates were submitted as proof of evidence-based practices. An example of a tool being used at the school level that demonstrated a focus on evidence-based practice was a classroom observation tool (see Appendix F).

Type of Evidence Based Practice	Source of Evidence (examples)	Number of Complex Areas Submitting Evidence
Professional Development (PD) at both school and complex level for teachers, administrators, and support staff	• Variety of PD at both school and complex level, for teachers, administrators and support staff • PD agendas • Sign in sheets • Meeting minutes • Presentation slide decks • Surveys	15 of 15
Intervention based practices: RtI, Academic Review Team (ART), Tutoring, Quarterly Progress Review,	• RtI minutes • Academic Financial Plans • WASC reports • SSIP Documentation	15 of 15
Use of Data: Walkthrough Protocols, Teacher Observations,	• CAS Learning walks • Walkthrough templates • Complex Action Plans • Walkthrough Data	15 of 15

Type of Evidence Based Practice	Source of Evidence (examples)	Number of Complex Areas Submitting Evidence
Use of Data: Student performance in English Language Arts, Math, formative assessments, summative assessments, data teams	• IDEA Projects • Part B/C • Data Team minutes	15 of 15
Collaboration: PLC for teachers, principals, CAS	• PLC minutes • PLC agendas	15 of 15

Early literacy strategies specific to special education were more challenging for schools to document in hard copy format. Evidence was primarily found in meeting minutes, academic and financial plans, and examples of event publications such as fliers, agendas and sign-in sheets. Although not consistently systematic, evidence does show that early literacy strategies, professional development, and assessments are being integrated with general education at both the school and complex levels affecting all students at all levels.

As an example of Early Literacy (Appendix I), see Focus Area 1: Early Childhood Learning Pre-K to Grade 3. Highlighted in the tactical report are providing opportunities for students and families to engage in early learning activities to promote kindergarten readiness and providing appropriate interventions to enable students to be reading proficient by grade 3. Goals are to increase the number of students enrolled in early learning programs and implementing *Footsteps to Brilliance.*

Type of Early Literacy in Special Education	Source of Evidence (examples)	Number of Complex Areas Submitting Evidence
Instructional programs/resources/supports	• Common Core State Standards • Wonders • Teaching Strategies GOLD • iReady • Footsteps to Brilliance • Project Based Learning (PBIS) • Orton-Gillingham	15 of 15

Type of Early Literacy in Special Education	Source of Evidence (examples)	Number of Complex Areas Submitting Evidence
Interventions, supports, tutoring	• Program Fliers • Budget proposals for tutoring funding • Academic Financial Plans	15 of 15
Induction, mentoring, training	• Project proposals • Academic Financial Plans	15 of 15
Family support, events, training	• Dr. Seuss Day • Read Across America • Family Literacy Night	15 of 15

A significant amount of evidence was submitted by all 15 complex areas. There is a need to track fidelity of implementation, impact on student achievement, and next steps to continue progress. All complex areas have plans and schools are required to submit Academic and Financial Plans that guide the school's decision-making processes.

Evaluation of 2016-17 Complex Individuals with Disabilities Education Act (IDEA) Projects

A review of 15 Complex Area IDEA Projects submitted for SSIP evaluation was conducted. Each project was inspected for Evidence-Based Practices (EBPs) Special Education (SPED) strategies and plans to integrate early literacy for students with disabilities.

Eleven out of the 15 complex area IDEA Projects included EBPs that support early literacy for students with disabilities. The term EBPs were synonymously used with the term "research-based practices." While mention of EBPs was included in 73% of IDEA Projects, 100% of the enabling activities included providing entry-level training of these EBPs to all levels of personnel (e.g., complex, administration, teachers, PPT, PTT, related service providers). Only five of the complex area IDEA Projects provided specific EBPs support of early literacy, which included: Edmark Curriculum, Reading Milestones Curriculum Bedrock Literacy & ASL Curriculum, Orton Gillingham Training, PART literacy strategy, and iReady. EBPs not specific to literacy included UDL/I and RtI.

Three of the complex area IDEA Project Plans included in-service and support to strengthen family-school partnerships. One of the three specified working with parents on a parent-training component, which will enable them to implement research-based programs, interventions, and strategies in the home and community settings.

Evaluation of Complex Area Plans

A review of 15 Complex Area Plans was conducted. The Complex Area Plan template is provided in Appendix J. Each plan was inspected for EBPs Special Education (SPED) strategies and plans to integrate early literacy for students with disabilities. The analysis considered EBPs generalized to affect change for all students. Excerpts from a sample Complex Area Plan demonstrating planning using EBPs for students with disabilities is included in Appendix K.

Planning in 12 of 15 complex areas (80%) included EBP SPED strategies in their Academic and Financial Plans. EBPs were not solely directed to the SPED population but were included to improve all student achievement. Detailed evidence of EBPs was limited in seven of the 12 plans containing EBPs. For example, "SPED department will ensure all elementary schools are addressing reading through Evidenced Based Practices as outlined in [complex area] SSIP." Several complex areas indicated precursory activities as found in "Provide PD to school administrators in analyzing data on reading and understanding evidence-based programming options to address reading needs." Many of the plans alluded to EBPs in the way of developing the knowledge of complex and school level leaders in select strategies. More than 50 examples of EBPs were identified (see Appendix L) across the 12 plans.

Three of 12 (20%) complex area plans included evidence of integrating EBPs that support early literacy for students with disabilities. No mention of early literacy was identified in 12 of the 15 submitted plans. Three complex area plans did provide evidence of integrating EBPs that support early literacy for students; however, the enabling activities listed were prefatory to EBP that directly support early literacy for students with disabilities. For example, one plan included "Provide opportunities for students and families to engage in early learning activities to promote Kindergarten readiness." Another complex plan provided more detail, "SPED RTs to have data analysis consultation session (myON) within the first quarter of the school year to determine baseline reading levels of targeted population (K-3) special needs students in the inclusive setting."

Evaluation of District Educational Specialist (DES) Meetings

A review of the DES meeting agendas and minutes was conducted to evaluate the extent to which DES PLCs documented the identification of EBPs to improve early literacy for students with disabilities as well as training and coaching schedules to support the implementation of EBPs.

There were eight DES meetings held during the 2016-2017 school year. Meetings were held during August, September, October, December, January, February, and in May. Overall, no specific mention was found in DES meeting agendas or minutes that support the identification of EBPs or training and coaching of EBPs to improve early literacy for students with disabilities. No evidence of EBP training and coaching schedules to support implementation of strategies to improve early literacy for students with disabilities was noted in the DES meeting agenda and minutes.

Evaluation of School Level Academic Plans

A sample of twenty-nine elementary school level academic plans across the 15 complex areas was reviewed. EBPs for literacy development were referenced in 26 (89.66%) of the academic plans. The depth of specificity and the range of activities varied substantially across the plans. Academic and school climate supports for students as well as professional learning communities, data teams, and other professional development for teachers were common strategies. Strategies for parent and community involvement were noted in 20 (68.97%) of the academic plans sampled.

Evaluation of Walk-through Observation Templates

A review of the sample walk-through observation templates was conducted. It was determined that 11 (73.33%) of the 15 complex areas provided templates that included categories or criteria potentially useful in assessing the fidelity of implementation of EBPs. Templates included categories for depth of knowledge, implementation of EBPs, higher order thinking and questioning strategies, student engagement, lesson alignment to learning targets, visible thinking, student interviews of self-directed learning, and differentiated strategies.
See, sample Classroom Observation Tool in Appendix F. As noted in section B, CAS assessed the level of implementation fidelity in their respective complex areas as on a scale of one to five.

Evaluation of Professional Development

To examine the extent of professional development and training statewide, course data from HIDOE's Professional Development Educate Empower Excel (PDE3) system were analyzed. Limitations of the data include non-specific position titles, absence of SiMR specific course type identifier tags, and data quality issues for non-credit courses (e.g., missing attendance rates or completers).

Participants

During the SY 2016-2017 reporting period, a total of 7,571 (N=7,571) educators in the State of Hawaii took advantage of one or more professional learning opportunities, related to special education and early literacy. The majority of these participants were teachers (N=5,785) and school officers (N=628).

Table 1. Total Participants
Total Number of Participants in All Professional Development (PD) Courses (e.g., Special Education, Early Literacy, etc.)

Staff Position	Number of Participants
Teachers	5785
School Officers	628
Complex Area Superintendents (CAS)	14

Education Officers	209
Other Staff	935
Total	**7571**

The State has prioritized efforts in training school staff in using evidence-based instructional practices (EBP) to improve early literacy of the students across all Complex Areas. The focus on providing professional learning opportunities to elementary teachers has resulted in improved opportunities for elementary staff to receive training in EBPs. Of the 7,571 teachers, 43% are teaching at the elementary level (N=3,277) and therefore, most likely to be directly affecting the SiMR. Figure 10 shows the breakdown of the percentage of elementary teachers by Complex Area.
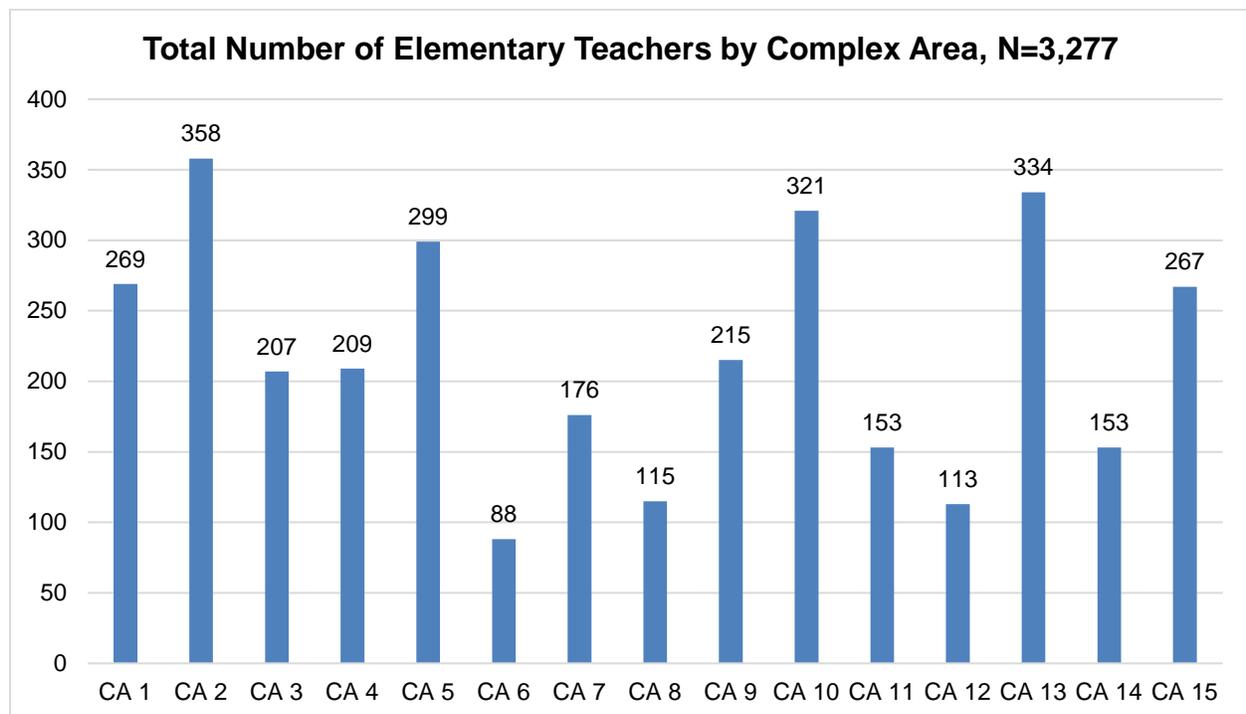
Figure 10. Total Number of Elementary School Teachers Participating in PD, SY 2016-2017

In addition to the emphasis on professional development for elementary school teachers, the State has focused on developing elementary school officers' capacity in the use of EBPs. In the SY 2016-2017, over half (57%) of all school officers who participated in professional development, were at the elementary level (N=360) (See Figure 11).

Total Number of Elementary School Officers by Complex Area, N=360
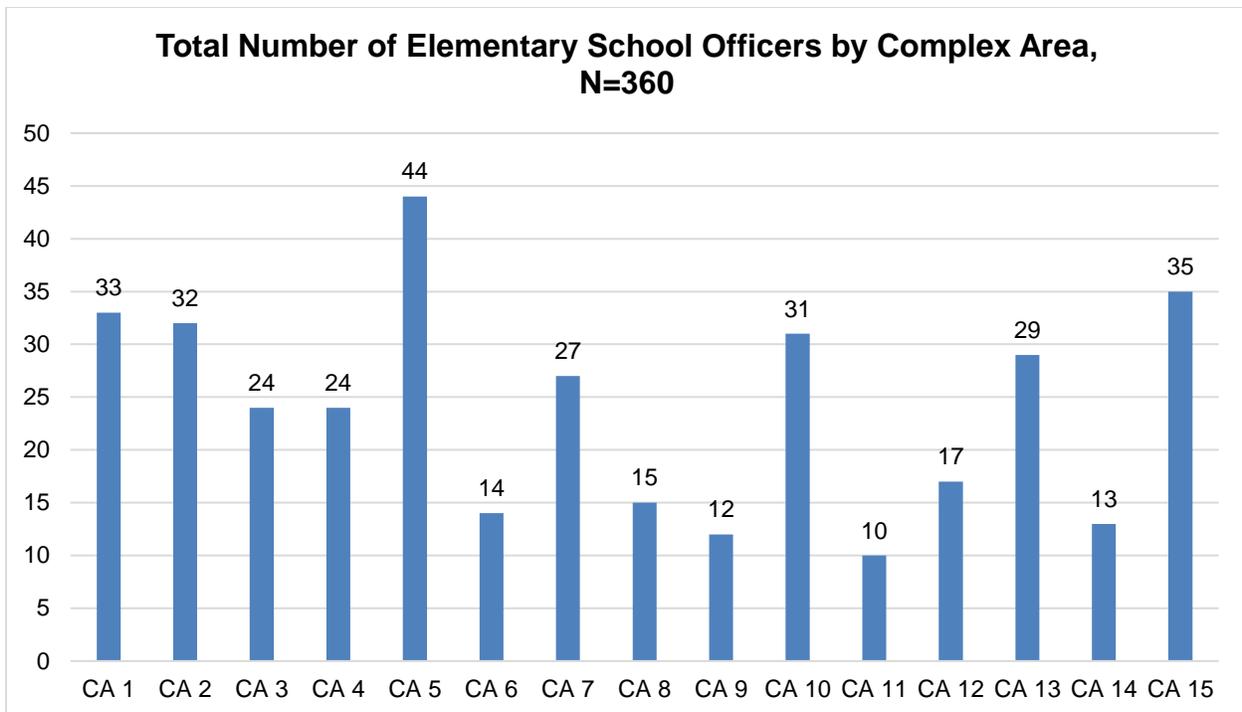
Figure 11. Total Number of Elementary School Officers Participating in PD, SY 2016-2017

As professional development participants often attended multiple events, the counts of participants by PD event is shown by complex area to represent the amount of training that occurred. Figure 12 represents a breakdown of overall counts for PD participants across the fifteen Complex Areas. The range of these counts is from 453 participant/event occurrences in one Complex Area to 2,114 in another.

Number of PD Participants by Complex Area* (N=18,162)
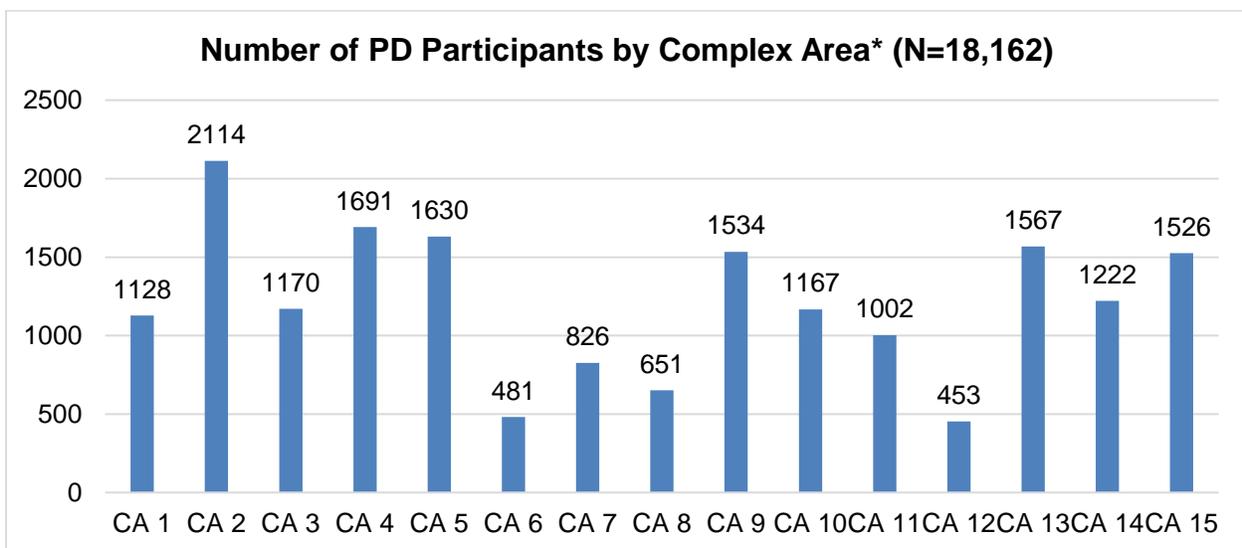
Figure 12. Counts of participant/event by Complex Area
* The figures include individuals attending multiple events.

PD Courses

During the SY 2016-2017, HIDOE staff were offered a total of 1,323 professional development courses, focused on supporting literacy instruction, especially at the elementary level. The professional development courses were aimed at supporting early literacy, special education, foundational reading (i.e., Print Concepts, Phonological Awareness, Phonics, Word Recognition, and Fluency), and evidence-based instructional strategies.

The areas of focus varied. The courses in this data set were filtered by content relevant to this analysis. Overall, the majority of the offered professional development courses (N=978) pertained to issues in special education, followed by courses in literacy (N=101), and other evidence-based practices (e.g., action research, instructional strategies, etc.). Figure 13 provides a breakdown by area of professional development.
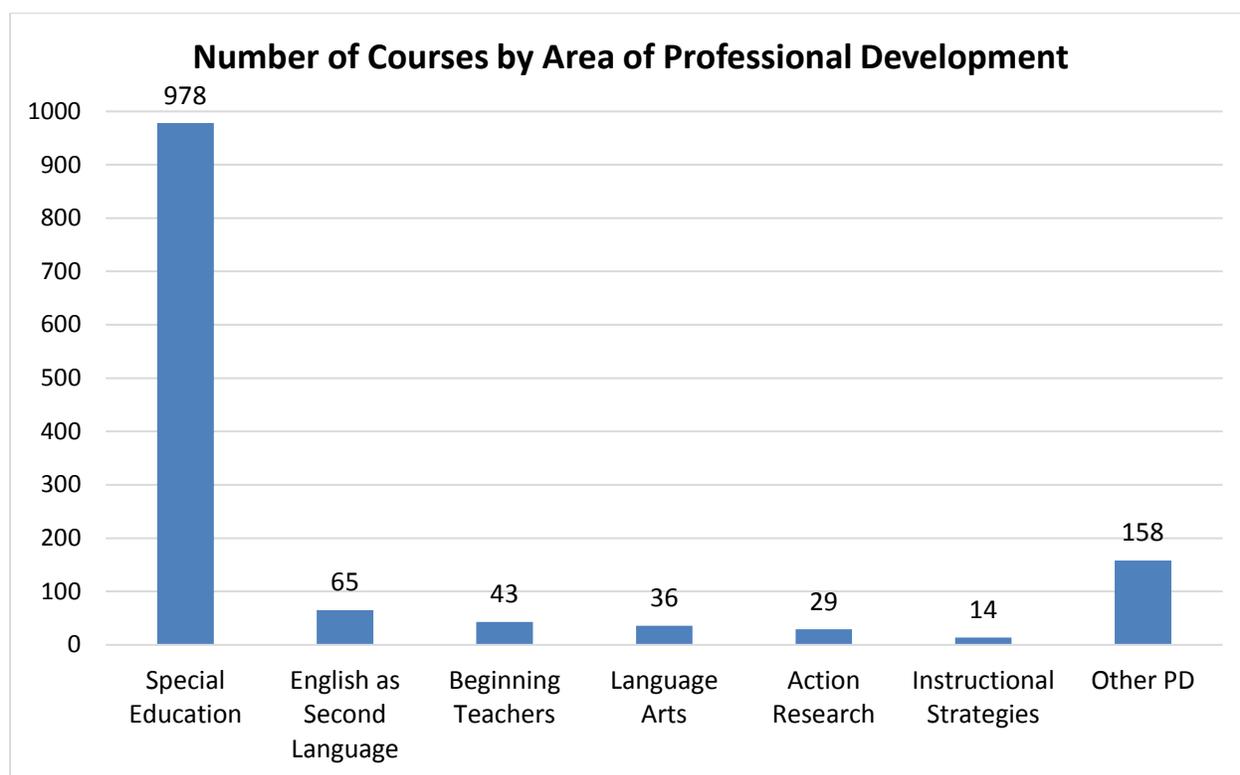
Figure 13. Number of Offered Courses by Area of Professional Development, SY 2016-2017

These professional development courses were sponsored at different levels and were aimed at developing professional expertise of various HIDOE professional groups. The majority of courses were sponsored at the complex area level (64%), followed by the state level (HIDOE and Office of Curriculum, Instruction and Student Support) with 21%. Close to 2% of the professional development courses (a relatively large number, given the staff involved), were sponsored by and for the complex area support team (CAST). Figure 14 provides a breakdown of the number of courses, by sponsoring group.

