



State Systemic Improvement Plan

Hawai'i State Department of Education

Phase 2 Submission

Indicator 17, State Performance Plan/Annual Performance Report

Pursuant to §616, Individuals with Disabilities Education Act

April 1, 2016



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Executive Summary

Overview of Document Contents

The Hawaii State Department of Education submits this document for Phase 2 of the State Systemic Improvement Plan (SSIP) as required by the U.S. Department of Education pursuant to section 616 of the Individuals with Disabilities Education Act (IDEA), following requirements set forth by the Part B Measurement Table, Indicator 17 for the State Performance Plan/Annual Performance Report (SPP/APR). This document is also written for our stakeholders - Hawaii State Department of Education staff, students, parents, community members, partners in other state agencies, and providers. This Phase 2 submission contains the following information:

1. The phased-in implementation and evaluation plan for each improvement strategy; and
2. The new baseline for our State-identified Measurable Result (SIMR), and proficiency targets.

Hawaii Phase 1 submission is available online at this website: <http://bit.ly/HIPhaseI>. As with Phase 1, we submit a narrative instead of using the U.S. Department of Education's on-line tool for submission to increase accessibility to the content with the aim of increasing understanding of the Phase 2 decisions.

Highlights for the Phase 2 Submission

Guided by the achievement of our State Strategic Plan goals, the Hawaii State Department of Education continues its transformational efforts, manifesting our commitment to prioritize the advancement of teaching and learning for our students with disabilities. As we progress towards full implementation of our chosen improvement strategies for our SSIP, we expect improved educational results and functional outcomes for all students.

The SSIP Phase 2 submission enhances the strategies identified in Phase 1, and reflects our desire to build the capacity of and appropriately resource instructional leaders at the Complex Area and school-level. Our plan to implement and evaluate such strategies will ensure Hawaii addresses the root causes of low performance identified by our Department and Community Stakeholders in Phase 1: Professional Development and Technical Assistance, Early Interventions, Data, and Student, Parent, and Community Engagement.¹

¹ The Phase 1 SSIP submission, page 76, provides a description of the root causes: **(1) Professional Development and Technical Assistance for Quality Instruction to Improve Reading:** Necessary to support and build teachers' skill-level and provide teachers with necessary tools and resources to improve the use of reading strategies and interventions to address low reading performance, and improve High-Quality Special Education Teacher percentages and teacher retention. **(2) Improvements for Early Interventions (Early in grade and in time):** Necessary to address the achievement gap with interventions in early grade levels, and providing the systemic and staff supports to identify the need for timely interventions to improve reading. **(3) Strategies to Improve Student and Parent Engagement:** Necessary to engage and form partnerships with students and their parents to better understand students' needs, address expectations of the Department and the student and family, so families understand their role in supporting students'

The Hawaii State Department of Education expects improved outcomes for all students with disabilities upon full implementation of the following three improvement strategies:

1. Build Capacity and Collaboration for Sustainable Statewide Improvements Utilizing Professional Learning Communities and Complex Area Implementation Teams;
2. Implement and Evaluate Effectiveness of Chosen Evidence Based Practices for Improving Student Performance as Documented in Complex Area Plans; and
3. Engage Students, Parents and Community Members by Utilizing the Leading by Convening Framework.

Our implementation plan reflects a deliberate approach such that each strategy will be implemented with fidelity and reach full implementation. Implementation will occur in phases and actions are required by both the State-level and Complex Area leadership and staff. Consequently, our evaluation plan reflects our phased-in implementation. We will work together with our stakeholders on implementation and evaluation, refining and improving practices and activities as we move forward.

Summary of Changes Between Phases 1 and 2²

Stepping back from Phase 1 and reviewing stakeholder comments, questions, and concerns about the Phase 1 decisions brought pause, and fueled the development of a robust approach to addressing the root causes identified by stakeholders. The results of our the statewide assessment administered in the 2014-2015 school year also brought new realities about what strategies were necessary to materialize positive and sustainable improvements. In sum, the following provides a list of changes between our Phase 1 and 2 submission:

1. Hawaii has revised baselines of our State-identified Measurable Result (SIMR) due to the administration of a substantially different assessment in the 2014-2015 school year. Both the proficiency and growth targets have new baselines. New proficiency targets are submitted. In addition, the calculation of overall median growth percentile (MGP) is now the true median of the three categories of disabilities, instead of the mean of the median of the three categories of disabilities. Also, the SIMR does not refer to an improvement in “reading”, but rather uses the term “English Language Arts” or “ELA” as the new assessment administered in the 2014-2015 school year utilizes that terminology on the assessment. It is also important to note that the English Language Arts assessment includes a reading component, however we will be utilizing the entire English Language Arts assessment score in measuring proficiency.

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

² This section responds to the “Questions and Answers for Indicators B-17 and C-11”, specifically question #9, providing a “summary page to highlight” changes/revisions made between Phases 1 and 2.

2. Hawaii made enhancements to our chosen coherent improvement strategies as follows:
 - A. In order to build the capacity of leadership and staff and address the five main root causes and strands of action identified in Phase 1, the Six Priority Strategies and its Complex Area Support Teams Professional Learning Communities are enhanced by the concurrent use of the Complex Area Superintendents Professional Learning Community and the District Educational Specialists Professional Learning Community.
 - B. The responsibility for implementation of evidence-based practices will be placed upon the Complex Area Superintendent and the Complex Area Implementation Team (CAIT), to which the Six Priority Strategies' Complex Area Support Team (CAST) members will be an integral part. Under the Complex Area Superintendent's leadership and guidance, these CAITs will be responsible for the development of Complex Area Plans, and training and coaching school administrators and staff on evidence-based practices.
 - C. The "Focused Intervention" described in Phase 1 tentatively provided a Kindergarten through third-grade program to be decided by State Leadership and implemented state-wide. Upon closer inspection of Complex Area data, this decision-making authority has rightfully been placed with the Complex Area Superintendent, as this leader possesses the best understanding of the strengths and needs of their students, staff, and schools. The Complex Area Superintendent's decisions will be documented in their Complex Area Plans. The Deputy Stocktakes utilized with the Six Priority Strategies implementation will also be the mechanism for accountability of implementation of the Complex Area Plan.
 - D. The State's Elementary and Secondary Education Act Flexibility Waiver will be ending in August. The activities identified to implement our chosen strategies will be closely aligned to the implementation of the Elementary and Secondary Education Act, as reauthorized.

These changes will more appropriately address the needs identified during the data and infrastructure analysis in Phase 1. More importantly, the strategies chosen and the thoughtful implementation and evaluation will advance our ability to address the strengths and needs of our students with disabilities, the staff that teach and provide services to our students, and our system of support that moves us all towards success.



Elementary students excited to show their new books.

Message from Kathryn S. Matayoshi, State Superintendent

In 2016, the Hawaii State Department of Education is embarking on a review and extension of its State Strategic Plan. The Department is committed to improving alignment with the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and other federal and state requirements. Congress' deliberate postponement of key implementation requirements in ESEA, as reauthorized, until the 2017-2018 school year, presents an opportunity to leverage collaborative efforts to align IDEA and ESEA programs and services to benefit all student subgroups, which includes students with disabilities.

The State Systemic Improvement Plan process provides for continued collaborative work internally and with our parents and community partners to focus on increasing our capacity to advance the performance of our students with disabilities. This submission provides thoughtful improvements to build our infrastructure to meet our strategic achievement goals for all students, and implement evidence-based practices that improves early literacy for our students with disabilities. We expect the implementation of the strategies chosen will result in increases in the proficiency rates and high levels of growth on the English Language Arts assessment. We have set ambitious yet attainable targets, acknowledging our desire to narrow the achievement gap and measure whether our students are on a pathway to success. It is work that we cannot do alone and we are grateful to all of our stakeholders.

Recognizing leadership as the key component to ensuring implementation fidelity, we are dedicated to enhancing our system of support for our State, Complex Area, and School leaders to support our teachers and the transformative practices in their classrooms. Our desire to improve alignment between Federal and State requirements will increase the sustainability of strategies described in this submission for prolonged benefit to our students, staff, and system. Together, we remain committed to meet the individualized needs of our students with disabilities. Mahalo!



Superintendent Matayoshi reads "The Frog Prince Continued" to students at Ewa Beach Elementary on Dr. Seuss Day.

Introduction: The Hawaii State Department of Education Continues Transformational Efforts in Phase 2



At Kaimuki High School, students, their teachers, and community members partner to create a beautiful mural affirming, Ho'okaha Wai Ho'oulu Aina, when the water flows so the land thrives.

Our Theory of Action: Achieve Student Success by Building the State and Complex Area Capacity for Implementing Evidence-Based Practices³

Student success will be attained through the actions of capable leadership supported in their authority to manage resources necessary for scaling-up bright spots and removing barriers for implementing evidence-based practices and addressing Professional Development and Technical Assistance, Early

Interventions, Data and Student and Parent Engagement needs. The three strategies chosen by State Leadership will manifest the value placed on the decision-making authority of Complex Area Superintendents. The three strategies chosen are as follows:

1. Strategy #1: Build capacity and collaboration for sustainable statewide improvements utilizing State-level Professional Learning Communities and Complex Area Implementation Teams to provide resources and the training and coaching necessary for implementation fidelity of evidence-based practices;
2. Strategy #2: Implement and evaluate the effectiveness of chosen evidence-based practices for improving student performance as documented in Complex Area Plans and resourced, in part, by an established and coordinated State-level system; and
3. 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.

Implementing these three strategies will improve the educational and functional outcomes for all students with disabilities, and specifically improve early literacy for students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language, which will be demonstrated by increased rates of proficiency on the English Language Arts Assessment for 3rd and 4th graders, and high-levels of growth for 4th graders on the same assessment.

³ The following responds to Sub-components 1(a) and 1(d), Infrastructure Development, and 2(b) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

Hawaii continues to refine efforts implemented during Race to the Top and the Elementary and Secondary Education Act Flexibility Waiver. In particular, the use of the Six Priority Strategies, which has been developed utilizing various strategies proven to effect positive student and staff results, will be maintained as one part of our comprehensive plan. Advancements at both the State and Complex Area level will be made to improve the educational and functional outcomes for all students with disabilities.

The Superintendent, Deputy, and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will lead a team of state-level staff to execute the implementation plan set forth. Already in existence, the Professional Learning Communities of the Six Priority Strategies are routinely assembled for each strategy and combined strategies, and will be concurrently implemented with two separate Professional Learning Communities for Complex Area Superintendents and for District Educational Specialists. These Professional Learning Communities will provide a mechanism to develop knowledge of special education strategies and build capacity of Complex Area leaders and their staff.

In order for the information gathered from these Professional Learning Communities and other valuable information to influence positive changes in the classroom, we are requesting each Complex Area Superintendent establish a Complex Area Implementation Team. Currently, some Complex Areas have a Complex Area Implementation Team, called by another name, but function as the entity aligning historically separate programmatic efforts at the Complex Area to address student achievement. The Complex Area Implementation Team will ultimately become the “change agent” responsible for initiating, improving, and sustaining changes at the Complex Area and school-level through training, coaching, and other supports defined by the Complex Area Superintendent designed to build capacity of Complex Area staff, school administrators, teachers, and staff on evidence-based practices to achieve our SIMR targets.

The Complex Area Superintendent will also utilize the Complex Area Implementation Team for assistance with developing Complex Area Plans. Such Complex Area Plans will be utilized to set forth the Complex Area Superintendent’s actions for advancing the achievement of students with disabilities and in particular, improving the early literacy of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language to be demonstrated by an increase in proficiency rates. The Complex Area Plan will also reflect the efficient use of State and Complex Areas resources in part through the alignment of efforts to meet requirements of the Individuals with Disabilities Education Act, the Elementary and Secondary Education Act, as reauthorized, and any other state and federal requirements. All Complex Areas will annually submit a plan. In addition, Hawaii will select targeted Complex Areas to receive increased State support. The Complex Area Plans will be employed as the basis for accountability during Deputy Stocktake meetings with Complex Area Superintendents, identifying bright spots for state-wide scaling up and the State action required to remove barriers impeding implementation of strategies and evidence-based practices.

To support the Complex Area efforts the State leadership and its staff will establish a system of support for evidence-based practices. The support will be dictated by the needs of Complex Area Superintendents. State leadership and its staff will be informed by data gathered on strengths and needs identified at the Stocktakes between the Deputy and Complex Area Superintendent, the various Professional Learning Communities, and within Complex Area Plans.

Understanding that the Hawaii State Department of Education leaders and staff cannot simply address organizational improvements in a vacuum, student, parent, and community engagement is also key to success. The Leading By Convening framework will provide an opportunity to build a partnership and shared commitment to identify issues and work together to support efforts to enhance the State's system of support.

The graphic on the next page provides a visual representation of our theory of action without three main strategies in the columns, and the rows depicting either the State-level or Complex Area specific actions. The graphic provides at the very top of the page the reflection in our theory of action that leadership at the State-level and Complex Area is key to implementation fidelity and providing necessary supports and resources to schools to address Professional Development and Technical Assistance, Early Interventions, Data, and Student and Parent Engagement needs, which are root causes and our strands of action defined in Phase 1.⁴ We expect that the implementation of the strategies and activities will result in improved educational performance and functional outcomes for all our students. The visual provides the explanation that the measure of effectiveness of the strategies and activities will be the increases in the proficiency rates of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities on the English Language Arts assessment, and 4th grade median growth percentile of these students on the same assessment.

More information about the implementation and evaluation of each of the strategies is provided in the relevant sections below. Each strategy and activities are in different implementation stages, and implementation will be phased-in to ensure readiness for high-fidelity adoption, implementation, and sustainability. Consequently, evaluation of implementation and progress towards outcomes and meeting our SIMR will also be phased-in to align with implementation. The evaluation will also test our theory of action and whether it is valid or modifications to the theory of action or the chosen strategies are necessary.



Wasting no time, these elementary students eagerly delve into their new books.

⁴ See description in footnote 1 or review page 122 in the Phase 1 submission available at: <http://bit.ly/HIPPhase1>



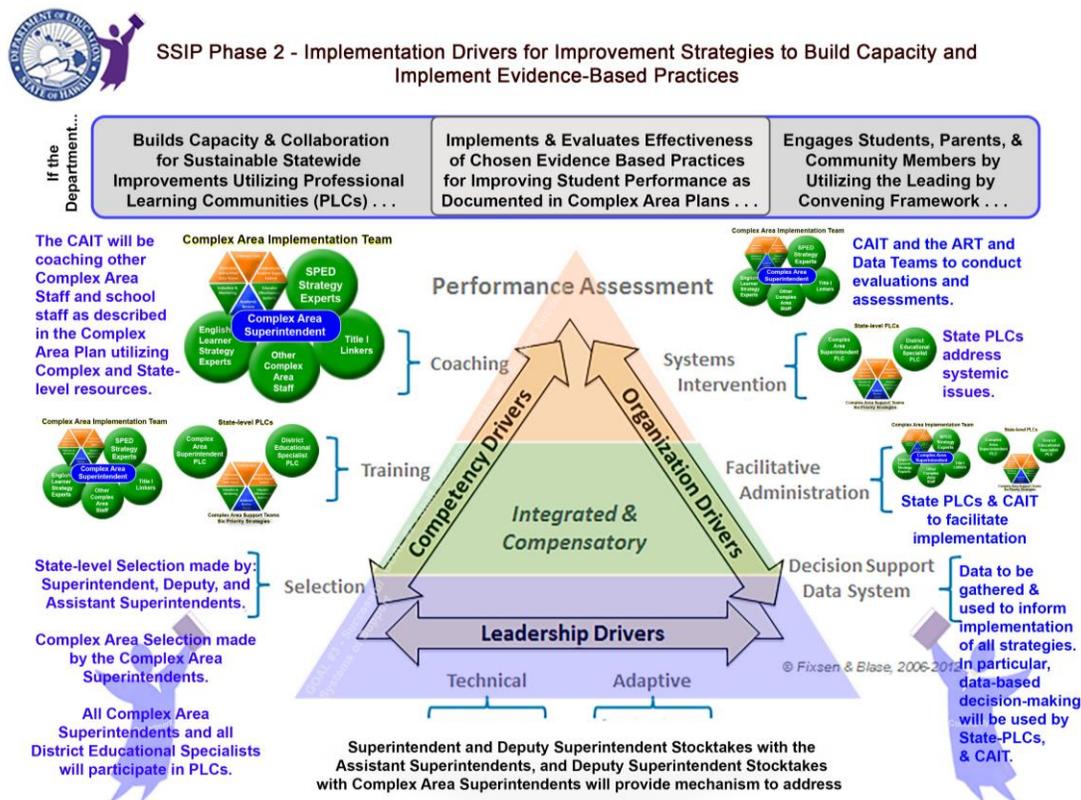
SSIP Theory of Action, Phase 2 - Improvement Strategies and Activities

Leadership at the State-level & Complex Area is key to implementation fidelity and providing necessary supports and resources to schools to address Professional Development & Technical Assistance, Early Interventions, Data, and Student & Parent Engagement.

<p>If the Department...</p>	<p>Builds Capacity & Collaboration for Sustainable Statewide Improvements Utilizing Professional Learning Communities (PLCs) . . .</p>	<p>Implements & Evaluates Effectiveness of Chosen Evidence Based Practices for Improving Student Performance as Documented in Complex Area Plans . . .</p>	<p>Engages Students, Parents, & Community Members by Utilizing the Leading by Convening Framework . . .</p>
<p>Complex Area Strategies and Activities</p>	<p>Complex Area Implementation Team</p>	<p>Complex Area Plans</p> <p>Selected Complex Areas will be provided with focused support and resources.</p>	<p>Family Engagement Framework</p> <p>State-level engagement between Department (State-level, Complex Area, and School) and Community Stakeholders</p>
<p>State-level Strategies and Activities</p>	<p>State-level PLCs</p>	<p>State-level System of Support for Evidence-Based Practices</p>	<p>Cashman et al., (2014). Leading by Convening: A blueprint for authentic engagement. Alexandria, VA: National Association of State Directors of Special Education.</p>
<p>Expected Outcome</p>	<p>Hawaii expects that implementation of these strategies & activities will result in improved educational performance and functional outcomes for all students with disabilities. To focus the evaluation of the effectiveness of these strategies and activities, Hawaii will measure the increase in the proficiency rates of 3rd and 4th grade students with Specific Learning Disabilities (SLD), Other Health Disabilities (OHD), and Speech or Language Disabilities (SoL) on the English Language Arts (ELA) assessment, and the 4th grade median growth percentile of these students on the ELA assessment.</p>		

The Implementation Drivers of Chosen SSIP Strategies⁵

The three chosen strategies will advance educational performance and functional outcomes for all students with disabilities, and specifically improve early literacy for students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language, which will be demonstrated by increased rates of proficiency on the English Language Arts Assessment for 3rd and 4th graders, and high-levels of growth for 4th graders on the same assessment. The three strategies also provides competency, organization, and leadership supports to increase fidelity and sustainability of systemic changes. The chosen SSIP strategies are integrated and compensatory, as successful implementation of one strategy is unachievable without the other. The implementation drivers of each strategy have been defined but will be reexamined and revised as implementation of strategies occur.



Competency Drivers - Changes in the quality of professional development, resources, and data will only occur through appropriate training and effective coaching. The State-level Professional Learning Communities and the Complex Area Implementation Teams will be the competency driver for implementation fidelity of evidence-based practices. The State-level Professional Learning Communities will be the mechanism for providing and sharing successful innovative evidence-based practices. The State-level Professional Learning Communities will also be coaching participants. The Complex Area Implementation Teams under the direction of the Complex Area Superintendent will be responsible for taking information learned at the Professional Learning Communities and other information, and deliver coordinated training and coaching to support Complex Area staff, school

⁵ The following responds to Sub-component 2(a), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool. Information on Implementation Drivers obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

administrators, teachers and school staff. The Complex Area Implementation Teams will also provide other support as identified by the Complex Area Superintendent.

Performance Assessment - The Six Priority Strategies and its performance management systems laid the foundation for the manner in which accountability and evaluation is conducted. Two of the Six Priority Strategies, the Academic Review Team and Data Teams,⁶ along with the rubrics and self-assessments will be utilized to measure the progress and effectiveness of implementation of the Six Priority Strategies. Assistant Superintendents and Complex Area Superintendents will also identify tools to measure implementation of strategies and tools to measure progress towards outcomes and SIMR. Rubrics adapted from the Leading By Convening framework will also be utilized to monitor the efforts of the State-level Professional Learning Communities, the Complex Area Implementation Teams, and the student, parent, and community engagement.

Organization Supports - Organization supports are key to ensuring any barriers to implementation of innovations are addressed. Hawaii is fortunate to have a statewide electronic database capturing information on all our students and allowing for such data to be accessible by our instructional leaders and teachers, and Data Team and Academic Review Team members that assist in making school-level and Complex Area-level decisions to guide improvement activities. To promote collaboration between initiatives, the Complex Area Implementation Team, which includes the Academic Review Team and Data Team members in the Complex Area, will examine data to make recommendations to the Complex Area Superintendents on strengths and needs of the Complex Area. Data will also be reviewed to measure implementation progress and effectiveness of the Complex Area Plan initiatives. Positive organizational change will be driven by facilitative administrators, which are: the State-level Professional Learning Communities; the Complex Area Implementation Teams; and the Academic Review Teams. The State-level Professional Learning Communities will also assist with identifying and removing barriers to implementation of systemic innovations, as necessary.

Leadership Drivers - Adaptive and technical issues regarding implementation of the chosen strategies will be identified and resolved during Superintendent and Deputy Stocktakes with Assistant Superintendents and Complex Area Superintendents. The Reform Sustainability Network, started by the U.S. Department of Education, highlighted these routines as performance management exemplars for identifying bright spots and removing barriers.

Integration of Strategies and Improvement Cycle - These strategies will result in effective systemic change. Hawaii will maintain its “Plan-Do-Check-Act” improvement cycle. The graphic below demonstrates how SSIP strategies are used in feedback loops to ensure continued alignment of policy and practice, and the development and/or maintenance of conditions for implementing and sustaining effective evidence-based practices.

⁶ Appendix A provides more information regarding the Six Strategies and the Academic Review Teams and Data Teams.

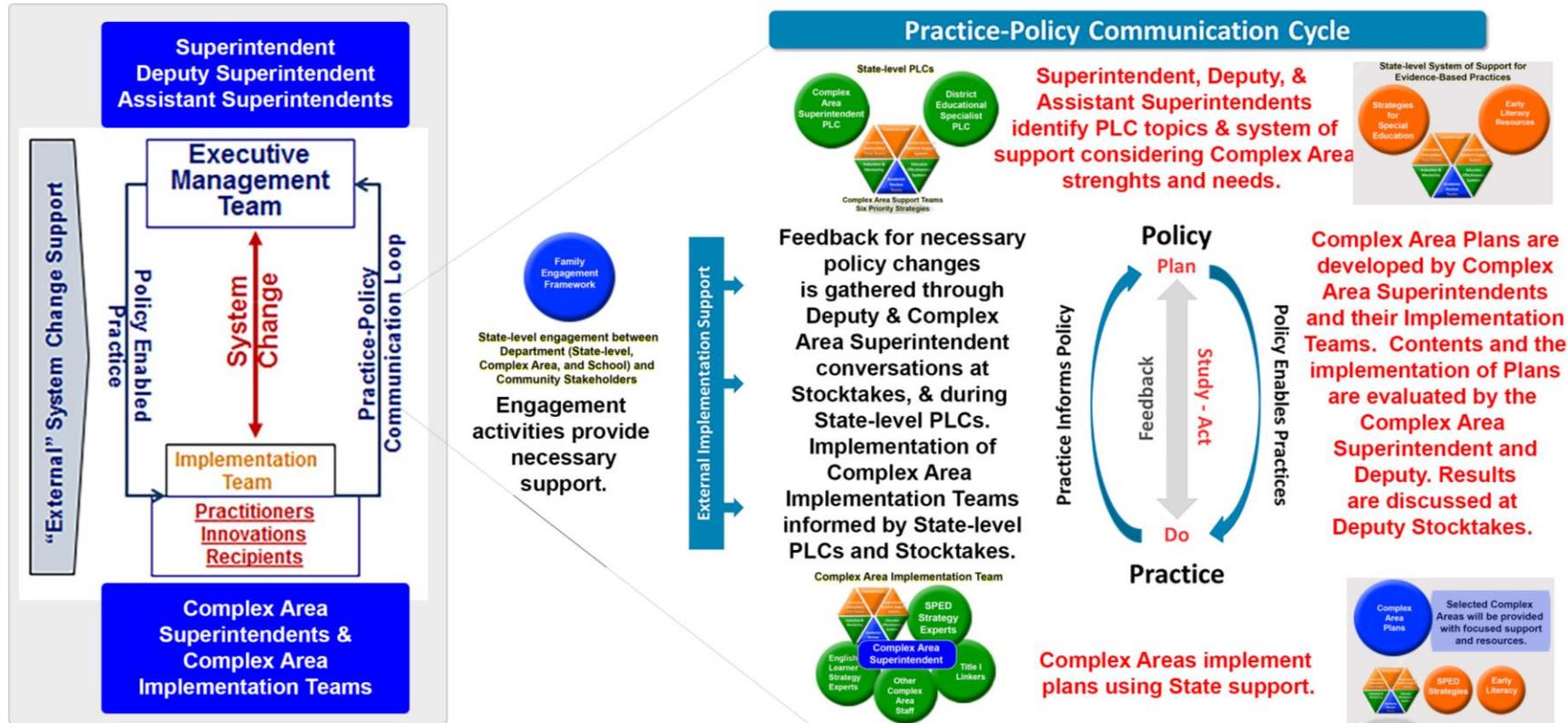


SSIP Theory of Action, Phase 2 - Improvement Strategies and Activities

If the Department...

Leadership at the State-level & Complex Area is key to implementation fidelity and providing necessary supports and resources to schools to address Professional Development & Technical Assistance, Early Interventions, Data, and Student & Parent Engagement.		
Builds Capacity & Collaboration for Sustainable Statewide Improvements Utilizing Professional Learning Communities (PLCs) . . .	Implements & Evaluates Effectiveness of Chosen Evidence Based Practices for Improving Student Performance as Documented in Complex Area Plans . . .	Engages Students, Parents, & Community Members by Utilizing the Leading by Convening Framework . . .

Hawaii will continue utilizing its “Plan-Do-Check-Act” Improvement Cycle to increase the effectiveness and sustainability of the strategies chosen, and improve the alignment of policies, structures, procedures, and practices to enable Complex Area Superintendents the ability to implement evidence-based practices. Built into the strategies chosen is a Practice-Policy Communication Cycle such that feedback from the practice-level informs the State’s mandates, allowing for the development and maintenance of conditions that support scaling-up and implementing evidence-based practices chosen by the Complex Area Superintendent. The integrated implementation of the strategies will manifest in positive systems change.



Graphics adapted from the National Implementation Research Network’s Active Implementation Hub available at:

<http://implementation.fpg.unc.edu/module-5/topic-3-practice-policy-feedback-loops>, and <http://nirn.fpg.unc.edu/learn-implementation/improvement-cycles>.

Our Leadership: The Key to Achieving Student Success⁷

Leadership at the State and Complex Area are key to implementation fidelity and providing the necessary supports to schools to address professional development, technical assistance, early interventions, data, and partnership needs. Each State-level leader and our Complex Area Superintendents are committed to implementing the Strategic Plan to achieve student and staff success and build successful systems of support. As the SSIP is aligned to our Strategic Plan, such commitment is also manifested in the SSIP implementation.

The Hawaii State Department of Education remains a unitary system governed by a single State Board of Education, and lead by the Superintendent. We operate a tri-level educational system consisting of the State, Complex Area, and schools.

Note: Part B SPP/APR Indicator/Measurement Table for Indicator 17, provides in relevant part, that Phase II of the SSIP requires the State to include in its submission “Support for local educational agency (LEA) Implementation of Evidence-Based Practices” (emphasis added). Further within such document, there are requirements that reference LEAs. Applicability of the requirements of the SSIP specifically in regards to LEAs is a legal fiction in Hawaii given our unitary status. As such, for purposes of Hawaii’s SSIP, requirements made of the LEA have been translated to fit our state’s governance. This document has responded to Indicator 17 by describing the infrastructure changes and strategies necessary for implementation of evidence-based practices by the State and its Complex Areas. Questions regarding the application of LEA requirements of the SSIP to Hawaii’s unitary status should be referred to the Special Projects Office Director (*see* cover page for contact information).

The Hawaii State Board of Education holds the Superintendent accountable for implementing the Strategic Plan goals and objectives. The Superintendent utilizes Stocktakes with the Deputy and Assistant Superintendents to monitor and evaluate the implementation progress and effectiveness of activities to meet the Strategic Plan goals. The Superintendent oversees the Deputy who is responsible for academic functions. The Superintendent also oversees the Senior Assistant Superintendent responsible for the following offices with operational functions: Office of Fiscal Services, Office of Human Resources, Office of Information and Technology Services, and Office of School Facilities and Support Services. Of relevance to the SSIP, the Superintendent also has the following direct reports: Assistant Superintendent of the Office of Strategy, Innovation and Performance, the Communications Office (Communications and Community Affairs), and the soon-to-be established Community Engagement Office.

⁷ The following responds to Sub-components 1(c) and 1(d), Infrastructure Development, and 2(a) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

The Deputy oversees the academic functions and transformational efforts by utilizing Stocktakes with the Assistant Superintendent of the Office of Curriculum, Instruction, and Student Support, and the fifteen (15) Complex Area Superintendents to hold such leaders accountable for implementing the Strategic Plan goals and objectives. Deputy’s direct reports also include: Directors of the Special Projects Office, Office of Coordinated Support, and the School Transformation Branch.

One important change between SSIP Phases 1 and 2 is the appointment of new State-level leaders responsible for overseeing academic functions and reforms. In May 2015, Stephen Schatz was appointed Deputy Superintendent. Besides his teaching and administrative experience, Deputy Schatz managed the Race to the Top grant, guiding the Hawaii State Department of Education out of “high-risk” status by successfully implementing Hawaii’s transformation plan. Deputy Schatz’s focus is on identifying and scaling-up “bright spots”⁸: turn-around moments that have made a positive difference in student, staff, and system success.



