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| **Hawaii Department of Education** |
| Redesigned State Systems of Support  Year 1 Final Report |
| Submitted to the Hawaii Department of Education  by WestEd, December 27, 2012 |

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**Executive Summary**

**Background**

In September of 2010, the State of Hawaii, Department of Education (HIDOE) contracted with WestEd Center for Prevention and Early intervention (CPEI) to conduct a comprehensive review of its special education programs and processes, including mental and behavioral health. The purpose of the review was to determine program effectiveness in supporting positive outcomes for students receiving special education services and to identify areas of strength and areas for improvement in the structural and programmatic implementation of special education services under IDEA Part B. The review included a variety of procedures such as fiscal analysis, document reviews, site observations, stakeholder interviews, and individualized education program (IEP) reviews that were structured to capture accurate data and unique perspectives system wide at the state and local levels to ensure broad-based input from a variety of sources and stakeholders.

This review resulted in a report presented in September 2011 to Superintendent Matayoshi and her Leadership Team that included a number of strategies for improving the quality, effectiveness, and efficiency of the current program. HIDOE then engaged WestEd to assist with planning for the redesign of the system to serve and support students with disabilities, those with behavioral issues, and other related needs. Superintendent Matayoshi’s directive was focused on the federal IDEA and Hawaii’s delivery of special education programs and services, and to have WestEd assist in creating a redesign template that would generalize to other federally funded programs and DOE specialized supports for all students. Additionally, she called for a shift from focusing on compliance to examining HIDOE’s infrastructure and processes for achieving results that goes beyond compliance alone. During the past year, WestEd has worked closely with HIDOE leadership and engaged stakeholders to support communication within HIDOE to address both infrastructure and readiness for implementation planning in a transformed state system of support.

**Overall Framework and Process**

The design and implementation of the HIDOE Redesigned State Systems of Support over the past year was based on the priorities set by the Superintendent that are aligned to the 2011-2018 Strategic Plan and informed by the recommendations of the 2011 report. In collaboration with the Superintendent’s Senior Leadership Team (SSLT), the WestEd team began by establishing a working process that included (1) setting priorities with SSLT guidance: (2) briefing the Superintendent and Deputy Superintendent at key decision points, (3) organizing and facilitating working sessions with the Assistant Superintendent of OCISS, the Director of Federal Programs Office/State Director of Special Education and State Implementation Leadership Team (SILT) to move the process forward, and (4) setting task priorities with guidance from the Superintendent and Deputy and managed by the Assistant Superintendent of OCISS and SILT. Initial project tasks focused on operationalizing functions under the SEA/LEA framework for the HIDOE and the complexes and schools as a unitary structure and system as these functions and practices were identified as foundational to the rest of the reorganization and redesign activities.

The current work was guided by the implementation framework and processes from Fixsen et al. (2005). Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. This process, which was used as the overall framework for the redesign work, is concerned with setting the direction for the organization, managing the redesign processes, and then measuring the improvement of performance. Working with HIDOE, WestEd recommended implementation teams to support the capacity to achieve desired outcomes in a timely and effective manner. The proposed structure for state implementation support (see Attachment A: Implementation Frameworks Overview) began with the identification of the State Implementation Leadership Team (SILT) (see Attachment B: Implementation Support Team Descriptions) and a process for decision-making through the Superintendent’s Senior Leadership Team (SSLT). These two high level teams provided the leadership for the redesign work. Development of the regional and district implementation support teams are still under consideration in the development stages.

Several highlights emerged from the redesign work over the past year. A few of them included:

* Superintendent Matayoshi gave a clear charge for the redesign process to consider changes to structures and processes that focus on high expectations and results for all students.
* The Superintendent’s charge calls for a transformation of how the HIDOE organizes itself to show readiness of systems to educate all children and youth, and prepare administrators and teachers with the knowledge and skills to prepare college and career ready youth.
* One of the keys to success in implementation is a strategy for ongoing, two-way communication with parents and other stakeholders throughout the system.
* The HIDOE must explore and define how roles and accountability are assigned in the SEA/LEA and where there are levels of shared responsibility across offices.
* The HIDOE must review how major initiatives fit within the Strategic Plan to align resources to results.