Percent Professional Development Courses (N=1323) by Sponsoring Group

Sponsoring Group	Percent
Windward	9.8%
School Level Trainings	0.8%
School Based Behavior Health	0.6%
Office of the Superintendent	0.2%
Office of Human Resources	0.6%
OCISS State	9.5%
Maui	8.1%
LEGACY PD	5.4%
Leeward	6.3%
Kauai	4.0%
Honolulu	14.4%
HIDOE	11.1%
Hawaii	17.3%
External Provider	3.1%
English Language Learners Support	1.7%
Educator Effectiveness System	1.4%
Educator Effectiveness EOs	0.3%
Central	3.7%
CAST	1.7%

Figure 14. Percent Professional Development Courses by Sponsoring Group, SY 2016-2017

Complex Area Support Team (CAST) professional development courses were organized at the complex area and regional levels. There were a total of 22 courses, including Special Education, English as a Second Language, Instructional Strategies, and Beginning Teachers, among others. There were 30 participating individuals attending CAST-sponsored courses.

At the complex area level, there were a total of 750 participating individuals, as per Table 2.

For further analysis, courses were grouped into four categories corresponding to HIDOE's theory of action: special education, early literacy, and evidence-based practices.

Special Education Courses

Special education courses were attended by 4,116 unique participants. Some of these participants attended multiple training events, adding up to a total of 6,143 participants by event occurrences. The largest group of participants in special education courses were teachers (N=4,623), followed by school officers (N=703).

Table 2. Participants by Region
Number of PD Participants in CAST Courses by Complex Area

Complex Area	Participants*
CA 1	3
CA 2	26
CA 3	20
CA 4	2
CA 5	135
CA 6	10
CA 7	4
CA 8	63
CA 9	0
CA 10	1
CA 11	213
CA 12	1
CA 13	110
CA 14	21
CA 15	141
Total	**750**

* The figures include individuals attending multiple events.

Table 3. Types of Participant in Special Education
Number of Special Education PD Participant by Staff Position

Staff Position	Total Number of Participants*
Teachers	4623
School Officers	703
Classified Staff	419
External Users	194
Education Officers	190
CAS	14
Total	**6143**

* The figures include individuals attending multiple events.

To better understand the level of special education training received by school staff in SY 2016-17, additional analyses were conducted. As a subset of the entire population, attending special education training, counts were calculated by complex area. The total number of participants, associated with specific complex areas (N=5,243) included teachers, Complex Area Superintendents, classified staff, educational officers, external users, and school level administrators. Figure 15 summarizes the overall participants by Complex Area and provides counts for teacher-participants as well.

Number of PD Participants by Complex Area*
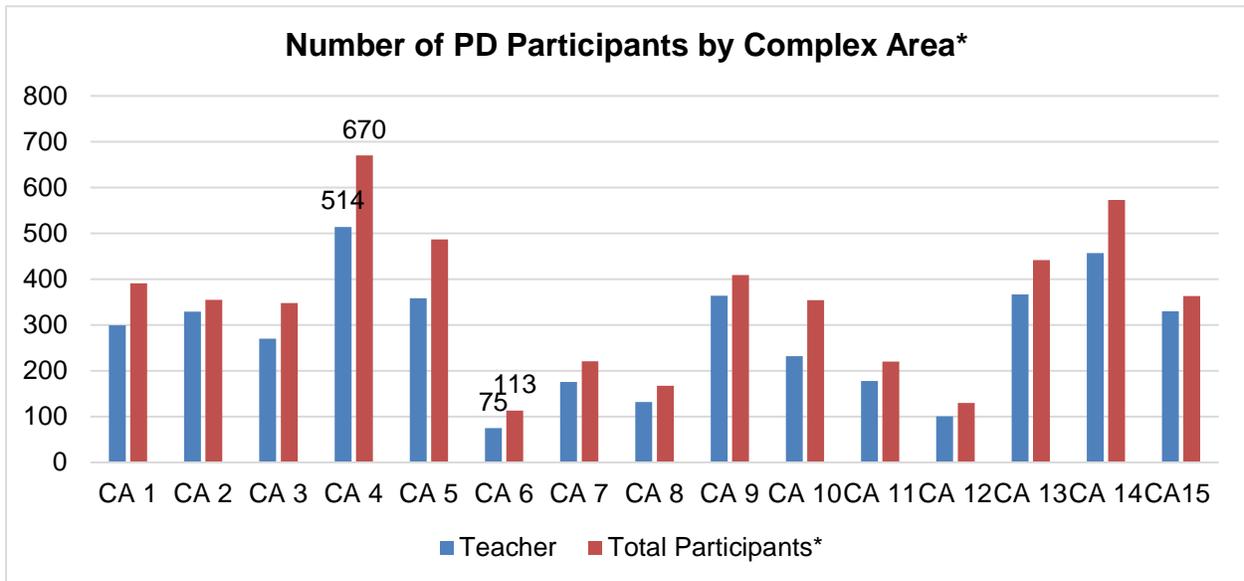
Figure 15. Special Education Participants by Complex Area (N=5,243)
* The figures include individuals attending multiple events.

Early Literacy

All staff (N=3645) involved with Early Literacy professional development at the elementary level by staff position are presented in Table 4.

Table 4. Types of Participant in Early Literacy
Number of Participants by Staff Position participating in Early Literacy PD Courses

Staff Position	Number of Participants*
Teacher	3270
External User	155
Education Officer	120
School Administrator	61
Classified Staff	34
Deactivated Staff	5
Total	**3645**

* The figures might be indicative of multiple individuals in multiple events.

The Early Literacy professional development participants at the complex area level were a total of 2,988, as per Figure 16:
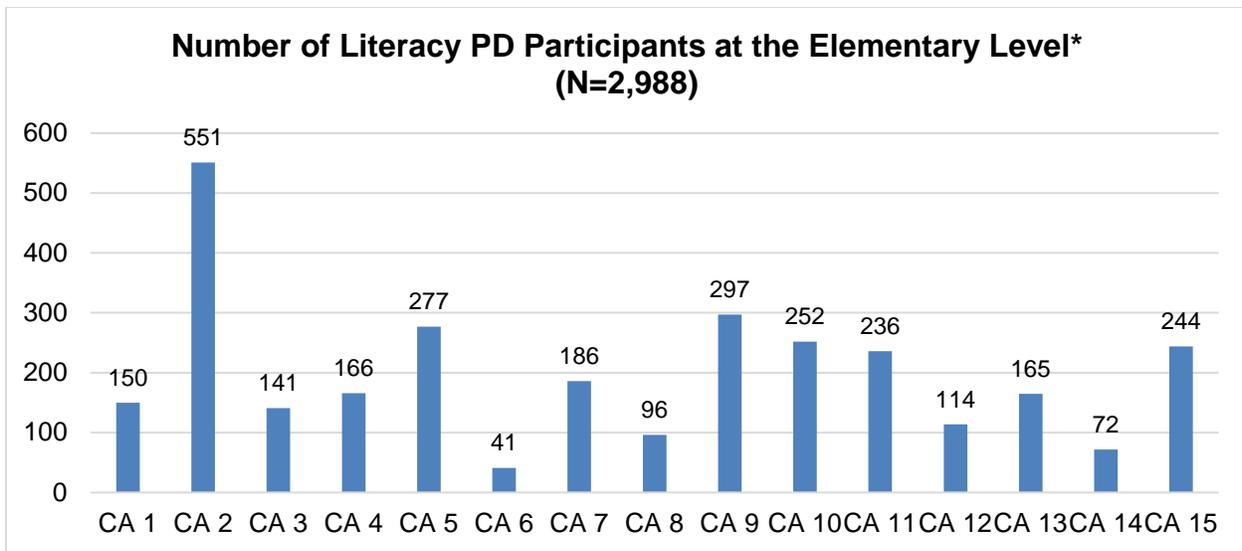
Figure 16. Number of PD Participants Early Literacy courses at the Elementary Level
* The figures include individuals attending multiple events.

Evidence Based Practices

Evidence-based practices account for about 7% of PDE3 professional development courses (Figure 13). HIDOE staff took advantage of a total of 43 courses for beginning teachers, 29 courses dedicated to action research, and 14 courses aimed at improving instructional strategies.

Elementary teachers were provided with opportunities to participate in the professional development courses aimed at improving staff expertise in EBPs. Specifically, training in action research was provided for elementary teachers in 14 of the 15 complex areas; professional development for beginning teachers was available for elementary teachers in nine of the 15 complex areas, and courses on instructional strategies were provided for elementary teachers in 13 of the 15 complex areas.

Evaluation of Stakeholder Involvement

School Quality Survey (SQS) – Statewide

Year	Parent Satisfaction Rate	Involvement/Engagement Rate	Parent Response Rate
2017	81.7%	81.0%	26.8%
2016	78.9%	79.6%	25.2%
2015	78.2%	79.5%	24.4%
2014	83.3%	83.3%	19.5%

In order to assess stakeholders' perceptions of satisfaction and involvement/engagement, HIDOE has conducted a School Quality Survey of parents, teachers and students since 2001. The data are reported by individual schools as well as at the state level. Because the survey responses are anonymous, the results cannot be disaggregated by any subgroup populations (e.g., special education); however, the survey provides a consistent measure parents' perceptions of school quality indicators. Information about the survey methodology and items is available at http://arch.k12.hi.us/school/sqs/sqs.html

Special Education Advisory Council Involvement

HIDOE has made a deliberate effort to move stakeholder involvement from the informing and networking levels of participation to the collaborating and transforming level of engagement. To establish a baseline for monitoring the progress toward the transforming level, stakeholders at a SEAC meeting completed the "Are You Managing or Engaging Your Stakeholders? – A Self-Assessment." The participants were asked to indicate two perceptions on a scale of one to ten (1 = low; 10 = high) for each of the six categories: Why do people engage? How do people engage? How do people communicate? What influences change? How do people meet challenges? Who can lead change? The first rating was their individual perceptions of "how it used to be", and the second was their "sense of optimism going forward." Responses were received from 18 participants, including SEAC members and public stakeholders. When the ratings were averaged, all six categories showed perceptions of stakeholder engagement are moving from the managing side toward the engaging side of the continuum. The greatest perceptional change was for the category of "How do people communicate?" which moved an average of 4.94 points along the continuum between Formal and Inclusive. The self-assessment tool and a summary of the results are provided in Appendix M.

In order to ascertain the extent of partnership for the next steps, SEAC members were asked to complete an anonymous online survey. Overall, the survey results were positive. The survey included one open response item and five items to score on a five-point scale. The items and results are below (Table 5). Eleven SEAC members responded to the survey.

> **What is your current perception of the partnership between SEAC and HIDOE?**

Responses included:

> "We're at the dating stage. Good vibes but uncertain commitment by the Department."

> "[This] is surface level partnership. I feel the HIDOE would like to run the [HI]DOE autonomously. The true partnership between SEAC and HIDOE can help to move the State beyond compliance procedures and into quality procedures."

"I see HIDOE being more transparent and willing to collaborate with SEAC. I believe SEAC wants to strengthen this partnership in order to better advocate for students receiving special education services."

"The partnership between SEAC and HIDOE has dramatically shifted in the positive direction. This newly defined and authentic partnering is exciting. Looking forward to co-creating work together!"

Table 5. Stakeholder survey results

Indicate your level of agreement on whether each of the following is an appropriate next step (1 = low, 5 = high)	1	2	3	4	5
Focus on recommendations of the Special Education Program Review Task Force.	0.00%	9.09%	0.00%	36.36%	54.55%
Explore the interaction between the SSIP and the 3 High Impact Strategies: School Design, Teacher Collaboration, and Student Voice.	0.00%	0.00%	18.18%	27.27%	54.55%
Continuing to strive toward Transformation Level implementation of Leading by Convening.	0.00%	0.00%	0.00%	27.27%	72.73%
Opportunities for leadership to learn and develop stakeholder engagement skills.	0.00%	0.00%	9.09%	36.36%	54.55%

Indicate your level of agreement on whether each of the following is an appropriate next step (1 = low, 5 = high)

Co-creating Products	1	2	3	4	5
What is your interest in SEAC and HIDOE co-creating products – such as infographics – for stakeholders?	0.00%	0.00%	9.09%	36.36%	54.55%

Section C provided data on the implementation and outcomes of HIDOE's SSIP including an explanation of the artifact collection process; reviews of IDEA project plans, complex area plans, DES meeting agendas and minutes, school academic plans, walk-through observation templates, participation in professional development courses, and stakeholders' self-assessments of engagement levels.

D. Data Quality Issues

    1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of the evaluation data

        a. Concern or limitations related to the quality or quantity of the data used to report progress or results

        b. Implications for assessing progress or results

        c. Plans for improving data quality

Data Quality Issues

As described in Phase III SSIP (submitted April, 2017), HIDOE continues to deal with significant and ongoing data quality issues. Although much progress has been accomplished in this regard, especially after transferring the SPP/APR reporting to the Monitoring and Compliance Office, this report is organized to track specific gains in improving data quality and addressing historic limitations, present in the State. These gains are represented in accordance to the National Center for Systemic Improvement (NCSI) framework for improving outcomes for children with disabilities, titled Wins and Hiccups: A Collaborative Implementation Problem-Solving Guide for SSIP teams (NCSI, 2017). As a major source of "hiccup" in previous years, HIDOE is committed to address data quality issues in the state, and to document and celebrate major "wins" in this respect. This report is organized around acknowledgement of specific gains, and articulation of needed improvements.

Data quality and access issues include:
- Limited common data elements across schools and complex areas particularly relevant to the evaluation of implementation fidelity,
- The qualitative nature of free text fields in the statewide electronic Comprehensive System of Student Support (eCSSS),
- The discretionary status for submissions of documentation and evidence limiting comparability, and
- The substantial variations in the depth and breadth of qualitative data submitted.

Data access and quality issues were identified in the Phase III Year 1 submission. HIDOE is evaluating alternative methods of data collection, such as the collection and use of existing planning and implementation support artifacts. For Phase III Year 3, HIDOE will refine and narrow the data collected to facilitate a more focused data collection and analysis process. Evidence sources are likely to include PDE3, complex area plans, IDEA Project plans, walk through templates and tools, agendas and minutes (e.g., PLN, BOE, SEAC meetings).

In order to increase the fidelity of implementation, build confidence in the data and better evaluate the implementation fidelity across the State, HIDOE seeks to improve the availability and consistency of implementation data. Agreeing to common elements in the walk-through templates, coupled with inter-rater calibration activities, would improve the data quality.

Currently, the standard participant evaluations for courses within PDE3 contain few items that gather information on perceptions of professional growth or likely implementation fidelity. HIDOE's access to customized course evaluations designed by course instructors is at the sole discretion of the instructor(s), so those evaluations have not been part of the regular PDE3 data collection. Protocols for or expectations of sharing customized course evaluations have neither been established nor communicated to course instructors. HIDOE will explore options for obtaining the de-identified or summary data of customized course evaluations of courses whose context is specifically relevant to the theory of action and SiMR data (e.g., early literacy strategies for students with disabilities or struggling readers courses). A potential barrier to obtaining these data are concerns that the information could or would be used for any personnel evaluation purposes; therefore, HIDOE would seek to develop protocols that limit the collection to de-identified and summary data in order to minimize the perceived risk to instructors, participants, and sponsoring agencies.

Section D reiterated the data quality issues surrounding the limitations of common data elements across qualitative data as well as access issues resulting from the potential of increased risk to the individual when requesting or reviewing implementation fidelity data or artifacts.

Progress Toward Achieving Intended Improvements

HIDOE experienced substantial changes in executive leadership positions during 2017 (See Appendix A). The instability of leadership positions during the transition period affected HIDOE operations. However, section A provides a discussion of how these changes and challenges - including the Superintendent's three high impact strategies and the Special Education Program Review Task Force - represent movement toward achieving the intended improvements.

See section A discussions on PLNs and walk-through observation templates.

A Bright Spot

As highlighted in the HIDOE web post entitled *'Yes, let's do it' is the mantra at Keaʻau Elementary*, Hawaii's schools are embracing new ideas backed by EBPs:

> [Keaʻau Elementary] launched Action Research in Education this year to help stir teacher leadership in designing effective lessons that resonate for Keaʻau's students, but which are backed by inquiry, research and results. A sample of efforts under way:
>
> - Kindergarten teacher Blake Ann Antida is trying new curricula based on dinosaurs. Observationally, it's well suited for students at a range of learning levels: the more proficient are learning and using terms like "herbivore" and "predator," and others who are still learning words and letters are engaged and the joy of learning is there because of the subject matter.
> - Vice Principal Jason Britt is developing a project in tandem with the school's Team Resilience, identifying practices to build trauma awareness, empathy, and mindfulness. He's gathering data from their students to help design

professional development with Team Resilience for the teachers and staff to create whole child learning environments that are informed by conditions in the community, which is high poverty and high needs.

- Special education inclusion teacher Lynn Nagata is documenting the effects of "Brain Breaks" on her students' learning and well-being — taking them outside, doing rounds of jumping jacks, making movement a regular part of class.

A handful of educators were ready to take risks while others watch and ask questions, [Principal] Blaber said, and she expects that will continue while trust is built.

"My message to teachers is: You have the power to transform the lives of the kids in your classroom. You don't have to ask if I'm going to like it. You do have to ask, how is this going to change the learning in a positive, optimal way for students?" Blaber said. "But I can't just say all that and then close the door to my office. I have to model it, I have to teach, they have to see me taking the risk. I'm going to keep making mistakes, and I'm going to share them with you so we can learn together from them."

This has been key in helping those first teachers take the leap, Alcain said. "She's building with us — incorporating student voice, teaching alongside teachers, hosting Socratic Seminars with students. She'll jump into classrooms to select student exemplar work, talk about what their goals are."

[Teacher] Kelly added that the Action Research Hui, with the principal's guidance and modeling, is providing the framework teachers need to work within so there's organization behind the drive to try new things, not a free for all.

"It gives us the flexibility to try the things we know have great promise for kids while documenting whether they're effective for our kids," Kelly said.

Another excerpt from the same post highlights literacy development through professional learning communities:

There's also a literacy push that applies to more than the students. In addition to monthly literacy reviews to track student progress, a literacy night has been created to showcase student learning and pull in parents and the community, including Kea'au High students who read to students (see post above). Blaber also encourages teachers to read books on promising new educational trends in order to have open discussions with their colleagues and share ideas.

"The expectations we have of students she also puts on us," Alcain said. "We can read whatever we want based on our school's focus areas: differentiation, place-

based learning, multicultural education. It's improving our collaboration in our PLCs (professional learning communities, teams within schools grouped by subject, grade or other similar demographic). This empowers educators to become learners and value multiple perspectives with regards to professional development. We're sharing more now."

The entire web post is available at: http://www.hawaiipublicschools.org/VisionForSuccess/SuccessStories/TeachersAndPrinc ipals/Pages/Keaau-El-mantra.aspx

Objectives

Changes to Infrastructure to Achieve SiMR: State Professional Learning Communities (PLC)
State Objectives
- Intermediate Objective: Continued integration of the SPED strategy expert into CAST PLC to review data and identify SPED student needs. Long-Term Objective**:** Formalize PLC for CAS, DES and CAST (PLN) focused on identifying and scaling up EBPs for advancing achievement of all students with disabilities and in particular, improving early literacy of students with SLD, OHD and SoL.
    - HIDOE has met the intermediate and is progressing to meet the long-term objective.
- Intermediate Objective: DES PLC focuses on identification and implementation of EBPs to improve early literacy for SPED students. Long-Term Objective**:** Build capacity of CAS and CAIT to provide training and coaching of school administrators and staff on EBPs to advance the provision of EBPs in schools.
    - HIDOE is in progress to meet the intermediate and long-term objective; a Plan-Do-Study-Act (PDSA) strategy to meet these objectives is underway.
- Intermediate Objective: CAS PLC identifies the resources and supports needed by the Complex Areas to implement EBPs to improve the early literacy of SPED students. Long-Term Objective**:** N/A
    - HIDOE has met the intermediate objective.