*Stephen Schatz
Deputy
Superintendent*

In July 2015, Suzanne Mulcahy was appointed as the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support. Assistant Superintendent Mulcahy has experience at every level in the system – from Educational Assistant to most recently, Complex Area Superintendent. She is an effective special education teacher and administrator, identifying strengths and needs, and not hesitating to transform systems to benefit student performance. Assistant Superintendent Mulcahy worked quickly at the start of her tenure to manifest her commitment to prioritize special education by formalizing systems of support and Professional Learning Communities for the Complex Area Superintendents and District Educational Specialists.



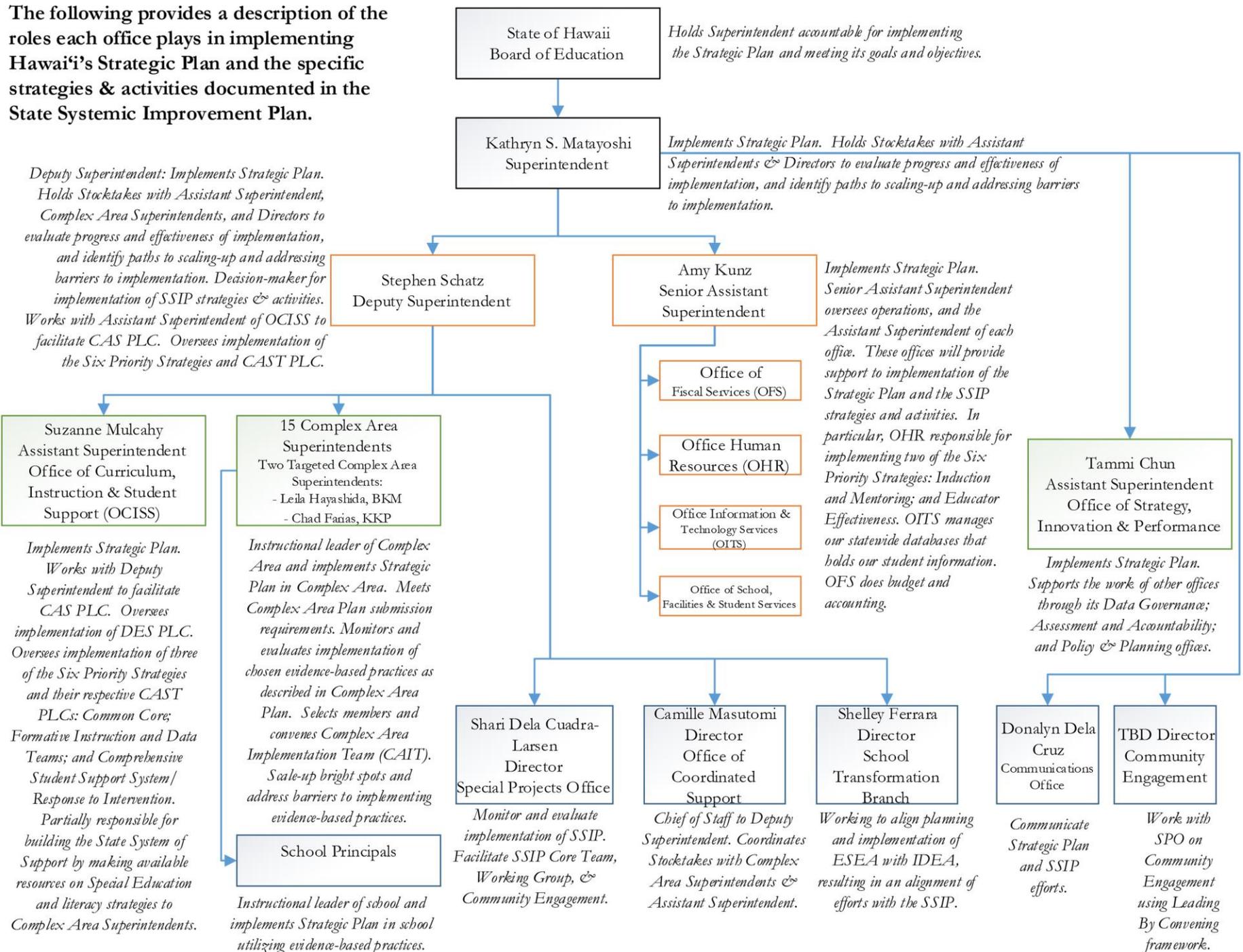
*Suzanne Mulcahy
Assistant
Superintendent*

Both Deputy Schatz and Assistant Superintendent Mulcahy are the decision-makers for the SSIP. At the inception of Phase 2, both have emphasized the value of the Complex Area Superintendents’ authority to identify and implement the evidence-based practices necessary to result in improved student achievement and positive changes at the school and classroom. The chosen SSIP strategies are reflective of such value. Each State and Complex Area leader plays an integral role in the implementation and progress monitoring of the SSIP strategies, and to achieve increased alignment among and between implementation of the SSIP and other Federal and State requirements. The Office of Coordinated Support, which reports to the Deputy, will provide opportunities that promote alignment of initiatives and improve the State system of support.

The roles and responsibilities of leaders and offices will be periodically reviewed and evaluated to ensure efficiency in implementation and progress monitoring. In addition, changes to roles and responsibilities may occur due to a pending reorganization.

⁸ Heath, Chip, and Dan Heath. *Switch: How to Change Things When Change Is Hard*. New York: Broadway, 2010.

The following provides a description of the roles each office plays in implementing Hawai'i's Strategic Plan and the specific strategies & activities documented in the State Systemic Improvement Plan.



Our Phase 2 Stakeholders: Engaging Relevant Participants⁹

As final decision-makers, both the Deputy and Assistant Superintendent of the Office of Curriculum, Instruction, and Student Support have utilized recommendations made by Department and Community stakeholders. The difference between the SSIP Phase 1 and 2 tasks prompted an evaluation of whether relevant stakeholders were assisting with the requirement to develop the implementation and evaluation plans. Utilizing the Leading By Convening Circles, we identified the stakeholders necessary to produce this Phase 2 submission and identified their roles in one or more of these categories: Core Team, Key Participants and Key Advisors, Extended Participants and Feedback Networks, and Dissemination Networks.

The Leading By Convening Circles defines these roles as follows¹⁰:

- Core Team consists of leaders from diverse groups who are committed to the success of the work. Their responsibilities are as follow: Convene the group; Take responsibility for structuring each convening and follow-up; Plan and monitor interaction; Create engagement strategies; Organize activities; Communicate with decision-makers; and Oversee review and evaluation.
- Key Participants and Advisors are groups that have responsibility for, or keen interest in, the issue. Their responsibilities are as follow: Act as regular contacts for information on the issue; Give advice and help the core team sense issues and adapt activities in a variety of contexts; Make opportunities for the work within their networks; Bring their networks into the work of the group; Promote the cross-stakeholder approach to problem identification and problem solving; and Join the core team periodically when their expertise is required on a particular issue.
- Extended Participants and Feedback Networks are individuals who are reached through the organization and networks that are key participants/advisors. They represent individuals who work at the practice, family or individual level. These participants have connectiveness to the issues and to the organizations that are active on the issue. They can bridge between ideas as formulated and ideas as practiced. Their responsibilities are as follow: Volunteer to become involved and represent the perspective of their organization and/or network; Bring the perspective of their role and/or organization into the work; Bring important learnings back to their networks; Identify opportunities within their networks to showcase the learning; Hold both their organizational identity and the group identity while interacting with the group; and Identify other practitioners and family members who may become active.
- Dissemination Networks include participants from all the groups within the circles and all the other groups related to this issue. Their responsibilities are as follow: Receive information;

⁹ The following responds to Sub-components 1(b), 1(c) and 1(d), Infrastructure Development, and 2(b) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

¹⁰ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014) *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.

Redistribute information through newsletters, news blasts, meetings, etc.; Submit information from newsletters, news blasts, meeting, etc., Customize messages for their particular audience.

The stakeholder Circles¹¹ for implementation and evaluation of each strategy differs slightly. The Core Team in these strategies remain unchanged from the Core Team identified in Phase 1. The SSIP Core Team continues with the expertise and leadership from: Amy Estes, Maui District Educational Specialist; Yvonne Humble, Leeward District Educational Specialist; and Ravae Todd, Hawaii District Educational Specialist. The SSIP Core Team continues to be supported by the staff in the Special Projects Office.

Knowing an implementation plan cannot be created absent input from individuals tasked with such implementation, the SSIP Core Team recruited Key Participants and Advisors, and established the SSIP Working Group. Like the SSIP Core Team, the SSIP Working Group is comprised of individuals desiring to meet the challenge of identifying and scaling-up bright spots in special education and general education, and working hard to identify solutions. The SSIP Working Group members bring with them experiences as special education teachers, administrators, and Complex Area Staff, and are pictured below:

- Adam Beckwith, Teacher, Lana‘i High and Elementary School
- Christina Bryan, Resource Teacher, Hawaii District
- Lisha Collier, Teacher, Highlands Intermediate
- Christina Ellis, Resource Teacher, Hawaii District
- Danielle Himalaya, Vice Principal, Makakilo Elementary
- Lynn Holman, Resource Teacher, Hawaii District
- Kelly Kalinowsky, Student Services Coordinator, Waianae High School
- Chantel Moreno, Teacher, Kualapu‘u School
- Michelle Pascual, Teacher, Makakilo Elementary
- Loretta Sherwood-Labrador, Student Services and Reading Facilitator, Kualapu‘u School



¹¹ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014) *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.

The SSIP Core Team was responsible for convening the SSIP Working Group, and facilitating activities to obtain input and feedback from the SSIP Working Group members on various strategies, and once chosen by State Leadership, developing the implementation and evaluation of such strategies. Information from the SSIP Working Group combined with information from other Key Participants and Advisors, like our Complex Area Superintendents, formed the basis of recommendations the SSIP Core Team made to State Leadership to consider for decision-making. The SSIP Core Team and SSIP Working Group will play an integral role in the overall implementation and evaluation of strategies defined for our SSIP. As relevant, others will join the SSIP Core Team as the organizers and facilitators of the activities for specific strategies. All strategies and activities except for the implementation of the Six Priority Strategies are at Exploration or Installation Stages.¹² As such, the role of stakeholders will be reviewed, and modified as necessary to meet the needs of implementation and evaluation.

For the engagement strategy, the SSIP Core Team has done preliminary work with select members of the Special Education Advisory Council and the Community Children’s Council, but will identify the role groups and relevant stakeholders as we progress through the Leading By Convening tools and framework.¹³ The other strategies have more clearly defined stakeholders as specific short- and long-term objectives for such strategies have been approved by State leadership. The Deputy, Assistant Superintendents, and SSIP Core Team will partner with other stakeholders to implement the State-Level Professional Learning Communities. The Complex Area Implementation Team, the other strategy used to build capacity, will serve as the Extended Participants in the implementation of the State-level Professional Learning Communities by informing the work of the convenings and then bringing the innovations and knowledge learned back to their Complex Areas and the schools. The same roles and responsibilities are in place for the implementation of the State-level System of Support for Evidence-Based Practices. The Complex Area Superintendent and the Complex Area Implementation Teams will join the Core Team for the strategy implementation and evaluation the Complex Area Plans, and be the sole members of the Core Team for the implementation and evaluation of the Complex Area Implementation Team. Information gathered at Superintendent and Deputy Stocktakes will be one method to evaluate the roles and responsibilities of stakeholders. The graphic on the next page depicts the roles each stakeholder group will play for each SSIP strategy.

¹² Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

¹³ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014) *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.



Stakeholder Participation in SSIP Improvement Strategies and Activities

The Deputy Superintendent and Assistant Superintendent of the Office of Curriculum, Instruction, and Student Support (OCISS) are the final decision-makers for all matters regarding implementation of SSIP Improvement Strategies and Activities. The Leading By Convening framework (Cashman, et al. (2014)) is used to indicate how we have and plan to engage stakeholders in the development, implementation, and evaluation of the SSIP improvement strategies and activities. As implementation of strategies and activities are phased-in and monitored, stakeholder participation will also be reviewed and revised as necessary. The “Core Team” for the two types of strategies includes the “SSIP Core Team” that was carried over from Phase 1. Given the nature of the work for Phase 2, different stakeholders were recruited for development of the implementation plan, and will be recruited for implementation and evaluation.

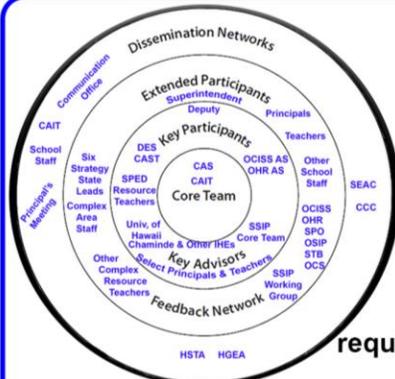
If the Department...

Builds Capacity & Collaboration for Sustainable Statewide Improvements Utilizing Professional Learning Communities (PLCs) . . .

Implements & Evaluates Effectiveness of Chosen Evidence Based Practices for Improving Student Performance as Documented in Complex Area Plans . . .

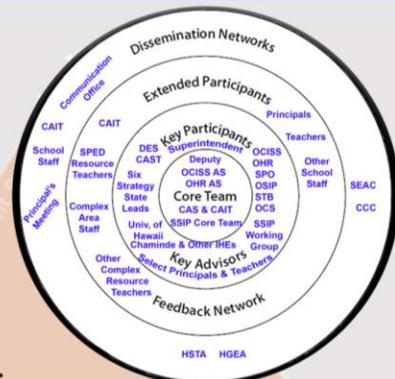
Engages Students, Parents, & Community Members by Utilizing the Leading by Convening Framework . . .

Complex Area Strategies and Activities



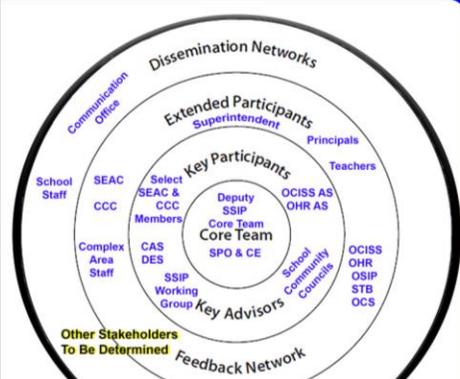
The CAS and CAIT members make up the core team to implement this strategy, & complete required activities.

Complex Area Implementation Team



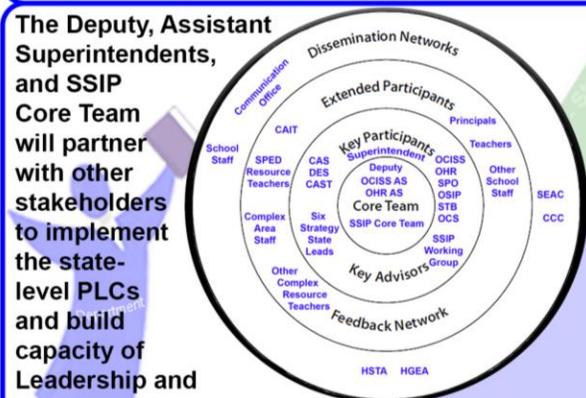
The CAS and CAIT members will work with other core team members to implement the Complex Area Plan requirements.

Complex Area Plan & Targeted Complex Areas



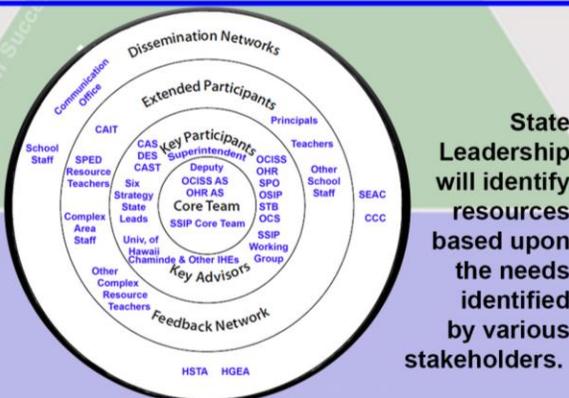
As implementation is currently in the exploration and installation phases, the roles & responsibilities of each partner have not been fully defined. The Deputy Superintendent will be the decision-maker throughout the process. The shared work with students, parents, & community members will result in an identification of key stakeholders, their level of engagement, and their roles & responsibilities for implementation.

State-level Strategies and Activities



The Deputy, Assistant Superintendents, and SSIP Core Team will partner with other stakeholders to implement the state-level PLCs and build leadership capacity of staff.

State-level Professional Learning Communities



State Leadership will identify resources based upon the needs identified by various stakeholders.

State-level System of Support for Evidence-Based Practices

Our Efforts to Align Implementation with Strategic Plan and Implementation Federal and State Programs for Sustainable Improvements¹⁴

The Hawaii State Department of Education has defined short-, intermediate, and long-term objectives and outcomes to progress towards full implementation of the SSIP strategies. The strategies will be implemented in stages, considering researched practices identified in Implementation Science,¹⁵ to ensure the time, effort, and funds expended establish valuable, sustainable, and transformative practices. In addition, such deliberate implementation in stages allows for the Hawaii State Department of Education to take full advantage of the opportunity presented by the reauthorization of the Elementary and Secondary Education Act. The Elementary and Secondary Education Act's current focus on holding states accountable to advance equity for low-performing subgroups and students and allowing for flexibility in local innovations and evidence-based practices, provides Hawaii time to solidify alignment, collaboration, and coordination between and among all Federal and State programs and requirements. The Hawaii State Board of Education, also capitalizing on the changes to the Elementary and Secondary Education Act, has directed the Hawaii State Department of Education to review its Strategic Plan to ensure that its goals and objectives are current and relevant. Alignment and collaboration towards meeting Strategic Plan goals and objectives to address the needs of our students, and notably the low-performing subgroups defined in the Elementary and Secondary Education Act, which includes special education students, will result in initiatives are supported from the both top-down and bottom-up and sustainable.

The Six Priority Strategies were described in Phase 1 and is currently in its third year of implementation. The Six Priority Strategies were chosen in Phase 1 because it is an established statewide system for improving the performance of all students and its utilization will provide the necessary framework to realize improvement without adding to anyone's "plates", which is especially significant for our school leaders and teachers. A description of the Six Priority Strategies can be found in our Phase 1 submission on page 100, available here: <http://bit.ly/HIPhaseI>, or in Appendix A.

A critique of the selection of the Six Priority Strategies is the perspective that the Six Priority Strategies' focus on all students' needs detracts from the ability to address special education and the root causes identified by Stakeholders in Phase 1. In lieu of narrowing the focus of the Six Priority Strategies to address the needs of students with disabilities as proposed in Phase 1, the Six Priority Strategies will now be included in the comprehensive systemic improvement to build the capacity of our leaders and staff to address the needs of students with disabilities and especially to address the early literacy needs of our students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities. The Six Priority Strategies will be maintained as the strategy to build the infrastructure at the Complex Area and schools and capacity of staff to implement the Academic Review Team process,

¹⁴ The following responds to Sub-components 1(a), 1(b), and 1(d), Infrastructure Development, and 2(b) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

¹⁵ Information on Implementation Drivers obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

Common Core State Standards and use of identified state-wide materials, Comprehensive Student Support System and Response to Intervention, Formative Instruction and Data Teams, the Educator Effectiveness System, and Induction and Mentoring. The inclusion of Complex Area leaders and staff in the State-level Professional Learning Communities and the Complex Area Implementation Team will be the mechanism to infuse the implementation of the Six Priority Strategies at the Complex Area level with the activities necessary to address the needs of students with disabilities, and in particular the early literacy needs of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.

In addition, the performance management system and routines described in the Phase 1 submission have been maintained, and will be utilized for the evaluation of the other strategies identified in this Phase 2 submission. This consistency is of importance to the likelihood of increased integration and sustainability of the other strategies: State-level Professional Learning Communities; Complex Area Plans; Complex Area Implementation Teams; State-level System of Support for Evidence-Based Practices, and Student, Parent and Community Engagement.

Alignment between the implementation of activities necessary to improve special education performance and address the early literacy needs of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities will be further developed at the Complex Area level through the requirements of the Complex Area Implementation Team. The proposed members of the Complex Area Implementation Team include: Special Education Strategy Expert(s); Members of the Complex Area Support Team implementing the Six Priority Strategies; English Learner Strategy Expert(s); Title I Linkers (i.e., staff responsible for implementing Title I in Complex Area); and other Complex Area Staff deemed relevant by the Complex Area Superintendent. The proposed members reflect the major subgroups of students identified in the Elementary and Secondary Education Act: students with disabilities, students learning English, and students from low-income families. As such the Complex Area Superintendents and their Complex Area Implementation Teams will be utilizing data on these subgroups to make decisions on strengths and needs, and identified actions will also address the charge of the Elementary and Secondary Education Act.

Under the direction of the Deputy and the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support, the Office of Strategy, Innovation and Performance, the Office of Human Resources, and Directors from the Special Projects Office, the Office of Coordinated Support, and the Student Transformation Branch will be working together to align efforts under the various Federal and State programs and initiatives their office administers. Preliminary discussions regarding the development of a coordinated and possibly consolidated state planning process to address the needs of all students and subgroups of students we are accountable for under the Elementary and Secondary Education Act, which includes special education students, have been initiated.

The strategies chosen to manifest our theory of action mostly require our leaders and their staff, and our community partners to make behavioral changes that will reap positive results. Being held accountable for and including in the planning process specific metrics measured by the SSIP compels implementation of improvements to teaching and learning for our SIMR students. These behavioral changes may not appear to need fiscal support for sustainability, however, we acknowledge the focus on one area of improvement may lessen the attention on an equally important area. Accountability placed on Complex Area Superintendents is reasonable if State leadership partners with Complex Area Superintendents to ensure proper resources are available to support all Complex Area initiatives, not just the ones for the SSIP. This is especially important as the level of total funding for education as a whole provided by the State Legislature is not expected to increase and have maintained nearly the same levels for the past several years.¹⁶ The strategies identified by the SSIP will target improvements to our SIMR students, but will also support academic achievement for all students. Building a system of support that addresses the needs of all students is the key to sustainability of the required behavioral changes over time.

In addition to behavioral changes, we know the Assistant Superintendents and Complex Area Superintendents will need to secure fiscal supports for the professional development, training and coaching, and materials necessary to realize programmatic improvements. We've learned through our experiences with the American Recovery and Reinvestment Act funding and specific Race to the Top funding that infusing State and Complex Areas with capital without a strategic plan for sustainability decreases the probability that the strategy will achieve lasting permanency. Because we are utilizing strategies that target students with disabilities but provide benefit to all students and both special education and general education teachers, State leadership will tap the expertise of our Federal and State program managers to determine allowable and innovative uses of their respective funds to ensure State and Complex Area strategies and initiatives have proper and sustainable fiscal supports. The requirement under the Elementary and Secondary Education Act for Local Educational Agencies to move towards consolidation of funds justifies the process as it is determined how such funds along with Individuals with Disabilities Education Act funding, and other Federal and state funds will be efficiently utilized, within the bounds of the law, to support improvements for students with disabilities and our SIMR students.

¹⁶ The Hawaii State Department of Education closely monitors the state funds to ensure we did not reduce the amount of state financial support for special education and related services for children with disabilities below the amount of support for the preceding fiscal year pursuant to Section 612(a)(18) of the Individuals with Disabilities Education Act.

Timeline for Implementation and Evaluation of Strategies and Activities at the Complex Area Level¹⁷

To account for alignment between the SSIP strategies, and the Strategic Plan and other Federal and State programs, the implementation and monitoring of progress towards implementation and achieving SIMR targets will occur in stages. All strategies are not at the same implementation stage. Specific short-, intermediate, and long-term objectives for the implementation of the SSIP activities, and the short-, intermediate, and long-term objectives on the progress towards the SIMR have been defined for each strategy by school year. The short-, intermediate, and long-term outcomes have also been defined for each strategy by school year. In order to make certain Hawaii meets requirements, also identified are the data collection methods, and methods for data analysis for purposes of ensuring that Hawaii is “on the right track”. Since Hawaii will be phasing-in implementation of strategies and activities, Hawaii will also phase-in evaluation of such strategies and activities. The timeline for implementation and corresponding evaluation for each strategy will be reviewed at the end of the 4th quarter, and refined as necessary. As of the 2015-2016 school year, the strategies are in the following implementation stages:¹⁸

- State-level Professional Learning Communities:
 - o Complex Area Superintendent and District Educational Specialist Professional Learning Communities: Exploration and Installation Stages
 - o Complex Area Support Teams (Six Priority Strategies) Professional Learning Communities: 3rd year of Implementation
- Complex Area Implementation Team:
 - o Complex Area Support Team includes a Special Education Strategy Expert: Exploration and Installation Stages
 - o Complex Area Implementation Team: Exploration
- Complex Area Plan
 - o Complex Area Plans to be implemented in the 2016-2017 school year will be submitted.
 - o Complex Area Plans that incorporate and utilize SSIP strategies and activities for implementation in the 2017-2018 school year and beyond: Exploration
- State-level System of Support for Evidence-Based Practices: Exploration and Installation Stages
- Student, Parent and Community Member Engagement: Exploration Stage

We will progress to full implementation of strategies with time and through collaborative efforts between State and Complex Area leaders and staff. More information regarding the implementation timeline for each strategy is provided in the description of the strategies in the respective sections below.

¹⁷ The following responds to Sub-components 1(b) and 1(c), Infrastructure Development, and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

¹⁸ Information on Implementation Stages obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen

Our Focus on Student Achievement and Our State-identified Measurable Result¹⁹

The Hawaii State Department of Education is committed to improving educational performance and functional outcomes for all students with disabilities. For purposes of the SSIP and to meet U.S. Department of Education requirements, we identified and remain committed to the SIMR identified in Phase 1:



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

- Increase the percentage of 3rd grade and 4th grade students within the eligibility categories of Specific Learning Disability, Other Health Disability, and Speech or Language Disability who are proficient on the statewide assessment for English Language Arts;²⁰ and
- Increase the median growth percentile of 4th Grade students with disabilities within the eligibility categories of Specific Learning Disability, Other Health Disability, and Speech or Language Disability on the statewide assessment for English Language Arts.²¹

Maintaining our Focus on Addressing Educational and Functional Outcomes

State leadership remains committed to the focus on 3rd and 4th grade as a measure, as it highlights the need to address any achievement gaps established in such grades, and prompts proactive improvements to teaching and learning in earlier grades so the achievement gap narrows and ceases to exist. The focus on our “SIMR students”, our students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities is intentional as this group makes up the majority of all students with disabilities. Improved achievement for this population of students will positively impact the overall special education performance on the statewide assessment as reported in Indicator 3 and result in improved performance on the National Assessment of Educational Progress. Making such improvements are important given Hawaii’s state determination of “Needs Assistance”. An immeasurable benefit in focusing on and improving the literacy of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities is the increase in confidence and success in other core subjects for students, and success for teachers that see data reflect their students’ high-levels of academic achievement.

¹⁹ This section responds to the “Questions and Answers for Indicators B-17 and C-11”, questions 2 and 11.

²⁰ On the Smarter Balanced Assessment, which was first administered in 2014-2015 school year, the term “English Language Arts” has replaced “reading” as used on the previous state-wide assessment.

²¹ On the Smarter Balanced Assessment, which was first administered in 2014-2015 school year, the term “English Language Arts” has replaced “reading” as used on the previous state-wide assessment.

The 2014-2015 school year data continues to reflect the need to address the needs of students with Specific Learning Disabilities and Other Health Disabilities as students within these disability categories are still the lowest. Additionally, students with the eligibility categories of Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities make up 63.3% off the total special education population.

Disability Category	Proficiency Rate
Intellectual Disability	36.7%
Speech or Language Disability	33.8%
Orthopedic Disability	33.3%
Autism Spectrum Disorder	31.6%
Multiple Disabilities	26.1%
Visual Disability	24.0%
Traumatic Brain Injury	20.0%
Hard of Hearing	14.1%
Emotional Disability	13.6%
Other Health Disability	10.3%
Developmental Disability	7.0%
Specific Learning Disability	5.2%
Deaf	5.1%
All Disability Categories	12.0%

Before delving into Phase 2, the SSIP Core Team surveyed both Department and Community stakeholders to gather any questions, comments, or concerns about Phase 1, and to confirm stakeholders had an accurate understanding of Phase 1. One misconception of the SSIP, which is in part based upon the mandate to choose a SIMR described in Phase 1, is that the SSIP is only a plan to address and serve the needs of students in Kindergarten through 3rd and 4th grade, and thus, should not be utilized for understanding the Hawaii State Department of Education’s actions for ensuring improved educational and functional outcomes for all students with disabilities. Furthermore, there is a misunderstanding that the SSIP will only address students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.

Contrary to such misconception and misunderstanding, State leadership has chosen the SSIP strategies because of its impact on improving teaching and learning for all students with disabilities. The particular focus on 3rd and 4th grade proficiency and 4th grade growth will serve as a measure to determine effectiveness of the strategies. The SSIP strategies cultivates a system with the capability to address the needs of all students with disabilities notwithstanding their disability categories, and will address achievement of all subgroups identified in the Elementary and Secondary Education Act. Hawaii is improving its entire system of support for implementation of evidence-based practices and for improved accountability. All students will benefit.

Administration of New Statewide Assessment Prompts New Baselines & Proficiency Targets

The 2014-2015 school year was the first year the Smarter Balanced Assessment was administered as the statewide assessment to determine proficiency levels on the Common Core Standards in English Language Arts, Math, and Science. Hawaii must revise its baseline data given that Hawaii administered a statewide assessment that is substantially different than the assessment administered in the 2013-2014 school year, which was utilized to establish base-line data submitted in Phase 1. To note, we are also referring to the proficiency targets as the “English Language Arts” score as the Smarter Balanced Assessment utilizes this term. Also of importance is noting that within the English Language Arts assessment there is reading strand. Hawaii is using the entire English Language Arts score to determine proficiency; we are not using just the reading strand within the assessment.

New Proficiency Baseline and Targets

Data analysis revealed the new baseline for our SIMR’s proficiency target: 8.33% of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities were proficient on the English Language Assessment.