HIDOE Superintendent Matayoshi delivered a clear charge to her Senior Leadership Team to keep a focus on results for students with special needs while engaging the consultation and support of the WestEd team in a reorganization of the Department and the redesign of the state system of support. This process included identifying what it would take to ensure all HIDOE staff holds high expectations for all students, including struggling learners and students receiving special education services, to implement a continuous improvement process for evaluation, and a plan to improve the capacity to ensure better outcomes for the system, staff, and most of all, the students.

Over the course of the year, WestEd worked in partnership with the Superintendent’s Senior Leadership Team to address the results and recommendations presented in the WestEd report in 2011. These results included the need for establishing a coherent education system with clear roles and lines of responsibility and accountability as the Department engaged in an effective reorganization and redesign of the state systems of support. The purpose was to identify and address barriers in order to build capacity at all levels, from DOE to Complex Areas to schools and classrooms, including partnerships with communities and families. The outcome is to align improved structures and processes to resources leading to the results for all students outlined in the HIDOE Strategic Plan.

The Superintendent’s call for a transformation of how the Department organized itself is to ensure readiness of systems to (1) receive preschool children ready to learn, (2) educate children and youth through quality behavioral and instructional supports, and (3) prepare administrators and teachers who have the knowledge and skills necessary to deliver students who are college and career ready.

In education, effective implementation is often the missing link between high expectations and evaluation of results through curriculum, instruction, practices, and behavior. An effective implementation system supports readiness and preparation of educational staff so they know when, where, how, and with whom to deliver effective education approaches. This includes principals, teachers, and students and their families. Finally, an effective system also calls for useful and timely two-way communication options up and down the system.

The SILT reviewed research behind what it takes to support effective implementation (Fixsen, Naoom, Blase, Friedman, & Wallace, 2006; Fixsen, Blase, Naoom, & Wallace, 2009), and the tools to support this process. These include implementation frameworks that address strategies, drivers, and a clear role for technical assistance that leads to results. Experience and expertise supporting state and local systems is the key role the WestEd team brought to the HIDOE leadership team to address the charge of the Superintendent to keep a focus on results for students.

**Report Structure**

We have structured the full report to review the *Reorganization and Redesign* activities the HIDOE engaged in with WestEd support and consultation. The activities are framed within three outcome areas:

* *Outcome Area 1: Organization and Infrastructure: Improvements to the overall system and structure of the HIDOE;*
* *Outcome Area 2: Allocation of Resources and Management and Accountability: Alignment of resources to ensure system effectiveness and accountability for results; and*

* *Outcome Area 3: Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance*.

These outcome areas reflected the broad categories under which the 2011 report recommendations were incorporated. In this 2012 Report, we also describe *Next Steps,* or action items, we believe will keep the momentum moving forward for the Department and continue the focus on a redesigned system of state support that supports high expectations and achievement for all students. (see Attachment C: Year 1 Final Report Summary of Activities and Recommendations Matrix).

The organization of the 2012 Report on the HIDOE Redesigned State System of Support is built upon the results and recommendations in the WestEd 2011 report would allow the team to bridge to the current technical assistance and redesign activities and ensure coherence of efforts and that momentum forward would not be lost. The 2011 report can serve as the point where HIDOE started on this focused journey to results; the 2012 report with recommended next steps can serve to define the next phase of full implementation with transformation of structures and practices.

Decisions now have to be made to ensure this forward motion towards full implementation and sustainability continues. The HIDOE is in varying stages of implementation with some major initiatives while continuing to meet all federal and state statutes and regulations in programs and services. This is where the current 2012 set of next steps recommendations can inform decisions. With the target being success for all students, the implementation framework recommended by WestEd can guide this next phase to implement necessary changes in structures and practices recommended.



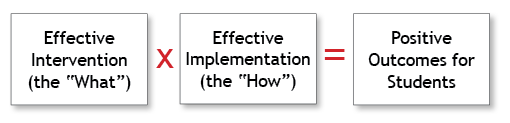
**Attachment A**

**Implementation Frameworks Overview: Stages of Implementation**

***Adapted from: Dean L. Fixsen, et al., (2012), State Implementation and Scaling-up of Evidence-based Practices (SISEP)***

**What are Implementation Frameworks?**

In education, the missing link between curriculum, instruction, practices, and behavior is the implementation of an effective system. Implementation refers to a system of preparation of educational staff so they know when, where, how and with whom to deliver effective education approaches to students.