Complex Area Objectives
- Intermediate Objective: Continued integration of the SPED strategy expert to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students. Long-Term Objective**:** CAS establishes and routinely convenes CAIT to address implementation of CA Plan and continues to facilitate alignment between/among programs.
    - HIDOE has met the intermediate and is progressing to meet the long-term objective.
- Intermediate Objective: Addition of other CA staff to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students. Long-Term Objective**:** CAIT members establish routines to collaborate, plan, and train and coach

school staff on EBPs that improve early literacy for SPED students using specific strategies for SPED students and general strategies that advance performance of all ESEA subgroups.

- o HIDOE has met the intermediate and is progressing to meet the long-term objective.

Changes in Educational Practice to Achieve SiMR: State-Level Resources

State Objectives

- Intermediate Objective: OCISS develops EBPs that support early literacy for SPED students. Long-Term Objective**:** Utilize PLCs, and other feedback loops to obtain information regarding the resources the CAS need to adopt, implement, and sustain EBPs that advance achievement of SPED students, and in particular, improving literacy of students with SLD, OHD, and SoL.
  - o HIDOE has met the intermediate and is progressing to meet the long-term objective.
- Intermediate Objective: OCISS offers training and coaching of EBPs to build the capacity of the CAST. Long-Term Objective**:** Identify and make available for use by the CAS, CAIT, and other CA staff, EBPs regarding special education strategies, early literacy, and each of the strategies within the Six Priority Strategies that advance achievement of SPED students, and in particular, improving literacy of students with SLD, OHD, and SoL.
  - o HIDOE has met the intermediate and is progressing to meet the long-term objective.

Complex Area Objectives

- Intermediate Objective: CAS and CAIT members attend respective PLCs to gather information and gain knowledge on EBP. Long-Term Objective**:** Complex area planning integrates EBPs that improve early literacy for SPED students using specific strategies for SPED students into planning of general strategies that improve the performance of all ESEA subgroups through collaborative planning with other federal programs (e.g., ESSA) to create alignment and integration with all complex area initiatives.
  - o HIDOE has met the intermediate and is progressing to meet the long-term objective.
- Intermediate Objective: N/A. Long-Term Objective**:** Maintain accountability routine through quarterly Deputy stocktakes to evaluate effectiveness of Complex Area Plan and identify bright spots for scaling-up statewide and barriers requiring state intervention for implementation fidelity.
  - o HIDOE is progressing to meet the long-term objective.
- Intermediate Objective: Deputy or Deputy's designee(s) identify required elements of complex area plans for inclusion in planning templates, protocols, and evaluation(s) of the Complex Area plan to integrate EBPs that support early literacy for SPED students into Complex Area planning. Long-Term Objective**:** Teachers continue to receive ongoing PD on EBPs as appropriate.
  - o HIDOE has met the intermediate and is progressing to meet the long-term objective.

- Intermediate Objective: Deputy stocktakes to evaluate effectiveness of Complex Area Plan by identifying areas of strength, and modifications or State supports necessary to improve implementation or effectiveness of EBPs. Long-Term Objective: Teachers continue to use EBPs with fidelity.
  - HIDOE has met the intermediate and is progressing to meet the long-term objective.
- Intermediate Objective: Provide PD on EBPs. Long-Term Objective: Student progress monitored on a regular basis.
  - HIDOE has met the intermediate and is progressing to meet the long-term objective.
- Intermediate Objective: Provide PD on fidelity of EBPs. Long-Term Objective: N/A
  - HIDOE has met the intermediate objective.
- Intermediate Objective: Increase in the percentage of teachers implementing EBPs. Long-Term Objective: N/A
  - HIDOE has met the intermediate objective.

Changes in Implementation and Effectiveness of the Strategy to Engage Stakeholders
State Objectives

- Intermediate Objective: Convene relevant stakeholders to identify issue(s) and products or initiatives to develop or support through engagement activities to improve SiMR. Long-Term Objective: Implementation of the initiative or support provided to improve SiMR.
  - HIDOE is in progress to meet the intermediate and long-term objectives; a PDSA strategy to meet these objectives is underway.
- Intermediate Objective: Convene relevant stakeholders to identify issue(s) and products or initiatives to develop or support through engagement activities to improve SiMR. Long-Term Objective: N/A
  - HIDOE has met the intermediate objective.
- Intermediate Objective: Identify tools to measure progress towards meeting SiMR, and tools to measure progress towards implementing the determined product or initiative. Long-Term Objective: Conduct evaluation of the initiative or support. Report to Deputy and AS regarding progress towards outcomes and objectives. Make recommendations to Deputy and AS regarding changes.
  - HIDOE has met the intermediate and is progressing to meet the long-term objective.
- Intermediate Objective: Identify tools to measure progress to determine fidelity of engagement. Long-Term Objective: Revise implementation of the initiative or support or revise the strategy altogether based upon Deputy and AS decision.
  - HIDOE has met the intermediate and is progressing to meet the long-term objective.

Complex Area Objectives

- <u>Intermediate Objective</u>: Tools related to support fidelity of implementation are selected. <u>Long-Term Objective</u>**:** The percentage of teachers implementing EBPs with fidelity increases.
    - o HIDOE has met the intermediate and is progressing to meet the long-term objective.
- <u>Intermediate Objective</u>: Coaching and support system developed. <u>Long-Term Objective</u>**:** Ongoing assistance to teachers related to coaching and support.
    - o HIDOE has met the intermediate and is progressing to meet the long-term objective.
- <u>Intermediate Objective</u>: Complex Areas update stakeholders concerning the relationship between the ESSA, State Strategic Plan and SSIP. <u>Long-Term Objective</u>**:** Stakeholders are actively communicating and problem solving issues to reach consensus.
    - o HIDOE has met the intermediate and is progressing to meet the long-term objective.
- <u>Intermediate Objective</u>: Convene stakeholders to determine the Early Literacy needs of elementary teachers and students and plan professional development. <u>Long-Term Objective</u>**:** Stakeholders review and revise professional development plans in response to progress monitoring and professional development evaluations.
    - o HIDOE has met the intermediate and is progressing to meet the long-term objective.
- <u>Intermediate Objective</u>: Stakeholders convene to identify processes and tools to measure progress towards Early Literacy. <u>Long-Term Objective</u>**:** Stakeholders use processes and tools to improve instructional practices towards Early Literacy.
    - o HIDOE has met the intermediate and is progressing to meet the long-term objective.
- <u>Intermediate Objective</u>: Stakeholders convene to monitor progress. <u>Long-Term Objective</u>**:** Routine progress monitoring drives instruction.
    - o HIDOE has met the intermediate and is progressing to meet the long-term objective.

Hawaii's SiMR in Relation to Targets

Year	Target	SiMR	OHD, SLD, SoL Number tested
2016-2017	20%	9.08%	1,960
2015-2016	11%	9.56%	1,907
2014-2015	Baseline	8.33%	1,824

See Appendix N: SiMR Data Tables for additional data.

A review of the complex area level data indicated that no complex area met the 20% reading proficiency target for the SiMR population in SY 2016-17. One complex area met the target for 3rd grade reading proficiency; however, the combined 3rd and 4th grade reading proficiency was

at 15.7%. The range of SiMR reading proficiency rates across the 15 complex areas was from 1.1% to 15.7% with a median of 8.1%.

When the data were disaggregated by individual schools, 35.26% of the eligible schools (i.e., elementary schools with two or more data points) show higher percentages of SiMR reading proficiency in SY 2016-17 than in SY 2014-15. Twelve of the eligible schools showed increases in the SiMR reading proficiency each year between SY 2014-15 and SY 2016-17. It should be noted that in some schools the student SiMR populations were very small or experienced substantial fluctuation in counts during the same period; however, the data suggest that these 12 "bright spot" schools could provide case studies of replicable practices. The bright spot schools were distributed across seven complex areas, plus one charter school. The greatest number of bright spot schools in a single complex area was three. These bright spots can be excellent sources to learn what strategies have been successful locally in order to support schools who are struggling in this area.

HIDOE's progress toward achieving the intended outcomes was illustrated through a "bright spot" school, the current status of HIDOE's intermediate and long-term objectives, and a discussion of the 2016-17 SiMR results and targets.

F. Plans for Next Year

    1. Additional activities to be implemented next year, with timeline

    2. Planned evaluation activities including data collection, measures, and expected outcomes

    3. Anticipated barriers and steps to address those barriers

    4. The State describes any needs for additional support and/or technical assistance

Plans for Next Year

As the implementation of Hawaii's SSIP moves forward, HIDOE is assessing the alignment of planned actions to the SSIP theory of action, goals, and outcomes based on the Special Education Program Review Task Force's recommendations and the Superintendent's lenses of school design, teacher collaboration, and student voice for SY 2018-19.

Framework
Under the guidance of Superintendent Kishimoto, HIDOE's learning organization has three hierarchical layers. At the foundational level is the teaching and learning core with a focus on equity and excellence in core curriculum and supports. Innovating in the support of the core through new strategies and systems for delivering teaching and learning is the second layer. The capstone facilitates a pipeline of emerging ideas to prepare for emerging trends, advancements and changes that impact education. At this level, ideas are tried and vetted by schools and teams to ascertain which advance to support the core.

As illustrated in Appendix D, the Superintendent has unveiled three high impact strategies for improvement. Special Education is prominent within the School Design strategy. Complex area and school leadership have been given the charge to reflect upon whether every aspect of their respective school's structures, themes, pedagogical approaches, resources, partners, and school days is designed for students. The guided reflection includes four lenses: Core Values and Mindset; Curriculum and Learning Design; Infrastructure; and Student Learning Products and Voice.

HAWAI'I DOE
Learning Organization

Pipeline of Emerging Ideas

To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams; some will advance to support the core.

Pilot Projects | Design Thinking

Innovating in Support of the Core

New strategies and systems for delivering Teaching & Learning.

SCHOOL DESIGN | STUDENT VOICE

Teaching & Learning Core

Focus: equity and excellence in core curriculum and supports.

Equity | Excellence

Created Nov. 27, 2017
http://bit.ly/HiDOELearnOrg

Core Values & Mindset | Curriculum & Learning Design

Student Learning Products & Voice | Infrastructure

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Core Values and Mindset

The evaluation of a school model requires consideration of both internal school culture and external community context. These include clarity of leadership vision, clarity of school purpose, core beliefs and assumptions that drive decision-making, community values and traditions, community resources and availability of local partnerships, and community engagement approaches. The perceptions students have about themselves, their peers, as well

as what they believe to be the perceptions of adults about the capabilities of the students support the inclusion of student voice in the evaluations.

Curriculum and Learning Design

After examining core values and assumptions, instructional structure is next. This includes the priority given to the core work of teaching and learning, the quality of curriculum, and the access and support structures that allow all students to engage in learning through the core curriculum design. Within this lens is the consideration of how time is allocated for teachers to collaborate on designing curriculum, identifying quality curriculum materials, and learning design embedded with rigor.

Infrastructure

The infrastructure in place brings the instructional design to life. Consideration of assumptions of practice include time priorities, technology, materials and resource selection, student groupings, definitions of instructional spaces, classroom design, teacher teams, professional development, decision-making processes, governance and community, and parental engagement.

Student Learning Products and Voice

There is no better assessment of the quality of a school's design than to examine the learning products created by students and to hear what students have to say about how they are engaged in learning. At the end of the day, the curriculum is only as good as the engagement of the students in rigorous, meaningful learning where they can apply their learning, test their ideas, think critically and design creatively and collaboratively. School leaders are tasked with examining the ways in which student voice and choice are embedded assumptions within their respective school models.

In September 2017, a program review task force of stakeholders was created to review data and information, draft findings, and make recommends to the Superintendent by May 2018. The Special Education Program Review Task Force Summative Report template is provided in Appendix O. Utilizing the recommendations from the Special Education Program Review Task Force, the Superintendent will define the specific systemic actions to support the needs of students with disabilities for implementation in School Year (SY) 2018-2019.

Next Steps to Address Objectives of Concern

- <u>Intermediate Objective</u>: DES PLC focuses on identification and implementation of EBPs to improve early literacy for SPED students. <u>Long-Term Objective</u>: Build capacity of CAS and CAIT to provide training and coaching of school administrators and staff on EBPs to advance the provision of EBPs in schools.
- <u>Intermediate Objective</u>: Convene relevant stakeholders to identify issue(s) and products or initiatives to develop or support through engagement activities to improve SiMR. <u>Long-Term Objective</u>: Implementation of the initiative or support provided to improve SiMR.

The next steps to address these objectives are to:
- Review current IEPS to ensure services are being provided to students;
- Establish a cyclical evaluation of the implementation quality on behalf of the students;
- Support the Special Education Program Review Task Force in completing their review and recommendations;
- Dialogue with constituent groups to understand and identify implementation challenges; and
- Work with unions to ensure implementation expectations are clearly articulated to mitigate any implementation breakdowns.

Some of the evidence – particularly evidence pertaining to fidelity of implementation – is most effectively collected through observations or site visits. HIDOE will leverage SEA resources and establish a schedule to conduct site visits to document case studies of EBP implementation fidelity for reporting in Phase III Year 3.

Leading by Convening

Through the Leading by Convening process, a commitment has been made by SEAC and HIDOE state level staff to co-create infographics within complex areas to highlight the SSIP, to further engage their stakeholders in the implementation of the SSIP and when appropriate explain complex concepts in easily accessible terms for parents and other community stakeholders.

During 2018, HIDOE will continue to use the Leading by Convening model to engage stakeholders in the process to update and clarify how the three high impact strategies align to the strands (Figure 2). In that process, the guiding question for all stakeholders will be: How does our work contribute to ensuring that all students have access to quality education and preparation for college, career and community success?

HIDOE's guiding questions for the SSIP for Phase III Year 3 and beyond include: (1) How will the HIDOE team engage in targeted work around the three high impact strategies to ensure students with disabilities have access to quality education and preparation for college, career and community success?; and (2) How can the SSIP's Theory of Action reflect these strategies, including the what, how, and why?

Harwood Institute

As part of advancing the goals of the SSIP, HIDOE leadership recognizes the importance of strategies, tools, and relationships that deepen their professional practice and support new conditions that shift a culture towards innovation and transformation. Nurturing the professional capacity of instructional leaders alongside a culture of learning and innovation are critical, contributing factors in transforming an education system that continues to positively affect student learning.

With consultation from the Harwood Institute, a three-pronged systematic approach that builds capacity of leading and nurturing a culture of learning and innovation emerged: the Harwood

Lab, a subsequent coaching component, and a CAS-led community of practice. These efforts – originated in February 2018 – and initially focuses at the state and complex area levels and includes the Superintendent's Cabinet, select Directors and all 15 Complex Area Superintendents.

Founded in 1988, the Harwood Institute for Public Innovation is an independent nonprofit that teaches, coaches and inspires people and organizations to solve pressing problems and change how communities work together. The Public Innovator Lab is an intensive, active, two and a half day training designed to lead learning teams engaged in addressing community challenges through real scenarios and challenges. Kamehameha Schools, Hawaiian Electric Company, and HIDOE collaborated to hold a Public Innovator's Lab in February 2018.

Building capacity for key HIDOE leaders at all levels to shift professional practice and create a culture that allows others to shift accordingly is an important step to sustainably impacting student learning.

HIDOE's plans for next year include the realization of Dr. Kishimoto's vision of a learning organization through a school design lens; action based on the recommendations from the Special Education Program Review Task Force; focus on the next steps to address all long-term goals; using the Leading by Convening process to co-create infographics for stakeholders; and build the capacity of individuals in leadership roles to attain transformational stakeholder engagement levels. All of which support the HIDOE's theory of action and implementation of SSIP activities.

Appendices

Appendix A: Executive Leadership

HIDOE experienced substantial changes in executive leadership positions during 2017.

- Three individuals served in the role of Superintendent: Superintendent Kathryn Matayoshi, January-June; Interim Superintendent Keith Hayashi, July; and Superintendent Christina Kishimoto, August-Present.

- Four individuals served as Deputy Superintendent: Deputy Stephen Schatz, January-February; Acting Deputy Keith Hayashi, March-June; Acting Deputy Amy Kunz, July-August; and Deputy Phyllis Unebasami, September- Present.

- Three individuals served as Assistant Superintendent, Office of Strategy, Innovation and Performance: Assistant Superintendent Tammi Chun, January-July; Acting Assistant Superintendent Phyllis Unebasami, August-September; Interim Assistant Superintendent Rodney Luke, October- Present.

- Three individuals served as Assistant Superintendent, Office of Information Technology Services: Assistant Superintendent Clyde Sonobe, January-June; Acting Superintendent Christine Shaw, July-September; Assistant Superintendent Brook Conner, October-Present.

- Three individuals served as Assistant Superintendent, Office of Human Resources and Talent Management: Assistant Superintendent Barbara Krieg, January-October; Acting Superintendent Erin Warner, November; Assistant Superintendent Cynthia Covell, November- Present

- Three complex areas had two Complex Area Superintendents each.

Appendix B: Special Education Program Review Task Force

Convened Special Education Program Review Task Force.

Membership includes:
- one (1) Complex Area Superintendent;
- one (1) Office of Strategy, Innovation and Performance staff;
- two (2) Hawaii Government Employees Association members;
- two (2) Hawaii State Teachers Association members;
- three (3) Office of Curriculum Instruction and Student Support staff;
- two (2) Office of the Superintendent employees;
- five (5) Principals;
- one (1) Special Education Advisory Council member;
- four (4) teachers;
- one (1) University of Hawaii faculty member.

Meeting Dates:
- November 7, 2017
- November 21, 2017
- December 14, 2017
- January 16, 2018
- February 8, 2018
- February 23, 2018
- March 8, 2018
- March 29, 2018
- April 9, 2018
- April 23, 2018
- May 1, 2018

Subcommittees:
- Continuum of Services
- Building Staff Capacity
- Resource Allocation

Appendix C: Na Hopena Aʻo

Reflective of Hawaii's cultural dynamics, the three goals are built on the foundation of the Na Hopena Aʻo or HĀ framework – a set of six outcomes that are firmly rooted in Hawaii. These six-outcomes contain values that are universal to all cultures. Educating students in an environment of HĀ adds value to and strengthens each and every person who engages over the course of a learning journey. The HĀ framework has been identified as a model for developing, promoting and supporting an inclusive educational environment for all students.

Policy E-3: Nā Hopena Aʻo (HĀ)

Nā Hopena Aʻo ("HĀ") is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawaii. The Department of Education works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawaii ("BREATH") in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawaii and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.

The following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

Rationale:
The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social-emotional well-being of all our students to the fullest potential.

[*Approved: 06/16/15*]

The HĀ Philosophy

HĀ is a set of six outcomes that are firmly rooted in Hawai'i. These six-outcomes contain values that are universal to all cultures. Educating students in an environment of HĀ will add value to and strengthen each and every person who engages over the course a learning journey. Department faculty and staff should also be models of behaviors that direct students to what these outcomes might look like in practice. Those who are moved by the goals and intentions of HĀ are encouraged to use it in their every day practice. OHE would welcome any mo'olelo (stories) of best practices and successes that you would like to share as we plan forward.

Nā Hopena A'o ("HĀ") Statements Document
Six outcomes to be strengthened in every student over the course of their K-12 learning journey.

http://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf

Hopena
End goals, the result of an action

A'o
Learning and teaching

More HA resources:
http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA.aspx

Appendix D: Hawaii State Department of Education Implementation Plan 2017-2020

HAWAI'I STATE DEPARTMENT OF EDUCATION IMPLEMENTATION PLAN 2017-2020
State Superintendent Dr. Christina M. Kishimoto

STRATEGIC PLANNING   STRATEGIC THINKING   STRATEGIC ACTION

To advance the goals of the Strategic Plan, the HIDOE team will engage in targeted work around three high impact strategies.

SCHOOL DESIGN

TEACHER COLLABORATION

NĀ HOPENA A'O

GOAL 3
Successful Systems of Support

GOAL 2
Staff Success

GOAL 1
Student Success

STUDENT VOICE

School Design
The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, in their learning environment, and in powerful applied learning practices aligned to college and careers.

HIGH LEVERAGE ACTION ITEMS

CONDITIONS FOR SUCCESS
Community engagement
Monitor data dashboards
21st Century school facilities
Clarity of funding needs
PD organized by priorities
Align legislative priorities
Internal communications plan

TASK FORCES
Special Education
English Language Services

BUDGET MODELING PRIORITIES
School design grants
Pre-K funding
Special Education fund utilization
EL funding needs

TALENT MANAGEMENT
Adopt TM approach
Aspirant CAS program

1. Define school empowerment & accountability structure; embed into leadership training.
2. Map school design models by complex area; identify model schools; overlay economic development opportunities.
3. Define career pathways; advance C2C partnership; expand Early Childhood Education/Advanced Placement/Career & Technical Ed; leverage community engagement.
4. Define/expand language acquisition approach: English Learners (EL), biliteracy, dual language, Hawaiian language.
5. Create 5-year technology plan to support school models and system efficiencies.
6. Evaluate and define special education program approach and EL program approach.
7. Define/deliver quality college and career pathway counseling/transition advisory supports.
8. Identify, support and restructure low performing schools using shared empowerment (CSI & TSI).
9. Create Pre-K expansion plan; focus on low socioeconomic areas; identify multiple models for early readiness.
10. Develop 3-year leadership development plan; focus on school models, student voice, community engagement, innovation.