Complex Area ²²	3 rd and 4 th grades combined – ELA Proficiency				
	OHD	SLD	SoL	SIMR	# of Students Tested
FKK	17.14%	9.57%		11.63%	129
KMR	10.81%	4.35%		6.11%	131
AMR	15.91%	6.25%	50.00%	10.98%	164
LMW	19.51%	8.70%	73.33%	15.98%	194
Cam-Kap	6.98%	3.61%		6.20%	129
PC-W	17.39%	5.83%		8.46%	130
NW	11.54%	4.69%		6.67%	90
Cas-Kah	2.94%	8.45%	27.78%	9.76%	123
Kai-Kal	14.29%	8.16%	57.14%	14.29%	77
HW	7.69%	3.30%		3.70%	108
KKP	0.00%	0.00%		2.70%	37
HKKK	3.03%	9.68%		9.09%	99
BKM	3.33%	2.70%		2.87%	174
HLLM	7.14%	9.09%	0.00%	7.94%	63
Kauai	5.26%	3.57%		5.19%	77
Charter	11.11%	1.39%		4.04%	99
All Complexes	10.06%	5.75%	40.26%	8.33%	1,824

- Complex Area and/or subgroup proficiency level at or above state SIMR (8.33%).
- Complex Area and/or subgroup proficiency level below state SIMR (8.33%).
- Number of tested students is zero or below 5, data were included on calculations but they are not displayed.
- SIMR: Grades 3rd and 4th combined, for all complexes, per disability & the aggregate of the three disabilities.

²² See page 55 of this document for a list of the Complex Area names.

Hawaii has set proficiency targets based on the new baseline. Deputy and the Assistant Superintendent for the Office of Curriculum, Instruction and Student Support are the final decision makers in this process. Conversations between the SSIP Core Team and select members of the Special Education Advisory Council and the Community Children’s Council²³ resulted in the initial proposals that were approved by State leadership and sent out to all Department and Community stakeholders via a survey for consideration and input. The request and survey were also posted on our website.

These initial proposals reflected the same target setting analysis that was applied to general education whereby the target increase from one year to the next was based upon an application of a statistically significant percentage increase. Proposal #1 reflected the desire to obtain a 2.4% increase of the percent of students proficient per year. Proposal #2 reflected the desire to see greater gains in four years, and provided a 3% annual increase.

On March 11, 2016, the Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support attended the Special Education Advisory Council meeting where members expressed concerns that gains are not being achieved fast enough to close the achievement gap. Other stakeholders responding through the survey voiced the opposite concerns, indicating Proposal #1 was sufficient and the percentage increase should be much lower. Stakeholders also mentioned that the percentage increase should reflect the implementation stages and the expectation that the percentage increase would increase incrementally as the years progressed.

Mindful of setting targets that will inspire advancement, State leadership set high expectations for student achievement in order to close the achievement gap and reflect the time, effort, and resources being placed into making these systemic improvements. State leadership believes that the capacity building effort through the use of the State-level Professional Learning Communities and Complex Area Implementation Teams will empower Complex Area Superintendents to choose and provide resources and necessary training and coaching to school administrators and staff to implement evidence-based practices resulting in the achievement of our SIMR targets. The rationale behind the targets tracks the same method used in Phase 1: reduce by half the percent of non-proficient students in our SIMR population by the end of this SSIP process. State leadership set these proficiency targets:

Year SSIP Submitted	Year of Data (& Assessment Administered)	Target Approved by Leadership	Percentage Point Increase From Previous Year
April 2016	2014-2015	Baseline: 8.33%	--
April 2017	2015-2016	11%	+3%
April 2018	2016-2017	20%	+9%
April 2019	2017-2018	35%	+15%
April 2020	2018-2019	50%	+15%

²³ These members are Ivalee Sinclair, Martha Guinan, and Susan Wood.

New Growth Baseline

The Hawaii State Department of Education also submits a new baseline for growth to reflect the new administration of a statewide assessment that is substantially different than the assessment administered to establish our baseline. We also submit a new method of calculating the median growth percentile to ensure a sufficient n-size to make such determination.

In Phase 1, it was determined that the growth target would be calculated by averaging the median growth percentile of the three categories of students: Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities (i.e., utilizing the mean of the median). The application of the same process was not statistically valid this year as the Speech or Language Disabilities category is below the appropriate n-size. It is uncertain whether this particular category will always meet the appropriate n-size in the future. As such, instead of using the mean of the median, the median growth percentile will be calculated from this point forward using the median of student growth percentiles for 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.

Hawaii has changed its calculation method for determining the median growth percentile, but not the targets that were established during Phase 1. The median growth percentile score of 50 remains an indication of normal growth, and the categories of low, typical, and high growth as described in Phase 1 are maintained. Coincidentally the new baseline is also the same as the target established and reported in Phase 1.

Summary of Baselines and Targets

SIMR	New Baseline	Targets			
	SY 14-15 data Submit 2016	SY 15-16 data Submit 2017	SY 16-17 data Submit 2018	SY 17-18 data Submit 2019	SY 18-19 data Submit 2020
Proficiency Targets	8.33%	11%	20%	35%	50%
Growth Targets	43 MGP	45 MGP	50 MGP	55 MGP	60 MGP

State-level Strategies to Build Capacity and Support Implementation of Evidence-Based Practices

Overview: Building Capacity Through State-level Professional Learning Communities and Providing State-level Support for Evidence-Based Practices

Purpose, Objectives, and Outcomes for State-level Strategies²⁴

The Hawaii State Department of Education will be utilizing State-level Professional Learning Communities for Complex Area Superintendents, District Educational Specialists, and Complex Area Support Team members for the Six Priority Strategies to build the capacity of participants to initiate, implement, and sustain the use of evidence-based practices. The Hawaii State Department of Education is also establishing a system of support for evidence-based practices making available resources for the Complex Area. The State-level strategies will:

1. Value the leadership and expertise of Complex Area Superintendents by establishing a process to identify and then ensure appropriate State-level supports are available for Complex Area initiatives that address student achievement and in particular, early literacy of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.
2. Build the capacity of Complex Area leadership and staff to adopt, implement, and sustain evidence-based practices that improve teaching and learning beneficial to our students with disabilities and SIMR students.
3. Identify the State action and the State and Complex Area partnerships necessary to address barriers to Complex Area implementation of evidence-based practices, and identify bright-spots for state-wide scaling-up.

The State-level strategies will address the barriers identified in Phase 1, improving upon professional development and technical assistance, early interventions, and use of data. The overall objective of these State-level strategies is to establish a problem-solving process to routinely identify successful practices and remove barriers to the adoption, implementation, and sustainability of evidence-based practices resulting in the advancement of the educational performance and functional outcomes for all students with disabilities, and specifically improving early literacy for students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities, which will be

²⁴ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

demonstrated by increased rates of proficiency on the English Language Arts Assessment for 3rd and 4th graders, and high-levels of growth for 4th graders on the same assessment.

Justification for Chosen State-level Strategies²⁵

Past practices and initiatives proven effective during Race to the Top and our Elementary and Secondary Education Act Flexibility Waiver prompted the development of this system of State-level strategies with the capability to address needs of students with disabilities and all student subgroups. The Complex Area Superintendent and District Educational Specialist Professional Learning Community that will enhance the current implementation of the Six Priority Strategies. Combined, these Professional Learning Communities target individuals with the authority to take necessary action for initiating, implementing, and sustaining evidence-based practices. The implementation of the Six Priority Strategies laid the foundation and thus will make fidelity of adoption and implementation of these State-level Professional Learning Communities and the System of Support for evidence-based practices possible. These State-level strategies will be designed to meet the Strategic Plan goals and objectives. The implementation of these State-level strategies will also be aligned with the implementation of other federal and state programs, and in particular, the implementation of the Elementary and Secondary Education Act, as reauthorized.

Responsibility for Ensuring High-Fidelity Implementation²⁶

The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support are the decision-makers for the State-level strategies, and will consider recommendations from the SSIP Core Team, and Key Participants and Advisors defined for each State-level strategy. Information regarding the implementation and evaluation of these strategies will be disseminated to various stakeholders as appropriate through our dissemination networks, which includes efforts by our Communications Office, use of the intranet accessible to only Hawaii State Department of Education employees, and assistance from community and other partners.

Provided below are details about the State-level strategies, which includes: specific short-, intermediate, and long-term objectives for implementation; short-, intermediate, and long-term outcomes, timeline for completion, justification for selection, alignment to other programs and initiatives and responsibilities for ensuring high-fidelity adoption, implementation, and sustainability.

²⁵ The following responds to Sub-components 1(b), Infrastructure Development, and 2(a), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

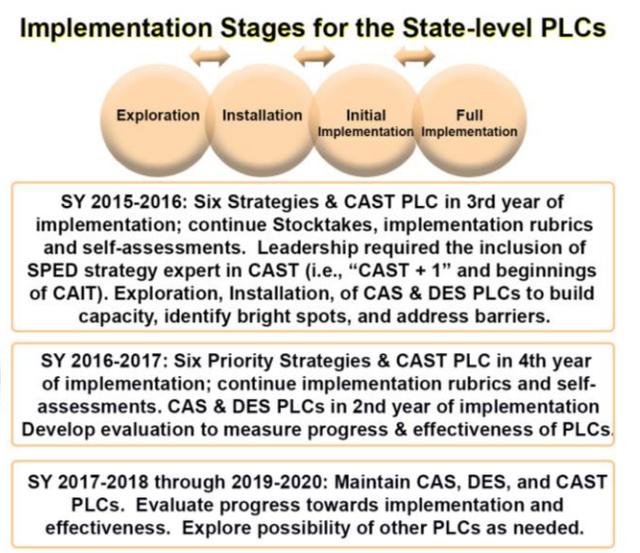
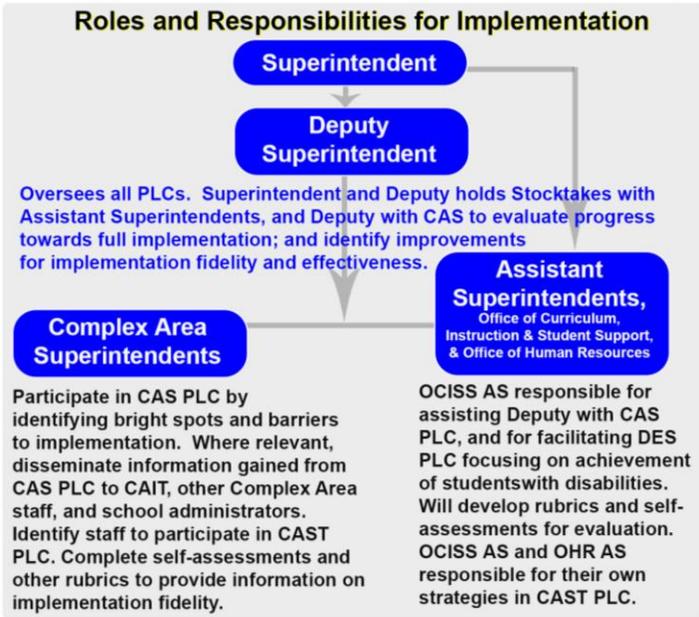
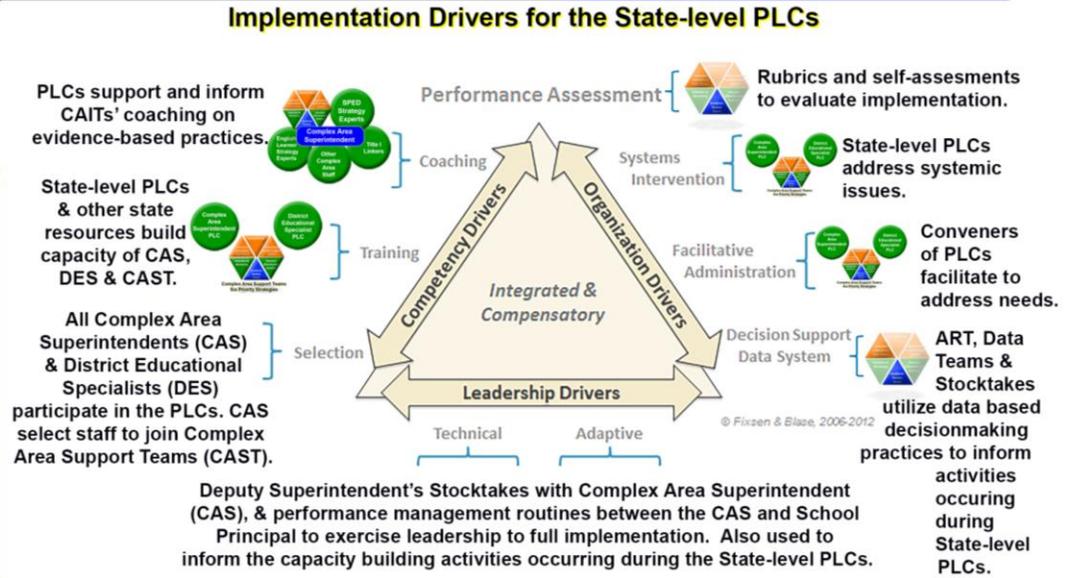
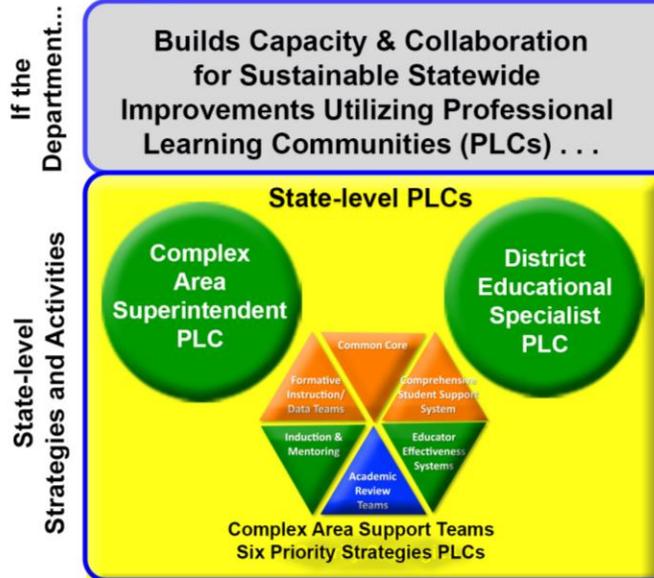
²⁶ The following responds to Sub-components 1(c) and 1(d), Infrastructure Development, 2(a), 2(b) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.



SSIP Theory of Action, Phase 2 - Implementation of Strategies and Activities

Strategy #1 - Build Capacity to Support Implementation of Evidence-Based Practices

State-level Strategy and Activities



Graphic adapted from: <http://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation>

State-Level Strategy #1 – Building Capacity and Collaboration for Sustainable Statewide Improvements Utilizing Professional Learning Communities

Overall Description of Strategy²⁷

The State-level Professional Learning Communities strategy was developed ensuring the elements of Implementation Science²⁸ were addressed resulted in increased probability for high-fidelity adoption, implementation, and sustainability. The purpose of the State-level Professional Learning Communities is as follows:

1. Support Complex Area Superintendents and their staff by building their capacity to initiate, implement, and sustain implementation of evidence-based practices identified in Complex Area Plans;
2. Provide opportunities for Professional Learning Communities participants and State-level facilitators to share and identify evidence-based practices and bright spots that improve teaching and academic achievement, and determine process for adoption and scaling-up within the Complex Area(s) or state-wide;
3. Provide opportunities for participants and State-level facilitators to share and identify barriers to implementation of evidence-based practices and problem-solve to remove such barriers at Complex Area(s) or state-wide;
4. Increase collaboration between and among State leaders and staff, Complex Area Superintendents, District Educational Specialists, and Six Priority Strategies' Complex Area Support Team members in order to build a stronger system of support; and
5. Assist with the development of competency, organization, and leadership drivers, and performance assessments to support Complex Area Superintendents' implementation of evidence-based practices to achieve our SIMR targets.

The information and knowledge shared and gained at the State-level Professional Learning Communities will build the capacity of Complex Area Superintendents and support their development and implementation of their Complex Area Plans. We expect efforts to focus on closing the achievement gap, and on achieving SIMR targets.

²⁷ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

²⁸ Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

Objectives, Outcomes, and Timeline for Completion of State-level Strategy²⁹

The State-level Professional Learning Communities is not fully implemented as two of the Professional Learning Communities are still in the Exploration and Installation Stages. The only State-level Professional Learning Community currently being implemented is the Six Priority Strategies Professional Learning Communities, which occur monthly for each strategy, and three times a year for the combined Professional Learning Community. The Complex Area Superintendent and District Educational Specialist Professional Learning Communities is proposed to occur monthly as well since the Complex Area Superintendents meet semi-monthly, and there are monthly mandatory District Educational Specialist meetings. The Complex Area Superintendent convening always proceeds the District Educational Specialists convening as Complex Area leadership hears the information first, and the Complex Area Superintendent can confer and plan with their District Educational Specialists on necessary action.

In any event, implementation and evaluation of the State-Level Professional Learning Communities are driven by achieving the following long-term objectives and outcomes:

- Long-term Objective #1: Formalize Professional Learning Communities for the Complex Area Superintendent, District Educational Specialist, and Complex Area Support Team members implementing the Six Priority Strategies, that are focused on identifying and scaling-up evidence-based practices for advancing the achievement of students with disabilities, and in particular, improving early literacy of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.
- Long-term Outcome #1: The formal Professional Learning Communities process will improve the fidelity of implementation of evidence-based practices by identifying State-action necessary to assist Complex Areas with scaling-up and removing barriers to implementation to achieve the ultimate outcome of increasing the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap.
- Long-term Objective #2: The State-level Professional Learning Communities will build the capacity of the Complex Area Superintendent and the Complex Area Implementation Team to deliver training, provide coaching, and other support defined by the Complex Area Superintendent to other Complex Area Staff, school administrators, teachers, and school staff on evidence-based practices to advance the achievement of students with disabilities, and in particular, improving the early literacy of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language.

²⁹ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

- Long-term Outcome #2 – Establish a system to support the Complex Area Superintendent’s implementation of the evidence-based practices described in the Complex Area Plan, by providing information and opportunities to Complex Area Superintendents, District Educational Specialists, and Complex Area Support Team members such that the needs of the Complex Area are addressed through a combination of State and Complex Area resources, to ultimately improve student achievement, increasing the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap.

By strategically implementing the State-level Professional Learning Communities in phases, we expect to reach the following objectives during the next few school years:

Strategy	Short-term Objective	Intermediate Objectives	During the 2016-2017 school year, further strategies and activities to be implemented, and appropriate evaluation measures, will be defined & developed.	Long-term Objectives
	School Year 2015-2016	School Year 2016-2017		School Years 2017-2018 to 2019-2020
Changes to Infrastructure to Achieve SIMR: Professional Learning Communities (PLC)	<ul style="list-style-type: none"> • Integrate SPED strategy expert into CAST PLC (CAST + 1) to review data. • Assistant Superintendent (AS) of OCISS develop mandatory DES meetings into DES PLC. • Leadership facilitates CAS PLC to consider the needs of SPED students in implementation of the Six Priority Strategies. 	<ul style="list-style-type: none"> • Continued integration of the SPED strategy expert into CAST PLC to review data and identify SPED student needs. • DES PLC focuses on identification and implementation of EBPs to improve early literacy for SPED students. • CAS PLC identifies the resources and supports needed by the Complex Areas to implement EBPs to improve the early literacy of SPED students. 	<ul style="list-style-type: none"> • Formalize PLC for CAS, DES and CAST 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. • 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. 	

We also expect to obtain the following outcomes as we advance with implementation of the State-level Professional Learning Communities and achieve our SIMR targets.

Strategy	Short-term Outcomes	Intermediate Outcomes	Long-term Outcome
	School Year 2015-2016	School Year 2016-2017	School Years 2017-2018 to 2019-2020
Changes to Infrastructure to Achieve SIMR: Professional Learning Communities (PLC)	<ul style="list-style-type: none"> Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students. Begin integration of SPED specific strategies into Six Priority Strategy implementation. 	<ul style="list-style-type: none"> PLCs facilitate integration of EBPs that support SPED students into Complex Area planning and implementation of the Six Priority Strategies. PLCs build their capacity to provide training and coaching of EBPs to CAS and CAIT. 	<ul style="list-style-type: none"> 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.

Justification for Chosen State-level Strategy³⁰

The Hawaii State Department of Education has been utilizing Professional Learning Communities since 2010 during the implementation of Race to the Top initiatives. Professional Learning Communities have proven to be a mechanism for addressing and identifying solutions to improve student performance. Because of Hawaii’s unitary status as a single State Educational Agency and Local Educational Agency, we lack the self-governing, locally-funded unit overseeing the schools present in other states. There are pros and cons to our unitary status, but fiscal realities dictate that State-level offices must address the vast differences in the needs of the fifteen different Complex Areas. These State-level Professional Learning Communities have worked with the Six Priority Strategies and other initiatives, and will continue to work as it allows participants the opportunity to learn from the success of their peers and choose strategies and practices that address their own strengths, needs, and demographics.

One example of a successful Professional Learning Community is the “Lab Cohorts”, which was established under Assistant Superintendent Suzanne Mulcahy’s leadership while she was then Complex Area Superintendent of the Kailua-Kalaheo Complex Area. This Professional Learning Community was led by the Complex Area Literacy and Content Specialist Esmeralda Carini and included both general education and special education teachers. Teachers that participated in this Professional Learning Community not only received the support for implementing the strategies learned, but were then able to meet the needs of all students in their classes and especially the needs

³⁰ The following responds to Sub-components 1(b), Infrastructure Development, and 2(a), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

of struggling learners such that students demonstrated increased proficiency and growth on the annual state-wide assessment.³¹

The success of current practices of the Six Priority Strategies to improve fidelity of implementation of each strategy made enhancing what is currently done with the Six Priority Strategies a natural decision for State leadership. A review of the Six Priority Strategies revealed the importance of this system to build infrastructure, but it was lacking the infusion of special education strategies. To address this, State leadership has developed a Complex Area Superintendent Professional Learning Community and District Educational Specialist Professional Learning Community focused on improving achievement. These Professional Learning Communities will build the capacity of Complex Area Superintendents and District Educational Specialists on special education strategies that will address the systemic causes identified by stakeholders in Phase 1. The Complex Area Superintendent and District Educational Specialist Professional Learning Communities in conjunction with the Professional Learning Communities for the Six Priority Strategies (and a Professional Learning Community for each strategy) is expected to bring uniform understanding of requirements and priorities, allow for sharing and scaling-up of bright spots, and provide the space for problem-solving with State-level leadership and Complex Area Superintendent colleagues.

The State-level Professional Learning Communities will be implemented simultaneously with the strategy establishing the Complex Area Implementation Teams. The information shared and problem-solving that will occur at the Professional Learning Communities will not benefit students without the Complex Area Superintendent's leadership and the training and coaching that will be done by the Complex Area Implementation Team members to assist Complex Area staff, school administrators, teachers, and staff to adopt and implement the evidence-based practices shared at the Professional Learning Communities.

The Professional Learning Communities, as we have already experienced with the Six Priority Strategies Professional Learning Communities, will also provide an opportunity for State-level leadership and staff to learn about the strengths and needs of Complex Areas and consequently modify or make available resources to aid the adoption or implementation of evidence-based practices. The Professional Learning Communities also serve as a "Practice Policy Communication Loop", as information obtained at these Professional Learning Communities will also be used to identify changes to policies, structures, and procedures necessary to create conditions favorable for implementing practices that address the needs of our students with disabilities.

The use of State-level Professional Learning Communities will be implemented in alignment and in collaboration with other Federal and State programs. Currently and more actively during the 2016-2017 school year, leaders and program managers from the different Federal and State programs will

³¹ See more information via a video on the "Lab Cohorts in Kailua and Kalaheo Complex Area" available at: www.vimeo.com/157487975.

Effectiveness, and Academic Review Team. The SSIP Core Team will also be available to assist with convening the participants for these Professional Learning Communities, and work with State-level offices to identify data and respond to other needs of the Professional Learning Communities.

The participants of the State-level Professional Learning Communities, and the Complex Area Implementation Team will be the entities responsible for disseminating information at the Complex Area and school-level. The participants will also provide feedback on the effectiveness of the Professional Learning Communities for the Deputy and Assistant Superintendents to consider as implementation progresses. As we proceed with implementation, the roles of stakeholders will be examined and modified as needed.

The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will ensure and solicit assistance from their staff and staff from other offices to:

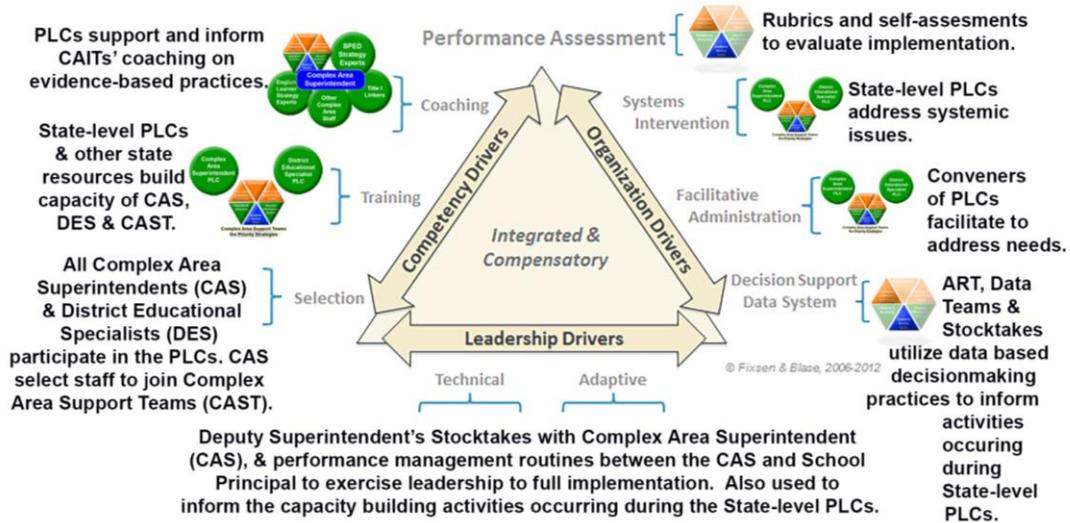
- Establish protocols and procedures for participants to follow;
- Ensure that the Professional Learning Communities have requisite and valid data to review and base decisions upon; and
- Promote a collaborative culture amongst participants.

The Deputy will hold quarterly Stocktakes with each Complex Area Superintendent to review implementation of the Professional Learning Communities. The State-level Professional Learning Communities will succeed as long as Complex Area Superintendents place value in, participate in, and require participation of their District Educational Specialists and Complex Area Support Team members.

As we proceed with the implementation of the State-level Professional Learning Communities we will ensure that the competency, organization, and leadership drivers and performance assessments are refined as necessary. Current definition of our implementation drivers³³ is as follows:

³³ Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

Implementation Drivers for the State-level PLCs

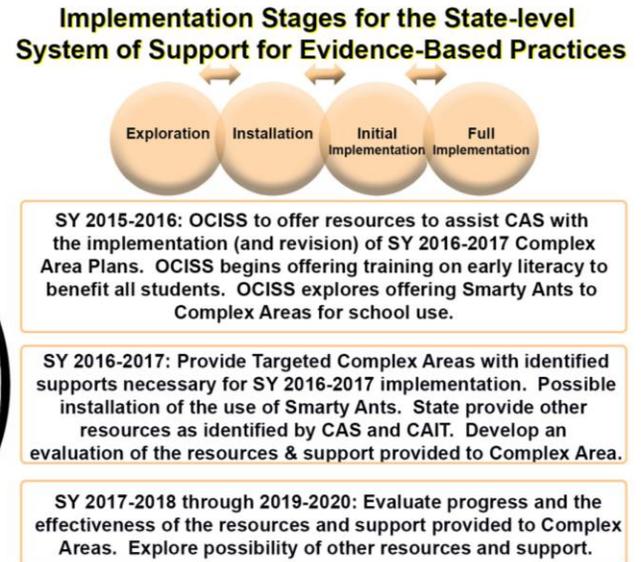
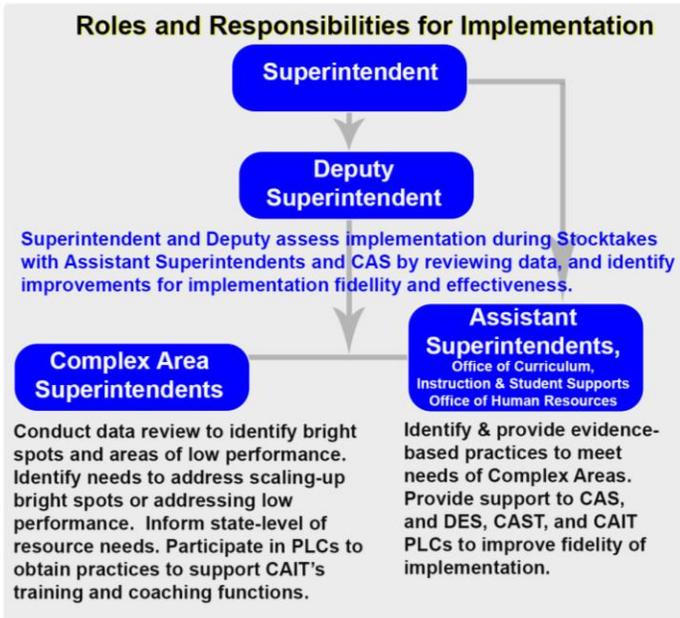
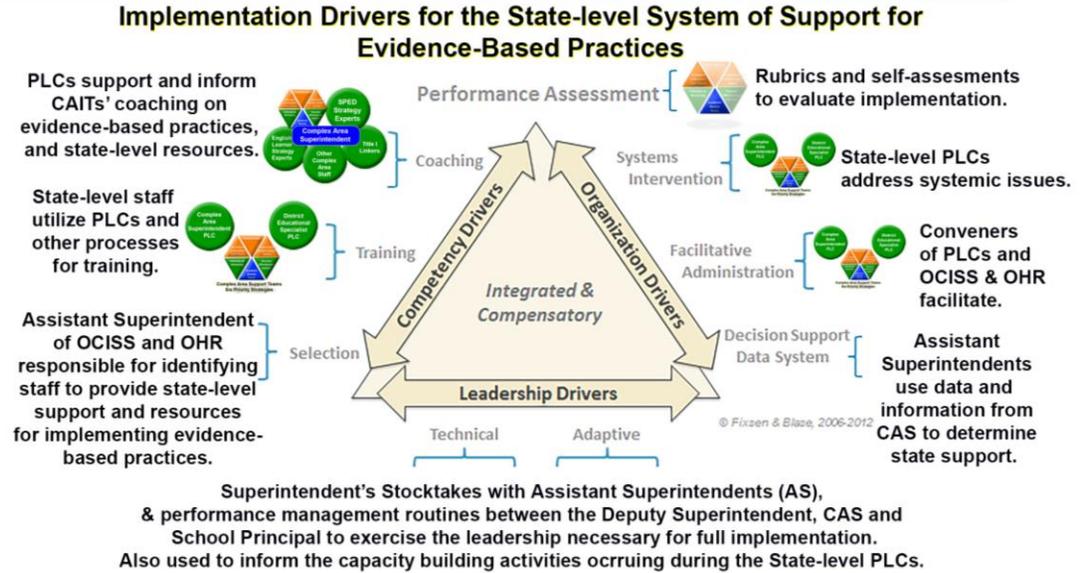
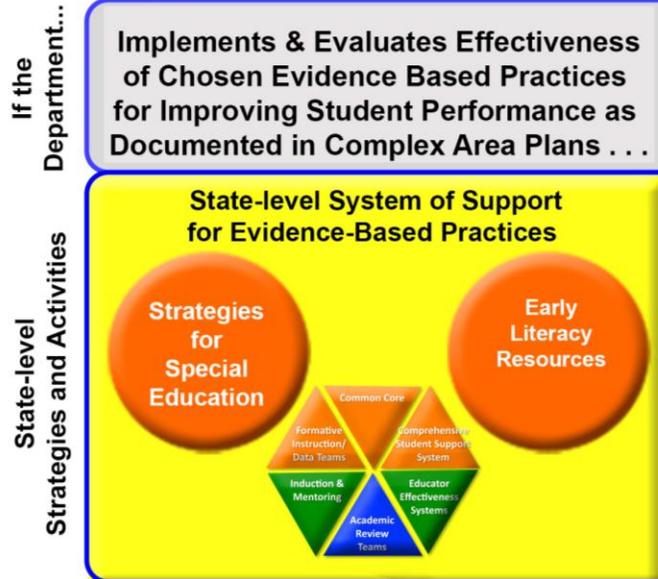


The other State-level and Complex Area level strategies are being utilized for implementation, and because of this, high-fidelity of implementation is expected.