HAWAI'I STATE DEPARTMENT OF EDUCATION IMPLEMENTATION PLAN 2017-2020

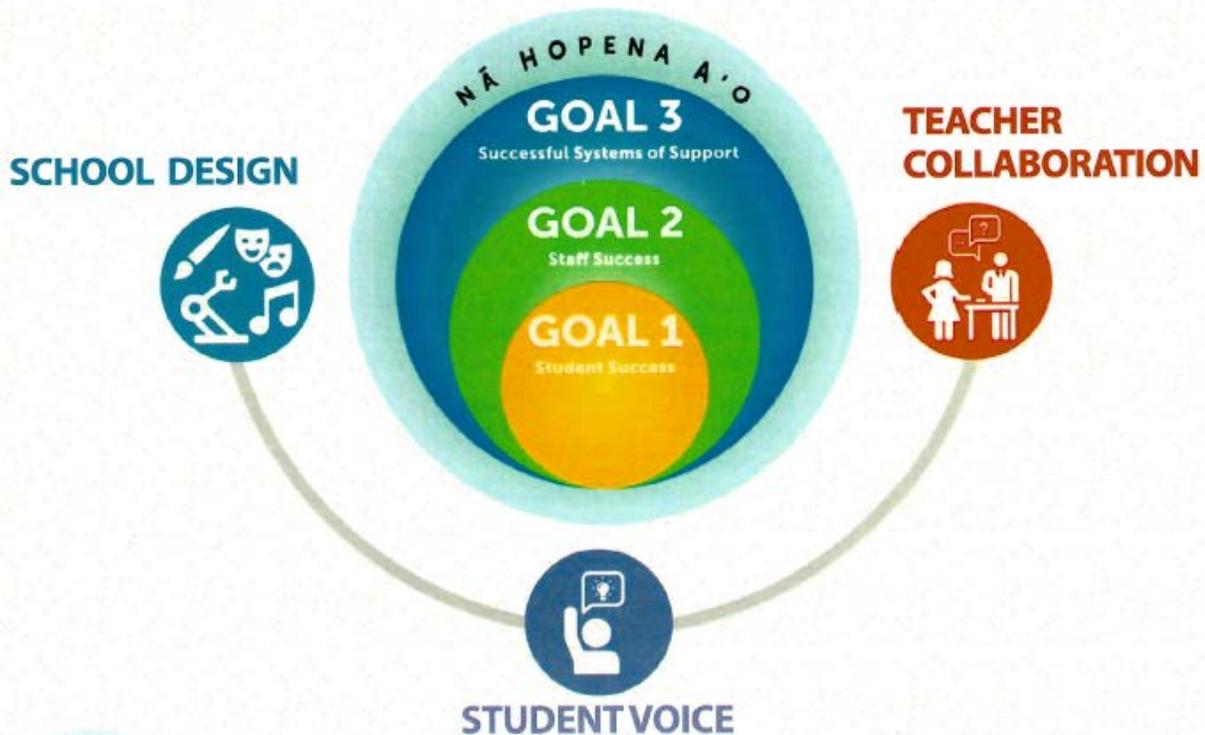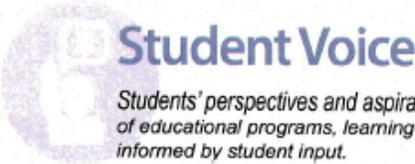State Superintendent Dr. Christina M. Kishimoto

STRATEGIC PLANNING | **STRATEGIC THINKING** | **STRATEGIC ACTION**

To advance the goals of the Strategic Plan, the HIDOE team will engage in targeted work around three high impact strategies.

Student Voice

Students' perspectives and aspirations are highly valued in the classroom, school, and community, and influence the design of educational programs, learning experiences, and school structure through student choice practices. Leaders' decisions are informed by student input.

CONDITIONS FOR SUCCESS

Student voice — core value
Classroom-learned inquiry/advocacy
HĀ framework — core value
Academic showcases

WORK GROUPS

Hawai'i State Student Council
School-based student groups

BUDGET MODELING PRIORITIES

Student Leadership
Development Program

TALENT MANAGEMENT

Embed student voice training in
leadership development modules

HIGH LEVERAGE ACTION ITEMS

1. Create opportunities for students to engage in design thinking collaboratives.
2. Hold an annual student-led design thinking modeling exhibition.
3. Engage student councils in identifying ways to integrate Nā Hopena A'o into student-led actions.
4. Include student presentations at annual Leadership Symposium to help focus on student impact.
5. Include student input on statewide Social-Emotional-Learning (SEL) framework.
6. Increase student choice in the classroom and school — courses, assignments, projects, space utilization.
7. Engage students in peer feedback processes for student learning.
8. Increase applied learning opportunities in the school and community; encourage creativity and innovation.
9. Fund opportunities for students to tell our great public education story by highlighting their authentic work.
10. Structure opportunities for students to bring community languages and culture into school.

Teacher Collaboration

Teachers continuously team to evaluate practice, design learning collaboratives, discuss student progress, identify community opportunities, and to mitigate challenges through change processes focused on highly effective, student-centered practices that improve the schools and raise student achievement.

CONDITIONS FOR SUCCESS

Data teams
Timely access to data
Shared documents
Collaboration time
Within-day planning time

TASK FORCES

Recruitment/Retention
Talent Management

BUDGET MODELING PRIORITIES

Competitive national grants
Differential pay/Gap-closure
Teacher housing

TALENT MANAGEMENT

National Board Certified
Teacher leader models
Community collaboratives

HIGH LEVERAGE ACTION ITEMS

1. Document how schools are currently creating time to collaborate on curriculum development.
2. Create a teacher externship program aligned with C2C; learn about workplace and industry changes.
3. Identify best practices for teaching ELs; provide training; set statewide expectations.
4. Identify quality models of co-teaching and inclusion practices from our own Hawai'i schools.
5. Prioritize professional growth to opportunities for learning about highly effective/engaging school models.
6. Identify/share the school models that diversify teacher leadership roles at the school level.
7. Develop/expand communities of practice around critical, timely issues with teachers, leaders, staff, communities.
8. Develop a technology approach to advance collaboration practices around data, best practices, and planning.
9. Create public/private partnership for teacher housing in high-need areas for teacher retention.
10. Support teacher-community collaboration practices; identify best practices in community engagement.

Appendix E: Excerpts from Foundational Skills Guidance Documents

Kindergarten and First Grade

How this Guide is Structured

This resource contains content-specific guidance for teaching key areas of foundational skills, as well as recommendations for time use and instructional moves. The content guidelines can be used to ensure that all teachers have the same reference point for talking about early reading instruction. The time use suggestions can be directly applied to lessons. A week-at-a-glance planning template is also included as a planning support tool.

The layout of the guide is as follows:

Content: The Components of Foundational Skills
- Phonological Awareness: Definitions of key terms, sample activities, and rationale behind instructional moves that support developing phonological awareness and the subcategory of phonemic awareness.
- Phonics: Definitions of key terms, rules of thumb around scope and sequence, and the relationship between phonics and writing/spelling, letter recognition and inventive spelling.
- Print Concepts: Lightweight guidance around high-leverage moves that teachers can use to ensure concepts of print are established.
- Fluency: Lightweight guidance around the foundational moves that will build students' ability to decode with automaticity and read with meaning and purpose.

Instructional Moves: The "How" of Foundational Skills
- Integrating Effective Enhancements: Ways of adding fun and games to basic lessons.
- Monitoring Progress: A system of suggested assessments that will allow you to progress monitor all students.
- Using Decodable Readers: Suggestions for how to use decodable texts to support phonics, high frequency words, and fluency.
- Creating Time for Skills Practice: Guidelines for adequate independent practice of weekly skills out of context, including centers and independent practice.
- Using Instructional Groupings: Suggestions and recommendations for a fluid approach to whole class lessons.

Grade-Specific Guidance
- Suggestions for time use: Specific suggestions for how to allocate instructional time.
- Grade-Level Content Guidance: Specific grade-level considerations around content.

Appendices

- Pitfalls and Challenges FAQs: Answers to common questions and concerns, including how to improve a flawed foundational skills program.
- Foundational Skills Template: A planning resource for foundational skills instruction.
- Effective Enhancements: A list of fun and engaging possible games/songs/activities that can be used to enhance basic foundational skills lessons.
- Decodable Protocol and Sample Decodable Protocol with Content: A suggested protocol for repeated reads of decodable readers, along with sample content to demonstrate use.
- Assessment Protocol: A protocol for informal observations and weekly dictation.
- K Phonemic Awareness Scope and Sequence: A resource for K tasks and activities.
- Formative Assessment for Phonological Awareness: A resource for ongoing formative assessment.
- Diagnostic Tracker: A tracking sheet to use for 1st grade phonemic awareness assessment.

Appendix F: Classroom Observation Tool

2016-17 Classroom Observation Tool

Date: _____ Teacher: _____ Class or Grade: _____

Room_____ No. of Students: _____ Time span or period: _____ Observer: _____

Brief Description of Lesson: ELA/Reading _____ Math _____ Science _____ Other _____	
	Time In: _____ Time Out: _____ Minutes = _____

1. INSTRUCTIONAL ORGANIZATION

Undet = Undetermined and NN = Not Needed

Trait	What to look for	Yes	No	UnDet	Comments
2A2	The lesson is aligned topically and taxonomically to the pacing guide.				(check alignment to pacing guide)
2H1	The teacher effectively utilizes all instructional time.				
2H2	Students understand and follow the teacher's directions without clarification.				
8D1	The teacher and other staff work productively with all students during the lesson.				Teacher: ____Yes ____No / Staff: ____Yes ____No

2. INSTRUCTIONAL STRATEGIES

Trait	What to look for	Yes	No	UnDet	Comments
2B1-1	The lesson delivery is well organized.				
2B1-2	The pacing of the lesson is lively enough to hold student interest.				
2C1	The teacher, through speech and action, conveys high (rigorous) expectations for all students.				
2D1	At the beginning of the lesson and throughout the lesson as needed, the teacher ensures that students know the learning target.				
2D2-1	At the end of the lesson, the teacher reviews what students should have learned in the lesson.				
2D2-2	At the end of the lesson, students are asked to reflect on their progress toward meeting the learning target.				
2E2	The lesson calls for thinking from both the higher and lower orders of cognitive demand.				Lower = remember, understand, apply Higher = analyze, evaluate, create
2F2	The lesson includes a variety of instructional strategies appropriate to the lesson.				

3. FORMATIVE ASSESSMENT AND DIFFERENTIATION

Trait	What to look for	Yes	No	UnDet NN	Comments
3B1	The teacher uses formative strategies to adjust instruction and provide timely interventions as needed				
2B2-1	Enrichment opportunities are provided for students who have finished the lesson, met the learning target, or who need it.				
2B2-2	Intervention/re-teaching is provided as needed.				
7D2	Intervention and lower level classes/groupings are engaging and challenging.				

4. CLASSROOM BEHAVIOR

Trait	What to look for	Yes	No	UnDet	Comments
8C2-1	The teacher is respectful toward students.				
8C2-2	The students are respectful toward the teacher.				
8F1	The teacher successfully addresses inappropriate behavior or the students are all well-behaved.				
8G2-1	The classroom is orderly.				
8G2-2	Classroom behavior is managed without undue loss of instructional time.				
8H3	Classroom discipline is consistent and equitably applied to all students.				

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5. CONTENT

Trait	What to look for	Yes	No	UnDet	Comments
2F1	The teacher makes (and does not correct) content errors or fails to correct student misunderstandings.				

6. OBSERVABLE STUDENT ENGAGEMENT

Trait	Examples of what to look for*	Engagement Counts
2E1	• Students are not following instructions, appear to be distracted, or are engaging in activity other than what the teacher directs. • Students' non-verbal communication clues indicate they are not paying attention to the lesson. • Student responses, questions, conversation, and comments are not relevant to the topic or lesson. • Students are waiting for something before they proceed. • Students have completed their work and have no other work assigned. • Students are watching other students work but are not actively or fully participating. • Students are not engaged in meaningful work.	Two counts of students <u>not</u> engaged in lesson (off task): 1) _____ of _____ When_____ 2) _____ of _____ When_____ * Note: These are examples of what you may observe when students are <u>not</u> engaged. Engagement is... hands-on, minds-on. If the student's hands and mind are not actively involved in learning, then the student is counted as off task.

7. ONE-ON-ONE STUDENT INTERVIEWS – SELF-DIRECTED LEARNING (For students in grades 2-12.)
(Adjust vocabulary level of student questions in this section as needed.)

1.

Trait	Question	Yes	No	Und	Comments – Student One
2D1	What is the learning target of this lesson? Or What are you learning by doing this assignment? Or What does your teacher want you to learn?				If 2D1 is "No," skip 2D2 and 2C2 and mark "No" on both.
2D2	*Repeat the student's answer to 2D1: "You said..."* What do you have left to do to meet the learning target? Or How close are you to learning X... Or What else do you need to know in order to be sure that you have met the target?				
2C2	*Repeat the student's answer to 2D1: "You said..."* Do you think you will be able to meet the learning target? If no, could you meet it if you worked harder? Or Will it be easy or hard to complete this assignment? If hard, do you think you can do it?				
2D3	If you have a question and the teacher is busy, how else could you get help? Or If you get stuck and your teacher is busy, who else might you go to for help?				

2.

Trait	Question	Yes	No	Und	Comments – Student One
2D1	What is the learning target of this lesson? Or What are you learning by doing this assignment? Or What does your teacher want you to learn?				If 2D1 is "No," skip 2D2 and 2C2 and mark "No" on both.
2D2	*Repeat the student's answer to 2D1: "You said..."* What do you have left to do to meet the learning target? Or How close are you to learning X... Or What else do you need to know in order to be sure that you have met the target?				
2C2	*Repeat the student's answer to 2D1: "You said..."* Do you think you will be able to meet the learning target? If no, could you meet it if you worked harder? Or Will it be easy or hard to complete this assignment? If hard, do you think you can do it?				
2D3	If you have a question and the teacher is busy, how else could you get help? Or If you get stuck and your teacher is busy, who else might you go to for help?				

8. SCHOOLWIDE

Trait	Look-For	Yes	No	Und	
2H1	Instructional time is protected from interruptions such as phone calls, and announcements.				
7A2	Students arrive to class on time.				

Appendix G: Operational Evaluation Plan – Outcomes for State and Complex Areas

Intermediate and Long Term Objectives and Outcomes for State

	Questions	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Evidence 1 School Year 2016-2017	Evidence 2 School Year 2016-2017	Evidence 3 School Year 2016-2017	Long-term Outcome School Years 2017-2018 to 2019-2020	Long-term Objectives School Years 2017-2018 to 2019-2020	Evidence School Year 2017-2018	Evidence School Year 2018-2019	Evidence School Year 2019-2020
Changes to Infrastructure to Achieve SiMR: State Professional Learning Communities (PLC)	Do greater than 75% of the CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs?	PLCs facilitate integration of EBPs that support SPED students into Complex Area planning and implementation of the Six Priority Strategies.	Continued integration of the SPED strategy expert into CAST PLC to review data and identify SPED student needs.	CAST PLC roster: Greater than 60% of the Complex Area rosters include SPED strategy experts	Complex Area Planning: Greater than 60% of the Academic Financial plans include EBP SPED strategies	CAIT PLC notes: greater than 50% of the CAST PLC notes include SPED content and data pertaining to the implementation of EBPs	Improve the quality of teaching and learning for SPED students by ensuring that Complex Areas have EBPs, and the ability to implement them with fidelity, to meet the needs indicated in their Complex Area plan to support early literacy for SPED students.	Formalize PLC for CAS, DES and CAST (PLN) focused on identifying and scaling up EBPs for advancing achievement of all students with disabilities and in particular, improving early literacy of students with SLD, OHD and SoL.	CAIT (PLN) PLC notes: greater than 65% of the CAST (PLN) PLC notes include SPED content and data pertaining to the implementation of EBPs	CAIT (PLN) PLC notes: greater than 70% of the CAST (PLN) PLC notes include SPED content and data pertaining to the implementation of EBPs	CAIT (PLN) PLC notes: greater than 75% of the CAST (PLN) PLC notes include SPED content and data pertaining to the implementation of EBPs
	Are greater than 75% of the Complex Area staff knowledgeable of EBPs and EBP resources	PLCs build their capacity to provide training and coaching of EBPs to CAS and CAST.	DES PLC focuses on identification and implementation of EBPs to improve early	DES PLC meeting minutes: DES PLCs document identification of EBPs to improve	DES PLC Trainings list: DES PLCs document training and coaching schedule to support	CAST PLC meeting notes: Greater than 50% of the CAIT members received training and coaching of		Build capacity of CAS and CAIT to provide training and coaching of school administrators and staff on EBPs to advance the	CAST PLC meeting notes: Greater than 65% of the CAIT (PLN) members received training and	CAST PLC meeting notes: Greater than 70% of the CAIT (PLN) members received training and	CAST PLC meeting notes: Greater than 75% of the CAIT (PLN) members received training and

	provided by HIDOE?			literacy for SPED students.	early literacy for SPED students	implementation of EBPs to improve early literacy for SPED students	early literacy EBPs through their PLCs		provision of EBPs in schools.	coaching of early literacy EBPs through their PLCs	coaching of early literacy EBPs through their PLCs	coaching of early literacy EBPs through their PLCs
				CAS PLC identifies the resources and supports needed by the Complex Areas to implement EBPs to improve the early literacy of SPED students.	CAS PLC meeting notes: CAS PLC documents resources and supports needed by the Complex Areas to implement EBPs to improve the early literacy of SPED students							

Changes in Educational Practice to Achieve SiMR: State-Level Resources										
Do greater than 75% of the Complex Area CAIT members agree that OCISS has established protocols and routines for gathering ongoing feedback from the Complex Area to identify effective EBPs, training and coaching needs of the Complex Area Teams in order to support implementation of the EBPs by the Complex Area?	CAS, CAIT, and other Complex Area staff are provided EBP resources to meet the needs of SPED students to improve early literacy of SPED students.	OCISS develops EBPs that support early literacy for SPED students.	EBP resource list: HIDOE documents the menu of available EBP resources to improve the early literacy of SPED students	Count of web access "hits": Greater than 50% of CAS, CAIT, and other Complex Area staff access EBP resources to improve the early literacy of SPED students	Academic Financial Plan - PD rosters: Greater than 50% of the Complex Area staff knowledgeable of EBPs resources to improve early literacy of SPED students provided by HIDOE	Direct state program and fiscal resources towards evidence-based programs that address the needs identified by the CAS in their Complex Area plans to improve teaching and learning and ultimately increase the amount of 3rd and 4th grade students with SLD, OHD, and SoL demonstrating proficiency on the ELA and demonstrating high-levels of growth on the ELA in order to narrow the achievement gap.	Utilize PLCs, and other feedback loops to obtain information regarding the resources the CAS need to adopt, implement, and sustain EBPs that advance achievement of SPED students, and in particular, improving literacy of students with SLD, OHD, and SoL.	Greater than 65% of the Complex Area CAIT (PLN) members agree that OCISS has established protocols and routines for gathering ongoing feedback from the Complex Area to identify effective EBPs, training and coaching needs of the Complex Area Teams in order to support implementation of the EBPs by the Complex Area.	Greater than 70% of the Complex Area CAIT (PLN) members agree that OCISS has established protocols and routines for gathering ongoing feedback from the Complex Area to identify effective EBPs, training and coaching needs of the Complex Area Teams in order to support implementation of the EBPs by the Complex Area.	Greater than 75% of the Complex Area CAIT (PLN) members agree that OCISS has established protocols and routines for gathering ongoing feedback from the Complex Area to identify effective EBPs, training and coaching needs of the Complex Area Teams in order to support implementation of the EBPs by the Complex Area.

	Do greater than 75% of the Complex Areas have CAST members who have received professional development from HIDOE in the use of EBPs?	Complex Area Teams trained in EBPs.	OCISS offers training and coaching of EBPs to build the capacity of the CAST.	EBP Trainings List: OCISS documents the menu of available EBP training and coaching to improve the early literacy of SPED students	Count of web access "hits": Greater than 50% of CAS, CAST, and other Complex Area staff access EBP resources to improve the early literacy of SPED students	PDE3 data: Greater than 60% of the Complex Areas have CAST members who have received professional development from HIDOE in the use of EBPs	Improve the quality of the training and coaching of school administrators, teachers and staff conducted by the CAS and CAIT, resulting in an improvement in the quality of teaching to meet the individualized needs of SPED students, and in particular, the needs of 3rd and 4th grade students with SLD, OHD, and SoL, thereby increasing the amount of students proficient on the ELA and demonstrating high-levels of growth on the ELA to narrow the achievement gap.	Identify and make available for use by the CAS, CAIT, and other CA staff, EBPs regarding special education strategies, early literacy, and each of the strategies within the Six Priority Strategies that advance achievement of SPED students, and in particular, improving literacy of students with SLD, OHD, and SoL.	Greater than 65% of the Complex Areas have CAST (PLN) members who have received professional development from HIDOE in the use of EBPs.	Greater than 70% of the Complex Areas have CAST (PLN) members who have received professional development from HIDOE in the use of EBPs.	Greater than 75% of the Complex Areas have CAST (PLN) members who have received professional development from HIDOE in the use of EBPs.

Changes in Implementation and Effectiveness of the Strategy to Engage Stakeholders	Do the stakeholder meeting rosters demonstrate equitable attendance of a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDOE leadership)?	*Stakeholders are convened and coalesce around issues.*	*Convene relevant stakeholders to identify issue(s) and products or initiatives to develop or support through engagement activities to improve SiMR.*	Stakeholder Meeting minutes: Stakeholders recommend the processes and tools to be used to measure progress toward early literacy	EBP training list: HIDOE creates a schedule for establishing processes and developing tools	CAST meeting notes: Complex Areas distribute information about the processes and tools to measure progress towards early literacy	Improved engagement of students, parents, and community members in improving early literacy for 3rd and 4th grade students with SLD, OHD and SoL, to demonstrate increased proficiency rates and high levels of growth.	Implementation of the initiative or support provided to improve SiMR.	Stakeholder meeting rosters demonstrate equitable attendance of a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDOE leadership.

Do the data from the stakeholder evaluations indicate agreement that the tools and initiatives increase student achievement in early literacy for the SiMR population?	*Both the Department & community stakeholders are sharing the commitment and leadership to achieve successful engagement.*	*Convene relevant stakeholders to identify issue(s) and products or initiatives to develop or support through engagement activities to improve SiMR.*	Stakeholder meeting rosters: stakeholder meeting rosters demonstrate equitable attendance of a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDOE leadership)	Stakeholder meeting rosters: stakeholder meeting rosters demonstrate equitable participation by a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDOE leadership)				
Do the data from the stakeholder evaluations indicate agreement that the tools and initiatives increase student achievement in early literacy for	*Both the Department and community stakeholders share the commitment to support the products or initiatives chosen.*	*Identify tools to measure progress towards meeting SIMR, and tools to measure progress towards implementing the determined*		SEAC, CCCO, and SCC rosters: Greater than 50% of the respondents confirm a commitment to contribute toward the successful implementatio	Demonstrated improvement in student achievement due to implementation of the initiative or support.	Conduct evaluation of the initiative or support. Report to Deputy and AS regarding progress towards outcomes and objectives. Make recommendations to Deputy and	Data from the stakeholder evaluations indicate 60% agreement that the tools and initiatives increase student achievement in early literacy	Data from the stakeholder evaluations indicate 65% agreement that the tools and initiatives increase student achievement in early literacy	Data from the stakeholder evaluations indicate 70% agreement that the tools and initiatives increase student achievement in early literacy

	the SiMR population?		*product or initiative.*			n of the tools and supports selected		AS regarding changes.	for the SiMR population.	for the SiMR population.	for the SiMR population.
	Do stakeholder (Leading by Convening) meeting minutes document that implementation data have been used to revise strategies to achieve improved outcomes?		*Identify tools to measure progress to determine fidelity of engagement.*	Stakeholder Meeting minutes: Stakeholders recommend the processes and tools to be used to measure progress toward early literacy	Academic Financial Plans: Complex Areas create a schedule for establishing processes and developing tools	CAS PLC notes: Complex Areas distribute information about the processes and tools to measure progress towards early literacy	Leading by Convening is utilized with other initiatives.	Revise implementation of the initiative or support or revise the strategy altogether based upon Deputy and AS decision.	Stakeholder (Leading by Convening) meeting minutes document that implementation data have been used to revise strategies to achieve improved outcomes.	Stakeholder (Leading by Convening) meeting minutes document that implementation data have been used to revise strategies to achieve improved outcomes.	Stakeholder (Leading by Convening) meeting minutes document that implementation data have been used to revise strategies to achieve improved outcomes.

Intermediate and Long Term Objectives and Outcomes for State

	Questions	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Evidence 1 School Year 2016-2017	Evidence 2 School Year 2016-2017	Evidence 3 School Year 2016-2017	Long-term Outcome School Years 2017-2018 to 2019-2020	Long-term Objectives School Years 2017-2018 to 2019-2020	Evidence School Year 2017-2018	Evidence School Year 2018-2019	Evidence School Year 2019-2020
Changes to Infrastructure to Achieve SiMR: State Professional Learning Communities (PLC)	Do greater than 75% of the CA CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs?	CAS facilitates alignment between/among programs, and encourages use of PLCs.	Continued integration of the SPED strategy expert to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students.	HR records of positions filled: Greater than 80% of the SPED strategy expert positions are filled by 9/1/16	CAIT meeting minutes and rosters: Greater than 60% of the Complex Area PLCs include SPED strategy experts	Complex Area specific EBP planning, training, coaching documents: Greater than 50% of the CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs	CAIT supports for planning, and training and coaching are established and welcomed by schools.	CAS establishes and routinely convenes CAIT to address implementation of CA Plan and continues to facilitate alignment between/among programs.	Greater than 65% of the CA CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs.	Greater than 70% of the CA CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs.	Greater than 75% of the CA CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs.
	Greater than 75% of the Complex Area staff knowledgeable of EBPs and EBP resources provided by HIDOE?		Addition of other CA staff to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students.	Memo: Complex Area Support Team (CAST) Structure and School Improvement Supports 12/28/16: Superintendent's authorization of additional complex area positions to	HR records of positions filled: Greater than 80% of the EBP strategy expert positions are filled by 6/30/17	CAIT meeting minutes and rosters: Greater than 60% of the Complex Area PLCs include EBP SPED experts	Administrators and teachers trained and coached by CAIT demonstrate progress in student achievement for SLD, SoL, OHD students, and all SPED students.	CAIT members establish routines to collaborate, plan, and train and coach school staff on EBPs that improve early literacy for SPED students using specific strategies for SPED students	HR records of positions filled: Greater than 80% of the EBP strategy expert positions are filled by 6/30/17.	CAIT meeting minutes and rosters: Greater than 70% of the Complex Area PLCs include EBP SPED experts.	CAIT meeting minutes and rosters: Greater than 80% of the Complex Area PLCs include EBP SPED experts.

Changes in Educational Practice to Achieve SiMR: State-Level Resources				support EBP and inclusive practices.				and general strategies that advance performance of all ESEA subgroups.			
	Do greater than 75% of the Complex Area plans include specific EBP strategies to improve early literacy for SPED students?	Complex Area planning addresses the needs of SPED students through collaboration of CAIT members.	CAS and CAIT members attend respective PLCs to gather information and gain knowledge on EBP.	CAIT meeting rosters: Greater than 80% of the Complex Area PLC meetings are attended by EBP/SPED experts	CAIT meeting minutes and rosters: Greater than 50% of the CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs	CA Training rosters: Greater than 50% of the Complex Area staff knowledgeable of EBPs and EBP resources provided by HIDOE	Complex Area plans integrate improvement strategies for SPED students into comprehensive planning for improved early literacy performance of all ESEA subgroups, and in particular, 3rd and 4th grade students with SLD, OHD and SoL.	Complex Area planning integrates EBPs that improve early literacy for SPED students using specific strategies for SPED students into planning of general strategies that improve the performance of all ESEA subgroups through collaborative planning with other federal programs (e.g., ESSA) to create alignment and	Greater than 65% of the Complex Area plans include specific EBP strategies to improve early literacy for SPED students.	Greater than 70% of the Complex Area plans include specific EBP strategies to improve early literacy for SPED students.	Greater than 75% of the Complex Area plans include specific EBP strategies to improve early literacy for SPED students.

						integration with all Complex Area initiatives.				
Do greater than 75% of the minutes from the quarterly Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBPs?	CAIT used for training and coaching of EBP for implementation fidelity.		CA Training rosters: Complex Areas document menu of EBP coaching supports for teachers	CAST PLC: Complex Areas document recruitment strategy for matching teachers with EBP coaching supports	CAST PLC: Greater than 50% of the Complex Area EBP experts report an increase in the number of teachers receiving coaching and support to implement EBPs with fidelity	Status checks will identify Deputy's decisions on State-level actions necessary to support CAS' leadership and implementation of their Complex Area Plan and addressing improvement to early literacy performance	CA	Greater than 65% of the minutes from the quarterly Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBPs.	Greater than 70% of the minutes from the quarterly Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBPs.	Greater than 75% of the minutes from the quarterly Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBPs.

						of all ESEA subgroups, and in particular, 3rd and 4th grade students with SLD, OHD and SoL.				
Do greater than 75% of the Complex Area planning documents include EBPs that support early literacy for SPED students?	Complex Area plans meet the requirements to include EBPs that support early literacy for SPED students.	Deputy or Deputy's designee(s) identify required elements of Complex area plans for inclusion in planning templates, protocols, and evaluation(s) of the Complex Area plan to integrate EBPs that support early literacy for SPED students into	School level Academic Financial plans: Required elements of Complex Area planning, templates, protocols, and evaluation(s) are communicated to Complex Area staff	OCISS rosters: Complex Areas receive technical assistance on documenting EBP integration	Complex Area Planning: Greater than 60% of the Complex Area plans integrate EBPs that support early literacy for SPED students	Increase in the percentage of teachers implementing EBPs.	Teachers continue to receive ongoing PD on EBPs as appropriate.	Greater than 65% of the Complex Area planning documents include EBPs that support early literacy for SPED students.	Greater than 70% of the Complex Area planning documents include EBPs that support early literacy for SPED students.	Greater than 75% of the Complex Area planning documents include EBPs that support early literacy for SPED students.

		Complex Area planning.									
	Do greater than 75% of the Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBPs?	Deputy status checks to serve as a mechanism to identify necessary system interventions to assist CAS with implementation of EBP.	Deputy status checks to evaluate effectiveness of Complex Area Plan by identifying areas of strength, and modifications or State supports necessary to improve implementation or effectiveness of EBP.	CAS Leadership meetings: status check agendas specify assessment of Complex Area's implementation of EBP	CAS Presentations: Greater than 80% of the Complex Area status check presentations include assessments of EBP implementation within the Complex Area	CAS Leadership meeting notes: Greater than 50% of the minutes from the quarterly Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBPs.	Increase the percentage of teachers using EBPs with fidelity.	Teachers continue to use EBPs with fidelity.	Greater than 65% of the Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBP.	Greater than 70% of the Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBP.	Greater than 75% of the Deputy Superintendent's status checks document when and how evaluation findings inform improved implementation of EBP.
	Based on PDE3 enrollment, do 50% of the teachers who have taken one EBP training enroll in an additional EBP training?	Increase in the percentage of teachers implementing EBPs.	Provide PD on EBPs.	PDE3 data: EBP courses are available to teachers	PDE3 data: Teachers enroll in EBP courses	CAS Leadership meeting notes: Greater than 50% of the Complex Area Superintendents report an increase in the percentage of teachers	Teachers modify their use of EBPs based on the monitoring results.	Student progress monitored on a regular basis.	Based on PDE3 enrollment, 30% of the teachers who have taken one EBP training have enrolled in an additional EBP training.	Based on PDE3 enrollment, 40% of the teachers who have taken one EBP training have enrolled in an additional EBP training.	Based on PDE3 enrollment, 50% of the teachers who have taken one EBP training have enrolled in an additional EBP training.

						implementing EBPs					
	As measured by CA staff surveys, are greater than 50% of the school level staff implementing EBPs?	Increase the percentage of teachers using EBPs with fidelity.	Provide PD on fidelity of EBPs.	PDE3 data: EBP courses are available to teachers	PDE3 data: Teachers enroll in EBP courses	CAS Leadership meeting notes: Greater than 50% of the Complex Area Superintendents report an increase in the percentage of teachers implementing EBPs	SiMR student assessment results improve.		Greater than 30% of the school level staff are implementing EBPs as reported by the complex area.	Greater than 40% of the school level staff are implementing EBPs as reported by the complex area.	Greater than 50% of the school level staff are implementing EBPs as reported by the complex area.
	Did the proficiency rate for 3rd and 4th grade SPED students meet the annual targets (i.e., 20, 35, 50%)?	Teachers are using EBPs with fidelity.	Increase in the percentage of teachers implementing EBPs.	PDE3 data: EBP courses are available to teachers	PDE3 data: Teachers enroll in EBP courses	CAS Leadership meeting notes: Greater than 50% of the Complex Area Superintendents report an increase in the percentage of teachers implementing EBPs	Progress monitoring shows growth in reading comprehension and reading fluency.		Most recent SiMR proficiency rates.	Most recent SiMR proficiency rates.	Most recent SiMR proficiency rates.

Changes in Implementation and Effectiveness of the Strategy to Engage Stakeholders										
Did the proficiency rate for 3rd and 4th grade SPED students meet the annual targets (i.e., 20, 35, 50%)?	Increase in the number of teachers implementing EBPs with fidelity.	Tools related to support fidelity of implementation are selected.	PDE3 data: EBP courses are available to teachers	PDE3 data: Teachers enroll in EBP courses	CAS Leadership meeting notes: Greater than 50% of the Complex Area EBP experts report an increase in the percentage of teachers implementing EBPs with fidelity	Teachers are implementing EBPs with fidelity.	The percentage of teachers implementing EBPs with fidelity increases.	Most recent SiMR proficiency rates.	Most recent SiMR proficiency rates.	Most recent SiMR proficiency rates.
As measured by stakeholder surveys, are greater than 40% of the school level stakeholders (e.g., parents, students, community members) receiving updates on the implementation of EBPs?	Increase in the number of teachers coached and supported.	Coaching and support system developed.	CAST PLC: Complex Areas document menu of EBP coaching supports for teachers	CAST PLC: Complex Areas document recruitment strategy for matching teachers with EBP coaching supports	CAS Leadership meeting notes: Greater than 50% of the Complex Area EBP experts report an increase in the percentage of teachers implementing EBPs with fidelity	All teachers continue to receive ongoing coaching and support.	Ongoing assistance to teachers related to coaching and support.	Greater than 30% of the school level stakeholders (e.g., parents, students, community members) are receiving updates on the implementation of EBPs as reported by stakeholder surveys.	Greater than 35% of the school level stakeholders (e.g., parents, students, community members) are receiving updates on the implementation of EBPs as reported by stakeholder surveys.	Greater than 40% of the school level stakeholders (e.g., parents, students, community members) are receiving updates on the implementation of EBPs as reported by stakeholder surveys.

As measured by stakeholder surveys, are greater than 75% of the school level stakeholders (e.g., teachers, parents, students, community members) respondents providing feedback on the effectiveness of professional development activities supporting the implementation of EBPs?	Communication processes are developed and agreed upon that meets the needs of their stakeholder groups.	Complex Areas update stakeholders concerning the relationship between the ESSA, State Strategic Plan and SSIP.	SQS data and SCC data: Parent satisfaction and participation rates	School websites, email and text blasts: Complex Areas document communication strategy for updating stakeholders of federal and state initiatives	Websites, newsletters, email blasts: Complex Areas document and publicize communications to stakeholders	Stakeholders are committed and engaged in the decision making process.	Stakeholders are actively communicating and problem solving issues to reach consensus.	Greater than 50% of the school level stakeholders (e.g., teachers, parents, students, community members) respondents are providing feedback on the effectiveness of professional development activities supporting the implementation of EBPs as measured by stakeholder group surveys,	Greater than 65% of the school level stakeholders (e.g., teachers, parents, students, community members) respondents are providing feedback on the effectiveness of professional development activities supporting the implementation of EBPs as measured by stakeholder group surveys,	Greater than 75% of the school level stakeholders (e.g., teachers, parents, students, community members) respondents are providing feedback on the effectiveness of professional development activities supporting the implementation of EBPs as measured by stakeholder group surveys,
As measured by stakeholder surveys, do greater than 75% of the responding stakeholders (e.g., parents, students, community members, teachers) agree that stakeholder feedback was considered for	Professional development plans are established, and if applicable placed within PDE3.	Convene stakeholders to determine the Early Literacy needs of elementary teachers and students and plan professional development.	Stakeholder Meeting minutes, SCC data, Academic Financial plans: Stakeholders document the professional development needs of elementary teachers to support the development of early literacy	Academic Financial Plans: Complex Areas document professional development plans to support early literacy of SPED students	PDE3 data: Greater than 60% of the elementary teachers within the Complex Area enroll in PDE3 courses according to the professional development plan.	Professional development plans are fluid and meet the changing needs of teachers and students.	Stakeholders review and revise professional development plans in response to progress monitoring and professional development evaluations.	Greater than 50% of the responding stakeholders (e.g., parents, students, community members, teachers) agree that stakeholder feedback was considered for revisions to the professional development	Greater than 65% of the responding stakeholders (e.g., parents, students, community members, teachers) agree that stakeholder feedback was considered for revisions to the professional development	Greater than 75% of the responding stakeholders (e.g., parents, students, community members, teachers) agree that stakeholder feedback was considered for revisions to the professional development

revisions to the professional development plans to meet the changing needs of teachers and students?								plans to meet the changing needs of teachers and students as measured by stakeholder group surveys.	plans to meet the changing needs of teachers and students as measured by stakeholder group surveys.	plans to meet the changing needs of teachers and students as measured by stakeholder group surveys.
Do greater than 50% of the minutes from stakeholder meetings document data-based discussions informing decisions on student progress?	Processes and tools to measure Early Literacy are identified and developed.	Stakeholders convene to identify processes and tools to measure progress towards Early Literacy.	Stakeholder Meeting minutes: Stakeholders recommend the processes and tools to be used to measure progress toward early literacy Progress Monitoring tools	CA PLC: Complex Areas create a schedule for establishing processes and developing tools	CA PLC: Complex Areas distribute information about the processes and tools to measure progress towards early literacy	Instructional practices in Early Literacy have improved.	Stakeholders use processes and tools to improve instructional practices towards Early Literacy.	Greater than 30% of the minutes from stakeholder meetings document data-based discussions informing decisions on student progress.	Greater than 40% of the minutes from stakeholder meetings document data-based discussions informing decisions on student progress.	Greater than 50% of the minutes from stakeholder meetings document data-based discussions informing decisions on student progress.
Did the proficiency rate for 3rd and 4th grade SPED students meet the annual targets (i.e., 20, 35, 50%)?	Progress monitoring and tools are routinely used by stakeholders.	Stakeholders convene to monitor progress.	CA PLC: Complex Areas distribute information about the processes and tools to measure	CA PLC: Complex Areas create a schedule for monitoring the use of processes and tools	CA PLC: Greater than 60% of the monitoring records indicate the routine use of processes and tools by stakeholders	Improvement in Early Literacy skills are reflected in the SiMR and the achievement	Routine progress monitoring drives instruction.	Most recent SiMR proficiency rates.	Most recent SiMR proficiency rates.	Most recent SiMR proficiency rates.

				progress towards early literacy Progress Monitoring Tools	gap has decreased.		

Appendix H: BOE SAC Minute Excerpts

STATE OF HAWAII
BOARD OF EDUCATION
STUDENT ACHIEVEMENT COMMITTEE
MINUTES
Queen Liliuokalani Building
1390 Miller Street, Room 404
Honolulu, Hawaii 96813
Tuesday, October 3, 2017

V. **Discussion Items**

A. **Presentation on special education terminology, overview, and process**

Suzanne Mulcahy, Assistant Superintendent, Office of Curriculum, Instruction, and Student Support, stated that she will be reviewing special education terminology and the special education process. Mulcahy noted that the reason the Department provides special education services is due to federal and state regulations. Mulcahy noted that the Individuals with Disabilities Education Act ("IDEA") and Hawaii Administrative Rules Chapter 60 are applicable to Hawaii's special education services.

Mulcahy detailed that the special education process is comprised of six steps. The first step is identification and referral. A parent, community member, staff member, or faculty identify a concern and make a referral. This leads to the second step, evaluation. The third step is eligibility determination, the fourth is development of an Individualized Education Program ("IEP"), the fifth is the implementation of an IEP, and the sixth is reevaluation. Mulcahy highlighted that the Department reevaluates students every three years. At the three-year mark, some students transition out of special education because they met their goals. She noted that this is particularly true with early intervention. In other cases, students continue to receive special education services for a period of time or until they receive their diploma.

Mulcahy stated that during the identification and referral stage, a parent may request verbally or in writing for an evaluation. Sometimes a teacher makes this request. The school will then contact the parent to review the student's information and will make a decision with the parent to determine whether an evaluation will be done. Mulcahy stated that during the evaluation stage, schools work hard to evaluate suspected areas of concern and utilize a variety of assessments, such as a speech-language assessment, an emotional assessment, Smarter Balanced test score results, or course grades. Mulcahy added that it is important for a school have comprehensive information to identify root causes. Mulcahy stated that during the eligibility determination stage, there are two prongs to determining if a student is eligible. She emphasized that eligibility determination is a team decision and the school does not make the decision separate from the student's parents. Everyone involved in administering the

evaluation and completing the report are available to explain what the results of the assessment tell the school and parents about the child. If a child has a disability, it does not mean that they are automatically eligible for special education services. The real question is whether the child needs specially designed instruction to access curriculum.