SSIP Theory of Action, Phase 2 - Implementation of Strategies and Activities

Strategy #2 - Implement and Evaluates Effectiveness of Chosen Evidence Based Practices
For Improving Student Performance As Documented in the Complex Area Plan - State Strategy & Activities



State-Level Strategy #2 – Developing a State-level System of Support for Implementation of Evidence-Based Practices³⁴

Overall Description of Strategy³⁵

This state-level strategy is being developed utilizing the elements of Implementation Science to improve the probability for high-fidelity adoption, implementation and sustainability. The purpose of this strategy is to provide a system of support by making available resources on evidence based practices addressing special education strategies, early literacy, and other resources as informed by Complex Area Superintendents and their needs assessments in order to improve the quality of teaching and meet the needs of students with disabilities and in particular, the early literacy needs of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.

Objectives, Outcomes, and Timeline for Completion of State-level Strategy³⁶

The State-level System of Support for the Implementation of Evidence-Based Practices is not fully implemented and collaboration between and among Federal and State programs occurring in the 2016-2017 school year in conjunction with implementation of the Elementary and Secondary Education Act, as reauthorized, will solidify progress towards implementation. The implementation and progress monitoring of the State-level System of Support for the Implementation of Evidence-Based Practices is driven by achieving the following long-term objectives and outcomes:

- Long-term Objective #1: Maintain a system of support by utilizing the Superintendent and Deputy Stocktakes, State-level Professional learning Communities and other feedback loops to obtain information regarding the resources Complex Area Superintendents need to adopt, implement, and sustain evidence-based practices that advance the achievement of students with disabilities, and in particular, improving early literacy of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.
- Long-term Outcome #1: This system of support will ultimately direct the State's programmatic and fiscal resources towards evidence-based practices that address needs identified by Complex Area Superintendents in their Complex Area Plans to achieve the ultimate outcome of increasing the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English

³⁴ The following responds to Sub-components 1 (a), 1(d), and 1(f), Data Analysis, Part B SSIP OSEP Evaluation Tool.

³⁵ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

³⁶ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap.

- Long-term Objective #2: Identify and make available for use by the Complex Area Superintendents and the Complex Area Implementation Teams, evidence-based practices on special education strategies, early literacy, and Six Priority Strategies.
- Long-term Outcome #2 – Provide State support for the Complex Area Superintendent’s and Complex Area Implementation Team’s efforts in training, coaching, and otherwise meeting the needs of other Complex Area staff, school administrators, teachers, and school staff to improve quality of teaching and learning to ultimately improve student achievement, increasing the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap.

The Hawaii State Department of Education will be progressing towards these long-term objectives and outcomes by strategically implementing the State-level System of Support for the Implementation of Evidence-Based Practices in phases, and in conjunction with the State-level Professional Learning Communities.

We expect to reach the following objectives during the next few school years:

Strategy	Short-term Objective	Intermediate Objectives	During the 2016-2017 school year, further strategies and activities to be implemented, and appropriate evaluation measures, will be defined & developed.	Long-term Objectives
	School Year 2015-2016	School Year 2016-2017		School Years 2017-2018 to 2019-2020
Changes to Infrastructure to Achieve SIMR: Professional Learning Communities (PLC)	<ul style="list-style-type: none"> • OCISS evaluates the effectiveness of current early literacy resources and initiatives to meet the early literacy needs of SPED students. 	<ul style="list-style-type: none"> • OCISS develops EBPs that support early literacy for SPED students. OCISS offers training and coaching of EBPs to build the capacity of the CAIT. 		<ul style="list-style-type: none"> • Utilize Stocktakes, State-level 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. • 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.

We also expect to obtain the following outcomes as we advance with implementation of the State-level System of Support for the Implementation of Evidence-Based Practices and achieve our SIMR targets.

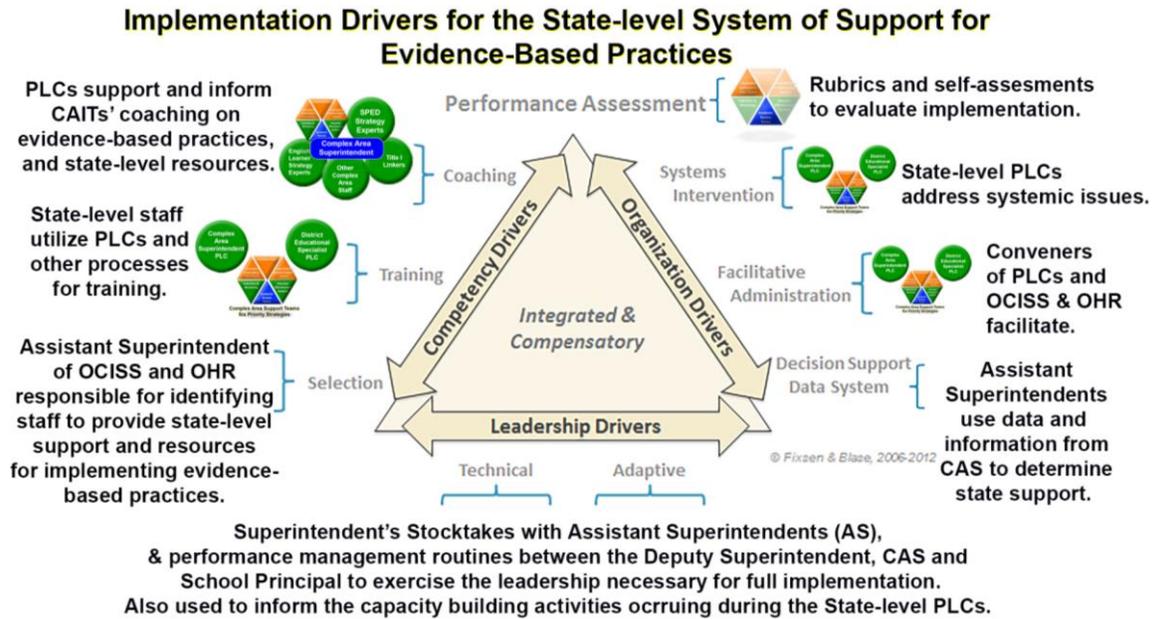
Strategy	Short-term Outcomes	Intermediate Outcomes	Long-term Outcome
	School Year 2015-2016	School Year 2016-2017	School Years 2017-2018 to 2019-2020
Changes to Infrastructure to Achieve SIMR: Professional Learning Communities (PLC)	<ul style="list-style-type: none"> • OCISS provides resources that support early literacy for SPED students. • OCISS explores specific EBPs to advance early literacy for SPED students. 	<ul style="list-style-type: none"> • CAS, CAIT, and other Complex Area staff are provided EBPs to meet the needs of SPED students to improve early literacy of SPED students. 	<ul style="list-style-type: none"> • 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. 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.

Justification for Chosen State-level Strategy³⁷

Our Phase 1 submission provided that a particular state-defined intervention could be implemented to address the needs of our students with disabilities and obtain our SIMR targets. However, during Phase 2, closer inspection of data revealed a state-defined, top-down intervention would not be feasible and not address specific needs of the fifteen different Complex Areas. Because of Hawaii’s unitary status as a single State Educational Agency and Local Educational Agency, we lack the self-governing, locally-funded unit overseeing the schools seen in other states that would take information from the State Educational Agency and develop customized implementation for their schools. There are pros and cons to our unitary status, but fiscal realities dictate that State-level offices are unable to define and provide separate unique supports to each Complex Area. None of the resources offered will be mandated, however, use of such resources may require specific action or commitments from Complex Area Superintendents for adoption and implementation fidelity.

³⁷ The following responds to Sub-components 1(b), Infrastructure Development, and 2(a), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

As we proceed with the implementation of the State-level System of Support for Implementation of Evidence-Based Practices, we will ensure that the competency, organization, and leadership drivers³⁹ and performance assessments are refined as necessary. Current definition of our implementation drivers is as follows:



The State-level Professional Learning Communities and the Complex Area Implementation Teams will ensure that the resources identified by this strategy meets the needs of Complex Areas, schools, and students, and is also implemented and sustained.

³⁹ Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

Complex Area Strategies to Build Capacity and Support Implementation of Evidence-Based Practices

Overview: Building Capacity Through State-level Professional Learning Communities and Providing State-level Support for Evidence-Based Practices

Purpose, Objectives, and Outcomes for Complex Area Strategies⁴⁰

The Complex Area Strategies to Build Complex Area Capacity and Support Implementation of Evidence Based Practices were chosen for the following purposes:

1. Hawaii values the Complex Area Superintendent's decision-making authority regarding evidence-based practices that are necessary for adoption and implementation in order to address the needs of students with disabilities, and in particular, the early literacy of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities;
2. Establish a Complex Area Implementation Team to strengthen the system of support for schools, assist with planning, and conduct training, coaching, and other activities to improve the fidelity of implementation of evidence-based practices made available by the State or identified by the Complex Area Superintendent. The Complex Area Implementation Teams will also increase collaboration among and between Federal and state programs at the Complex Area-level to continue efforts address needs of students with disabilities and other subgroups of students.
3. The Complex Area Plan is used to guide schools within the Complex Area and will guide the decision-making and evaluation process regarding the Complex Area actions to improve student performance. The Complex Area Plan will also be used for accountability discussions during Stocktake meetings between the Deputy and Complex Area Superintendent to identify the Complex Area's implementation progress and effectiveness and scale-up bright spots and remove barriers.
4. Targeted Complex Areas are selected for receiving increased State supports to improve student performance.

The overall objective of these Complex Area strategies is to build a system of support through the establishment of the Complex Area Implementation Team and build a system of accountability

⁴⁰ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

through the Complex Area Plans to empower and support Complex Area Superintendents in identifying, addressing, and evaluating the needs of staff and students to improve the adoption, implementation, and sustainability of evidence based practices to attain SIMR targets and improve performance for all students with disabilities.

Justification for Chosen Complex Area Strategies⁴¹

These Complex Area strategies reflects State leadership's value in the Complex Area Superintendent's understanding of the Complex Area's strengths and needs, and expertise in identifying the actions necessary to advance student achievement. These strategies are also necessary to ensure implementation occurs and is supported at the school-level. To assist the Complex Areas and ensure these strategies do not overburden staff, the State has commenced collaboration between and among federal and state programs to provide information and products to Complex Area Superintendents and Complex Area Implementation Teams that are not separate, and instead are consolidated, where possible. The Complex Area Strategies work in concert with the State-level Strategies as information from the State-level Professional Learning Communities and State-level resources may be used by the Complex Area Superintendent and Complex Area Implementation Teams, and included in the Complex Area Plan.

Responsibility for Ensuring High-Fidelity Implementation⁴²

The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction, and Student Support are ultimate decision-makers for this strategy. The Complex Area Superintendent, considering recommendations from the Complex Area Implementation Teams, have decision-making authority over Complex Area actions. The Complex Area Implementation Teams will play a key role in ensuring high-fidelity of adoption, implementation, and sustainability of evidence-based practices at the Complex Area and school-level.

Provided below are details about the Complex Area strategies, which includes: specific short-, intermediate, and long-term objectives for implementation; short-, intermediate, and long-term outcomes, timeline for completion, justification for selection, alignment to other programs and initiatives and responsibilities for ensuring high-fidelity adoption, implementation, and sustainability.

⁴¹ The following responds to Sub-components 1(b), Infrastructure Development, and 2(a), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

⁴² The following responds to Sub-components 1(c) and 1(d), Infrastructure Development, 2(a), 2(b) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

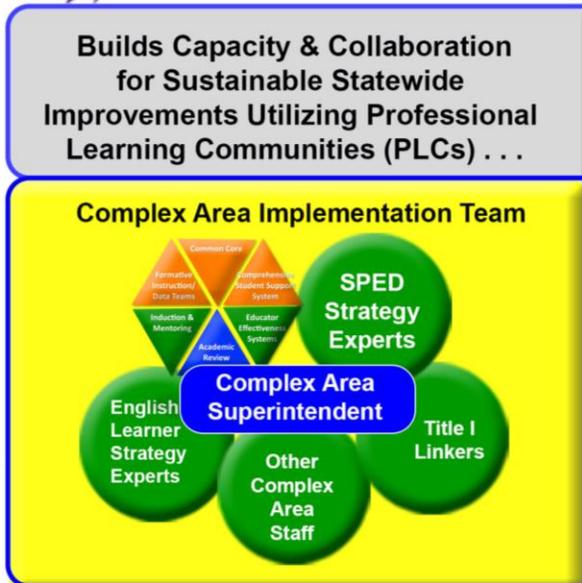


SSIP Theory of Action, Phase 2 - Implementation of Strategies and Activities

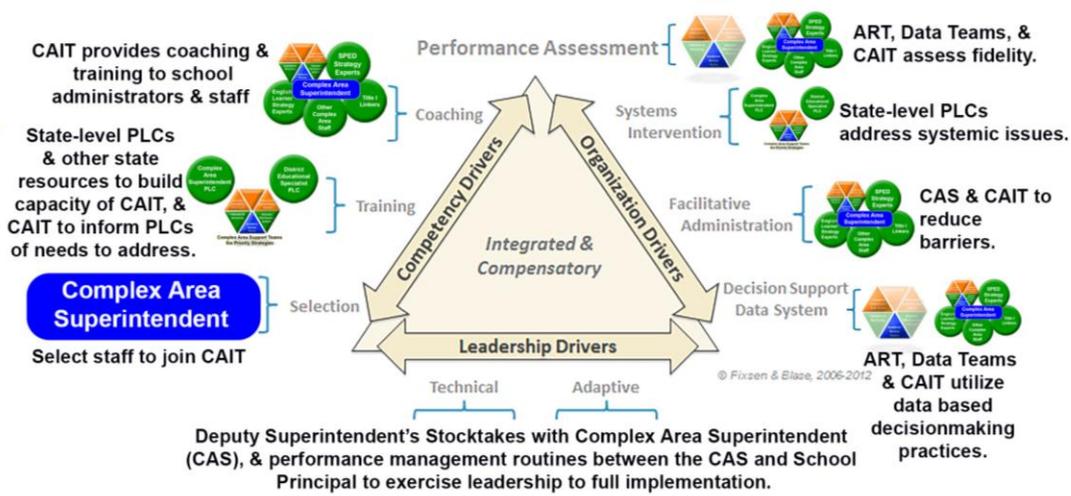
Strategy #1 - Build Capacity to Support Implementation of Evidence-Based Practices

Complex Area Strategy and Activities

If the Department...
Complex Area Strategies and Activities



Implementation Drivers for the Complex Area Implementation Team (CAIT)



Roles and Responsibilities for Implementation



Superintendent & Deputy hold Stocktakes with Assistant Superintendents. Deputy set expectation for CAIT & hold Stocktakes with CAS to: (1) review data & identified barriers to implementation; (2) evaluate progress towards full implementation; & 3) identify improvements for implementation fidelity and effectiveness.

Complex Area Superintendents

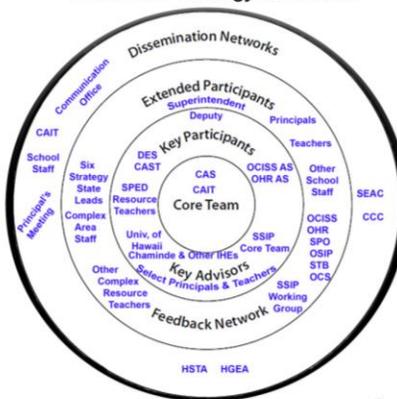
Identify and select staff for the CAIT. Convene the CAIT to develop the Complex Area Plan. Support the CAIT's training and coaching function to ensure implementation fidelity of evidence-based practices by school administrators and school staff. CAS evaluate progress of implementation and effectiveness, and make revisions to implementation as necessary.

Assistant Superintendents, Office of Curriculum, Instruction & Student Supports, Office of Human Resources

Identify and make available resources for CAS and CAIT to utilize in order to build capacity of the CAIT and other Complex Area staff to provide training and coaching to school administrators and school staff to implement evidence-based practices.

Stakeholder Participation in Implementation and Evaluation

Our Stakeholders play various roles in the implementation and evaluation of this SSIP strategy as follows:



Graphic adapted from Leading By Convening

Implementation Stages for the CAIT



- SY 2015-2016: Continue implementation of CAST. Exploration & Installation of SPED strategy expert with CAST. Explore CAIT.
- SY 2016-2017: Exploration & Installation of CAIT. CAS identify CAIT members. State to develop measures and rubrics to evaluate implementation of CAIT. CAS and CAIT to complete evaluations. If Complex Area ready, implement CAIT.
- SY 2017-2018: Initial Implementation of CAIT led by CAS. CAIT to utilize Implementation Drivers to train and coach. Evaluate progress of implementation and effectiveness.
- SY 2018-2019 and 2019-2020: Initial Implementation of CAIT. If Complex Area demonstrates readiness, Full Implementation. Evaluate progress of implementation and effectiveness.

Graphic adapted from: <http://sisepp.fpg.unc.edu/guidebook/level-one/stages-implementation>

Complex Area Strategy #1 – Building Capacity and Collaboration for Sustainable Statewide Improvements Utilizing Professional Learning Communities and Complex Area Implementation Teams

Overall Description of Strategy⁴³

Developing the Complex Area Implementation Team is an essential strategy in the SSIP. These implementation teams follow the elements of Implementation Science and will “help initiate, improve, and sustain at each level and all levels to help assure coherent, consistent, and effective changes to support evidence-based programs and other effective innovations.”⁴⁴ The Complex Area Implementation Teams will address student improvement for students with disabilities and in particular our SIMR population, and address the needs of students within other subgroups as required in the Elementary and Secondary Education Act since members will be representative from those and other Federal and State programs. Complex Area Superintendents will convene the Complex Area Implementation Team, which includes Complex Area staff representing the following subgroups and programs: Special Education strategy expert, English Learner strategy expert, Title I linker, representatives from the Complex Area Support Team responsible for implementation of the Six Priority Strategies, and any other Complex Area staff identified by the Complex Area Superintendent. The Complex Area Implementation Team will assist the Complex Area Superintendent by reviewing data, identifying Complex Area strengths and needs, and utilizing the information to aid in the planning and evaluation of the Complex Area Plan. The Complex Area Implementation Teams will be responsible for training, coaching, and providing other supports as defined by the Complex Area Superintendents to support and build the capacity of Complex Area staff, school administrators, teachers, and school staff to implement necessary evidence-based practices.

Objectives, Outcomes, and Timelines for Completion of Complex Area-level Strategy⁴⁵

The Complex Area Implementation Teams are in the Exploration and Implementation Stages. However, some Complex Areas currently utilize an implementation team with the same functions but called by a different name. The implementation and evaluation of the Complex Area Implementation Teams is driven by achieving the following long-term objectives and outcomes:

- Long-term Objective #1: Complex Area Superintendent routinely convenes Complex Area staff, forming the Complex Area Implementation Team, to examine and analyze data, resources, and Complex Area strengths and needs, to produce a Complex Area Plan containing data-based

⁴³ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

⁴⁴ Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

⁴⁵ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

decisions on Complex Area staff actions necessary to address the needs of students with disabilities and achieve SIMR targets in a manner that reflects collaboration of efforts between and among Federal and State programs and efficiently uses state resources. The Complex Area Implementation Team is also convened regularly to for monitoring the progress and effect of the evidence-based practices contained within the Complex Are Plans.

- Long-term Outcome #1: The convening of the Complex Area Implementation Teams will result in an efficient and collaborative efforts for implementation and evaluation of evidence-based practices designed to increase the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap, and ultimately address the needs of student subgroups identified under the Elementary and Secondary Education Act.
- Long-term Objective #2: Under the direction of the Complex Area Superintendent, the Complex Area Implementation Team initiates, improves, and sustains, changes at the Complex Area and school-level through training, coaching, and other supports as defined by the Complex Area Superintendent designed to build capacity of Complex Area staff, school administrators, teachers and school staff to implement evidence-based practices for improving early literacy utilizing general and special education strategies that advance the performance of students with disabilities and in particular students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.
- Long-term Outcome #2 – The Complex Area Implementation Team becomes the “change agent”⁴⁶ responsible for initiating, improving, and sustaining changes at the Complex Area and school-level through training, coaching, and other supports defined by the CAS designed to build capacity of Complex Area staff, school administrators, teachers, and staff on evidence-based practices that will improve quality of teaching and learning to ultimately improve student achievement, increasing the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap.

The Hawaii State Department of Education will be progressing towards these long-term objectives and outcomes by strategically implementing the Complex Area Implementation Team in phases, and in conjunction with the State-level Strategies.

⁴⁶ Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

We expect to reach the following objectives during the next few school years:

Strategy	Short-term Objective	Intermediate Objectives	Long-term Objectives
	School Year 2015-2016	School Year 2016-2017	
Changes to Infrastructure to Achieve SIMR: Complex Area Implementation Team (CAIT)	<ul style="list-style-type: none"> Integrate SPED strategy expert into Complex Area CAST (i.e., CAST + 1) for planning and implementation of SY 2016-2017 Complex Area Plan. <i>(First meeting in January 2016.)</i> 	<ul style="list-style-type: none"> Continued integration of the SPED strategy expert, and possible addition of other CA staff, to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students. CAS and CAIT members attend respective PLCs to gather information and gain knowledge on EBP. 	During the 2016-2017 school year, further strategies and activities to be implemented, and appropriate evaluation measures, will be defined & developed.
	<ul style="list-style-type: none"> CAS establishes and routinely convenes CAIT to address implementation of CA Plan and continues to facilitate alignment between/among programs. 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. 		

We also expect to obtain the following outcomes as we advance with implementation of the Complex Area Implementation Team and achieve our SIMR targets.

Strategy	Short-term Outcomes	Intermediate Outcomes	Long-term Outcome
	School Year 2015-2016	School Year 2016-2017	School Years 2017-2018 to 2019-2020
Changes to Infrastructure to Achieve SIMR: Complex Area Implementation Team (CAIT)	<ul style="list-style-type: none"> Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students. Begin integration of SPED specific strategies into Six Priority Strategy implementation. 	<ul style="list-style-type: none"> CAS facilitates alignment between/among programs, and encourages use of PLCs, Complex Area planning addresses the needs of SPED students through collaboration of CAIT members. CAIT used for training and coaching of EBP for implementation fidelity. 	<ul style="list-style-type: none"> CAIT supports for planning, and training and coaching are established and welcomed by schools. Administrators and teachers trained and coached by CAIT demonstrate progress in student achievement for SLD, SoL, OHD students, and all SPED students.

Justification for Chosen Complex Area-level Strategy⁴⁷

Implementation Science identifies Implementation Teams as a necessary component to “initiate, improve, and sustain”⁴⁸ change to support evidence-based practices. The Complex Area Implementation Teams are the “change agent”⁴⁹ ensuring high-fidelity adoption, implementation, and sustainability of evidence-based practices at the Complex Area and school-level to address the attainment of our SIMR targets through training and coaching Complex Area staff, school administrators, teachers, and staff. Under the direction of the Complex Area Superintendent, the Complex Area Implementation Team will address the barriers identified by stakeholders in Phase 1 by designating improvements to address professional development and technical assistance, early interventions and data use and quality.

The Complex Area Implementation Team will also assist in planning, implementing, and evaluating the Complex Area Plans to address student performance of the various student subgroups since members of the Complex Area Implementation Team will include: a Special Education strategy expert, English Learner strategy expert, Title I linker, representatives from the Complex Area Support Team responsible for implementation of the Six Priority Strategies, and any other Complex Area staff identified by the Complex Area Superintendent. This collaboration addresses the critique of the use of the Six Priority Strategies, and ensures that the special education strategy expert is present at discussions and integrated into Complex Area planning and implementation to serve all students. Complex Area Implementation Teams will be expected to leverage resources of their particular programs to meet the needs of students with disabilities and particularly students within our SIMR population.

Responsibility for Ensuring High-Fidelity Implementation⁵⁰

The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction, and Student Support are ultimate decision-makers for this strategy. The Complex Area Superintendent has decision-making authority and will direct the work of the Complex Area Implementation Teams. The members of the Complex Area Implementation Team will take action to ensure high fidelity of adoption, implementation, and sustainability of evidence-based practices at the Complex Area and school-level. Complex Area Superintendents will participate in self-assessments and other performance assessments to identify progress and effectiveness of implementation. The Deputy will

⁴⁷ The following responds to Sub-components 1(b), Infrastructure Development, and 2(a), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

⁴⁸ Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

⁴⁹ *Id.*

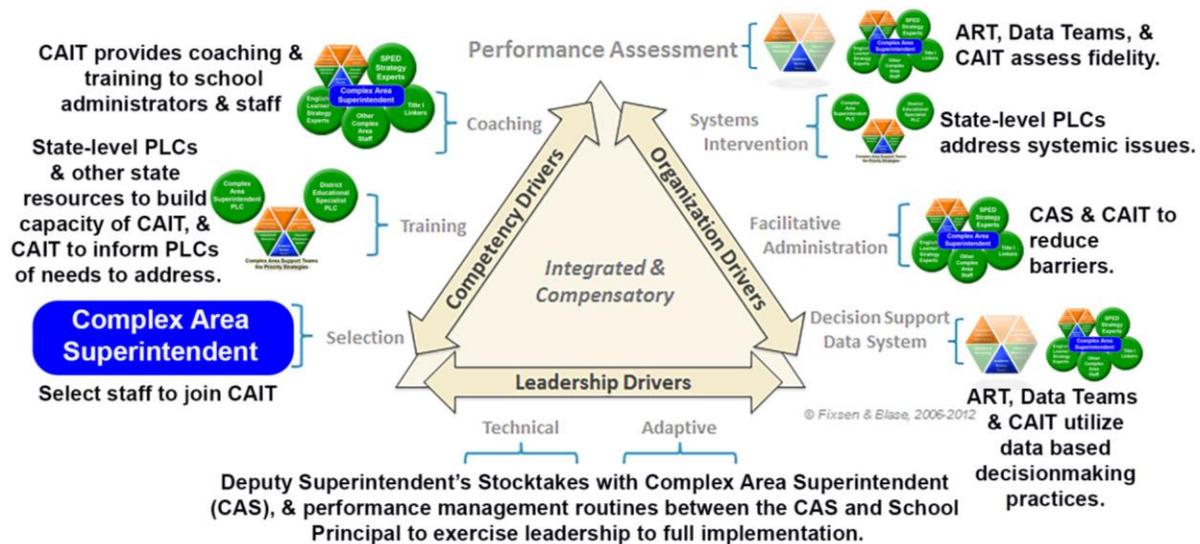
⁵⁰ The following responds to Sub-components 1(c) and 1(d), Infrastructure Development, 2(a), 2(b) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

utilize Stocktakes to address implementation success and barriers and evaluate the effectiveness of the Complex Area Implementation Team.

Information shared at the State-level Professional Learning Communities will be utilized by members of the Complex Area Implementation Team to achieve the Complex Area Superintendent’s direction regarding strategies to be implemented. The Complex Area Implementation Team will be the entity responsible for disseminating information to the field.