Mulcahy detailed that prior to 2004, it was common for teachers to deliver specially designed curriculum separate from a regular general education classroom. She detailed her personal experience as a resource teacher teaching students who were receiving special education services. She explained that after 2004, with IDEA in place, the Department and schools discussed embedding the teaching and learning process within the general education curriculum and discussed the practice of inclusion with the Board.

Mulcahy stated that during the IEP development stage, the IEP team includes the student's parents, a school administrator or designee, a child's general education teacher, a special education teacher, and other qualified professions, as appropriate, such as a speech-language pathologist or a school psychologist. She overviewed a standards-based IEP. This includes a present level of educational performance ("PLEP"), such as test scores, strengths, and areas to work on. Based on the student's PLEP, the IEP team develops goals and objectives. Then, the IEP team determines whether there are other supplementary aides or services that the student may need, such as counseling services. Finally, the IEP team determines what the least restrictive environment is for delivery. Mulcahy explained that if a student is placed in a regular education classroom, teachers might pre-teach, provide that student with a graphic organizer, or highlight the most important material. She detailed that teachers modify and adapt the program and do not simply hope that a student receiving special education services will perform well in an inclusive classroom. Mulcahy noted that sometimes schools implement inclusion to the extent that they are able to base it on what a child needs. She added that some students will need a more restrictive environment in school. Mulcahy highlighted that each IEP is individualized to meet a child's needs and these needs may change year to year. Mulcahy stated that if a student is visually impaired or deaf or hard of hearing, schools provide orientation and mobility services. She noted that schools also implement non-academic support for recess and field trips. Schools use evidence-based strategies when implementing IEPs, review how a child is doing, and take advantage of every opportunity to connect with the child so that he or she can learn. Mulcahy reiterated that after three years, IEP teams determine whether the IEP needs to be amended, or whether the student needs to undergo another assessment and be reevaluated. She noted that sometimes parents will conduct an assessment unrelated to education and will present this to the student's IEP team to provide them with additional information and the student's IEP team can determine if more adjustments are needed. She stated that IEP teams determine what is required for a student to access education so that he or she can learn and succeed.

Committee Vice Chairperson Bergin inquired whether the Department has a plan to improve how schools allocate special education positions. Mulcahy stated that based on findings from the federal special education office, the Department changed its allocation of special education positions from a weighted count to a proportional based count. At the time the Department

changed from a weighted to proportional based count, a number of positions were cut due to the economic recession. The coincidence in timing has resulted in the false narrative that schools lost positions due to the change in methodology. Mulcahy noted that the Department has reviewed three ways to address this and has shared these plans with the Complex Area Superintendents, the Special Education Council, and other stakeholders. She detailed that the Department has not moved forward with these plans due to the Superintendent's special education program review. She noted that the program review may result in amendments to the current options, but currently the Department has six options.

Committee Vice Chairperson Bergin noted that parents and teachers discussed the differences between standard based structures for IEPs versus reviewing functional levels of students during Board Community Meetings. She asked Mulcahy what her thoughts are on this topic. Mulcahy stated that guidance from the federal government indicates that the Department needs to create standard based IEPs due to the concept that special education services are meant to help students catch up with their peers to fill gaps. However, IEPs are individualized and each student has different goals and objectives within his or her IEP. She added that teaching students receiving special education services the standards that his or her peers are learning may be difficult and is a balance based on the needs of the student. Mulcahy emphasized the importance of reviewing the individual needs of the student.

Committee Vice Chairperson Bergin asked what a teacher should do if a seventh grade student operates at a first grade level in reading. Mulcahy stated that an IEP team would need to make time in that student's day where he or she had direct instruction related to reading. That student would not be able to learn to read in a regular education classroom because there is too much of a difference between him or her and his or her peers. However, an IEP team should not isolate the student and only work on reading because then other subjects will suffer and the student will not understand that the reason to learn to read is so that he or she can read and write across the curriculum. Mulcahy summarized that it is important for the IEP team to ensure that the child will be pulled out of the classroom to receive individualized instruction for that area.

Committee Vice Chairperson Bergin asked if IEPs are written at the function level or if the functional level is included in an IEP. Mulcahy stated that how a student will progress in terms of goals and objects to get to a certain grade level is included in an IEP. If a student reaches that level, then the IEP team reevaluates goals and objectives to get the student to the next level.

Committee Chairperson Cox detailed her personal experience and noted that many special education teachers do not know how to teach reading. She noted that teaching reading requires learning what has been done over time to help students read. Decoding, comprehension, and other specific strategies are also required to teach students to read. Committee Chairperson Cox inquired what is happening statewide to ensure that teachers know how to teach reading. Mulcahy stated that due to the national shortage of teachers, fast track pathways to teaching are an option. She noted that sometimes individuals in the classroom are addressing challenges and don't know strategies to use to address these

challenges so they become dependent on vendors. Mulcahy highlighted that CASs spend resources and time on providing instruction in literacy. Mulcahy also highlighted that the Office of Curriculum, Instruction, and Student Support is working with a cohort of individuals to assist them in developing skills. Mulcahy stated that the Department has provided joint modules on literacy and how to teach reading, certain complex areas have hired district educational specialists for literacy, and the Department is also trying to build its capacity of teachers. The Department is also determining how to work collaboratively with complex areas to provide support to secondary teachers. Committee Vice Chairperson Bergin asked about additional strategies and whether the Department sees values in additional strategies. Mulcahy stated that good teaching and strategies will work for all students.

Committee Member De Lima stated that the Board has had Bright Spots presentations regarding schools that have had success in moving the achievement gap for students receiving special education services and for other struggling students. He highlighted that there are schools in Hawaii where parents are engaged, students come to school, and teachers are able to attain positive results for families and students. Committee Member De Lima stated that he is anxious over new programs that the Department is rolling out. He detailed that it will benefit the Board to understand how various contracts will work. Mulcahy described the Department's work with Stetson and noted that the goal was for it to help the Department build capacity at the state-level, complex level, and school-level. She stated that if teachers understand inclusion, but the administration does not, it will be difficult to create a master schedule. Mulcahy detailed receptive adjustments and noted that she can continue to report as asked.

Committee Member De Lima stated that vacant positions for special education will occur in this fiscal year and emphasized the importance to discuss reprogramming funding for classroom needs. He stated that if teachers are struggling and schools cannot fill positions, it is important to determine what the Department and Board can do to help students in the classroom.

B. Presentation on special education statewide data and national trends

Kishimoto stated that the goal in regards to discussing special education services is for the Department and special education taskforce to end the year with clarity around what the continuum of special education services will be, funding allocations, how training is provided, and how coaching is provided. She noted that coaching support is important in the classroom because it involves high-level support. Kishimoto emphasized recruitment and retention efforts and noted that the Department will send letters to employees discussing its work while engaging the special education taskforce.

Kishimoto stated that for school year 2016-2017, 19,042 students received special education services, which is 10.49% of the student population. She stated that sometimes schools do not identify students for special education services who should be identified, and other times students identify students for special education services who should not be identified. Kishimoto detailed that there are different eligibility categories, and the largest group of students who are eligible have a specific learning disability.

Kishimoto stated that Hawaii's Constitution notes that it is the responsibility of the State to provide education. Thus, 90% of funding for special education services comes out of the general fund and 10% of funding is received from the federal government. She stated that the Department provides 90% of federal funds and 97% of general funds to complex areas, and 10% of federal funds stay at the state-level in different departments.

Kishimoto detailed that the taskforce will review funding in terms of where it goes, how it is utilized, what it is utilized for, and whether it is relevant to the level of services that students need. She highlighted that this work will be critical in terms of future discussions with the Board because it will detail whether a funding gap exists or whether funds are sufficient but the distribution of funds is problematic.

Mulcahy stated that it is difficult for the Department to track allocated school classroom positions due to different program IDs that are involved if the Department requests positions or additional funding from the Legislature. She highlighted that the special education program review will help in terms of reviewing what purpose funds are serving. She detailed that if a student is eligible for special education services, he or she may need supplemental aids or services. Mulcahy detailed various services that students can access if they need it. She cautioned that not every child receives each service because it is based on need.

Mulcahy reviewed 10-month and 12-month allocated special education teacher positions. She also reviewed related services personnel, such as occupational therapists, physical therapists, speech language pathologists, and educational assistants. She detailed that complex areas sometimes send paraprofessionals to schools for autism support due to their high level of training. Other complex areas utilize contracted providers. She stated that educational assistants are required to meet paraprofessional criteria.

Mulcahy reviewed proficiency rates for students with disabilities. She emphasized the importance of providing schools with support in addition to filling vacant positions so that teachers in general education and special education classrooms understand what strategies are best. Mulcahy noted that 14.4% of students with disabilities were proficient in English Language Arts in school year 2016-2017, and 11.6% of students with disabilities were proficient in math. Mulcahy detailed that 62.69% of students nationally spend 80% or more of their day in the least restrictive environment. In Hawaii. 37.32% of students spend 80% or more of their day in the least restrictive environment. She noted that the Department is working on this and detailed fluctuations in data.

Mulcahy reviewed data regarding students with disabilities exiting Hawaii public schools. She explained that students transferring to regular education are included in this data. Some students transfer because they met the goals of their IEP, others transfer because their parents revoked consent, and others transfer for other reasons. She stated that 11.16% of students with disabilities dropped out because their comprehensive needs were not being met. She highlighted that the Committee will receive a presentation regarding how complexes are

directing work, what complexes need from the Department, and how the Department can better support schools. Committee Chairperson Cox stated that she is looking forward to presentations by CASs. Mulcahy stated that the program review will identify information that will help identify ways in which the Department can move forward.

STATE OF HAWAII
BOARD OF EDUCATION
STUDENT ACHIEVEMENT COMMITTEE
MINUTES
Queen Liliuokalani Building
1390 Miller Street, Room 404
Honolulu, Hawaii 96813
Tuesday, November 7, 2017

IV. **Discussion Items**

    A. **Complex Area Superintendent Report: special education in the Pearl City-Waipahu Complex Area**

Phyllis Unebasami, Deputy Superintendent, stated that the Committee's Complex Area Superintendent ("CAS") report is consistent with the Strategic Plan and with the Board and Department's efforts to close the achievement gap. She noted that the Committee prioritized special education as one of its focus areas and highlighted that complex areas will present special education data and analysis, including strategies to close the achievement gap. Unebasami introduced Rodney Luke, Interim Assistant Superintendent, Office of Strategy, Innovation, and Performance (and former Pearl City-Waipahu CAS); Clayton Kaninau, Acting CAS, Pearl City-Waipahu Complex Area; Jody Agpalsa, District Education Specialist, Leeward District Office; and Keith Hui, Principal, Waipahu Elementary School.

Luke stated that five years ago, as the Pearl City-Waipahu Complex Area was building its design, it reviewed different policies, initiatives, and teaching practices. He highlighted a graphic that pointed to various ways in which the complex area meets the three goals of the Strategic Plan. Luke stated that Goal 2, Staff Success, includes standards and assessments, data systems that support data input and reporting, the building of great teachers and leaders, and school improvement efforts. Luke highlighted that the complex area periodically revises its design, most recently after the adoption of the current Strategic Plan. Luke noted that the design splits Goal 1, Student Success, priorities into four areas, including the whole child (which includes social-emotional learning), wellrounded education (which includes evidence-based practices), transitions (which includes transitions for ninth grade students), and equity (which includes inclusive practices). Luke detailed that the complex area cross-walked these four areas into three strategies: school design, student voice, and teacher collaboration. He highlighted a matrix that reviewed a compilation of initiatives within the complex area that incorporate these three strategies. He noted that this allows the complex area to reflect, move ahead, build, design, and incorporate elements of student voice and teacher collaboration. Luke highlighted a kindergarten through 12th grade data decision flowchart and noted that the complex area makes decisions based on data. He stated that the complex area wants students to be college, career, and community ready, so it focuses on two areas, increasing student achievement and minimizing the achievement gap. Luke detailed important data pieces around areas of achievement, including attendance, behavior, and course marks. He stated that the complex

area reviews school leadership, and leadership reviews data to make informed decisions. This is captured in each school's academic plan and is rolled out to school initiatives.

Kaninau highlighted that complex areas and schools can modify and expand if a strong foundation exists. He noted that educators review data to determine what students need and what schools need to improve. He stated that a strong foundation in his complex area helped to build a sense of togetherness. Kaninau detailed that when he visits schools, he sees that teachers are appreciating one another and a sense of inclusion. Kaninau detailed that the Pearl City-Waipahu Complex Area has 15,450 students, and 1,400 students receive special education services, which accounts for 9% of the total student population. Of these students, the largest group are in the eligibility category of "specific learning disabilities." He noted that these students benefit the most from an inclusive setting.

Agpalsa presented Pearl City-Waipahu Complex Area least restrictive environment data. She noted that national data for School Year ("SY") 2015-2016 is available but not for SY 2016-2017. Agpalsa stated that the national percentage of students who are in the least restrictive environment for 80% of the day or more is 62%. The percentage for the State is 33.7%, and the percentage for the Pearl City-Waipahu Complex Area is 23%. Agpalsa noted that the Pearl City-Waipahu Complex Area is currently targeting and addressing inclusion rates by first recording times when students are in general education classrooms consistently. She detailed that data figures could be due to clerical errors or incorrect documentation and emphasized the importance of collecting accurate data. Agpalsa highlighted that the Pearl City-Waipahu Complex Area is also implementing strategies to address student needs. She noted that proficiency rates for students receiving special education services are improving and are similar to the state average. Agpalsa detailed that the state average for English language arts proficiency for students receiving special education services is 14.5% and 12.1% in the Pearl City-Waipahu Complex Area. Similarly, the state average for math proficiency is 11.7% and 12.1% in the Pearl City-Waipahu Complex Area. She noted that the complex area is reviewing data and addressing student needs by using strategies that support student learning. Agpalsa reviewed allocated school classroom positions and detailed vacancies. She noted that there is a lot of turnover and described discrepancies in regards to teacher licensing and certification.

Kaninau stated that Pearl City-Waipahu's Complex Area's areas of needs include the inclusion rate and proficiency. Although data is similar to the state average, it needs to improve. Kaninau detailed reviewing school design and supporting students receiving special education services. He highlighted the concept of co-teaching and noted that Waipahu Elementary School is moving in this direction.

Hui described school design initiatives at Waipahu Elementary School and noted that it is still a work in progress. Hui stated that Waipahu Elementary School has a high disadvantaged population, including 85% of students receiving free or reduced lunch, 35% of students receiving English language ("EL") services, and 8% of students receiving special education services. Hui detailed that when he first arrived at Waipahu Elementary School in 2015, he reviewed how the school served its subgroups and diverse population. Students received

special education services in the school's resource room or in fully self-contained classrooms, and students received EL services mostly in the school's Newcomer Center. He noted that as part of Waipahu Elementary School's school design, the essential questions to answer were whether students receiving special education or EL services were exposed to grade level curriculum and expectations and role models. He stated that at the time, students were receiving services in remedial and support deficient areas, but the school was not addressing their grade level needs. Hui noted that students receiving EL services not placed in a pullout setting did not have an appropriate model to show them what English looks and sounds like. Hui detailed that answers of "never" or "infrequently" were consistent in regards to discussions around these questions. The implications of these answers were that supplemental instruction support was replacing core instruction, and the achievement gap continued to grow.

Hui highlighted Waipahu Elementary School's school design, specifically its inclusion classrooms. He reviewed a timeline and detailed that during the SY 2015-2016, leadership began school-wide conversations regarding reorganizing. Hui noted that these discussions were critical because it took time for leadership to map out what needed to happen. Staging took place during SY 2016-2017. Hui detailed that the school took time to understand, anticipate, and address obstacles and barriers to prepare and be deliberate with implementation. Hui stated that the school established a common understanding moving forward, and implementation will take place during SY 2017-2018.

Hui detailed Waipahu Elementary School's school-wide expectations, including that all students have opportunities to access full educational benefits offered by the school regardless of a formal or perceived label. He provided an example of the school's robotics club opening up its application to all students rather than relying on teacher recommendations to find candidates. Waipahu Elementary School's second school-wide expectation is that all teachers are EL teachers. Hui detailed that beginning this school year, Waipahu Elementary School has 15 co-teaching classrooms and four overflow classrooms. Out of the 15 co-teaching classrooms, nine are special education co-teaching classrooms with one general education teacher and one special education teacher, and six are EL co-teaching classrooms with two full-time general education teachers. Hui explained that overflow refers to classrooms where educational assistants support teachers.

Hui detailed various components of a model classroom at Waipahu Elementary School, including station-learning activities, not labeling students, understanding interpersonal relationships, whole group and small group instruction, rituals and routines, and self-directed learning. Hui presented a graph which showed what small group instruction should look like in classrooms. He highlighted that the criteria were developed in collaboration with faculty members, present a continuum of implementation, and include sustainability measures.

Hui summarized that Waipahu Elementary School's journey is just beginning. He highlighted that teachers recognize the diversity of learners and need to reach them all through differentiation. He noted that the school heterogeneously groups all general education classes,

and the school strategically places students with the most intensive needs in classrooms with two full-time teachers.

Kaninau noted that the complex area is continuing to support grade level and department data teams, including special education and EL teachers. He highlighted the complex area's professional learning community and noted that Pearl City Complex's Math Construct and Waipahu Complex's Math Core have special education and EL teacher representation. Kaninau detailed Orton Gillingham training, which is a multisensory reading program that helps struggling readers. The complex area is providing this program because it supports students and teachers by giving them strategies to help with reading.

Kaninau highlighted student voice in his complex area and detailed that schools survey students with the Tripod survey. He noted that the Tripod Survey provides schools with comprehensive needs assessments when schools are developing academic plans. Kaninau stated that the complex area is also ensuring that students have choice, including choosing high school academies and middle school wheel selections.

Committee Member Brian De Lima noted that the Strategic Plan focuses on the fact that Hawaii has many struggling students. He highlighted that the most important takeaway from the presentation is that Waipahu Elementary School's success did not happen overnight. He detailed that Waipahu Elementary School had to plan for its implementation year. Committee Member De Lima noted that the Strategic Plan highlights special education and closing the achievement gap as a priority, but it does not dictate that every school implement programs at the same level and at the same time. There needs to be buy-in, collaboration, and resources. Committee Member De Lima stated that it is misleading to conclude that the Pearl City-Waipahu Complex Area is doing well based on comparisons between its performance data with state averages. He noted that state averages are poor, which is why the achievement gap for struggling students is one of the Strategic Plan's priorities. Committee Member De Lima stated that his hope is that students receiving special education or EL services are alongside their peers once schools strategically prioritize and focus on their struggling students. He noted that he is patient when schools are doing the right thing and are focusing on a united effort to help the most struggling students.

Committee Chairperson Cox asked if Waipahu Elementary School provided additional training or workshops to teachers when it established its school-wide expectation that all teachers are EL teachers. Hui stated that the community Waipahu Elementary School serves is stable in terms of its demographics, and its demographics have not changed over the years. He detailed a concerted effort to provide EL professional development to faculty and highlighted that close to 100% of its teachers are trained in strategies.

Committee Chairperson Cox asked what kind of time teachers who are co-teaching have to prepare. Hui stated that during the staging year, co-teaching teams engaged in yearlong professional development. He noted that when he first got to the school and identified co-teaching teams, he asked co-teaching teachers for a minimum two-year commitment. The first-

year teachers received professional development, and implementation took place the second year.

Committee Chairperson Cox asked if co-teaching teachers have planning time throughout the school year. Hui confirmed that they do. Luke detailed data teams and hours incorporated into master schedules, conversations built in throughout the school day, and floating preparation periods, which also help build in time for conversations. He further detailed conversations regarding student work, student expectations, and equity.

Committee Chairperson Cox asked if the complex area is sending specific directives to all of its schools and inquired whether there are any policy change suggestions that could help close the achievement gap for students receiving special education services.

Luke detailed his personal journey in education, including teaching students receiving special education services. He emphasized the importance of the co-teaching model and noted his observations of co-teaching classrooms. Luke detailed the importance for the Pearl City-Waipahu Complex Area to develop systems based on Waipahu Elementary School's model, including involving all faculty; reviewing scheduling, opportunities, and equity; and providing all students with a kindergarten through 12th grade pipeline. He stated that the complex area is reviewing opportunities for students in all its schools, including its intermediate and high schools, and is utilizing backward mapping.

Kaninau highlighted inclusion within the Every Student Succeeds Act and detailed that principals are focusing on inclusion. He further highlighted that many of his schools are incorporating coteaching classrooms and detailed conversations regarding a focus on co-teaching environments within intermediate and high schools so that students do not fall behind after elementary school. Kaninau stated that he never specifically told Waipahu Elementary School to work on inclusive settings; rather, Waipahu Elementary School incorporated inclusion after reviewing data and measurements and determining how to address students.

Kishimoto stated that the Department is developing an understanding of best practices, reorganizing planning around data, and setting clear expectations for principals regarding standards. She noted that Agpalsa spoke to the percentage of students who should be in an inclusion setting based on the Strategic Plan. Kishimoto asked Agpalsa how she is articulating the Strategic Plan objectives to schools and moving forward on a three-year timeline.

Agpalsa stated that she is careful when speaking with schools because inclusion is not right for every student. She noted that she stresses the importance of inclusion and structuring schools in a way where students have opportunities to be in general education classrooms as much as they can be. Agpalsa detailed that schools have different struggles and highlighted an example of a school trying to provide appropriate special education services with a lack of personnel. She noted that schools are doing the best they can with what they have.

Luke stated that Agpalsa was tasked with auditing data to ensure that data in regards to inclusion is accurate. He noted that in some cases, schools and administration might need to be re-educated to ensure that technical pieces are accurate and reflective of services provided.

Committee Vice Chairperson Patricia Bergin asked if Hui is receiving an adequate amount of personnel based on the distribution of special education positions. Hui stated that sometimes positions are allocated based on the number of students his school serves. He stated that his district is comprised of three complex areas and the district receives a certain number of positions. Hui detailed that the data does not tell the full story and only shows how many students are in a pullout setting. Hui stated that the district allocates positions based on need, but his school reviews school design to determine how to support all of its students. He further detailed the school's reserves and highlighted that his school makes good use of its allocation by reviewing practices.

Committee Vice Chairperson Bergin stated that if schools are to incorporate inclusion, complex areas and the Department need to allocate more positions to these schools and should consider the manner in which positions they allocate to different complexes.

Agpalsa stated that the Pearl City-Waipahu Complex Area does not receive enough positions, especially for inclusion across all grade levels. She stated that smaller schools have difficulty providing all services that students need with the amount of personnel they have.

Committee Vice Chairperson Bergin asked if teachers determine whom to partner with for coteaching and asked how co-teaching teams are selected. Hui stated that he helps to assign and determine teams. He noted that it is important that teachers in co-teaching classrooms want to be there. Most recently, teachers selected their own partners, which assisted in planning time because these teachers already naturally have conversations with one another.

Committee Chairperson Cox stated that it is clear from testimony that the Department needs to advocate for additional funding for special education.

STATE OF HAWAII
BOARD OF EDUCATION
STUDENT ACHIEVEMENT COMMITTEE
MINUTES
Kaimuki Middle School Library
631 18th Avenue
Honolulu, Hawaii 96816
Tuesday, December 5, 2017

IV. **Discussion Items**

A. **Complex Area Superintendent Report: special education in the Farrington-**

Kaiser-Kalani Complex Area

Committee Chairperson Cox highlighted that this presentation aligns with the Committee's efforts to prioritize special education.

Phyllis Unebasami, Deputy Superintendent, introduced Donna Lum Kagawa, Complex Area Superintendent ("CAS"), Farrington-Kaiser-Kalani Complex Area. Unebasami highlighted that Kagawa is a co-leader for the Superintendent's program review of special education and further highlighted that Kagawa's leadership has been instrumental in conversations regarding improvement of special education services.

Kagawa introduced Cody Kikuta, School Renewal Specialist, Farrington Complex; Tim Hill, District Education Specialist, Honolulu District; and Dean Nakamoto, District Education Specialist, Farrington-Kaiser-Kalani Complex Area.

Kagawa detailed that the Farrington-Kaiser-Kalani complex area provides support to all students, especially students with disabilities. She highlighted the complex area's theory of action. The foundation of the complex area's approach centers on purpose, outcomes, beliefs, and values. She noted that the complex area is responsive to the needs of its schools and students. Kagawa stated that the complex area believes that it will advance a shared response for all students when leadership beliefs and expectations foster inclusive practices in support of and in response to social, cultural, and learning contexts across schools and when all learners access rigorous and relevant instruction integrating multiple designs for expression, choices, and evidence-based practices.

Kagawa noted that one of the most important premises for the complex area is that all students are entitled to full instructional access, including high achieving students, students receiving special education services, and English Learners ("EL"). Kagawa detailed that the complex area has a diverse array of 25 schools that have a range of needs. Thus, responses must be customized. Kagawa stated that part of the complex area's theory of action is to ensure that the complex area is sensitive in terms of the social, cultural, and learning styles of different schools. She noted that as part of the theory of action, the complex area focuses on quality to ensure that standards are high in regards to instruction and learning. She highlighted that the complex area is expanding by ensuring that it is inclusive of choices

and students have opportunities to exercise options. In addition, the complex area ensures that instruction is based on evidence-based and research-based practices.

Kagawa highlighted the complex area's expectations of its schools embedded within the complex area's 2017-2020 academic plan. The first expectation is that schools are working hard to close the achievement gap. This consists of reviewing access to high leverage opportunities. Kagawa highlighted that a focus on literacy is also of importance. Literacy is important in terms of contributing to a robust and high-level community. Kagawa stated that schools are also expected to commit to making decisions and creating systems driven by data. She noted that decisions driven by data connect to responses, interventions, and support. This expectation is important at the high school level in ensuring that students are college and career ready as well as in earlier stages. Data-driven decisions address academics and social-emotional learning on a daily basis using early indicators and a formative process. Kagawa highlighted that the third expectation for schools to embrace and understand coherent pathways and progression from earlier years through twelfth grade. She emphasized the importance of transitions not only from elementary school to middle school to high school, but also in terms of networking with the community and engaging partners. Kagawa stated that the complex area ensures that it connects and bridges with post-graduation partners, such as partners specializing in workplace readiness and externships. Transitions take place vertically and encompass all students, including students exiting programs, such as special education, EL, and programs for at-risk youth.

Kagawa detailed that the complex area has over 14,000 students, and ten percent of students enrolled in schools in the complex area have disabilities. Kagawa detailed student performance data and stated that this data validates the complex area's need to continue practices to address transformative thinking and ensure high levels of effectiveness. Kagawa noted that the complex area's data show the proficiency rate for all students. There are differences in n-sizes and proficiency rates, but the data include all students regardless of how long they have been in school. Kagawa added that there may be variances in other reports.

Kikuta highlighted that the complex area's achievement gap for students with disabilities is ahead of the state average but noted that the complex area still has a lot of work to do. He stated that the complex area reviewed what it would take to ensure that all students are growing at a good trajectory and highlighted that the complex area is closing its achievement gap. He detailed that data regarding students meeting achievement standards for language arts are similar to data regarding students meeting achievement standards for math. Percentages have continued to grow, but the complex area recognizes that the gap for math is large and is targeting to close the gap. Kikuta detailed science proficiency and noted that a large gap exists for students receiving special education services. He stated that he recognizes that two complexes contribute to higher proficiency totals. Kikuta highlighted that the complex area needs to differentiate between support it provides to schools. He stated that across the board, the complex area has seen incremental gains. It mainly focuses on closing the achievement gap by raising achievement standards of students with disabilities.

Hill stated that the complex area employs a variety of personnel who support inclusion efforts, including teachers and full release mentors working at the complex level. He highlighted special education mentors at the state level who work with new teachers. The complex area also created a community outreach specialist position and this position supports instructional practices for students who are deaf

or hard of hearing. In addition, the complex area established classroom and behavior support services, which consists of program therapists supporting teachers teaching students receiving special education services who may have behaviors that can cause issues in the classroom.

Kikuta detailed that 25% of beginning teachers taught in special education classrooms during School Year 2016-2017. The complex area has been intentional in its selection, induction, and retention of new special education teachers. Mentors work with teachers to provide support. Kikuta highlighted that the complex area also established a summer academy for new special education teachers in response to needs and a learning curve that special education teachers encounter. Teachers receive information regarding the federal Individuals with Disabilities Education Act, requirements, and instructional practices at the summer academy.

Nakamoto detailed that 28% of students in the complex area spend 80% or more of the day in the least restrictive environment. The percentage for the state is 62.69%. Nakamoto stated that the complex area realizes it has fallen short of the statewide percentage. 624 students, or 47.9%, spend 40-79% of the day in a general education classroom. He highlighted that the complex area is attempting to increase the time students receiving special education service spend in general education classrooms. He highlighted that the complex area has implemented next steps in its three-year academic plan to address this data. The complex area intends to provide professional development to teachers to enhance their knowledge and understanding of disabilities, student needs, and implications on learning. He noted that the complex area's support levels will shift as schools shift, and the complex area will engage in targeted conversations around identifying supports to increase equitable access to general education classrooms.

Hill highlighted that the complex area wants to build capacity and collaboration. He stated that all school counselors go through the American School Counselor Association Framework, which is training to build robust counseling programs. In addition, many schools are in the second year of multi-tiered systems of support. Schools are reviewing the social and emotional wellbeing of students and taking corrective interventions so that students can stay in the least restrictive environment.

Kikuta highlighted that the complex area holds quarterly network meetings in order to support leadership. During these meetings, counselors discuss challenges and problem solve. School health aides and office support staff also participate in quarterly meetings. Kikuta noted that every employee on campus is important to a conducive learning environment. Kikuta highlighted that the complex area also provides coaching academies. Instructional coaches discuss strategies, practices, problem solve, learn, and engage in research together. He stated that in addition to complex supported initiatives, schools also have teacher-based initiatives. The first is Kamiloiki Elementary School Lab Cohort, which is a balanced literacy partnership with the Kailua-Kalaheo Complex Area. Teachers conduct research, collaborate on topics, and focus on student needs. The second is Farrington High School Teacher Leadership Cadre. Teachers provide professional development to one another, empower each other, build capacity, and refine practices to better support students in the classroom.

Kagawa highlighted that strong leaders recognize the value of effective teachers and a strong learning environment. The complex area has an obligation to provide support. One way it provides support is through targeted professional learning sessions. Some of these sessions have been Complex Area

Superintendent initiated and complex area directed; however, it considers the voices of teachers and principals.

Kagawa detailed reviewing trends to help leverage next steps. She described various supporting classroom practices, including the Orton-Gillingham training, GLAD training, AVID strategies, personalized learning, formative assessments, and inclusion. The Orton-Gillingham training assists teachers with tools and strategies to teach reading. GLAD training helps EL students conceptualize and develop language using visual and graphic organizers. It is a tool that is inclusive of all learners and accommodates visual learning styles. AVID strategies incorporate college-going cultures and practices and assist in moving students toward the direction of college, particularly first generation college students. Kagawa highlighted the importance of personalized learning and formative assessments to match instruction and informed processes. She detailed that classrooms sometimes over-rely on paper and pencil activities and standardized assessments. Formative assessments allow student choice and voice and create a range of opportunities for students. Kagawa detailed inclusion in the complex area and highlighted that schools are becoming deeper and intentional around inclusive practices, designing a range of options for all learners.

Nakamoto highlighted Kapalama Elementary School's inclusion project. He noted that Kapalama Elementary School established two broad goals: closing the achievement gap for students receiving special education services and increasing the amount of time students spend in general education classrooms. He highlighted that the school's core team met several times this past school year, identified student needs, and developed an action plan, which includes professional development opportunities for all staff. He detailed that the school is learning about inclusion. Nakamoto highlighted that the complex area presented an overview of Chapter 60 and effective practices to all special education teachers. The complex area's training is in accordance with its goals of delivering continuing professional development to ensure the highest level of compliance and to support the work of teachers.

Kikuta stated that schools within the complexes have different needs and possess different strengths. He highlighted that a commonality across all three complexes is that high schools are driving complex area goals. The complex area is developing structures aligned with high school goals and opportunities. Kikuta noted that the Farrington Complex has academies based on a Nashville study visit, the Kaiser Complex provides an International Baccalaureate program as a service learning component, and the Kalani Complex will be piloting an arts and the whole child program next year. All three high schools are also developing support transitions to assist students in post-high school activities by strengthening community partnerships, providing students with internship opportunities, and engaging students with neighboring communities.

Kagawa briefly summarized the complex area's theory of action and noted a convergence of beliefs, practices, implementation, and accountability work together to drive a system of support as the complex area moves toward increasing services, support, and inclusion. She emphasized the importance of access, quality of instruction, and opportunity. Kagawa stated that the complex area is measuring student engagement using surveys and feedback. Its forward movement around student voice also encompasses and embraces student agency and leadership opportunities. In addition, the complex area

is embracing established accountability, high leverage practices, and evidence-based practices in an effort to narrow the opportunity and achievement gap.

Kagawa introduced Laura Vines, Principal, Kalihi Kai Elementary School, and Kimberly Saula, Student Services Coordinator, Kalihi Kai Elementary School. They highlighted and described a student's story as an example of the importance of school design and its impact on voice, inclusion, and equity.

Kagawa reiterated that the complex area is moving forward using its theory of action as a foundation. The theory of action is related to culture, school design, and the belief that all students matter.

Committee Member Brian De Lima stated that the achievement gap is one of the Committee's major concerns. He noted that when a complex area focuses on all students, struggling students do not get the help that they need. He added that education has not been equitable for struggling students and their families for a long time. Committee Member De Lima highlighted that the Board of Education ("Board") and Department of Education's ("Department") Joint Strategic Plan places an emphasis on highly qualified teachers teaching vulnerable students. He asked if the complex area has met with principals and discussed whether or not non-licensed teachers are teaching special education classes. Kagawa stated that there are teachers who are not qualified within special education programs. She highlighted that she understands the complex area's obligation and noted that conversations with the Office of Human Resources are important to meeting this obligation. Kagawa emphasized the importance of having a pool of teachers to choose from so that highly qualified individuals fill vacancies. In the event that there are no highly qualified teachers to fill vacancies, schools assign mentors to beginning teachers. Kagawa detailed that it is important for schools to address issues with targeted and strategic actions but noted that this will take time.

Committee Member De Lima stated that it is important to place teachers who are not licensed in classes other than special education classes. He noted that there is a large percentage of students in the 40-79% least restrictive environment and stated that perhaps there are students from that group who could be placed in the least restrictive environment 80% of the day or more. He detailed that he appreciates that the complex area is engaging in these conversations and encouraged Kagawa and her team to reflect on data and increase percentages.

Committee Member De Lima inquired about supporting classroom practices and asked if schools are using Stetson to address inclusion. Kikuta detailed that the complex area is attempting to work with teachers and paraprofessionals through professional development activities to help teachers understand disabilities and student needs as part of its three-year academic plan.

Committee Member De Lima emphasized the importance of engagement. He stated that schools need to engage parents and involve them in a student's individualized education program ("IEP") process. He noted that the presentation did not discuss parent engagement. Committee Member De Lima stated that many schools have successful stories regarding inclusion, but one issue is the lack of empathy for parents when parents are attempting to help their children access services. He noted that the word "compliance" oftentimes comes into play; however, parents are concerned with services and success for their children. Committee Member De Lima stated that both parents and school officials have difficult and emotional jobs. He emphasized the importance of schools formalizing parent engagement and

creating a welcoming and supportive environment for parents. He detailed his personal experience as a parent navigating the system and noted that he did not feel supported or engaged during this process. Parents who are struggling financially feel even more vulnerable.

Saula stated that she sits in on IEP meetings and observes students throughout the entire IEP process. She noted that she attempts to build relationships with parents outside of IEP meetings and parent-teacher conferences by frequently calling parents and updating them of their child's progress. She stated that the complex area is aware that parents may be struggling financially and understands different struggles. For example, sometimes schools hold IEP meetings at home if parents are unable to commute to schools. Saula highlighted relationships are key, particularly when the student is of primary concern.

Committee Member De Lima emphasized the importance of the kind of engagement Saula described. He stated that students receiving special education services are not performing well, the achievement gap needs improvement, and parent engagement is key to improving a student's success. He noted that a myriad of reasons explain the state of the achievement gap. Committee Member De Lima stated that to reduce the achievement gap, schools must review how to support families as a continuation of the educational process from school to home. The only way this can happen is if the Board and Department provide leadership for this type of engagement.

Committee Member Minn agreed with Committee Member De Lima's concerns. He noted that the presentation did not mention parent engagement and detailed the purpose of inclusion. Committee Member Minn detailed his personal experience as a parent navigating the system and described challenges for his daughter, including schools not having an established process to guide students receiving special education services into the workforce. He stated that while it is important for schools to focus on the achievement gap, it is also important for schools to focus on preparing students for life post-high school. He emphasized that parent involvement and engagement is especially important when schools are preparing students for post-high school pathways. Committee Member Minn detailed the lack of qualified teachers and encouraged the complex area to brainstorm how Board policy can assist with teacher recruitment. He noted that schools with inclusive policies will still struggle without qualified teachers.

Kagawa noted that it is important that schools have a qualified pool of teachers from which to choose and stated that special education program review team will discuss the topic. Kagawa emphasized the importance of the Department providing principals with tools, personnel, and resources to ensure success. She also detailed post-high school school initiatives that focus on students receiving special education services. Committee Member Minn encouraged the complex area to seek parent input and recommendations in regards these initiatives.

Committee Chairperson Cox stated that she would like information regarding how many unqualified and unlicensed teachers fill special education positions in the complex area. Kagawa noted that she can review how many unlicensed and unqualified teachers are teaching in special education classrooms and provide these approximations to the Committee. Committee Chairperson Cox asked for additional details regarding Orton-Gillingham training, such as which grades use this training. Kagawa stated this training is used for kindergarten and first grade students. It sets a foundation, addresses reading early in

a child's life, enhances comprehension, and brings consistency across elementary schools. Kagawa stated that many teachers were never taught reading instructional strategies and it was important for the complex area to address this collectively across schools. Committee Chairperson Cox stated it is important for teachers in higher grades to have strategies to reinforce reading and vocabulary for students because not every student will be reading proficient by third grade. Committee Chairperson Cox also asked for more details regarding AVID strategies. Kagawa explained that AVID strategies are focused toward middle schools and high schools.

Committee Chairperson Cox stated that it is unclear which initiatives are happening at which schools and within which complex. Kagawa stated that specialists or consultants attend meetings with principals because principals are instructional leaders who set direction. Specialists assist principals in increasing awareness and setting a foundation for a school. Successful initiatives are scaled to other schools. She detailed that the complex area holds sessions that principals attend, and if they find information valuable, they bring that information to their schools with the help of a consultant or specialist. Kagawa highlighted that the complex area supplements full faculty learning sessions if funds are available. In addition, it follows up with school teams to learn how to support them so that practices are sustained.

Committee Chairperson Cox asked whether schools or complex areas are providing special education and general education teachers meeting time for the purposes of planning for inclusion and what kinds of training teachers receive. Kagawa stated that the complex area works with principals to review content and agendas, ensure a safe learning environment, and assist principals with networking. The complex area shares protocols with principals and principals take these back to their faculty. Committee Chairperson Cox expressed concerns that principals have relayed to her regarding the emphasis on the achievement gap and inclusive practices. She emphasized the importance of planning time. Kagawa stated that the complex area has had discussions with principals regarding raising awareness of inclusive practices and scaling inclusive practices and strategies. She noted that inclusive practices and strategies need to be based on student needs and implemented in a thoughtful, strategic, and purposeful way. She stated that schools need to implement inclusion over a period of time and need to be responsive to feedback. Principals build in time for dialogue and collaboration so they can engage in meaningful discourse around needs and instructions. She added that complex areas are also engaging in discourse and reviewing data. Kagawa noted that complex areas also need to follow similar models and set similar standards that are set for schools. There are forums to allow articulation and dialogue; however, there is never enough time, and what is important is how the complex area and schools use time.

Kishimoto stated that it is important to review the least restrictive environment and offer targeted support to students to assist them in accessing general education classes. She stated that it is also important to review the challenges to moving students who are spending 21-60% of his or her day in the least restrictive environment to spending 80% or more of the day in the least restrictive environment. Kishimoto asked what kind of support students in that group are receiving that can only be provided outside of general education classrooms. She noted that it is important to train and support teachers so that they can help students transition to spending even more of their day in the least restrictive environment. Kishimoto stated the Department and complex areas need to conduct more review and have more discussions on this topic.

Appendix I: Complex Area Tactical Plan

Describe your Complex Area's Approach to Implementation of the Six Priority Strategies
Even with common outcomes, each Complex Area is organized differently and approaches implementation differently. Please outline your approach to implementing these strategies.