As we proceed with the implementation of the Complex Area Implementation Teams, we will ensure that the competency, organization, and leadership drivers⁵¹ and performance assessments are defined. Current definition of our implementation drivers is as follows:

Implementation Drivers for the Complex Area Implementation Team (CAIT)

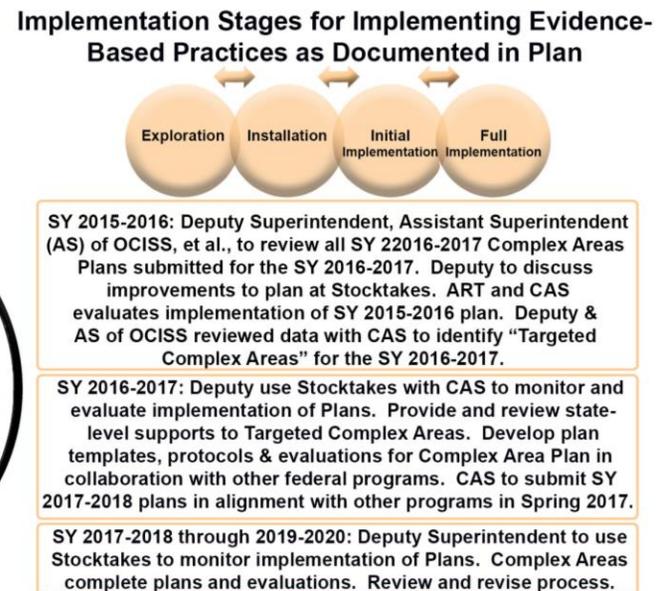
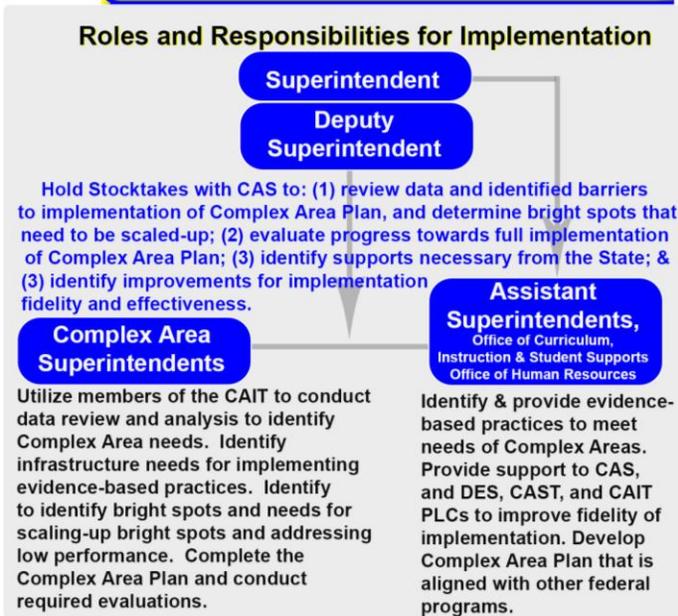
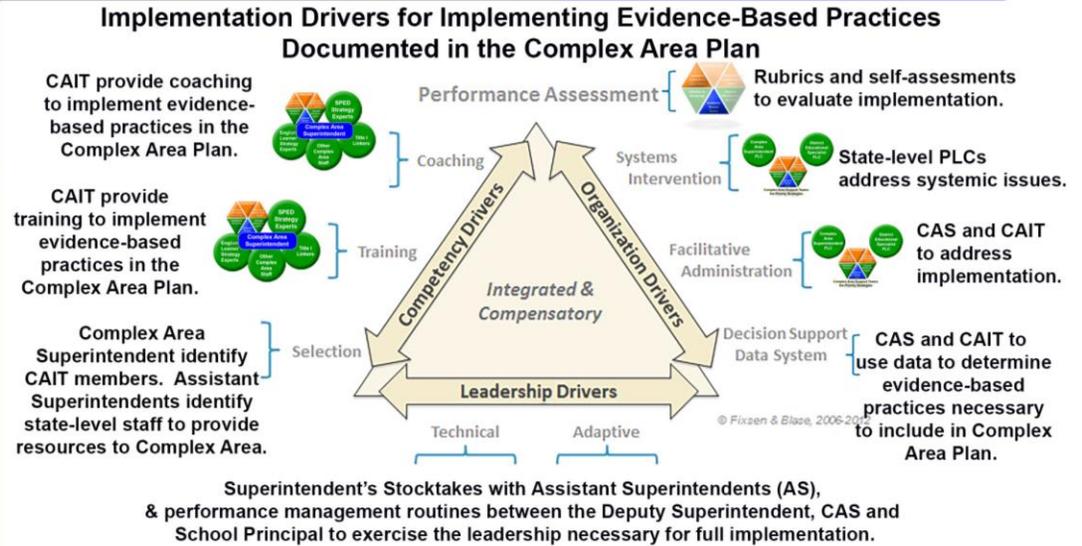
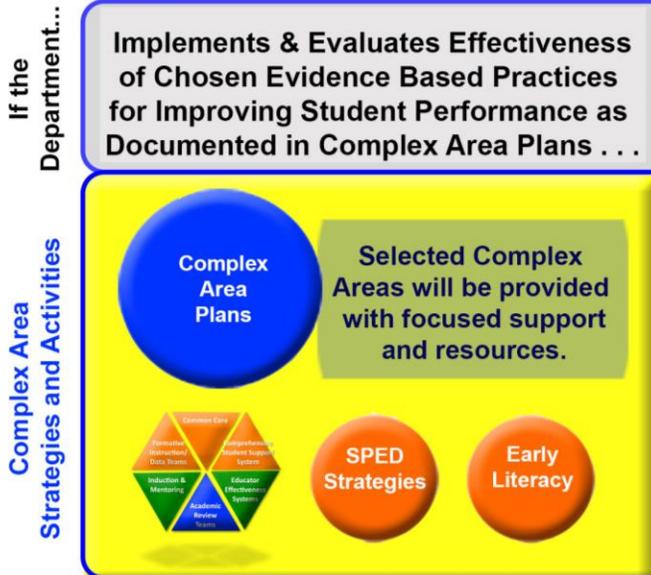


⁵¹ Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.



SSIP Theory of Action, Phase 2 - Implementation of Strategies and Activities

Strategy #2 - Implement and Evaluate Effectiveness of Chosen Evidence Based Practices
For Improving Student Performance As Documented in the Complex Area Plan - Complex Area Strategy & Activities



Graphic adapted from Leading By Convening Graphic adapted from: <http://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation>

Complex Area Strategy #2 – Implements and Evaluates Effectiveness of Chosen Evidence Based Practices for Improving Student Performance as Documented in Complex Area Plans

Overall Description of Strategy⁵²

Complex Area Superintendents have been required to develop and submit a Complex Area Plan that addresses action to improve student performance. Beginning with implementation in the 2017-2018 school year, in alignment with the implementation of the Elementary and Secondary Education Act, such Complex Area Plan will guide the implementation of evidence-based practices designed to improve performance of students with disabilities and achieve SIMR targets, and designed to improve the performance of other students and subgroups. The implementation and evaluation of the Complex Area Plan will also be part of the Deputy's Stocktakes with the Complex Area Superintendent, establishing a node of accountability for implementation fidelity, and refining implementation efforts.

All Complex Area Superintendents are required to submit the Complex Area Plan per the Academic and Financial planning and approval requirements. State leadership has and will continue to select Complex Areas targeted for increased support. This year, State leadership chose two Complex Areas: Baldwin-Kekaulike-Maui Complex Area under the direction of Complex Area Superintendent Leila Hayashida, and Ka'u-Kea'au-Pahoa Complex Area under the direction of Complex Area Superintendent Chad Farias.

Objectives, Outcomes, and Timelines for Completion of Complex Area-level Strategy⁵³

The Complex Area Plans that will be implemented in the 2016-2017 school year are initially due at the end of March. Complex Area Superintendents were provided with data on their students with disabilities, and specifically the performance of 3rd and 4th grade students on the English Language Arts assessment administered during the 2014-2015 school year, along with other performance indicators and demographics. Upon reviewing the data made available to Complex Area Superintendents, State leadership concluded that no Complex Area is high-performing as the proficiency rates for our SIMR population on the English Language Arts assessment ranged from a high of 15.98% to a low 2.70%. Furthermore, no single performance indicator or demographic can be utilized to explain high or low performance, reflecting the differences among Complex Areas and requiring Complex Area Superintendents to conduct deeper data dives to identify root causes of low performance specific to their Complex Area. The differences also indicates that a top-down, State-

⁵²The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

⁵³ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

defined solution would be ineffective since a “one size fits all approach” will not serve all Complex Areas; it is best that Complex Area Superintendents define their own needs and solutions to improve student performance.

The following are excerpts of the data made available to State leadership and Complex Area Superintendents. Data was prepared by Cesar D’Agord, Technical Assistance provider, with the National Center for Systemic Improvement and IDEA Data Center. The charts use the following acronyms and identifiers for each Complex Area:

List of Complex Areas and Numbers of Students (SY 2014-2015)

Complex Area	All Students	Special Education Students
1 Farrington-Kaiser-Kalani (FKK)	14,940	1,284
2 Kaimuki-McKinley-Roosevelt (KMR)	13,726	1,403
3 Aiea- Moanalua-Radford (AMR)	14,003	1,477
4 Leilehua-Mililani-Waialua (LMW)	15,379	1,748
5 Campbell-Kapolei (Cam-Kap)	15,798	1,479
6 Pearl City-Waipahu (PC-W)	13,841	1,325
7 Nanakuli-Waianae (NW)	7,405	1,112
8 Castle-Kahuku (Cas-Kah)	7,700	1,062
9 Kailua-Kalaheo (Kai-Kal)	5,909	767
10 Hilo-Laupahoehoe-Waiakea (HW)	7,385	994
11 Kau-Keaau-Pahoa (KKP)	4,205	553
12 Honokaa-Kealakehe-Kohala-Konawaena (HKKK)	9,056	938
13 Baldwin-Kekaulike-Maui (BKM)	15,132	1,474
14 Hana-Lahainaluna-Lanai-Molokai (HLLM)	4,797	531
15 Kapaa-Kauai-Waimea (Kauai)	8,829	868
20 Charter Schools combined (Charter)	8,868	708
Total	166,973	17,723

The following chart provides the SIMR calculation for each Complex Area: Proficiency rate on the statewide assessment for English Language Arts (ELA) administered in the 2014-2015 school year for 3rd and 4th Grade students with the eligibility categories of Specific Learning Disability, Other Health Disability, and Speech or Language Disabilities.

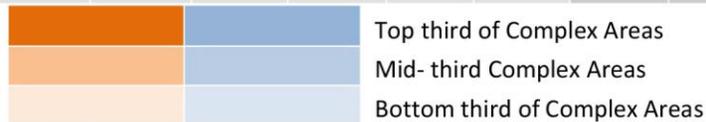
Complex Area	3 rd and 4 th grades combined – ELA Proficiency					3 rd Grade ELA Proficiency					4 th Grade ELA Proficiency				
	OHD	SLD	SoL	SIMR	# of Students Tested	OHD	SLD	SoL	Sub-total	# of Students Tested	OHD	SLD	SoL	Sub-total	# of Students Tested
LMW	19.51%	8.70%	73.33%	15.98%	194	15.00%	7.94%	77.78%	16.30%	92	23.81%	9.33%	66.67%	15.69%	102
Kai-Kal	14.29%	8.16%	57.14%	14.29%	77	22.22%	3.57%		14.63%	41	8.33%	14.29%		13.89%	36
FKK	17.14%	9.57%		11.63%	129	8.33%	10.20%		9.84%	61	21.74%	8.89%		13.24%	68
AMR	15.91%	6.25%	50.00%	10.98%	164	22.22%	5.56%	80.00%	14.29%	77	11.54%	6.90%		8.05%	87
Cas-Kah	2.94%	8.45%	27.78%	9.76%	123	4.35%	8.82%	12.50%	7.69%	65	0.00%	8.11%	40.00%	12.07%	58
HKKK	3.03%	9.68%		9.09%	99	0.00%	16.00%		16.22%	37	4.17%	5.41%		4.84%	62
PC-W	17.39%	5.83%		8.46%	130	20.00%	2.33%		7.02%	57	15.38%	8.33%		9.59%	73
HLLM	7.14%	9.09%	0.00%	7.94%	63	16.67%	5.88%		8.00%	25	0.00%	11.11%		7.89%	38
NW	11.54%	4.69%		6.67%	90	15.38%	0.00%		5.88%	34	7.69%	6.98%		7.14%	56
Cam-Kap	6.98%	3.61%		6.20%	129	6.67%	2.13%		6.25%	64	7.14%	5.56%		6.15%	65
KMR	10.81%	4.35%		6.11%	131	0.00%	4.65%		3.39%	59	18.18%	4.08%		8.33%	72
Kauai	5.26%	3.57%		5.19%	77	0.00%	0.00%		3.13%	32	7.69%	6.25%		6.67%	45
HW	7.69%	3.30%		3.70%	108	0.00%	2.22%		1.92%	52	10.00%	4.35%		5.36%	56
BKM	3.33%	2.70%		2.87%	174	5.88%	2.08%		3.57%	84	0.00%	3.17%		2.22%	90
KKP	0.00%	0.00%		2.70%	37	0.00%	0.00%		0.00%	19	0.00%	0.00%		5.56%	18
Charter	11.11%	1.39%		4.04%	99	18.18%	2.86%		6.52%	46	6.25%	0.00%		1.89%	53
All Complexes	10.06%	5.75%	40.26%	8.33%	1,824	10.05%	4.92%	45.65%	8.40%	845	10.07%	6.47%	32.26%	8.27%	979

- Complex and/or subgroup proficiency level above state SIMR (8.33%).
- Complex and/or subgroup proficiency level below state SIMR (8.33%).
- Number of tested students is below 5, data included on calculations but not displayed.
- SIMR Levels: Grades 3rd and 4th combined for all complexes, per disability and the aggregate of the three disabilities.

The following chart provides a summary of the key demographics and indicators of performance by Complex Area for the 2014-2015 school year.

Table 1b Sorted - Summary of Key Demographics and Indicators of Performance by Complex Area (SY 2014-15)
NOTE: On this table the Data were sorted by the Gap, General Ed / Special Ed. Lowest gap (highest percent value) on top

Complex Area	Demographic Variables							Indicators of Performance									
	# of Students	% Sp. Ed.	% Native Hawaiian in Sp.Ed.	% Asian in Sp. Ed.	% White in Sp. Ed.	% ELL	% SES	Attendance Rates Gen Ed	Attendance Rates Sp Ed	Suspension Rates Gen Ed	Suspension Rates Sp Ed	Gen Ed Rdg. Prof. 3 rd & 4 th Grades	Sp Ed Rdg. Prof. 3 rd & 4 th Grades	Gap = Sp Ed / Gen Ed (100% = no gap)	% HQT Not Sp Ed.	% HQT Sp. Ed.	LRE 3 rd & 4 th Grades (Gen Ed >80%)
NW	7,405	15.0%	69.7%	8.6%	5.9%	4.21%	81.4%	91.2%	87.3%	6.32%	13.49%	25.2%	6.7%	26.4%	88.8%	32.9%	22.5%
LMW	15,379	11.4%	23.5%	31.0%	24.9%	2.56%	38.4%	96.1%	94.6%	2.47%	4.52%	66.4%	16.0%	24.1%	96.8%	78.0%	34.1%
HKKK	9,056	10.4%	46.2%	16.0%	20.7%	9.01%	66.3%	94.0%	91.7%	4.66%	11.09%	40.6%	9.1%	22.4%	94.2%	93.3%	40.6%
Kai-Kal	5,909	13.0%	42.9%	12.4%	33.1%	1.79%	41.9%	95.2%	93.1%	3.60%	7.17%	64.0%	14.3%	22.3%	97.6%	76.7%	49.0%
FKK	14,940	8.6%	19.5%	44.6%	12.4%	10.82%	46.5%	95.5%	91.9%	3.32%	7.32%	55.9%	11.6%	20.8%	96.0%	82.5%	27.2%
AMR	14,003	10.5%	15.0%	24.6%	32.4%	3.81%	36.4%	96.3%	94.4%	1.81%	5.08%	58.4%	11.0%	18.8%	97.2%	85.0%	39.4%
PC-W	13,841	9.6%	23.5%	47.1%	9.2%	9.21%	50.3%	95.9%	92.8%	3.12%	8.75%	48.8%	8.5%	17.3%	96.9%	78.5%	25.8%
HLLM	4,797	11.1%	38.8%	27.9%	12.8%	10.69%	57.7%	95.0%	92.7%	3.19%	6.97%	47.2%	7.9%	16.8%	90.4%	76.0%	63.2%
Cas-Kah	7,700	13.8%	54.6%	15.3%	16.3%	1.68%	52.0%	95.1%	92.4%	3.30%	9.42%	61.7%	9.8%	15.8%	95.8%	83.3%	40.5%
Cam-Kap	15,798	9.4%	30.8%	30.7%	17.1%	3.03%	45.6%	95.2%	92.2%	2.99%	6.09%	42.8%	6.2%	14.5%	96.3%	78.5%	35.8%
Kauai	8,829	9.8%	42.2%	26.8%	22.8%	4.55%	51.6%	94.9%	91.7%	3.77%	10.71%	47.0%	5.2%	11.1%	91.5%	64.8%	19.3%
KMR	13,726	10.2%	27.0%	39.5%	9.8%	11.96%	56.4%	95.2%	91.1%	3.12%	8.70%	57.7%	6.1%	10.6%	96.2%	83.3%	15.5%
HW	7,385	13.5%	56.8%	17.2%	13.1%	3.32%	62.4%	95.5%	92.0%	5.23%	13.28%	48.1%	3.7%	7.7%	95.2%	67.0%	64.6%
KKP	4,205	13.2%	55.3%	12.7%	19.9%	8.11%	86.1%	91.5%	87.2%	11.50%	24.23%	38.7%	2.7%	7.0%	92.5%	70.2%	61.9%
BKM	15,132	9.7%	40.3%	22.3%	22.3%	6.68%	53.1%	95.3%	92.9%	3.11%	7.53%	53.1%	2.9%	5.4%	93.9%	65.5%	27.7%
Charter CA	8,868	8.0%	50.3%	15.0%	22.6%	1.49%	52.7%	95.1%	93.3%	0.69%	5.65%	46.0%	4.0%	8.8%	82.8%	63.0%	58.1%
Total	166,973	10.6%	36.9%	26.3%	18.4%	5.96%	51.9%			3.40%	8.64%	51.6%	8.3%	16.2%	94.4%	75.9%	35.7%



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

Complex Area Plan submissions will be reviewed by a team lead by the Deputy and includes the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support and individuals from such office, members of the Core SSIP Team, and representatives from other State-level offices. Recommendations for improvement of Complex Area Plans will be identified following the review, and Deputy will be discussing such recommendations with the Complex Area Superintendent during Stocktakes. Deputy will approve the plan for implementation during the 2016-2017 school year, following acceptable revisions, or if the plan already appropriately addresses the needs of students with disabilities and specifically the early literacy needs of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.

The requirements for the development and submission of Complex Area Plans to be implemented in the 2017-2018 school year and beyond will be identified during the 2016-2017 school year in collaboration with the implementation of requirements of the Elementary and Secondary Education Act, as reauthorized. The implementation and evaluation of the Complex Area Plans is driven by achieving the following long-term objectives and outcomes:

- Long-term Objective #1: Complex Area Superintendents will convene the Complex Area Implementation Team and annually submit a Complex Area Plan containing data-based decisions on Complex Area staff actions necessary to address the needs of students with disabilities and achieve SIMR targets in a manner that reflects collaboration of efforts between and among Federal and State programs and identifies strategies specific to assisting students with disabilities, particularly students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities, and general strategies to be used for all students that benefit students with disabilities.
- Long-term Outcome #1: The documentation of Complex Area action and strategies will guide implementation, decision-making, and evaluation efforts at the Complex Area and school-levels resulting in improved teaching practices and increasing the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap, and ultimately address the needs of student subgroups identified under the Elementary and Secondary Education Act.
- Long-term Objective #2: Maintain accountability routine through quarterly Stocktakes between Deputy and Complex Area Superintendent to review the Complex Area Plan and the progress made towards implementing the strategies and other Complex Area action described, and the progress made towards achieving outcomes and increasing the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment.

- Long-term Outcome #2 – The Complex Area Plan and its performance management routines will allow the State to support the leadership of Complex Area Superintendents as they implement evidence-based practices for student advancement, and specifically to obtain our SIMR targets.

The Hawaii State Department of Education will be progressing towards these long-term objectives and outcomes by strategically implementing the Complex Area Plan in phases, and in conjunction with the State-level Strategies. We expect to reach the following objectives during the next few school years:

Strategy	Short-term Objective	Intermediate Objectives		Long-term Objectives
	School Year 2015-2016	School Year 2016-2017		School Years 2017-2018 to 2019-2020
<u>Changes in Educational Practice to Achieve SIMR:</u> Complex Area Plan	<ul style="list-style-type: none"> Integrate protocols and routines to identify the specific needs of SPED students to improve early literacy for SPED students in Complex Area planning. Utilize Deputy Stocktakes to review how Complex Area Plan addressing early literacy needs for SPED students. 	<ul style="list-style-type: none"> 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. 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 EBP. 	During the 2016-2017 school year, further strategies and activities to be implemented, and appropriate evaluation measures, will be defined & developed.	<ul style="list-style-type: none"> 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. 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.

We also expect to obtain the following outcomes as we advance with implementation of the Complex Area Plan and achieve our SIMR targets.

Strategy	Short-term Outcomes	Intermediate Outcomes	Long-term Outcome
	School Year 2015-2016	School Year 2016-2017	School Years 2017-2018 to 2019-2020
Changes in Educational Practice to Achieve SIMR: Complex Area Plan	<ul style="list-style-type: none"> Complex Area plans consider the early literacy needs of SPED students in implementing the Six Priority Strategies. Deputy Stocktakes prioritize a review and analysis of Complex Area actions to address early literacy needs for SPED students. 	<ul style="list-style-type: none"> Complex Area plans meet the requirements to include EBPs that support early literacy for SPED students. Deputy Stocktakes to serve as a mechanism to identify necessary system interventions to assist CAS with implementation of EBP. 	<ul style="list-style-type: none"> 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. Stocktakes 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 of all ESEA subgroups, and in particular, 3rd and 4th grade students with SLD, OHD and SoL.

Justification for Chosen Complex Area-level Strategy⁵⁴

The Complex Area Plan will set forth the Complex Area Superintendent’s philosophy, values, and principles that will guide decision-making and evaluations to promote consistent use of resources and implementation of activities. Complex Areas will utilize the Complex Area Plan for school accountability, and in turn, the Deputy will utilize the Complex Area Plans in the same manner for Complex Area Superintendent accountability.

State leadership decided to require the development and submission of a Complex Area Plan to document the evidence-based practices chosen by Complex Area Superintendents. This replaces the top-down, state-identified focused intervention proposed in Phase 1. The decision was made after analysis of 3rd and 4th grade data specific to our SIMR population showed vast differences between the Complex Areas. The decision also reflects State leadership’s overall belief that a decision about implementation is most effective if done at the Complex Area-level as the Complex Area

⁵⁴ The following responds to Sub-components 1(b), Infrastructure Development, and 2(a), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

Superintendent knows their strengths and needs of their administrators, staff, students, and system. The evidence-based practices chosen and implemented will more effectively address the specific leadership, professional development and technical assistance, data, and fiscal needs of the Complex Area and schools.

The opportunity presented by Congress' deliberate delay of implementation of key requirements of the Elementary and Secondary Education Act allows the Hawaii State Department of Education time to thoughtfully collaborate such that requirements and resources of such law, the Individuals with Disabilities Education Act, and other Federal and State programs can be utilized to its fullest extent to support the achievement of students with disabilities and specifically to advance early literacy of students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities. Collaborating at the State-level and requiring a convening of the representatives of the same programs at the Complex Area level through the Complex Area Implementation Team will ensure this desired collaboration between and among Federal and State programs will be accomplished at the Complex Area, and reflected in the Complex Area Plan.

All Complex Area Superintendents will be required to submit a Complex Area Plan, and Targeted Complex Areas will be slated for increased state support. This targeted process is key to providing the lowest performing areas with sustainable resources and support, similar to the targeted support requirement in the Elementary and Secondary Education Act, as reauthorized. The 2014-2015 school year data indicates that between the two Targeted Complex Areas, 5.57% of their 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrated proficiency on the English Language Arts assessment. These two areas are ideal as targeted areas given their unique student demographics and motivated leaders.

Targeted Complex Area: Ka'u-Kea'au-Pahoa

Located on the island of Hawaii, Ka'u-Kea'au-Pahoa, includes nine (9) schools, six (6) of them elementary schools. During Race to the Top, Ka'u-Kea'au-Pahoa was identified as one of the "Zones of Innovation", and thus, infused with funding and resources that successfully built capacity to achieve



*Chad Farias
Complex Area
Superintendent*

student, staff, and system success outcomes. Ka'u-Kea'au-Pahoa has the least amount of total students (4,205) compared to other Complex Areas. However, it has the highest percentage of students in the lower socio-economic status (86.1% of the population qualifying for free or reduced meals), which is reflective of the social ills that the Department of Education has little to no control over.

Effective January 1, 2015, Chad Farias, a career educator and administrator, took the helm as Complex Area Superintendent. The position is fitting as Complex Area Superintendent Farias is most knowledgeable about his Complex

Area having spent his entire career on Hawaii island and most recently as the Kea‘au Elementary Principal. Under his leadership, Kea‘au Elementary was one of the pioneers in digital learning among its staff and students, elevating student achievement and reducing chronic absenteeism at this school.

The 2014-2015 school year data indicates that Ka‘u-Kea‘au-Pahoa is the low performing Complex Area for all indicators, except that its Highly Qualified Teacher numbers for special education teachers is on par with the State’s average. Ka‘u-Kea‘au-Pahoa’s data also indicates that none of their 3rd and 4th graders with Specific Learning Disabilities or Other Health Disabilities demonstrated proficiency on the English Language Arts assessment. Nonetheless, Complex Area Superintendent Farias’ expertise, leadership, and knowledge of the Complex Area and community will move the Complex Area to achieve success for its students and staff at Ka‘u-Kea‘au-Pahoa. Ravae Todd, who has been an integral part of the SSIP Core Team, is one of the District Educational Specialists under Complex Area Superintendent Farias. Her participation is also key to Ka‘u-Kea‘au-Pahoa’s success.

Targeted Complex Area: Baldwin-Kekaulike-Maui

Located on the island of Maui, Baldwin-Kekaulike-Maui includes twenty (20) schools, thirteen (13) of them are elementary schools. Baldwin-Kekaulike-Maui has never been previously targeted during Race to the Top or through Elementary and Secondary Education Act Flexibility Waiver initiatives. Baldwin-Kekaulike-Maui is the third largest complex area with a total of 15,798 students during the 2014-2015 school year. It is the Complex Area with the 2nd largest amount of 3rd and 4th grade students in the Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities (174). In Baldwin-Kekaulike-Maui, 53.1% of students fall into the lower socio-economic status, and the rest of the demographics for this Complex Area are within the State’s average. Baldwin-Kekaulike-Maui has recently experienced a refreshing change in leadership with Leila Hayashida appointed as Complex Area Superintendent on January 1, 2016. A long-time teacher and administrator, Complex Area Superintendent Hayashida served at various levels of our system: school, Complex Area, and State. During her tenure as the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support, she transformed the delivery of state support resulting in the removal of barriers and improved resources, professional development, and technical assistance provided to build the capacity of Complex Areas and schools leaders, teachers, and school staff in all areas, and particularly in special education. Complex Area Superintendent Hayashida’s vision and leadership will result in successful transformation of Baldwin-Kekaulike-Maui.



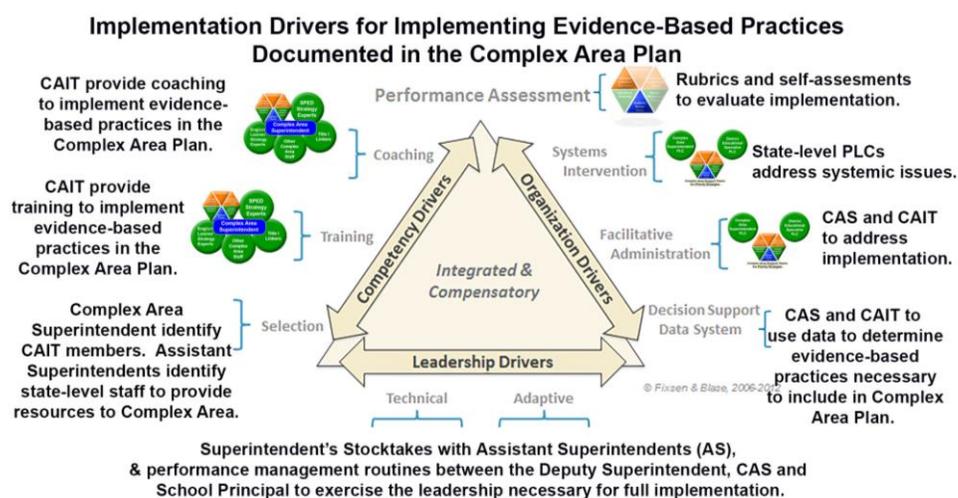
*Leila Hayashida
Complex Area
Superintendent*

Responsibility for Ensuring High-Fidelity Implementation⁵⁵

The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support are the ultimate decision-makers for this strategy. The Complex Area Superintendents maintain their authority over the decisions necessary for their respective Complex Areas. Specifically, Complex Area Superintendents, considering recommendations made by the Complex Area Implementation Teams, will be solely responsible for determining the contents of the Complex Area Plans. Unless the development of protocols dictates otherwise, Complex Area Plans will continue to be reviewed by a team lead by the Deputy and includes the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support and individuals from such office, members of the Core SSIP Team, and representatives from other State-level offices. Recommendations for improvement of Complex Area Plans will be developed following the review and Deputy will be discussing such recommendations with the Complex Area Superintendent during Stocktakes.

During the 2016-2017 school year, the Complex Area Superintendents and Complex Area staff in the Targeted Complex Areas will aid in the development of templates, protocols, data, self-assessments, and other documentation and progress measures. The Office of Curriculum, Instruction and Student Support, Special Projects Office, School Transformation Branch, Office of Coordinated Support, and other offices will also take part in the development. The products (e.g., templates, and self-assessments, etc.), and procedures will be vetted by the Complex Area Superintendent Professional Learning Community. Deputy and the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will be ultimate decision-makers regarding the procedures and requirements.