All Students are College, Career, and Community Ready

Administration, Teachers, Staff, Parents, Students, and Community

Academic and Financial Plan

CSSS	Community Partnerships	School Accountability	CIA	Staff Support
Comprehensive Counseling Program (ASCA) MTSS Training: DBW RTI A/B AVID Inclusion Grants for Student: Support: Project HI AWARE and School Climate Transformation, GEAR UP, 21st Century, SIG: Turnaround Arts Program. Multi-Sensory Learning Homeless Concerns Liaison	Ka Pua: Alignment 96792 • College Access • Early Learning • Health and Wellness UHWO/LCC: • Early College Options Partnerships: • Family Court • Department of Health • Makaha Farms • Kunia Farms • Waianae Coast Comp. Health Center • Hawaii Keiki	ART ILT CA Walkthroughs CAS Visits iResult STRIVE HI Student Assessments: • Lexile • Quartiles • SBA • ACT • EOC	CCSS • Springboard • Math and ELA • iReady • Spatial-Temporal Math • myON • STEM/NGSS • Hawaiian Immersion Program CTE: Project Based Learning, Academies Supplemental Resources • F2B • DimensionU • Turnaround Arts Program • 21st Century: Non-School Hours Program	EES: Training and Support CESSA (admin) PAS (classified) I & M: New Teacher PLCs, Mentoring, & Coaches Academy Professional job related trainings: • Data Teams • ILT • Design Thinking • DBW: MTSS • Mental Health • TIPS PLC • Counselor PLC • Chapter 19 Investigations • Title I • MVA Homeless Special Ed: • SB IEP • Chap 60/IDEA • eCSSS

Appendix J: Complex Area Plan Template

Three-Year Complex Area Academic Plan 2017-2020

Submitted by [Complex Area Superintendent]	Date
[Insert Complex Area Superintendent's Signature]	[Insert Signature Date]

Approved by **Deputy Superintendent**	Date
[Insert Deputy Superintendent's Signature]	[Insert Signature Date]

Where are we now?

Prioritize Complex Area's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment
 	
● WASC Self Study
  ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ▪ WASC Category C: Standards Based Student Learning: Instruction
  ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
 	
● Other	

	Addressing Equity: Sub Group Identification
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

ORGANIZE: Identify your Complex Area priorities and leads	
Complex Area Priorities/Strategies/Initiatives	**Name and Title of Complex Area Accountable Lead**

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<u>Goal 1:</u> **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

☐ ***Objective 1: Empowered -*** *All students are empowered in their learning to set and achieve their aspirations for the future.*

☐ ***Objective 2: Whole Child*** *– All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.*

☐ ***Objective 3: Well Rounded*** *– All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*

☐ ***Objective 4: Prepared and Resilient*** *– All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	**Rationale:**

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress

Goal 2: **Staff Success**. Public schools have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- ☐ *Objective 1: Focused Professional Development* – *Develop and grow employees to support student success and continuous improvement.*
- ☐ *Objective 2: Timely Recruitment and Placement* – *Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- ☐ *Objective 3: Expanded Professional Pipeline* - *Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.*

Outcome: By the end of three years,	Rationale:

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<u>Goal 3:</u> **Successful Systems of Support.** The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- ☐ *Objective 1: Innovation* – *Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.*
- ☐ *Objective 2: Adequate and Expanded Resources* – *Secure adequate resources to support school and community-based plans for student success.*
- ☐ *Objective 3: Efficient and Transparent Supports* – *Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.*

Outcome: By the end of three years,	Rationale:

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress

Appendix K: Excerpt from Sample Complex Area Plan

Focus Area 2b: Comprehensive Student Support System
Rationale: CSSS create opportunities and maximize the potential of all students by motivating them to attend school, participate in learning, make decisions, and take responsible risks. Thus, the provision of services for special needs students that address the gaps in learning and other related academic, social emotional and behavioral needs as identified in IDEA.
Outcomes:
- Schools ensure access to comprehensive student support services and equity in opportunities that maximize learning for all students to reach their full potential. (Social, Emotional, Behavioral, Mental Health Support Services and Programs)

Strategic Plan Goal 1: Student Success
Obj. 1B: All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives
Measurable Outcomes:
Increase the % of students reading in grade level range of Lexile scores in the target population of K-3 special needs in inclusive settings.

Minimize the achievement gap in reading for K-3 special needs population in inclusive settings.	SpEd RTs to have data analysis consultation session with designated school point person (e.g., SSC, SpEd DH, VP) within the first quarter of the school year to determine baseline reading levels (Lexile) of target population (K-3 special needs students in inclusive settings).	SpEd Team	Targeted SpEd teachers to implement myON with target population in K-3 special needs students in inclusive setting. Targeted SpEd teachers to attend quarterly myON site visit sessions and consult with SpEd RT at minimum 2x per quarter. During myOn site visits and RT consultation sessions,	Target population (K-3 special needs students in inclusive settings) myON reports of Lexile reading levels. Update 1/9/17: Schools that have started to use myON include: - ___ : Lexile progress made in grade 8 - ___ : 13 total hours spent reading - ___ : 5 total hours spent reading	Increase the % of students reading in grade level range of Lexile scores in the target population of K-3 special needs in inclusive settings. Increase targeted K-3 special needs students' Lexile reading levels *up to* 700. Update 1/9/17: *Next steps: continue to share data with principals/schools monthly, continue PD sessions, SpEd RTs to talk to point person from schools about digging deeper into the data and assisting with next steps

Coordination of quarterly myON site visits to assist with implementation fidelity and progress monitoring of target population to sustain reading growth of target population. Minimum of 2x per quarter consultation sessions with targeted teacher(s) regarding myON (e.g., implementation fidelity, progress monitoring).			targeted SpEd teachers will bring relevant data (student reports from myON) to discuss progress of reading growth and next steps.	- Lexile progress made in grade 5 (29 students made Lexile gains of 20 or more!) - : Lexile progress made in grade 5 (91 students made Lexile gains of 20 or more!) - : 46 total hours spent reading (1 student demonstrated Lexile growth of 20 or more) - : Lexile gains in grades 1, 2, 3, 4 and 6 (130 students demonstrated Lexile growth of 20 or more) - : 43 total hours spent reading (1 student demonstrated Lexile growth of 20 or more) Schools that have yet to use myON include: Sign in sheets of SpEd teachers' attendance to	

				quarterly myON site visits. -5 myON onsite PD sessions rolled out first semester (Oct. 5th and Dec. 7). Topics included getting started with myON, how to pull district reports, and utilizing myON to increase student engagement. According to sign-in sheets, approximately 50 participants attended these sessions. Participant roles include: VP, SSC, Gen. ed., SpEd, District staff SpEd RT collaboration logs of consultation sessions (minimum 2x per quarter) with targeted SpEd teachers.	

Appendix L: Evidence-Based Practices Identified in Complex Area Plans

1. myON,
2. Universal screeners,
3. Inclusion practices,
4. Comprehensive Student Support System (CSSS) and Response to Intervention (RtI),
5. Clear learning targets,
6. Success Criteria,
7. Leaning Progression,
8. Aligned Assessments,
9. Student Engagement,
10. Questioning strategies (elicit evidence of learning and extending thinking during discourse),
11. Formative Assessment Rubrics, Reflection and Observation Practice (FARROP) Modules,
12. Visible Learning,
13. Guided Language Acquisition Design (GLAD),
14. 5 Big Ideas,
15. TRA (my turn, your turn),
16. Problem or Place-Based Learning (PBL),
17. Quad D,
18. International Baccalaureate (IB),
19. Inquiry,
20. Performance tasks,
21. Differentiated Instruction,
22. Data and feedback,
23. Positive Behavior Interventions and Supports (PBIS),
24. High Yield Instructional Strategies,
25. Cycle of instruction,
26. PBL/Design thinking,
27. Achieve 3000,
28. Lab cohorts,
29. Growth mindset,
30. Co-Teaching,
31. Academic language & literacy,
32. Disciplinary literacy standards,
33. Intensive Learning Centers (ILC),
34. Pacing guides,
35. Backward mapping,
36. Reflection,
37. Culture-based strategies,
38. Here, there chant,
39. Pictorial input,
40. Process grid,
41. Progress monitoring,

42. Assistive technology,
43. Rubrics,
44. Professional Learning Communities (PLC),
45. Close reading,
46. Academic vocabulary,
47. Higher order questions,
48. Formative assessments,
49. Collaborative conversations,
50. Concrete Pictorial Abstract (CPA),
51. Problem solving and real world applications, and
52. Observation walk-throughs.

Appendix M: Are You Managing or Engaging Your Stakeholders? A Self-Assessment

Are You Managing or Engaging Your Stakeholders? – A Self-Assessment

Power:	Why do people engage?	Synergy:
Change is leader driven. People are motivated by the leader.	1 2 3 4 5 6 7 8 9 10 2.71 6.17	Decision makers, practitioners, and consumers understand that collective influence changes outcomes.

Directed:	How do people engage?	Interactive:
Leaders chart the path, make decisions, and empower others to take action.	1 2 3 4 5 6 7 8 9 10 2.59 6.67	Leaders and stakeholders join together, build consensus, chart the path, and take action.

Formal:	How do people communicate?	Inclusive:
Leaders communicate through official channels and fixed protocols.	1 2 3 4 5 6 7 8 9 10 2.00 6.94	Leaders and stakeholders work together, share expectations, and give feedback on progress and challenges.

Authority:	What influences change?	Shared Responsibility:
Senior leaders drive decisions. Experts and specialists carry out the work. There is a technical approach to change.	1 2 3 4 5 6 7 8 9 10 2.24 6.72	Individuals with authority or expertise join with the groups that have influence and/or practice knowledge. There is both a technical and adaptive approach to change.

Reactive:	How do people meet challenges?	Responsive:
Leaders define the problems and the solutions.	1 2 3 4 5 6 7 8 9 10 2.41 7.00	Leaders engage with stakeholders to define challenges and understand potential approaches.

Formal Leaders:	Who can lead change?	All Stakeholders:
Leadership is predetermined by position or title.	1 2 3 4 5 6 7 8 9 10 2.00 6.67	Many stakeholders can lead aspects of change.

Key
Normal font: Perception of "how it used to be"
Bold font: "Sense of optimism going forward"

Appendix N: State-identified Measureable Result (SiMR) Data Tables

Baseline Data - SY 2016-2017

Complex Area	3rd and 4th grades combined - Reading Proficiency					3rd Grade Reading Proficiency					4th Grade Reading Proficiency				
	OHD	SLD	SoL	SIMR	Students Tested	OHD	SLD	SoL	Sub-total	Students Tested	OHD	SLD	SoL	Sub-total	Students Tested
AMR	19.3%	0.8%	80.0%	10.5%	191	24.0%	0.0%	85.7%	13.2%	91	15.6%	1.5%	66.7%	8.0%	100
BKM	7.8%	3.2%	25.0%	5.9%	153	12.5%	2.1%	-	6.6%	76	3.7%	4.3%	-	5.2%	77
Cam-Kap	6.1%	2.1%	-	3.4%	147	7.1%	0.0%	-	3.0%	67	4.8%	3.4%	-	3.8%	80
Cas-Kah	18.2%	6.7%	23.5%	11.4%	114	18.2%	5.3%	33.3%	12.1%	58	18.2%	8.1%	12.5%	10.7%	56
Charter CA	11.8%	8.8%	-	10.3%	87	11.1%	0.0%	-	6.1%	33	12.5%	13.0%	-	13.0%	54
FKK	18.2%	13.5%	-	15.7%	134	28.6%	17.5%	-	22.6%	62	8.7%	10.2%	-	9.7%	72
HKKK	16.7%	3.0%	-	8.1%	99	14.3%	5.7%	-	10.0%	50	18.8%	0.0%	-	6.1%	49
HLLM	0.0%	10.2%	-	8.1%	62	-	11.1%	-	9.4%	32	0.0%	9.1%	-	6.7%	30
HW	5.9%	0.9%	33.3%	3.1%	129	11.1%	0.0%	-	1.9%	54	0.0%	1.6%	-	4.0%	75
Kai-Kal	4.0%	13.8%	28.6%	12.4%	97	0.0%	16.1%	-	14.6%	48	8.3%	11.8%	-	10.2%	49
Kauai	4.8%	2.7%	0.0%	3.1%	98	0.0%	2.7%	-	2.1%	48	8.3%	2.6%	-	4.0%	50
KKP	8.3%	2.3%	50.0%	5.2%	58	-	0.0%	-	3.4%	29	0.0%	5.0%	-	6.9%	29
KMR	10.5%	11.0%	33.3%	11.3%	168	6.3%	8.5%	-	9.2%	76	13.6%	13.2%	-	13.0%	92
LMW	11.3%	10.6%	63.2%	15.5%	213	5.3%	10.8%	54.5%	14.7%	95	14.7%	10.5%	75.0%	16.1%	118
NW	4.5%	0.0%	0.0%	1.1%	90	8.3%	0.0%	-	2.4%	42	0.0%	0.0%	-	0.0%	48
PC-W	8.7%	11.2%	12.5%	10.8%	120	9.1%	7.9%	-	9.3%	54	8.3%	13.7%	-	12.1%	66
All Complexes	**10.9%**	**6.4%**	**39.1%**	**9.1%**	**1,960**	**12.2%**	**5.7%**	**42.6%**	**9.5%**	**915**	**9.8%**	**7.0%**	**34.2%**	**8.7%**	**1,045**

SIMR = Reading proficiency for 3rd and 4th grade SLD, OHI and SLI students
SIMR Target Proficiency for 2016-2017 20%
Data in fields with number of tested students zero or below 5 were included on calculations but they are not displayed

Baseline Data - SY 2015-2016

Complex Area	3rd and 4th grades combined – Reading Proficiency					3rd Grade Reading Proficiency					4th Grade Reading Proficiency				
	OHD	SLD	SoL	SIMR	Students Tested	OHD	SLD	SoL	Sub-total	Students Tested	OHD	SLD	SoL	Sub-total	Students Tested
AMR	19.6%	7.8%	50.0%	13.1%	175	14.3%	1.8%	-	9.0%	89	26.1%	13.3%	-	17.4%	86
BKM	11.5%	2.1%	25.0%	6.2%	161	16.7%	5.0%	-	9.7%	72	6.5%	0.0%	-	3.4%	89
Cam-Kap	6.1%	3.9%	0.0%	4.4%	136	13.3%	4.2%	-	6.3%	64	0.0%	3.7%	-	2.8%	72
Cas-Kah	18.2%	2.8%	21.1%	9.8%	123	11.1%	0.0%	18.2%	5.6%	54	20.8%	5.4%	25.0%	13.0%	69
Charter CA	7.4%	5.7%	0.0%	6.1%	115	14.3%	7.3%	-	8.3%	48	5.0%	4.3%	-	4.5%	67
FKK	12.1%	11.2%	-	11.5%	131	15.0%	7.1%	-	9.7%	62	7.7%	14.3%	-	13.0%	69
HKKK	14.8%	6.3%	0.0%	8.7%	92	17.6%	0.0%	-	6.5%	46	10.0%	11.1%	-	10.9%	46
HLLM	0.0%	10.0%	0.0%	7.3%	55	0.0%	10.5%	-	7.1%	28	-	9.5%	-	7.4%	27
HW	14.3%	4.0%	25.0%	6.6%	121	0.0%	5.6%	33.3%	7.5%	67	28.6%	2.2%	-	5.6%	54
Kai-Kal	19.0%	10.0%	42.9%	14.8%	88	18.2%	10.7%	-	15.9%	44	20.0%	9.4%	-	13.6%	44
Kauai	6.3%	3.3%	66.7%	6.3%	80	0.0%	0.0%	-	0.0%	42	14.3%	7.1%	-	13.2%	38
KKP	0.0%	7.3%	0.0%	5.1%	59	0.0%	12.5%	-	8.8%	34	0.0%	0.0%	-	0.0%	25
KMR	20.0%	9.7%	0.0%	12.3%	130	19.0%	9.8%	-	12.3%	73	21.4%	9.5%	-	12.3%	57
LMW	22.2%	10.6%	60.0%	17.3%	226	10.7%	6.9%	46.2%	11.7%	128	41.2%	14.9%	85.7%	24.5%	98
NW	13.6%	0.0%	0.0%	3.4%	87	0.0%	0.0%	-	0.0%	45	21.4%	0.0%	-	7.1%	42
PC-W	7.7%	7.4%	25.0%	8.6%	128	7.7%	8.7%	-	9.4%	64	7.7%	6.3%	-	7.8%	64
All Complex	13.6%	6.6%	33.3%	9.6%	1907	12.1%	5.6%	29.1%	8.5%	960	15.1%	7.6%	40.0%	10.7%	947

SIMR = Reading proficiency for 3rd and 4th grade SLD, OHI and SLI students

SIMR Target Proficiency for 2015-2016 11%

Data in fields with number of tested students zero or below 5 were included on calculations but they are not displayed

Baseline Data - SY 2014-2015

Complex Area	3rd and 4th grades combined – Reading Proficiency					3rd Grade Reading Proficiency					4th Grade Reading Proficiency				
	OHD	SLD	SoL	SIMR	Students Tested	OHD	SLD	SoL	Sub-total	Students Tested	OHD	SLD	SoL	Sub-total	Students Tested
AMR	15.9%	6.3%	50.0%	11.0%	164	22.2%	5.6%	-	14.3%	77	11.5%	6.9%	-	8.0%	87
BKM	3.3%	2.7%	0.0%	2.9%	174	5.9%	2.1%	-	3.6%	84	0.0%	3.2%	-	2.2%	90
Cam-Kap	7.0%	3.6%	66.7%	6.2%	129	6.7%	2.1%	-	6.3%	64	7.1%	5.6%	-	6.2%	65
Cas-Kah	2.9%	8.5%	27.8%	9.8%	123	4.3%	8.8%	12.5%	7.7%	65	0.0%	8.1%	40.0%	12.1%	58
Charter CA	11.1%	1.4%	-	4.0%	99	18.2%	2.9%	-	6.5%	46	6.3%	0.0%	-	1.9%	53
FKK	17.1%	9.6%	-	11.6%	129	8.3%	10.2%	-	9.8%	61	21.7%	8.9%	-	13.2%	68
HKKK	3.0%	9.7%	50.0%	9.1%	99	0.0%	16.0%	-	16.2%	37	4.2%	5.4%	-	4.8%	62
HLLM	7.1%	9.1%	0.0%	7.9%	63	16.7%	5.9%	-	8.0%	25	0.0%	11.1%	-	7.9%	38
HW	7.7%	3.3%	0.0%	3.7%	108	-	2.2%	-	1.9%	52	10.0%	4.3%	-	5.4%	56
Kai-Kal	14.3%	8.2%	57.1%	14.3%	77	22.2%	3.6%	-	14.6%	41	8.3%	14.3%	-	13.9%	36
Kauai	5.3%	3.6%	50.0%	5.2%	77	0.0%	0.0%	-	3.1%	32	7.7%	6.3%	-	6.7%	45
KKP	0.0%	0.0%	50.0%	2.7%	37	-	0.0%	-	0.0%	19	-	0.0%	-	5.6%	18
KMR	10.8%	4.3%	0.0%	6.1%	131	0.0%	4.7%	-	3.4%	59	18.2%	4.1%	-	8.3%	72
LMW	19.5%	8.7%	73.3%	16.0%	194	15.0%	7.9%	77.8%	16.3%	92	23.8%	9.3%	66.7%	15.7%	102
NW	11.5%	4.7%	-	6.7%	90	15.4%	0.0%	-	5.9%	34	7.7%	7.0%	-	7.1%	56
PC-W	17.4%	5.8%	25.0%	8.5%	130	20.0%	2.3%	-	7.0%	57	15.4%	8.3%	-	9.6%	73
All Complex	10.1%	5.7%	40.3%	8.3%	1824	10.0%	4.9%	45.7%	8.4%	845	10.1%	6.5%	32.3%	8.3%	979

SIMR = Reading proficiency for 3rd and 4th grade SLD, OHI and SLI students

SIMR Proficiency Base for 2014-2015 8.3%

Data in fields with number of tested students zero or below 5 were included on calculations but they are not displayed

Appendix O: Special Education Summative Report Template

Special Education or EL Task Force
Summative Report
2017-18

REPORT COMPONENTS	DETAILS
Task Force Members w/Titles	Please identify co-chairs, consultants and members
Feedback	Input received by non-Task Force members (includes names and titles only or organization)
Meeting Dates	
Task Force Charge	
Guiding Questions	
Compelling Data and Areas of Need	What does the student outcomes data tell us about areas of need; what are our Strive HI goals? Are there differences in student performance outcomes by school levels, complex areas, islands?

REPORT COMPONENTS	DETAILS
Theory of Action	Note: this can be what we fundamentally believe about special ed or EL services and/or learners; this can also be in the form of If Then statements, i.e. IF we believe that high quality language based supports can provide English language learners with full access to the curriculum, THEN we should be able to mitigate the performance gap between English language learners and their peers
Research Articles/Reports Reviewed	Note: cite recent articles, reports, and any consultant work supporting your review
Practices that Need to be Standardized or Improved	Standardization of Practice Needed: Improvements in Delivery of Standard Practices Needed:
High Priority Short-Term Recommendations	No more than 5 - think about the most compelling levers of change for 2018-19
Long-Term Recommendations	No more than 5 - these will become our next steps to begin planning for next year
Financial Implications	Include financial model if available or indicate which recommendations still need a financial model calculated