As we proceed with the implementation of the Complex Area Implementation Teams, we will ensure that the competency, organization, and leadership drivers⁵⁶ and performance assessments are refined as needed. Current definition of our implementation drivers is as follows:



⁵⁵ The following responds to Sub-components 1(c) and 1(d), Infrastructure Development, 2(a), 2(b) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

⁵⁶ Information obtained from the National Implementation Research Network (NIRN) website, © 2013 Karen Blase and Dean Fixsen.

Evaluation of State-level and Complex Area Strategies and Activities to Build Capacity and Support Implementation of Evidence-Based Practices

Overall Internal Evaluation Process⁵⁷

The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support are the ultimate decision-makers regarding action(s) warranted by evaluation outcomes. The evaluation of the SSIP and its State and Complex Area strategies to build capacity and support implementation of evidence-based practices will be conducted internally and progress monitoring of activities will occur at various levels of our tri-level system. At the State-level, the Special Projects Director will be responsible for conducting the overall evaluation of the implementation of the SSIP, and for working with the SSIP Core Team, and where relevant the SSIP Working Group, to compile evaluation data and results from the Special Projects Office's assessment. Other State offices and Complex Areas will submit their performance assessments to the Special Projects Office for inclusion into the evaluation data and will be sent to the Superintendent or Deputy Superintendent for use in Stocktakes. Progress monitoring activities at the Complex Area will be conducted by the Complex Area Superintendent and Complex Area Implementation Team.

Evaluation data will be reviewed during Stocktake meetings, which presents a quarterly opportunity for the Deputy to meet one-on-one with Complex Area Superintendents, and the Superintendent to meet one-on-one with Assistant Superintendents to dialogue about the progress towards implementation and outcomes, review data and progress monitoring results, and uncover information not gathered via the formal evaluation tools. The Stocktake meetings end with mutual agreements regarding actions that the Superintendent and Assistant Superintendent, or Deputy and Complex Area Superintendent will take to improve implementation either by scaling-up bright-spots or removing barriers to implementation. Such agreements will be disseminated by the Office of Coordinated Support to the relevant Assistant Superintendent or Complex Area Superintendent. Information will also be summarized and disseminated to Department and Community stakeholders to inform them of implementation progress and effectiveness, through the SPP/APR information provided to stakeholders, communication methods defined by the Communication Offices, and use of other dissemination networks.

⁵⁷ The following responds to Sub-components 3(a) and 3(b), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

Because the implementation of our strategies is phased-in, so is our evaluation. As of this writing, we have identified the elements required by the U.S. Department of Education for the evaluation, which includes:

1. Short-, Intermediate, and Long-term objectives;
2. Short-, Intermediate, and Long-term outcomes;
3. Data collection methods;
4. Methods of data analysis, and
5. The plan for disseminating information from the evaluation to stakeholders.

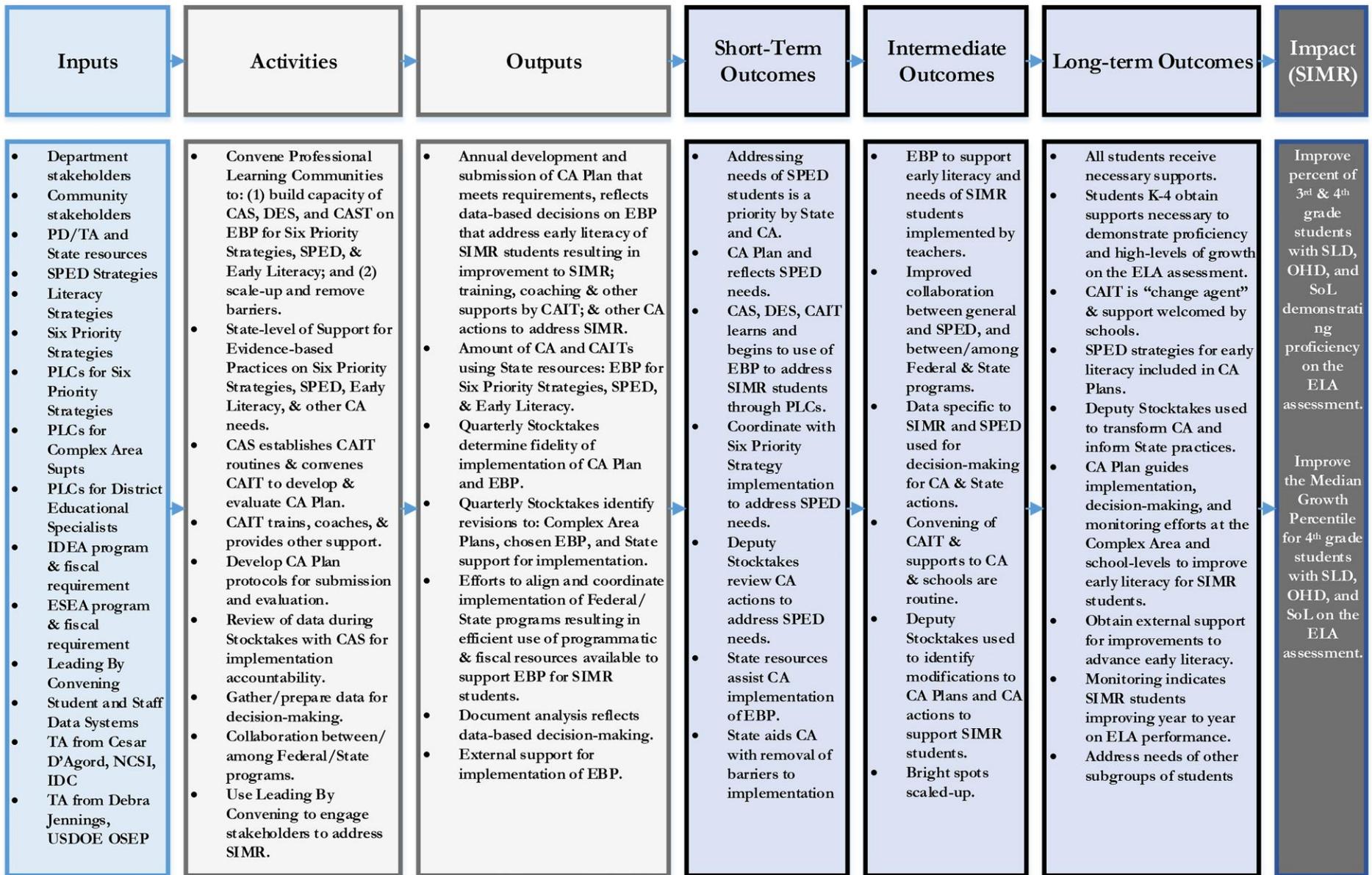
The Hawaii State Department of Education will refine the process, methods, criteria and questions as strategies are implemented in order to determine whether the state is on the right track to make the changes necessary to achieve the SIMR targets. Furthermore, as we move forward in this process, we will examine and further refine the role of stakeholders and their participation in the evaluation process.

Components of Initial Evaluations⁵⁸

The evaluation tools are designed to test our theory of action and other components of our plan. The following provides the inputs (resources), outputs (strategies and activities), and briefly, the short, intermediate, and long-term outcomes for our SSIP.

⁵⁸ The following responds to Sub-component 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

Logic Model for the Hawaii State Department of Education's State Systemic Improvement Plan



Data Collection Method and Analysis Utilized to Evaluate Implementation and Outcomes⁵⁹

The progress monitoring tools on the following pages will be utilized to evaluate the State and Complex Area strategies. Progress monitoring measures will be refined as implementation progresses. The tools address the data collection and methods and measures to determine the following:

1. Determine whether the State-Level Professional Learning Communities, State-level System of Support for Evidence Based Practices, the Complex Area Implementation Teams, and the Complex Area Plans for all Complex Areas and for Targeted Complex Areas are being implemented as proposed, which includes a determination of whether short-, intermediate, and long-term objectives are being met. Based upon such determination, the Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will review implementation plans and refine or modify to make further progress.
2. Determine whether the State-Level Professional Learning Communities, State-level System of Support for Evidence Based Practices, the Complex Area Implementation Teams, and the Complex Area Plans for all Complex Areas and for Targeted Complex Areas are meeting the proposed short-, intermediate, and long-term implementation outcomes, and allowing the State to reach its SIMR targets for the particular year. Following such determination, review outcomes to determine whether outcomes need to be amended, and if yes, the Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will assess whether additional actions are necessary to meet such revised outcomes.
3. Determine whether the State-Level Professional Learning Communities, State-level System of Support for Evidence Based Practices, the Complex Area Implementation Teams, and the Complex Area Plans for all Complex Areas and for Targeted Complex Areas are the strategies necessary to implement our theory of action, whether other strategies are necessary, or whether the theory of action needs to be modified. If modifications are necessary to either the strategies or the theory of action altogether, the Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will establish a course of action for implementing such decision(s).
4. Determine whether further alignment and collaboration between and among Federal and State Programs are necessary to improve implementation of the State-Level Professional Learning Communities, State-level System of Support for Evidence Based Practices, the Complex Area Implementation Teams, and the Complex Area Plans for all Complex Areas and for Targeted Complex Areas. The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will define the alignment necessary and hold the respective office accountable for obtaining goals.

⁵⁹ The following responds to Sub-components 3(c), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

SSIP Phase 2 – Summary for Implementation and Evaluation of Strategies and Activities at the State-Level

The strategies chosen are designed to build the capacity of the Department to improve the performance of all students with disabilities such that we will achieve our SIMR targets. The effective interventions have been defined by the Department’s leadership, and various implementation teams are responsible for implementation fidelity at the State, Complex Area, and School. Each strategy, if implemented with fidelity, will build the infrastructure needed in order to improve the educational outcomes for students with disabilities such that we achieve our SIMR targets.

Strategy	Short-term Objective	Short-term Outcomes	Intermediate Objectives	Intermediate Outcomes	Long-term Objectives	Long-term Outcome
	School Year 2015-2016	School Year 2015-2016	School Year 2016-2017	School Year 2016-2017		
Changes to Infrastructure to Achieve SIMR: Professional Learning Communities (PLC)	<ul style="list-style-type: none"> Integrate SPED strategy expert into CAST PLC (CAST + 1) to review data. Assistant Superintendent (AS) of OCISS develop mandatory DES meetings into DES PLC. Leadership facilitates CAS PLC to consider the needs of SPED students in implementation of the Six Priority Strategies. 	<ul style="list-style-type: none"> Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students. Begin integration of SPED specific strategies into Six Priority Strategy implementation. 	<ul style="list-style-type: none"> Continued integration of the SPED strategy expert into CAST PLC to review data and identify SPED student needs. DES PLC focuses on identification and implementation of EBPs to improve early literacy for SPED students. CAS PLC identifies the resources and supports needed by the Complex Areas to implement EBPs to improve the early literacy of SPED students. 	<ul style="list-style-type: none"> PLCs facilitate integration of EBPs that support SPED students into Complex Area planning and implementation of the Six Priority Strategies. PLCs build their capacity to provide training and coaching of EBPs to CAS and CAIT. 	<ul style="list-style-type: none"> Formalize PLC for CAS, DES and CAST 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. 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. 	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> OCISS evaluates the effectiveness of current early literacy resources and initiatives to meet the early literacy needs of SPED students. 	<ul style="list-style-type: none"> OCISS provides resources that support early literacy for SPED students. OCISS explores specific EBPs to advance early literacy for SPED students. 	<ul style="list-style-type: none"> OCISS develops EBPs that support early literacy for SPED students. OCISS offers training and coaching of EBPs to build the capacity of the CAIT. 	<ul style="list-style-type: none"> CAS, CAIT, and other Complex Area staff are provided EBPs to meet the needs of SPED students to improve early literacy of SPED students. 		

During the 2016-2017 school year, further strategies and activities to be implemented, and appropriate evaluation measures, will be defined & developed.

<u>(Continued from previous page)</u>	School Year 2015-2016	School Year 2016-2017	School Years 2017-2018 to 2019-2020
Data Source And Methodology	<ul style="list-style-type: none"> Continued use of the Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS and CAIT to evaluate implementation and effectiveness of the PLCs to support Complex Area initiatives to advance early literacy for SPED students. Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP. Deputy Superintendent Stocktake with CAS and AS of OCISS to: <ul style="list-style-type: none"> Review progress toward meeting yearly SSIP growth and proficiency targets; Evaluate, and revise if necessary, the implementation and effectiveness of the PLCs; Evaluate, and revise if necessary, early literacy resources and EBPs available to the Complex Area; and Identify additional Complex Area needs. 	<ul style="list-style-type: none"> Continued use of the Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS and CAIT to evaluate implementation and effectiveness of the PLCs to support Complex Area initiatives to advance early literacy for SPED students. Identification of self-assessment criteria by Deputy or Deputy's designee(s) to be used in self-assessment tool by the CAS to evaluate the effectiveness of the PLCs and state-level offices to provide and support training and coaching of EBPs that advance early literacy for SPED students. Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP. Deputy Superintendent Stocktake with CAS and AS of OCISS to: <ul style="list-style-type: none"> Review progress toward meeting yearly SSIP growth and proficiency targets; Evaluate, and revise if necessary, the implementation and effectiveness of the PLCs; Evaluate, and revise if necessary, early literacy resources and EBPs available to the Complex Area; and Identify additional Complex Area needs. 	<ul style="list-style-type: none"> Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS and CAIT. Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP. Deputy Superintendent Stocktake with CAS and AS of OCISS to: <ul style="list-style-type: none"> Review progress toward meeting yearly SSIP growth and proficiency targets; Evaluate, and revise if necessary, the implementation and effectiveness of the PLCs; Evaluate, and revise if necessary, early literacy resources and EBPs available to the Complex Area; and Identify additional Complex Area needs.
Analysis and Evaluation: Criteria for Implementation Fidelity (Are we on the right track?)	<ul style="list-style-type: none"> SPED strategy expert participates in the CAST PLC review of SPED student performance data to identify SPED student needs. DES meetings developing into PLC with the formation of working groups around compliance issues. CAS PLC considers SPED student performance and needs in Complex Area planning for Six Priority Strategy implementation through the Complex Area plan and CAIT. OCISS offers early literacy training. 	<ul style="list-style-type: none"> CAST PLC and DES PLC have identified EBPs to support early literacy needs of SPED students. OCISS is providing resources to support early literacy for SPED students (e.g., Smarty Ants, etc.) based on input from the PLCs and CAIT. OCISS is offering training and coaching to CAIT on EBPs. 	<ul style="list-style-type: none"> PLCs offer training and coaching of EBPs to the CAS and CAIT. PLCs utilize SPED student performance data to evaluate the effectiveness of EBPs and inform planning, resource development, training and coaching. OCISS provides the resources needed to support the CAS and CAIT in implementing the selected EBPs documented in the Complex Area plan.
Measures of Progress Towards SIMR			
Growth (MGP)	43 (baseline)	45	50, 55, 60
Proficiency on Assessments	8.33% (baseline)	11%	20%, 35%, 50%

SSIP Phase 2 – Summary for Implementation and Evaluation of Strategies and Activities at the Complex Area

The strategies chosen are designed to build the capacity of the Department to improve the performance of all students with disabilities such that we will achieve our SIMR targets. The effective interventions have been defined by the Department’s leadership, and various implementation teams are responsible for implementation fidelity at the State, Complex Area, and School. Each strategy, if implemented with fidelity, will build the infrastructure needed in order to improve the educational outcomes for students with disabilities such that we achieve our SIMR targets.

Strategy	Short-term Objective	Short-term Outcomes	Intermediate Objectives	Intermediate Outcomes	During the 2016-2017 school year, further strategies and activities to be implemented, and appropriate evaluation measures, will be defined & developed.	Long-term Objectives	Long-term Outcome
	School Year 2015-2016	School Year 2015-2016	School Year 2016-2017	School Year 2016-2017		School Years 2017-2018 to 2019-2020	School Years 2017-2018 to 2019-2020
Changes to Infrastructure to Achieve SIMR: Complex Area Implementation Team (CAIT)	<ul style="list-style-type: none"> Integrate SPED strategy expert into Complex Area CAST (i.e., CAST + 1) for planning and implementation of SY 2016-2017 Complex Area Plan. 	<ul style="list-style-type: none"> Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students. Begin integration of SPED specific strategies into Six Priority Strategy implementation. 	<ul style="list-style-type: none"> Continued integration of the SPED strategy expert, and possible addition of other CA staff, to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students. CAS and CAIT members attend respective PLCs to gather information and gain knowledge on EBP. 	<ul style="list-style-type: none"> CAS facilitates alignment between/among programs, and encourages use of PLCs, Complex Area planning addresses the needs of SPED students through collaboration of CAIT members. CAIT used for training and coaching of EBP for implementation fidelity. 		<ul style="list-style-type: none"> CAS establishes and routinely convenes CAIT to address implementation of CA Plan and continues to facilitate alignment between/among programs. 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. 	<ul style="list-style-type: none"> CAIT supports for planning, and training and coaching are established and welcomed by schools. Administrators and teachers trained and coached by CAIT demonstrate progress in student achievement for SLD, SoL, OHD students, and all SPED students.
Changes in Educational Practice to Achieve SIMR: Complex Area Plan	<ul style="list-style-type: none"> Integrate protocols and routines to identify the specific needs of SPED students to improve early literacy for SPED students in Complex Area planning. Utilize Deputy Stocktakes to review how Complex Area Plan addressing early literacy needs for SPED students. 	<ul style="list-style-type: none"> Complex Area plans consider the early literacy needs of SPED students in implementing the Six Priority Strategies. Deputy Stocktakes prioritize a review and analysis of Complex Area actions to address early literacy needs for SPED students. 	<ul style="list-style-type: none"> 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. 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 EBP. 	<ul style="list-style-type: none"> Complex Area plans meet the requirements to include EBPs that support early literacy for SPED students. Deputy Stocktakes to serve as a mechanism to identify necessary system interventions to assist CAS with implementation of EBP. 			<ul style="list-style-type: none"> 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. 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.

<u>(Continued from previous page)</u>		School Year 2015-2016	School Year 2016-2017	School Years 2017-2018 to 2019-2020
Data Source And Methodology		<ul style="list-style-type: none"> Continued use of the Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS to evaluate implementation and effectiveness of CAIT and Complex Area plan. Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to assess progress toward meeting yearly SSIP targets. Review of Complex Area plan by Deputy, AS of OCISS, et.al. Deputy Superintendent Stocktake with CAS to: <ul style="list-style-type: none"> Approve, and revise if necessary, Complex Area plan; Evaluate, and revise if necessary, implementation of CAIT and Complex Area plan utilizing evaluation tool. Review progress toward achieving yearly proficiency and growth targets for 3rd and 4th grade students with SLD, OHD and SoL set forth in the SSIP. 	<ul style="list-style-type: none"> Continued use of the Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS to evaluate implementation and effectiveness of CAIT and Complex Area plan. Identification of self-assessment criteria by Deputy or Deputy's designee(s) to be used in self-assessment tool by CAS to evaluate effectiveness of CAIT and selected EBPs to support SPED students. Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to assess progress toward meeting yearly SSIP targets. Review of Complex Area plan by Deputy, AS of OCISS, et.al. Deputy Superintendent Stocktake with CAS to: <ul style="list-style-type: none"> Approve, and revise if necessary, Complex Area plan; Evaluate, and revise if necessary, implementation of CAIT and Complex Area plan utilizing evaluation tool. Review progress toward achieving yearly proficiency and growth targets for 3rd and 4th grade students with SLD, OHD and SoL set forth in the SSIP. 	<ul style="list-style-type: none"> Six Strategy implementation rubrics and self-assessments by CAS Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to assess progress toward meeting yearly SSIP targets. Review of Complex Area plan by Deputy, AS of OCISS, et.al. Deputy Superintendent Stocktake with CAS to: <ul style="list-style-type: none"> Approve, and revise if necessary, Complex Area plan; Evaluate, and revise if necessary, implementation of CAIT and Complex Area plan utilizing evaluation tool. Review progress toward achieving yearly proficiency and growth targets for 3rd and 4th grade students with SLD, OHD and SoL set forth in the SSIP.
	Analysis and Evaluation: Criteria for Implementation Fidelity (Are we on the right track?)	<ul style="list-style-type: none"> SPED strategy expert assists with SPED data review and identification of SPED student needs in Complex Area planning. SPED strategy expert assists in identifying strategies to support SPED students for inclusion in the Complex Area plan. CAS has begun to explore additional members to the CAIT to further strengthen Six Priority Strategy implementation that meets the needs of SPED students. 	<ul style="list-style-type: none"> Plan identifies a focus area for improvement that targets early literacy for all students based on data and needs assessment. Plans include evidence-based practices (EBP) to support students with disabilities. The Complex Area utilizes disaggregated student performance data and progress monitoring data in evaluating the effectiveness of the Complex Area plan through the ART process. The CAIT is involved in the development, implementation and evaluation of the Complex Area plan and selected EBPs. The CAIT is providing training and coaching to support implementation of the Complex Area plan. 	<ul style="list-style-type: none"> CAIT provides planning, training and coaching to support the implementation of the Complex Area plan and chosen EBPs. CAIT utilizes SPED student performance data and progress monitoring data in the ART process to evaluate effectiveness of EBPs and inform Complex Area planning. School academic plans are aligned with the Complex Area plan to improve SPED student performance on statewide assessment for ELA.
Measures of Progress Towards SIMR	Growth (MGP)	43 (baseline)	45	50, 55, 60
	Proficiency on Assessments	8.33% (baseline)	11%	20%, 35%, 50%

Process for Examining Implementation Progress and Effectiveness and Making Modifications to Implementation⁶⁰

The Deputy and Assistant Superintendent of the Office of Curriculum Instruction and Student Support are responsible for examining progress monitoring data to determine whether it is necessary to make modifications to the SSIP, theory of action, strategies, implementation, or outcomes. Deputy Schatz's experience managing the Race to the Top grant and having to work with Assistant Superintendents and Complex Area Superintendents to develop conditions for transformational improvements, identify and remove barriers to implementation, and scale-up success is an asset to the SSIP process and evaluation. Assistant Superintendent Mulcahy's strength in leading and implementing transformations at the Complex Area and school-level resulting in improved performance and academic growth for students with disabilities benefits the SSIP evaluation process as she can readily assess the effectiveness of implementation and promote changes to accelerate improvements to teaching and learning. The experiences of both Deputy Schatz and Assistant Superintendent Mulcahy will result in a comprehensive evaluation of implementation progress and effectiveness.

Performance assessment data submitted by the Complex Area Superintendents and Assistant Superintendents will be collected by the Special Projects Office and combined with the Special Projects Office's overall SSIP evaluation data, and prepared for review by the Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support. The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support are responsible for examining data and making initial changes to the implementation of strategies, the theory of action, or other components of this plan if necessary. The final decisions will occur following the fourth quarter Stocktakes that the Superintendent has with Assistant Superintendents, and the Deputy holds with Complex Area Superintendents. The evaluation data coupled with the information obtained during conversations with Assistant Superintendents and Complex Area Superintendents during deeper data dives will be utilized for final decision-making.

The Hawaii State Department of Education will conduct two distinct evaluation sub-processes that will coincide with the quarterly Stocktakes convened by the Superintendent and Deputy: formative progress monitoring, and a summative evaluation process. The formative progress monitoring will occur during the first, second, and third quarter Stocktakes, with the summative evaluation occurring during the fourth quarter Stocktake. The same evaluation tool will be utilized at each of the Stocktakes. During the first, second, and third quarter Stocktakes, the Superintendent will meet with Assistant Superintendents and the Deputy with Complex Area Superintendents to identify actions necessary by both parties to accelerate or modify implementation of strategies in order to reach desired outcomes. The charts on the next pages provide the tool that will be utilized to prepare for and completed during these Stocktakes.

⁶⁰ The following responds to Sub-components 3(c) and 3(d), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

SSIP Phase 2 – Proposed Evaluation Tool for Implementation of Strategies and Activities at the State-Level

The following questions will be utilized to evaluate the fidelity of implementation of the activities chosen to build the capacity of the Complex Areas to improve the performance of all students with disabilities such that we achieve our SIMR targets. The questions are designed to measure the progress of implementation of each of the strategies through the various implementation stages and identify implementation drivers that may be utilized to arrive at full implementation. Progress towards full implementation will be measured annually based on achievement of the short and long-term goals and objectives and outcomes. Use of this tool in School Years 2015-2016 and 2016-2017 will be incorporated into the Leadership accountability routines established for the Six Priority Strategies and further evaluation methods will be defined and developed as further activities and strategies are defined.

Complex Area: _____ SY: _____
 Reviewer(s): _____ Date: _____

Data Source and Methodology	Questions	Implementation Objective	Outcome	Scoring Criteria			Score	Evaluator Comments and Recommendations	Assistant Superintendent or Complex Area Superintendent Action/Follow-up Per Agreements Made in Stocktake with Superintendent or Deputy	
				Objective Not Met (1)	Objective Partially Met (2)	Objective Met (3)				
Professional Learning Communities (PLC)										
Activity: Develop and build PLCs.										
<ul style="list-style-type: none"> Six Priority Strategy implementation rubrics, ART process, and self-assessment utilized by CAS and CAIT. Self-assessments for each individual PLC and the state offices (to be identified) Structured interview during Deputy Stocktakes (to be identified) Analysis of strategies, EBPs, trainings and other resources being provided (to be identified) Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, 	<ul style="list-style-type: none"> Has the SPED strategy expert been integrated into the CAST PLC to review SPED student performance data and identify SPED student needs for improved early literacy? Has the AS of OCISS structured the mandatory DES meetings such that the DESs function as a PLC? Does DES regularly attend DES PLC? Does the CAS PLC recognize improvements to early literacy for SPED students as a focus area? Does CAS regularly attend CAS PLC? Have the CAST PLC and DES PLC identified specific EBPs to advance early literacy for SPED students? How have these EBPs been used by the CAS? Does the DES PLC focus on the identification and implementation of EBPs to improve early literacy for SPED students? 	Short-term	<ul style="list-style-type: none"> Integrate SPED strategy expert into CAST PLC (CAST + 1) to review data. Assistant Superintendent (AS) of OCISS develop mandatory DES meetings into DES PLC. CAS and DES regularly attends and participates in PLCs. Leadership facilitates CAS PLC to consider the needs of SPED students in implementation of the Six Priority Strategies. 	<ul style="list-style-type: none"> Increased awareness of SPED student needs in Complex Area planning and implementation of Six Priority Strategies. Begin discussion of integrating SPED specific strategies into Six Priority Strategy implementation. 	<ul style="list-style-type: none"> SPED strategy expert participates in CAST PLC review of SPED student data, but has not identified specific needs. DESs do not routinely collaborate in working groups during monthly mandatory DES meetings. Leadership has identified SPED student performance in early literacy as a focus for improvement but the CAS PLC has not started discussions. DES or CAS does not regularly attend respective PLCs. 	<ul style="list-style-type: none"> SPED strategy expert participates in the CAST PLC review of SPED student performance data and has identified SPED student needs. Working groups to collaborate around IDEA compliance issues have been established. CAS PLC has begun to identify SPED student needs based on SPED student performance data for inclusion in Complex Area plans. DES or CAS often attends respective PLCs. 	<ul style="list-style-type: none"> SPED strategy expert participates in the CAST PLC review of SPED student performance data to identify SPED student needs. DES PLC has developed the structure and routines necessary and is beginning to function as a PLC to collaboratively address IDEA compliance issues. CAS PLC considers SPED student performance and needs in Complex Area planning for Six Priority Strategy implementation. DES or CAS regularly attends and participate in respective PLCs. 	Implementation Score: Outcome Met? (Yes or No)	<i>This column will be completed by the evaluator for consideration by the Superintendent or Deputy during Stocktakes.</i>	<i>Note: This column will be filled out by the Deputy Superintendent to identify actions Complex Area Superintendent will take to meet objective, or scale-up, based upon recommendations or other information discussed during Stocktake, and identify action State will take to support CA implementation.</i>

<p>and the median growth percentile of students with SLD, OHD and SoL, provided by the Data Governance Office (DGA) to assess progress toward meeting yearly SSIP targets.</p> <ul style="list-style-type: none"> Other data sources and methodology to be identified as implementation is defined. 	<ul style="list-style-type: none"> Do the CAST PLC and DES PLC offer training and coaching of EBPs to improve early literacy for SPED students to the CAIT? Has the CAS PLC identified the resources and supports needed by the Complex area to implement EBPs to improve the early literacy of SPED students? Do the PLCs review SPED student performance data, and particularly for 3rd and 4th grade students with SLD, OHD and SoL, to evaluate the effectiveness of the EBPs implemented to inform planning, resource development, training and coaching? Have the PLCs established protocols and routines for collaboration and communication between the respective PLCs, CAS, and CAIT to provide the EBPs and the resources necessary to support implementation of the EBPs by the Complex Area? 	Intermediate	<ul style="list-style-type: none"> Continued integration of the SPED strategy expert into CAST PLC to review data and identify SPED student needs. DES PLC focuses on identification and implementation of EBPs to improve early literacy for SPED students. CAS PLC identifies the resources and supports needed by the Complex Areas to implement EBPs to improve the early literacy of SPED students. Strategies at the CAS, DES and CAST PLCs are implemented at the Complex Area. 	<ul style="list-style-type: none"> PLCs facilitate integration of EBPs that support SPED students into Complex Area planning and implementation of the Six Priority Strategies. PLCs build their capacity to provide training and coaching of EBPs to CAS and CAIT. 	<ul style="list-style-type: none"> CAST PLC and DES PLC have identified SPED student needs in improving early literacy for SPED students, but have not yet identified specific EBPs that support SPED student early literacy. DES PLC is exploring specific EBPs to improve early literacy for SPED students for consideration by the CAST PLC. CAS PLC has not yet identified the needs of the Complex Areas to implement EBPs that improve early literacy for SPED students. Strategies at the CAS, DES and CAST PLCs are not implemented at the Complex Area, or such strategies are being explored. 	<ul style="list-style-type: none"> CAST PLC and DES PLC have identified the needs of SPED students and are exploring implementation of specific EBPs to improve early literacy for SPED students. DES PLC has identified specific EBPs that improve the early literacy for SPED students for integration into CAST PLC planning for implementation of the Six Priority Strategies. CAS PLC members have identified the needs of their respective Complex Area to implement EBPs that improve early literacy for SPED students based on their Complex Area plans. Strategies at the CAS, DES and CAST PLCs are beginning to be implemented at the Complex Area 	<ul style="list-style-type: none"> CAST PLC and DES PLC have identified the needs of SPED students and have identified specific EBPs to improve early literacy for SPED students. DES PLC and CAST PLC have plans for training the CAIT on specific EBPs that improve early literacy for SPED students. The CAS PLC collaborates to identify the resources and supports needed to implement EBPs in the Complex Areas based on the needs identified in their individual Complex Area plans. Strategies at the CAS, DES and CAST PLCs are implemented at the Complex Area 	Implementation Score:	Outcome Met? (Yes or No)	
		Long-term	<ul style="list-style-type: none"> Formalize PLC for CAS, DES and CAST 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. 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. 	<ul style="list-style-type: none"> 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 the Complex Area plan to support early literacy for students with disabilities. 	<ul style="list-style-type: none"> PLCs have identified the specific EBPs to be utilized to advance SPED student performance in early literacy. PLCs have plans to train and coach the CAIT on specific EBPs that advance SPED student performance in early literacy. CAS and CAIT not yet providing coaching on EBP learned at PLC. 	<ul style="list-style-type: none"> PLCs are beginning to offer training and coaching to the CAIT on specific EBPs that advance early literacy for SPED students. PLCs have reviewed SPED student performance data to identify effective EBPs for scaling up and barriers to implementation. CAS and CAIT beginning to provide coaching on EBP learned at PLC. 	<ul style="list-style-type: none"> PLCs offer training and coaching of EBPs that advance SPED student performance in early literacy to CAS and CAIT. PLCs utilize SPED student performance data, and particularly for 3rd and 4th grade students with SLD, OHD and SoL, to evaluate the effectiveness of the EBPs implemented to inform planning, resource development, training and coaching. CAS and CAIT provide coaching on EBP learned at PLC. 	Implementation Score:	Outcome Met? (Yes or No)	

State-Level Resources									
Activity: Develop and provide resources to support Complex Areas									
<ul style="list-style-type: none"> Six Priority Strategy implementation rubrics, ART process, and self-assessment utilized by CAS and CAIT. Self-assessments for each individual PLC and the state offices (to be identified) Structured interview during Deputy Stocktakes (to be identified) Analysis of strategies, EBPs, trainings and other resources being provided (to be identified) Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students with SLD, OHD and SoL, provided by the Data Governance Office (DGA) to assess progress toward meeting yearly SSIP targets. Other data sources and methodology to be identified as implementation is defined. 	<ul style="list-style-type: none"> Has OCISS evaluated the effectiveness of current early literacy resources and initiatives to meet the early literacy needs of SPED students? Has OCISS provided EBPs to advance early literacy for SPED students for use by the Complex Area? Is OCISS providing training and coaching of EBPs that advance early literacy to the CAIT? Has OCISS established protocols and routines for gathering ongoing feedback from the Complex Areas to identify effective EBPs and the training and coaching needs of the CAIT in order to support implementation of the EBPs by the Complex Area? 	Short-term	<ul style="list-style-type: none"> OCISS evaluates the effectiveness of current early literacy resources and initiatives to meet the early literacy needs of SPED students. 	<ul style="list-style-type: none"> OCISS provides resources that support early literacy for SPED students. OCISS identifies specific EBPs to advance early literacy for SPED students. 	<ul style="list-style-type: none"> OCISS provides early literacy training for all students. OCISS has not evaluated whether current early literacy resources and initiatives have the ability to meet the unique needs of SPED students. OCISS has not explored specific EBPs to advance early literacy for SPED students. 	<ul style="list-style-type: none"> OCISS provides early literacy training for all students. OCISS has evaluated the current early literacy resources and initiatives being offered and has identified SPED student needs in order to advance early literacy for SPED students. OCISS has not identified EBPs to advance early literacy for SPED students. 	<ul style="list-style-type: none"> OCISS offers early literacy training for all students. OCISS has identified EBPs to specifically support SPED student early literacy development. 	Implementation Score:	Outcome Met? (Yes or No)
		Intermediate	<ul style="list-style-type: none"> OCISS develops EBPs to support early literacy for SPED students. OCISS offers training and coaching of EBPs to build the capacity of the CAIT. 	<ul style="list-style-type: none"> CAS, CAIT and other Complex Area staff are provided EBPs to meet the needs of SPED students to improve the early literacy of SPED students. 	<ul style="list-style-type: none"> OCISS offers early literacy training for all students. OCISS begins to provide EBPs to specifically support SPED student early literacy development. OCISS has not yet offered training and coaching of the EBPs to the CAIT. 	<ul style="list-style-type: none"> OCISS offers early literacy training for all students. OCISS provides EBPs to specifically support SPED student early literacy development. OCISS is developing training and coaching of the EBPs for the CAIT. 	<ul style="list-style-type: none"> OCISS provides EBPs to support early literacy for SPED students (i.e., Smarty Ants, etc.) based on input from the PLCs and CAIT. OCISS is offering training and coaching of EBPs that advance early literacy for SPED students to the CAIT. 	Implementation Score:	Outcome Met? (Yes or No)

		Long-term	<ul style="list-style-type: none"> Utilize Stocktakes, State-level 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. Identify and make available for use by the CAS, CAIT, and other Complex Area staff, EBPs regarding special education strategies, early literacy, and each of the strategies within the Six Priority Strategies that advance achievement of SPEED students, and in particular, improving literacy of students with SLD, OHD, and SoL. 	<ul style="list-style-type: none"> Direct state program and fiscal resources towards evidence-based programs that address the needs identified by the CAS in the 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. 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. 	<ul style="list-style-type: none"> OCISS provides EBPs to support early literacy for SPED students based on input from the PLCs and CAIT, but has not evaluated the effectiveness of these EBPs. OCISS is offering training and coaching of EBPs that advance early literacy for SPED students to the CAIT, but has not yet evaluated the effectiveness of the training and coaching to support the CAS and CAIT in implementing the EBPs. 	<ul style="list-style-type: none"> OCISS has evaluated the effectiveness of the EBPs and has identified effective EBPs for scaling up and additional Complex Area needs. OCISS is offering training and coaching of EBPs that advance early literacy for SPED students to the CAIT, and has evaluated the effectiveness of the training and coaching to support the CAS and CAIT in implementing the EBPs to identify additional Complex Area needs. 	<ul style="list-style-type: none"> OCISS evaluates the effectiveness of the EBPs to meet the early literacy needs of SPED students based on feedback from the CAS and PLCs and has plans to scale up effective EBPs and/or identify additional EBPs that may be utilized. OCISS evaluates the effectiveness of the training and coaching of EBPs offered based on feedback from the CAS and PLCs and has plans to modify its training and coaching to meet the needs of the CAS and CAIT. 	<p>Implementation Score:</p> <p>Outcome Met? (Yes or No)</p>		
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Overall Status of Implementation and Achievement of Outcomes:

Target for 3rd and 4th grade proficiency for students with SLD, OHD and SoL in SY _____ : _____ Complex Area proficiency rate for 3rd and 4th grade students with SLD, OHD and SoL: _____ Target met? (Yes or No): _____
 Target for median growth percentile of 4th grade students with SLD, OHD and SoL in SY _____ : _____ Complex Area median growth percentile for 4th grade students with SLD, OHD and SoL: _____ Target met? (Yes or No: _____)

Additional Complex Area Needs, CAS Follow-up Items or Actions Needed to Support Implementation:

Additional Complex Area Needs, CAS Follow-up Items or Actions, and/or Revisions to Implementation Activities Needed to Achieve Outcomes:

SSIP Phase 2 – Proposed Evaluation Tool for Implementation of Strategies and Activities at the Complex Areas

The following questions will be utilized to evaluate the fidelity of implementation of the activities chosen to build the capacity of the Complex Areas to improve the performance of all students with disabilities such that we achieve our SIMR targets. The questions are designed to measure the progress of implementation of each of the strategies through the various implementation stages and identify implementation drivers that may be utilized to arrive at full implementation. Progress towards full implementation will be measured annually based on achievement of the short and long-term goals and objectives. Use of this tool in School Years 2015-2016 and 2016-2017 will be incorporated into the Leadership accountability routines established for the Six Priority Strategies and further evaluation methods will be defined and developed as further activities and strategies are defined.

Complex Area: _____ SY: _____
 Reviewer(s): _____ Date: _____

Data Source and Methodology	Questions	Implementation Objective	Outcome	Scoring Criteria			Score	Evaluator Comments and Recommendations	Complex Area Superintendent Action/Follow-up Per Agreements Made in Stocktake with Deputy	
				Objective Not Met (1)	Objective Partially Met (2)	Objective Met (3)				
Complex Area Implementation Team (CAIT)										
Activity: Develop and build Complex Area Implementation Team										
<ul style="list-style-type: none"> Six Priority Strategy implementation rubrics, ART process, and self-assessment utilized by CAS. Complex Area Superintendent Self-Assessment (to be identified) Structured interview during Deputy Stocktakes (to be identified) Direct observations – during Complex Area monitoring visits (monitoring protocol to be identified) Analysis of Complex Area Plan and other Complex Area documents (to be identified) Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and 	<ul style="list-style-type: none"> Has the SPED strategy expert been integrated into the CA CAST (and soon to be CAIT)? Has the CAS considered including the EL strategy expert into the CAIT? Has the EL strategy expert been integrated into the CAIT? Has the CAS considered including the Title I Linker into the CAIT? Has the Title I Linker been integrated into the CAIT? Has the CAS considered including other Complex Area staff into the CAIT? Has the CAS integrated other Complex Area Staff into the CAIT? Has the CAS established protocols and routines for collaboration between and among members of the CAIT? Has the CAS identified processes for determining how members of the CAIT 	Short-term	<ul style="list-style-type: none"> Integrate SPED strategy expert into Complex Area CAST (i.e., CAST + 1) for planning and implementation of SY 2016-2017 Complex Area plan. Begin exploration of additional members to CAIT. 	<ul style="list-style-type: none"> Increase awareness of SPED student needs in Complex Area planning and implementation of the Six Priority Strategies. Begin integration of SPED specific strategies into Six Priority Strategy implementation. 	<ul style="list-style-type: none"> SPED strategy expert does not attend CA CAST regularly, or does not assist in reviewing SPED student data and identifying SPED student needs and strategies. 	<ul style="list-style-type: none"> SPED strategy expert attends CA CAST regularly and facilitates SPED student data review and identification of EBPs to support SPED students. 	<ul style="list-style-type: none"> SPED strategy expert attends CA CAST regularly and facilitates SPED student data review and identification of EBPs to support SPED students. CAS has begun to explore the identification of further CAIT members. 	Implementation Score: Outcome Met? (Yes or No)	<i>This column will be completed by the evaluator for consideration by the Deputy during Stocktakes.</i>	<i>Note: This column will be filled out by the Deputy Superintendent to identify actions Complex Area Superintendent will take to meet objective, or scale-up, based upon recommendations or other information discussed during Stocktake, and identify action State will take to support CA implementation.</i>
		Intermediate	<ul style="list-style-type: none"> Continued integration of the SPED strategy expert, and possible addition of other CA staff, to begin developing the CAIT for aligned planning, training and coaching of EBPs to support SPED students. 	<ul style="list-style-type: none"> CAS facilitates alignment between/among programs, and encourages use of PLCs. Complex Area planning addresses the needs of SPED students through collaboration of CAIT members. CAIT used for training and coaching of EBPs for implementation fidelity. 	<ul style="list-style-type: none"> SPED strategy expert attends CAIT regularly and facilitates SPED student data review and identification of EBPs to support SPED students. CAS has explored addition of CA staff (i.e., Title I, EL, etc.) to assist in the development of EBPs to support SPED students. 	<ul style="list-style-type: none"> SPED strategy expert attends CAIT regularly and facilitates SPED student data review and identification of EBPs to support SPED students. CAS has identified additional CA staff for addition to the CAIT to assist in the development and training of EBPs to support SPED students. 	<ul style="list-style-type: none"> SPED strategy expert attends CAIT regularly and facilitates SPED student data review and identification of EBPs to support SPED students. Additional CA staff have been integrated into CAIT. 	Implementation Score: Outcome Met? (Yes or No)		

<ul style="list-style-type: none"> Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL, provided by Data Governance Office (DGA) to assess progress toward meeting yearly SSIP targets. Other data sources and methodology to be identified as implementation is defined. 	<p>will respond to training needs of schools in the Complex Area specific to addressing the needs of students with disabilities and in particular improving early literacy for students with SLD, OHD and SoL?</p> <ul style="list-style-type: none"> Has the CAS identified processes for determining how members of the CAIT will respond to coaching needs of schools in the Complex Area specific to addressing the needs of students with disabilities and in particular improving early literacy for students with SLD, OHD and SoL? Has the CAS established protocols and routines identifying and having CAIT utilize strategies to advance performance of all ESEA subgroups? 	Long-term	<ul style="list-style-type: none"> CAIT is made up of CA staff from multiple programs for alignment between/among programs for aligned planning, training and coaching of EBPs to support 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 and general strategies that advance performance of all ESEA subgroups 	<ul style="list-style-type: none"> CAIT supports for planning, training and coaching of EBPs are established and welcomed by schools. Administrators and teachers trained and coached by the CAIT demonstrate improved teaching quality and progress in advancing student achievement on the ELA for all students, and in particular, students with SLD, OHD, and SoL. 	<ul style="list-style-type: none"> CAIT has not been developed and is only comprised of the CAST and SPED strategy expert. CAS has not established all routines necessary to allow for collaboration planning, and training and coaching. CAIT does not provide coaching or training on evidence-based practices that would benefit SPED students. CAIT does not provide coaching or training on evidence-based practices that would advance the performance of all ESEA subgroups. 	<ul style="list-style-type: none"> CAIT has not been fully developed and includes only some of the relevant CA staff. CAS has established some but not all routines necessary to allow for collaboration in planning, training and coaching. CAIT provides some coaching or training on evidence-based practices that would benefit SPED students. CAIT provides some coaching or training on evidence-based practices that would advance the performance of all ESEA subgroups. . 	<ul style="list-style-type: none"> CAIT is made up of CA staff from multiple programs (i.e., Title I, EL, etc.) who collaborate to support SPED students through training and coaching of EBPs. CAS has established routines necessary to allow for collaboration in planning, and training and coaching. CAIT provides coaching or training on evidence-based practices that benefit SPED students. CAIT provides coaching or training on evidence-based practices that advances the performance of all ESEA subgroups. 	<p>Implementation Score:</p> <p>Outcome Met? (Yes or No)</p>		
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Complex Area Plan

Activity: Develop and complete Complex Area Plan

<ul style="list-style-type: none"> Six Priority Strategy implementation rubrics, ART process, and self-assessment utilized by CAS. Complex Area Superintendent Self-Assessment (to be identified) Structured interview during Deputy Stocktakes (to be identified) Direct observations – during Complex Area monitoring visits 	<ul style="list-style-type: none"> Does the Complex Area have a process in place to review disaggregated student performance data in order to identify the specific needs of SPED students to improve performance of SPED students in early literacy? Does the Complex Area consider the specific needs of SPED students when planning for improvements to student performance in early literacy? 	Short-term	<ul style="list-style-type: none"> Integrate protocols and routines to identify the specific needs of SPED students to improve early literacy for SPED students in Complex Area planning. 	<ul style="list-style-type: none"> Complex Area plans consider the early literacy needs of SPED students in implementing the Six Priority Strategies. 	<ul style="list-style-type: none"> The Complex Area has not yet reviewed the disaggregated data to identify SPED student needs. 	<ul style="list-style-type: none"> The Complex Area has analyzed disaggregated student data but has not yet identified the specific needs of SPED students for improved early literacy. 	<ul style="list-style-type: none"> The Complex Area has analyzed disaggregated student data to identify the needs of SPED students for improved early literacy. Complex Area is exploring EBPs and specific strategies to address the needs of SPED students to improve early literacy for SPED students for inclusion in the plan. 	<p>Implementation Score:</p> <p>Outcome Met? (Yes or No)</p>		
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<ul style="list-style-type: none"> (monitoring protocol to be identified) Analysis of Complex Area Plan and other Complex Area documents (to be identified) Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL, provided by Data Governance Office (DGA) to assess progress toward meeting yearly SSIP targets. Other data sources and methodology to be identified as implementation is defined. 	<ul style="list-style-type: none"> Has the Complex Area identified a focus area for improvements to early literacy that will benefit all students? Has the Complex Area identified EBPs and other specific strategies to support early literacy for SPED students for inclusion in the Complex Area plan? Have protocols and routines been established to evaluate the effectiveness of selected EBPs and strategies and make revisions to the plan, if necessary? Do CA staff from other programs (Title I, Title, etc.) collaborate in planning for the use of EBPs and specific strategies that support SPED students? Have protocols and routines been established to allow for collaborative planning and alignment of initiatives between/among programs? Has the use of EBPs and specific strategies to improve early literacy for SPED students been integrated and aligned with Complex Area planning of general strategies that improve the performance of all ESEA subgroups and all other Complex Area initiatives? 	Intermediate	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Complex Area plans meet the requirements to include EBPs that support early literacy for SPED students. 	<ul style="list-style-type: none"> The Complex Area plan identifies a focus area and strategies for improvement of early literacy for all students. Specific EBPs to support early literacy for SPED students are not included in the Complex Area plan. 	<ul style="list-style-type: none"> The Complex Area plan identifies a focus area and strategies for improvement of early literacy for all students. The Complex Area plan includes EBPs and specific strategies to support early literacy for SPED students. 	<ul style="list-style-type: none"> The Complex Area plan identifies a focus area and strategies for improvement of early literacy for all students. Plans include EBPs and specific strategies to support early literacy for SPED students. The Complex utilizes disaggregated student performance data to evaluate the effectiveness of the chosen EBPs and strategies and has processes in place to make revisions to the Complex Area plan, if necessary. 	Implementation Score: Outcome Met? (Yes or No)		
		<ul style="list-style-type: none"> 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. 	Long-term	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Complex Area planning for the use of EBPs and specific strategies to improve early literacy for SPED students are not considered in conjunction with planning for other programs. 	<ul style="list-style-type: none"> The CAS and CAIT have begun to collaborate in planning and the alignment of the use of EBPs and specific strategies to improve early literacy for SPED students with initiatives for other programs. 	<ul style="list-style-type: none"> The CAS has established protocols and routines necessary for collaborative planning and alignment of initiatives between/among other programs. Complex Area plans for the use of EBPs and specific strategies to improve early literacy for SPED students are aligned and integrated with the Complex Area's plans for the use of general strategies that improve the performance of all ESEA subgroups. 	Implementation Score: Outcome Met? (Yes or No)	

Overall Status of Implementation and Achievement of Outcomes:

Target for 3rd and 4th grade proficiency for students with SLD, OHD and SoL in SY _____: _____ Complex Area proficiency rate for 3rd and 4th grade students with SLD, OHD and SoL: _____ Target met? (Yes or No): _____
Target for median growth percentile of 4th grade students with SLD, OHD and SoL in SY _____: _____ Complex Area median growth percentile for 4th grade students with SLD, OHD and SoL: _____ Target met? (Yes or No): _____

Additional Complex Area Needs, CAS Follow-up Items or Actions Needed to Support Implementation:

Additional Complex Area Needs, CAS Follow-up Items or Actions, and/or Revisions to Implementation Activities Needed to Achieve Outcomes:

For the Stocktakes with the Complex Area Superintendent, Deputy will also involve the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support to specifically review and evaluate the progress on SSIP strategies.. The final determination of progress towards implementation and outcomes will be identified in the use of the evaluation tool submitted and reviewed for the fourth quarter Stocktake. In addition to the discussions regarding progress towards strategy implementation and achievement of outcomes that occurred during the formative Stocktakes, Deputy and the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will examine the Complex Area Superintendent's progress towards meeting the SIMR by reviewing trend and other data available regarding proficiency and growth of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities.

The Deputy and the Assistant Superintendent of Curriculum, Instruction, and Student Support will utilize the evaluation data, and information acquired at the Superintendent's Stocktakes and Deputy's Stocktakes to determine whether systemic changes to the implementation of the SSIP are necessary. In particular, decisions will be made regarding:

1. Whether the chosen theory of action is effective;
2. Whether the strategies chosen to implement the theory of action are effective; and
3. Whether changes are necessary to the theory of action, chosen State and Complex Area strategies, objectives, outcomes, progress monitoring or other components of the SSIP.

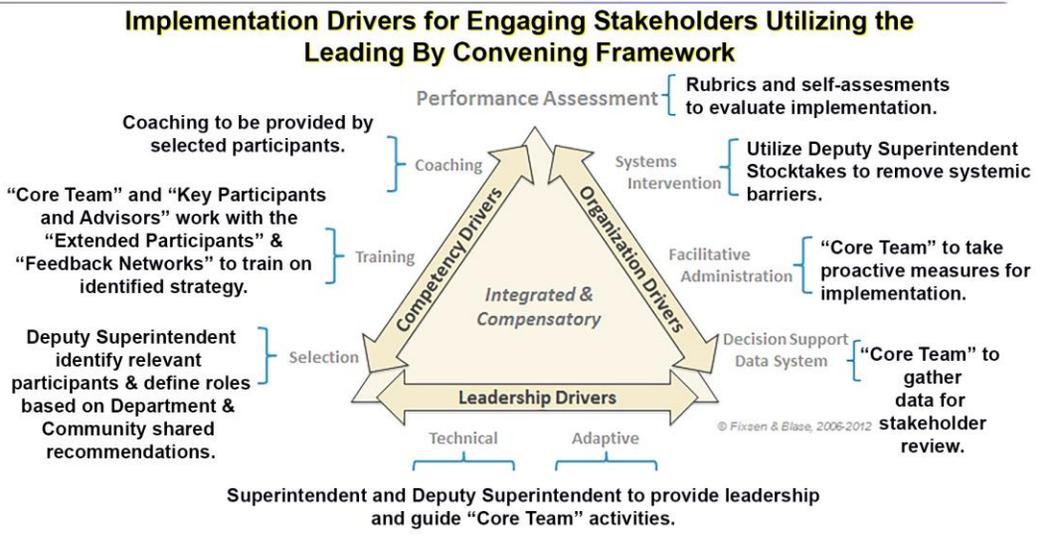
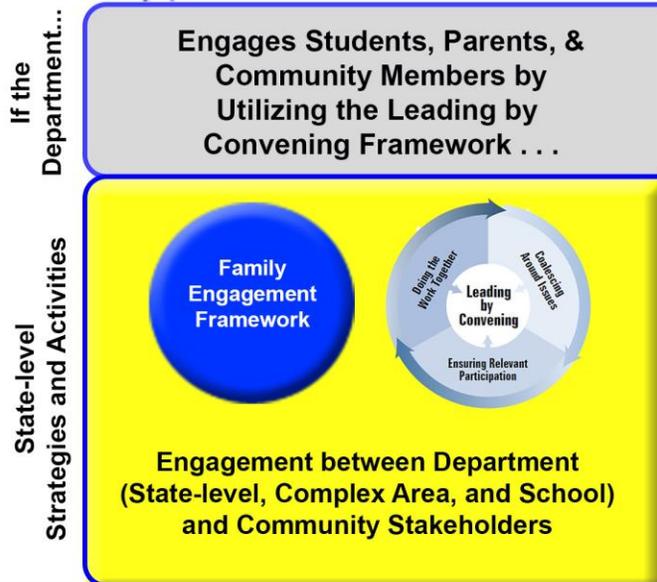
Decisions made by the Deputy and the Assistant Superintendent of Curriculum, Instruction, and Student Support regarding changes to the implementation of strategies, the theory of action, or other components of this plan will be disseminated to Assistant Superintendents and State-level Directors, and through the State-level Professional Learning Communities such that Complex Area Superintendents, District Educational Specialists, and Complex Area Support Team members implementing the Six Priority Strategies will be informed of changes. Changes will also be made available on the intranet such that it is accessible by all staff within the Hawaii State Department of Education. The Complex Area Superintendent may be tasked with disseminating information regarding Complex Area implementation to their respective Complex Area staff, and may request that their Complex Area Implementation Team members disseminate information regarding school-level implementation changes to school administration, and relevant school personnel. Any available information may also be shared with stakeholders in the same manner as data for the SPP/APR is disseminated. The Deputy and Assistant Superintendent of Curriculum, Instruction, and Student Support may request the Core SSIP Team, the SSIP Working Group or other stakeholders to assist with the dissemination of information. The Deputy and Assistant Superintendent of Curriculum, Instruction, and Student Support may also convene the the Core SSIP Team, the SSIP Working Group or other stakeholders to develop new implementation and evaluation plans that reflects the changes made to the SSIP in regards to State and Complex Area level action necessary to build capacity and implement evidence-based practices.



SSIP Theory of Action, Phase 2 - Implementation of Strategies and Activities

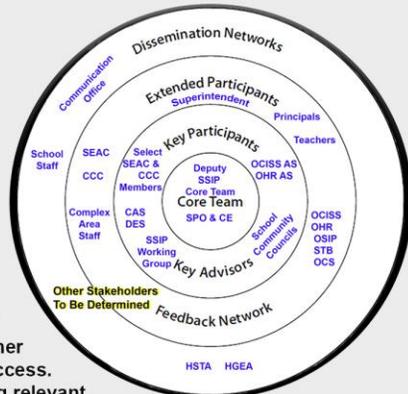
Strategy #3 - Engages Students, Parents, and Community Members by Utilizing the Leading by Convening Framework

Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). Leading by convening: A blueprint for authentic engagement. Alexandria, VA: National



Roles and Responsibilities for Implementation

Deputy Superintendent is the Decision-maker for the implementation of this Student, Parent, and Community Engagement strategy. The Special Projects Office in conjunction with the Community Engagement Office will work with identified students, parents, and community members to develop a shared commitment to coalesce around and work together to resolve barriers to student success. The work will begin by identifying relevant stakeholders and the roles that these stakeholders will play. It is envisioned that Department stakeholders will be involved in this process with Community stakeholders, which would be students, parents, and include representatives from advisory groups, community organizations, and advocacy groups. We will utilize the Circles provided in the Leading by Convening framework, page 74, to identify roles and responsibilities. The "Core Team" will report to the Deputy Superintendent.



Implementation Stages for Implementing Evidence-Based Practices as Documented in Plan



SY 2015-2016: Exploration stage - Identified ways to engage Students, Parents, and Community Members. Chose to use the Leading by Convening framework to guide engagement process towards coalescing around issues, ensuring relevant participation, and working to scale-up bright spots and address barriers to implementing evidence-based practices for student improvement. Identify roles using framework.

SY 2016-2017: Continue installation stage and when ready, initial implementation of strategy to improve students, parents, and community engagement to address SIMR, and may address overall student performance. Develop evaluations and self-assessments using Leading By Convening rubrics.

SY 2017-2018 through 2019-2020: Continue implementation of strategy. Evaluate implementation of strategy and effectiveness and make revisions where necessary.

Graphic adapted from: <http://isisep.fpg.unc.edu/guidebook/level-one/stages-implementation>

Implementation Cycle



Hawaii will maintain its use of the performance management system developed to evaluate implementation of the Six Priority Strategies. Hawaii will maintain its use of "PDCA" to evaluate implementation fidelity, and will utilize such process during Deputy Superintendent Stocktake meetings. As we phase-in implementation of strategies and activities, Hawaii will also develop evaluations based upon this PDCA process, and the Leading By Convening "Coalescing Around Issues" and "Bringing It Altogether Individual Reflection" rubrics.

State-level Strategy for Engaging Students, Parents, and Community Members Utilizing the Leading by Convening Framework

Engaging Students, Parents, and Community Members: Implementation of State-level Using the Leading By Convening Framework⁶¹

Overall Description of Strategy⁶²

The Phase 1 stakeholders identified the need to engage students, parents, and community members such that their role in supporting and achieving student, staff, and system success would be defined and lead to increased learning opportunities in and outside of the classroom. There have been numerous attempts through focus groups, taskforces, and other initiatives to engage students, parents, and community members, but none have successfully resulted in an agreeable, long-term partnership between those convened. We are currently in the Exploration stages of using the Leading by Convening tools to improve student, parent, and community engagement to sustain a long-term partnership, sharing the commitment to coalesce around an identified issue to determine viable solutions to improving early literacy of students with disabilities, and in particular ensuring 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrate proficiency on the English Language Arts assessment and 4th graders demonstrate high-levels of growth on the same assessment.

Objectives, Outcomes, and Timelines for Completion of the Engagement Strategy⁶³

At the beginning of Phase 2, the SSIP Core Team reviewed the Phase 1 submission and its data and infrastructure analysis and in consultation with the SSIP Working Group, developed a proposal for engagement: offering workshops for parents interested in assisting their child and their child's teachers by learning more about the Common Core State Standards and learn tools to assist in developing their child's early literacy skills and abilities at home. The idea was presented to leaders within the Hawaii State Department of Education and was supported. The idea was then shared with members of the Special Education Advisory Council where some members voiced their opposition to such workshops providing that parents may not be able to commit time to attend workshops; most members agreed.

⁶¹ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014) *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.

⁶² The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

⁶³ The following responds to Sub-components 1(a) and 1(c), Infrastructure Development, 2(a) and 2(b), Support for LEA Implementation of Evidence-Based Practices, and 3(a), Evaluation, Part B SSIP Phase II, OSEP Guidance and Review Tool.

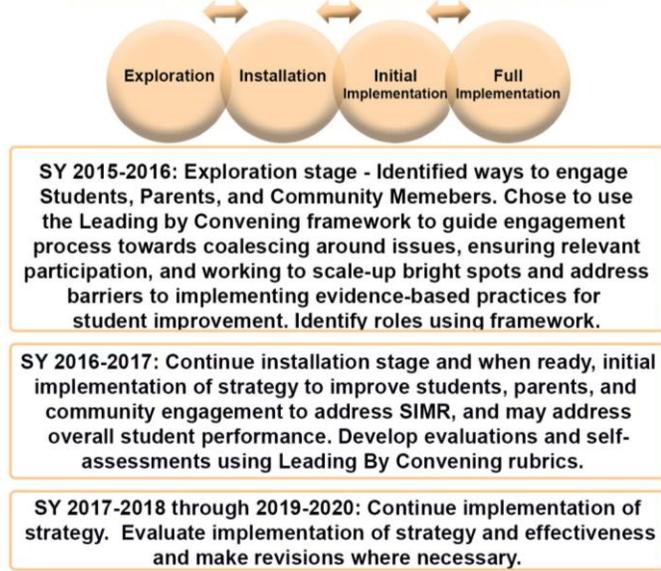
Considering the time commitment factor, the SSIP Core Team in consultation with the SSIP Working Group and with the support of other offices, resolved to create a guide for students, parents, and community members regarding the different ways to become involved in the education of students and particularly improving early literacy based upon the length of time one had available for such involvement. The guide would also include resources that such individuals could obtain on-line and would be accessible at the individual's request. Although the proposed guide addressed the time commitment factor raised by Special Education Advisory Council members, the idea for the guide indicating various ways to be involved and obtain information based upon the time one can commit, was also deemed unsuitable.

Due to the inability to come to an agreement with our Community stakeholders on the process for engagement, State leadership decided to take a step back and reflect on the direction we would be taking. Instead of working towards a product, the Special Projects Director proposed and State leadership agreed that the engagement strategy begins with defining the process for engagement. As such, we will be utilizing the 2016-2017 school year to identify how we move forward with relevant stakeholders using the Leading by Convening framework as a guide to our work. Our long-term objectives and outcomes for this strategy is as follows:

- Long-term Objective: Convene relevant Department and Community representatives to coalesce around improving early literacy for SIMR students, and then sharing the commitment in identifying solutions for implementation.
- Long-term Outcome: This engagement strategy will provide external support for improvements necessary to advance early literacy for students with disabilities, increasing the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap, and ultimately address the needs of student subgroups identified under the Elementary and Secondary Education Act.

The Hawaii State Department of Education will be progressing towards this long-term objective and outcome by strategically implementing the engagement strategy in phases in conjunction with the State-level Strategies, and utilizing the Leading By Convening tools and framework. We would like the work with stakeholders to further define objectives and outcomes. We envision the timeline towards implementation as provided in the graphic.

Implementation Stages for Implementing Evidence-Based Practices as Documented in Plan



Graphic adapted from: <http://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation>

Responsibility for Ensuring High-Fidelity Implementation⁶⁴

The Deputy and Assistant Superintendent for the Office of Curriculum, Instruction and Student Support are final decision-makers for this strategy. The SSIP Core Team in conjunction with the Special Projects Office and Community Engagement Office will make up the Core Team for implementation of this strategy. The Core Team will work with and facilitate the work with identified students, parents, and community members to develop a shared commitment to coalesce around and work together to resolve barriers to student success.

Select members of the Special Education Advisory Council and Community Children’s Council have been involved in initial discussions with the SSIP Core Team during the Exploration stage of this strategy. These community stakeholders are: Ivalee Sinclair, Martha Guinan, Susan Wood, and Steven Vannatta. The Core Team will continue discussions with these individuals to determine next steps. Exploration and Installation will continue in the 2016 to identify an agreeable way forward.

Using the Circles provided in the Leading by Convening framework, the work will begin by identifying relevant stakeholders and the roles that these stakeholders will play in the implementation of this strategy. We envision that Department stakeholders will equally be involved in this process with Community stakeholders, which would be individuals, and members of advisory groups, community organizations, advocacy groups, and for-and non-profit organizations.⁶⁵

⁶⁴ The following responds to Sub-components 1(c) and 1(d), Infrastructure Development, 2(a), 2(b) and 2(c), Support for LEA Implementation of Evidence-Based Practices, Part B SSIP Phase II, OSEP Guidance and Review Tool.

⁶⁵ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014) *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.

We will also identify what successful processes can be utilized and scaled-up. For example, the Community Engagement Office, once fully established will be refreshing the School Community Councils process, and define its use for improvement of students with disabilities and our SIMR students.⁶⁶ The School Community Councils are forums for exchanging ideas about how to improve student achievement among the school's stakeholders: principals, teachers, school staff, parents, students, and community members. They help craft the school's Academic Plan and Financial Plan, which establish the goals and programs for the school, and the available resources. School Community Councils was one mechanism used by the State Legislature in 2004 to ensure that the school community members would have greater influence in public education, and the required convening was codified into law through the "Reinventing Education Act of 2004 (Act 51 as amended by Act 221, Session Laws of Hawaii 2004)". The purpose of these School Community Councils are:

- Strengthen the ties between school and community;
- Provide a voice for all major stakeholder groups;
- Create opportunities for collaboration and partnership in the educational system; and
- Focus on a shared goal of improving student achievement and system's accountability.

As the "trustees or facilitators of the school's vision and mission," the School Community Council:

- Acts as a caretaker of the school;
- Functions in an advisory role;
- Practices good stewardship and acts as a whole, taking responsibility for communicating with all role groups and for the benefit of all children rather than as individuals representing a role group and specific agendas;
- Approaches issues from a unified perspective;
- Garners community support for major initiatives;
- Focuses decisions based upon what is best for ALL students; and
- Contributes to the share goal of improving student achievement.

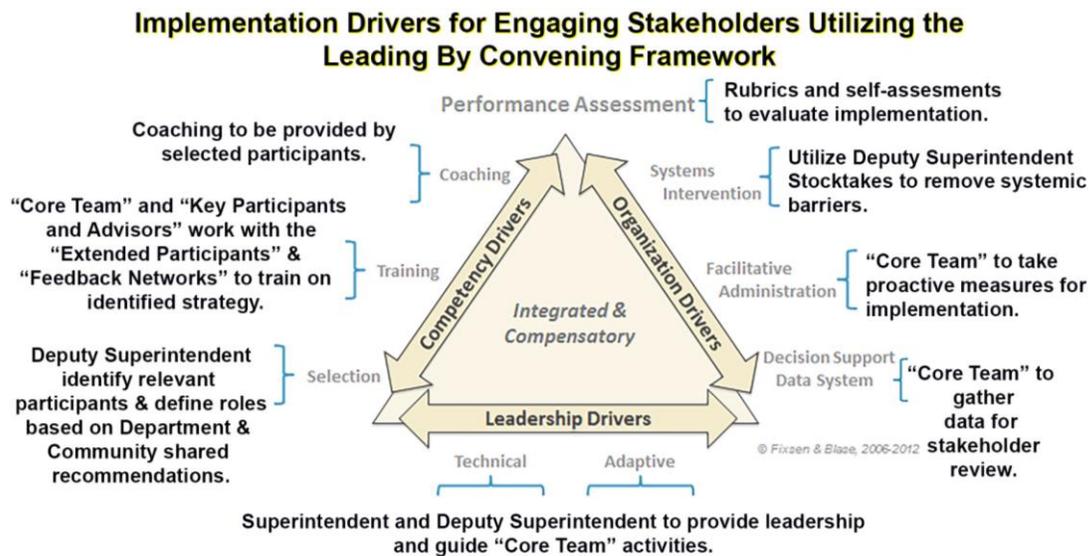
The policies developed by the Hawaii State Board of Education and Hawaii State Department of Education to implement School Community Councils are based on three common-sense principles:

- Individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school.
- A school plan to improve student academic achievement receives more support when people understand and help create that plan.
- When families participate in a variety of ways in their children's education, including decision-making, their children and the school are more successful.

⁶⁶ For more information on School Community Councils, please visit our website at: <http://www.hawaiipublicschools.org/ConnectWithUs/GetInvolved/SCCs/Pages/default.aspx>

School Community Councils play a vital role in Hawaii’s education system. The School Community Councils process can be considered as we move forward with this engagement strategy.

As we proceed with the implementation of this engagement strategy, we will ensure that the competency, organization, and leadership drivers and performance assessments are refined as necessary. Current definition of our implementation drivers is as follows:



Evaluation of Implementation and Effectiveness of the Strategy to Engage Student, Parents and Community Members

Implementation of this strategy utilizes a phased-in approach and as such, our evaluation will be phased-in as well. As of this writing, we have identified the elements required by the U.S. Department of Education for the evaluation, which includes: Short-, Intermediate, and Long-term Objectives; Short-, Intermediate, and Long-term Outcomes; Data collection methods; Methods of data analysis, and the Dissemination plan. The Hawaii State Department of Education will refine the process, methods, criteria and questions as strategies are implemented in order to determine whether the state is on the right track to make the changes necessary to achieve the SIMR targets. Furthermore, as we move forward in this process, we will further refine the role of stakeholders and their participation in the evaluation process.

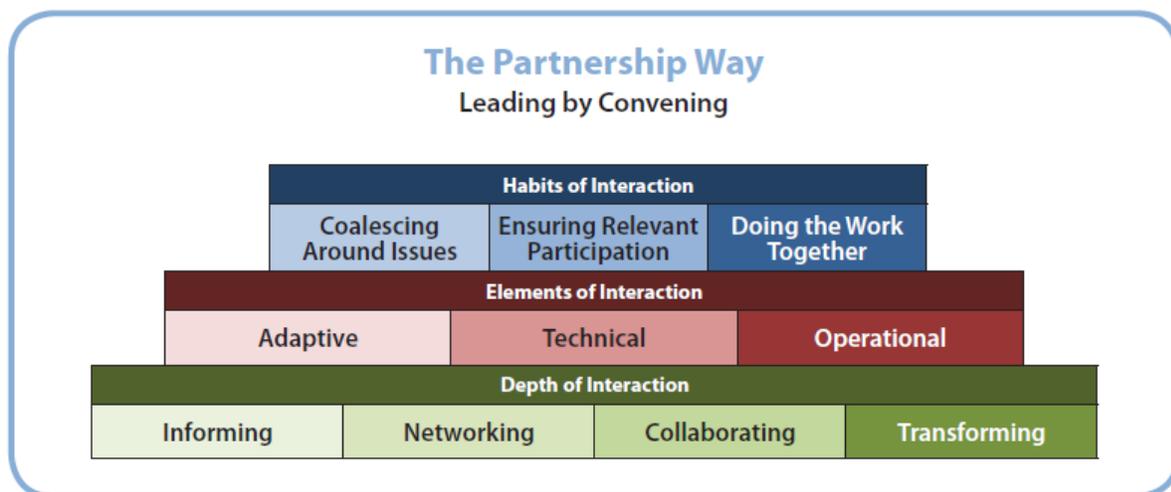
In reviewing the Leading by Convening materials, we do know we will would like to adapt the Leading By Convening “Coalescing Around Issues” and “Bringing It Altogether Individual Reflection” rubrics⁶⁷ to determine fidelity of adoption and implementation of our engagement. We will specifically be evaluating whether we are moving towards the “Partnership Way” of “leading by convening,

⁶⁷ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014) *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.

incorporating elements and strategies from both top-down and bottom-up models.”⁶⁸ To determine whether we are “on the right track”, we will be examining whether we are completing the following:

1. Do we have the relevant stakeholders that will assist with improving early literacy for 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities? Have we included: (A) “groups with authority over the issue” and “groups that have influence in the field”; (B) “persons with expertise and/or experience” to share their knowledge and skills” and (C) “representatives of diverse stakeholder groups to engage through consensus to identify issues, solve problems, and take action”?
2. Do we have the requisite expertise, leadership, and resources? When convening the stakeholders, are we: “leading by convening; sharing perspectives among the members of the group; sharing leadership opportunities and responsibilities based on role, expertise and needs of the group in specific contexts or situations; [and] attending to both the human and technical elements of change”?
3. As we convene are the following understandings present: (A) “Decision makers, practitioners, and consumer understand that collective influence has the potential to change outcomes”; (B) “Stakeholders with authority and influence have a role and their interactions produce value”; and (C) Building relationships across roles and levels broadens the area of impact and supports sustainability.”

In addition, we will be examining our “Habits of Interaction”, “Elements of Interaction”, and “Depth of Interaction”, and the elements of each to ensure we are incorporating the “Partnership Way” in our engagement work.



⁶⁸ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014) *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.

As the actual product of the engagement has yet to be determined and implemented, this submissions includes only the short-, intermediate, and long-term objectives and outcomes we expect to achieve in the next few years in regards to engagement:

Short-term Objective	Short-term Outcome	Intermediate Objective	Intermediate Outcome	Long-term Objective	Long-term Outcome
School Year 2015-2016		School Year 2016-2017		School Year 2017-2018 to 2019-2020	
Exploration and identification of use of Leading By Convening.	Learn to use the Leading by Convening process to increase involvement in the engagement strategy.	Convene relevant stakeholders to identify issue(s) and products or initiatives to develop or support through engagement activities to improve SIMR.	Stakeholders are convened and coalesce around issues.	Implementation of the initiative or support provided to improve SIMR.	Improved engagement of students, parents, and community members in improving early literacy for 3 rd and 4 th grade students with SLD, OHD, and SoL, to demonstrate increased proficiency rates and high-levels of growth.
Initial identification of Core Team & Key Participants and Advisors roles.	Motivate relevant stakeholders to participate in the process for transformation to improve early literacy for 3 rd and 4 th grade students with SLD, OHD, and SoL, to demonstrate increased proficiency rates and high-levels of growth.	Identify tools to measure progress towards meeting SIMR, & tools to measure progress towards implementing the determined product or initiative. Obtain approval from Deputy & AS of OCISS.	Both Department & community stakeholders are sharing the commitment and leadership to achieve successful engagement.	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.	Demonstrated in student achievement due to implementation of the initiative or support.
Initial discussions between Core Team and initial Key Participants to determine use of Leading by Convening framework.		Identify tools to measure progress to determine fidelity of engagement.	Both Department & community stakeholders are sharing the commitment to support the products or initiatives chosen.	Revise implementation of the initiative or support, or revise the strategy altogether based upon Deputy and AS decisions.	“Partnership Way” of leadership is utilized with other initiatives.

Data collection for such evaluation of the implementation progress and effectiveness will be conducted through several processes. First, we will request that participants complete rubrics, self-assessments, and surveys designed to provide the Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support with data necessary to make decisions on implementation progress. We will also identify progress monitoring tools, such as self-assessments and surveys for participants and non-participants to obtain information and data regarding the effectiveness of the engagement strategy, which the Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will utilize to determine the effectiveness of this engagement strategy in advancing the performance of our students with disabilities and in particular, the early literacy of students with Specific Learning Disabilities, Other Health Disabilities,

and Speech or Language Disabilities resulting in an increase in the percent of 3rd and 4th graders demonstrating proficiency and the amount of 4th graders demonstrating high-levels of growth on the English Language Assessment. We do know that the shared work defined by participants through this process will identify other progress monitoring tools and relevant data collection methods and analysis.

The Core Team will be responsible for compiling the results of the data collection for use by State leadership. It also is projected that the Core Team will prepare the evaluation data for review by Key Participants in order for such participants to develop recommendations to State leadership on modifications to implementation to improve progress and effectiveness.

The Deputy and Assistant Superintendent of the Office of Curriculum, Instruction and Student Support will make final decisions using the “Plan, Do, Check, Act” (PDCA) improvement cycle, which is data centric, monitors implementation, and results in improvement of implementation. The “PDCA” will be used to determine and identify changes to implementation of the strategy such that we will ultimately increase the amount of 3rd and 4th grade students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities demonstrating proficiency on the English Language Assessment, and demonstrating high levels of growth on the same assessment to narrow the achievement gap.



The results of the evaluation and any changes will be disseminated to the dissemination networks defined, and by the Communications Office. The information will also be available to provide to stakeholders during the SPP/APR process.

Ready for Phase 3

The Hawaii State Department of Education expects improved academic achievement and growth for all students with disabilities upon full implementation of our chosen strategies. Our leaders, teachers, and staff will possess the capacity, programmatic and fiscal resources, and the necessary State support to implement evidence-based practices that address educational and functional outcomes for all students with disabilities and specifically improve early literacy for students with Specific Learning Disabilities, Other Health Disabilities, and Speech or Language Disabilities, which will be demonstrated by increased rates of proficiency on the English Language Arts Assessment for 3rd 4th graders, and high levels of growth for 4th graders on the same the same assessment.



Students at Kea'an Elementary School successfully near the finish line.

In Phase 3, the Hawaii State Department of Education, consistent with the evaluation described here, will assess and submit to the U.S.

Department of Education a report on our progress made in implementing the SSIP. The submission will also include data and analysis on the extent to which our State has made progress toward and/or met the State-established short-term and long-term objectives for implementation of the SSIP and our progress in achieving the SIMR. If State leadership determines to continue implementing the SSIP without modifications, the U.S. Department of Education requires us to describe how the data from the evaluation will support this decision. If State leadership decides to make any revisions, the U.S. Department of Education is requiring a rationale for any revisions that have been made, or revisions the State plans to make in the SSIP in response to evaluation data, and describe how stakeholders were included in the decision-making process.

The Hawaii State Department of Education looks forward to working on Phase 3 and to continue to work towards improved functional and educational outcomes for our students with disabilities.

Appendix A: Description of the Six Priority Strategies

The following is a description of the Six Priority Strategies that was provided within our Phase 1 submission, starting on page 100.

Description of the Six Priority Strategies

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

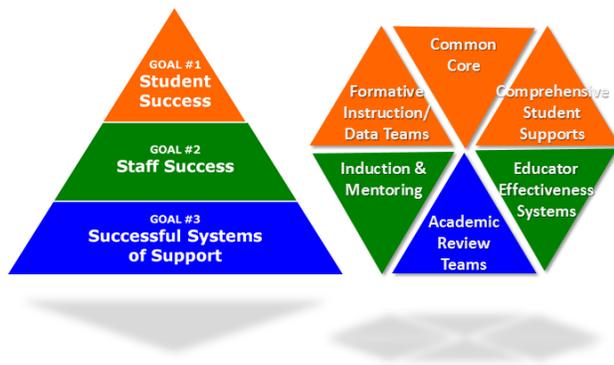
Five of the six strategies within the Six Priority Strategies originated from efforts established during the Race to the Top beginning in 2010. These five are: Formative Instruction and Data Teams; Common Core State Standards implementation; Comprehensive Student Support System; Educator Effectiveness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

In further detail, the Six Priority Strategies are:

- **Academic Review Teams:** The Academic Review Teams at the Complex Area and school level are charged with planning, doing, checking (monitoring), and taking action (next steps) for strategic projects and initiatives, with regular routines in place that facilitate dialogue and action around student outcomes aligned with the Strategic Plan. These routines are focused on achieving measurable results. The Academic Review Teams are also responsible for monitoring the fidelity of implementation of the Six Priority Strategies.
- **Common Core:** The Common Core State Standards are a set of clear and relevant learning standards in mathematics and English Language Arts to prepare students for college, career and community success. Through this strategy, Complex Area and school staff are provided with strategies for implementing the learning standards in mathematics and English Language Arts to prepare students for college, career and community success. This strategy also builds staff capacity on the use of the curriculum offered for statewide use.
- **Comprehensive Student Support System:** Implementing a proactive student behavior support system that enables students to reach their full potential, with a focus on personalized classroom climate and instruction, family/community networks, crisis assistance and a formalized Response to Intervention – screening, progress monitoring, data-driven decision making and deployment of supports.

- **Formative Instruction/Data Teams:** Teachers use tools, strategies, and resources to determine what students know, identify possible gaps in understanding, modify instruction, and actively engage students in their learning. Data Teams allow teachers to collaborate on ideas and best practices regarding student performance to improve instruction and increase achievement. Schools provide supports and tools to enable this environment.
- **Educator Effectiveness System:** Through this strategy, teachers will receive feedback, support, and evaluation on four components; student growth, student learning objectives, a student survey, and classroom observations conducted by trained evaluators. Sets clear expectations for effective teaching, provides educators with quality feedback and support to improve their effectiveness with students, and informs professional development.
- **Induction and Mentoring:** This strategy establishes a formal system of identifying and cultivating mentors who can assist new teachers, providing professional development and training for each, and establishes a framework for support for teachers in their first three years of practice. The induction program also works to improve the retention of quality teachers in the profession and strengthen teacher leadership.

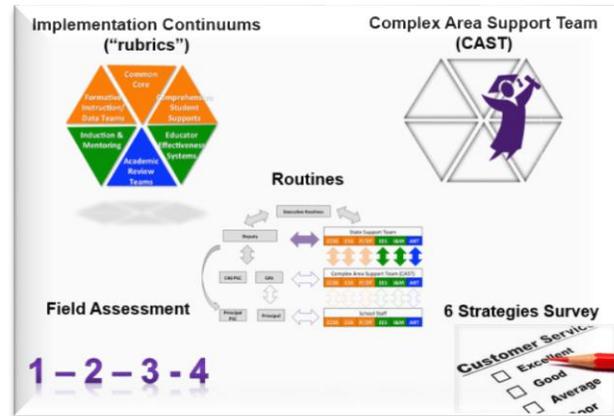
The Six Priority Strategies are directly aligned to the Strategic Plan’s three main goals of Student Success, Staff Success and Successful Systems of Support. Specifically:



- 1. Student Success** – Formative Instruction/Data Teams, Common Core and Comprehensive Student Support System;
- 2. Staff Success** - Induction and Mentoring and Educator Effectiveness System; and
- 3. Successful Systems of Support** - Academic Review Teams.

Performance Management System and Routines of the Six Priority Strategies

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



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

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

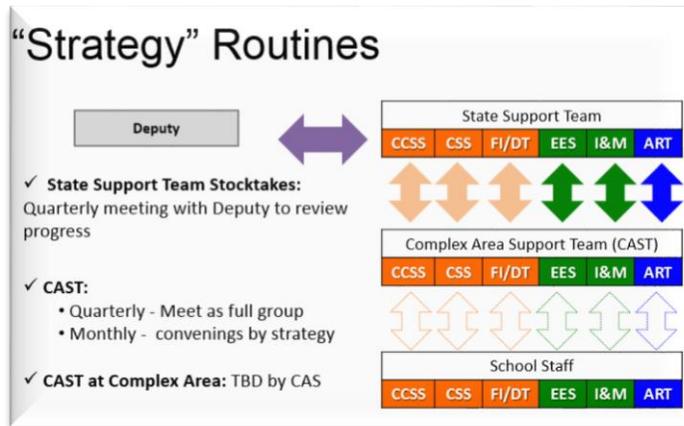
Superintendent and Deputy Superintendent Stocktakes

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

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

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

- Field Assessment data described below.



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

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

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

The stocktakes and premise of these routines is to emphasize data-based decision making, which stems from efforts that began with the Race to the Top program. As such, two of the Six Priority Strategies require the implementation of data-based decision making. The first relevant priority is the Academic Review Teams. As part of the Professional Learning Community Framework, Academic Review Teams at the Complex Area and school levels embody the “Plan, Do, Check, Act” (PDCA) process of continuous improvement. An Academic Review Team is charged with planning, doing, checking (monitoring), and taking action (next steps) for strategic projects and initiatives. Key leaders must have regular routines in place that facilitate dialogue and action around student outcomes aligned with the strategic plan. These routines are focused on achieving measurable success. The Academic Review Team must analyze whether strategies and enabling activities are having the desired effect on outcomes. At the school level, the Academic Review Team will systemically and consistently review the extent to which the school is successful in meeting the measures in the academic plan, and take appropriate action as necessary. At the complex level, the Academic Review Team will systematically and consistently review the Kindergarten-12 construct and the extent to which each school in the Kindergarten-12 Complex Area is successful in meeting

the measures in the Complex Area plan, and take appropriate action as necessary. The Academic Review Team continuum is a tool for assessing the quality of existing routines. Specifically, it focuses on three key elements that should be present in a strong Academic Review Team routine: (1) Routines are focused on a common purpose; (2) Routines identify problems and commit to clear next steps; and (3) Routines encourage learning and collaboration.

The second relevant strategy is Formative Instruction and Data Teams. Each Complex Area has a dedicated individual paid for with state resources to ensure improved Data Teams and use of Formative Instruction at each school. The Data Teams are responsible for consistent collaboration to share ideas and best practices regarding student performance to develop and improve instruction and increase student achievement. Schools are also responsible for using and developing formative assessments and other data indicators to set daily and long-term learning targets, develop success criteria, provide examples of strong and weak work, offer descriptive feedback, and adjust instruction to meet the individual and group learning needs. The schools must also demonstrate that students can articulate learning targets, use feedback about their performance to make corrections, provide feedback to peers, set goals, and keep track of and share their learning.⁶⁹ The focus set by the Deputy Superintendent during Complex Area Superintendent and State lead stocktakes will positively impact Complex Areas in school routines towards data-driven decision making for improvement of reading results for students with disabilities.

Field Assessments, Field Surveys, and the Implementation Continuums

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

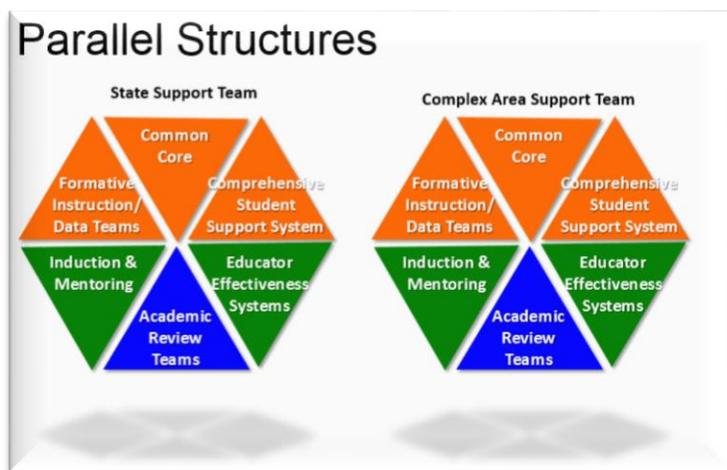
⁶⁹ The following responds to the Implementation Guideline question: What formal mechanisms require LEAs and individual schools to engage in continuous improvement using data-based decision making? Describe how LEAs and individual schools are supported in their efforts. Also responds to the following: Describe how the SEA analyzes data related to student outcomes and /or root causes (e.g., SPP/APR indicators, 618 data, Consolidated State Performance Report (CSPR) data, and other EDFACTS data).

triangulating student outcomes, implementation data, and qualitative feedback to identify challenges and solutions.

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

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

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



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

The responsibility of the each CAST member includes supporting schools, training educators, assisting in data and reporting requirements, and ensuring information is communicated through the tri-levels (i.e., the levels of state, Complex Area, and School). There is a dedicated state lead for each strategy that is responsible for convening the 15 CAST members for their strategy (i.e., convening one CAST member from each Complex Area). These meetings are held monthly and provides CAST members with training and information, and affords CAST members with time to problem solve with their peers in other Complex Areas, and provide feedback to the State Leads on implementation challenges and success. The state leads also collaborate with state-level program personnel, and of relevance here, the Office of Curriculum, Instruction and Student Support, Special Education Section, and provide such collaborative information to CAST members. In addition to the monthly

trainings, the full CAST (i.e., all CAST members and state leads) is convened quarterly with the Deputy Superintendent, Complex Area Superintendent, and State Support Team to celebrate, reflect, share information, obtain training, and provide feedback. This process facilitates communication, coordination, and collaboration between general education and special education, and other specific student programs.⁷⁰ The Complex Area Superintendents with their CAST members and other identified staff members shoulder the bulk of the responsibility for providing technical assistance to schools in implementing each of the Six Priority Strategies. Phase II will define the use of the State Support Teams and CAST.

The Six Priority Strategies received praise in the U.S. Department of Education's ESEA Flexibility Monitoring Report,⁷¹ and in particular the CAST was highlighted as a key accomplishment. The monitoring team recognized that Hawaii has instituted a series of data collection mechanisms including continuum rubrics, CAST strategy meetings, and stocktake meetings allowing for continuous evaluation and revision of project implementation across all principles of ESEA flexibility based on multiple sources of data. The monitoring team also valued the comprehensive and integrated monitoring process through the use of the CAST, which informs the individualized technical assistance to Complex Areas and schools, as needed.

⁷⁰ The following responds to the Implementation Guideline question: Describe the mechanisms or procedures the SEA has in place to facilitate communication, coordination and collaboration across general education and special education programs within the SEA.

⁷¹ The U.S. Department of Education's ESEA Flexibility Monitoring Report is available at: <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Hawaii-a-model-for-rest-of-the-country.aspx> (last checked Mar. 3, 2015).

Appendix B: List of Acronyms

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

Acronym	Meaning
APR	Annual Performance Report
CA	Complex Area
CAS	Complex Area Superintendent
CAIT	Complex Area Implementation Team
CAST	Complex Area Support Team
CCC	Children's Community Council
CSSS	Comprehensive Student Support
DES	District Educational Specialist
EBP	Evidence-Based Practices
eCSSS	Electronic Comprehensive Student Support System
eHR	Electronic Human Resources (system)
ELA	English Language Arts (assessment)
Elem	Elementary
ESEA	Elementary and Secondary Education Act
Gen Ed	General Education
HIDOE	Hawaii State Department of Education
HQT	Highly Qualified Teacher
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IHE	Institutes for Higher Education
K	Kindergarten
LEA	Local Educational Agency
LRE	Least Restrictive Environment
MGP	Median Growth Percentile
OCISS	Office of Curriculum, Instruction and Student Support (Hawaii State Department of Education)
OCISS-CIB	OCISS- Curriculum and Instruction Branch
OCISS-SES	OCISS- Special Education Section
OFS	Office of Fiscal Support (Hawaii State Department of Education)
OHD	Other Health Disability
OHR	Office of Human Resources (Hawaii State Department of Education)
OITS	Office of Information Technology Services (Hawaii State Department of Education)
OOS	Office of the Superintendent (Hawaii State Department of Education)

Acronym	Meaning
OSEP	Office of Special Education Programs
OSFSS	Office of School Facilities and Support Services (Hawaii State Department of Education)
OSIP	Office of Strategy, Innovation and Planning (Hawaii State Department of Education)
PDCA	Plan, Do, Check, Act process
SEAC	Special Education Advisory Council
SIMR	State-identified Measurable Result
SLD	Specific Learning Disability
SoL	Speech or Language Disability
SPED or Sp Ed	Special Education
SPP	State Performance Plan
SSC	Student Services Coordinator
SSIP	State Systemic Improvement Plan
SWD	Students with Disabilities
SY	School Year
U.S.	United States
USDOE	United States Department of Education

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