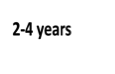
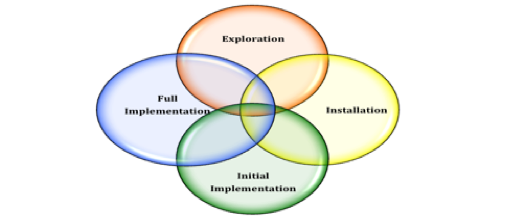
**Stages of Implementation**

The Stages of Implementation assist in creating readiness for change. Keep in mind that the Stages of Implementation are *not* linear. Implementation teams are essential for carrying out the Stages of Implementation effectively and efficiently for a variety of innovations within a State. With their repeated experiences, implementation teams become quite skillful at creating readiness within key stakeholder and community groups.

The Stages of Implementation are:

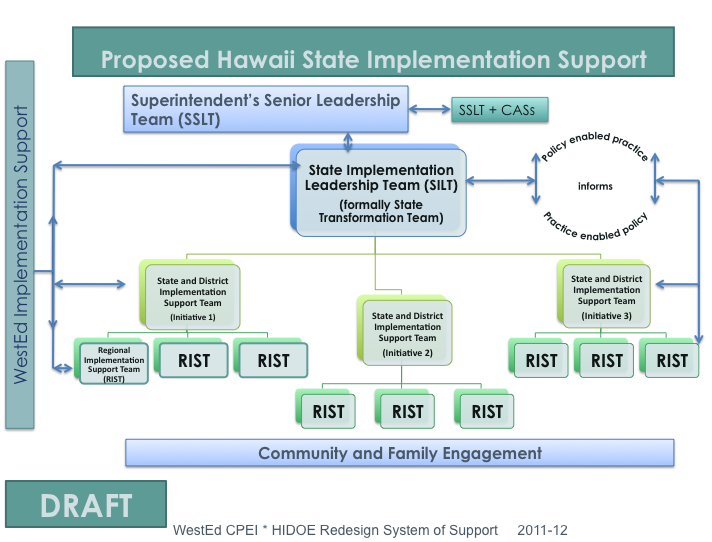
* ***Exploration* –** identifying the need for change, learning about possible interventions that may be solutions, learning about what it takes to implement the innovation effectively, developing stakeholders and champions, deciding to proceed
* ***Installation* –** establishing the resources needed to use an innovation and resources required to implement the innovation with fidelity and good outcomes for students
* ***Initial Implementation* –** the first use of an innovation by newly trained teachers and others working in a school and district environment that is just learning how to support the new ways of teaching (sometimes referred to as the “awkward stage”)
* ***Full Implementation* –** the skillful use of an innovation well-integrated into the repertoire of teachers and routinely supported by building and district administrations.

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**Teams**

An important aspect of closing the gap in program implementation is defining WHO does the work of implementation. The Redesign State System of Support work has focused on growing the capacity of local, regional and state teams in order to initiate change and relieve barriers at every level of the system. Effective implementation incorporates leaders, stakeholders, and key persons at each level of the “system.” The teams are integrated at multiple levels.  The teaming structure is essential to building the capacity for full and effective uses of education innovations in all schools to benefit all students.

The proposed structure for Implementation Support for the Hawaii Department of Education is below (see Attachment B Team Definitions for further detail on the team structure)



**Attachment B**

**Superintendent’s Senior Leadership Team (SSLT)**

**Membership (Who?)**

* The Chief State School Officer and his or her directors of general education, special education, information technology, school improvement, finance and administration, and others accountable for student outcomes at the state level. Typically, this is a pre**‐**existing group that directs and manages the State Department of Education.

**Hawaii Model:**

* State Superintendent Matayoshi, Deputy Superintendent Ronn Nozoe, Assistant Superintendent OCISS Pat Park, others?

**Capacity Development (What?)**

* Initially, the Superintendent’s Senior Leadership Team (SSLT) will work closely with the State Implementation Leadership Team (SILT) to bring in current research and practice resources to develop knowledge, skills, and abilities related to increasing implementation capacity and scaling up evidence**‐**based practices (EBP) and evidence**‐**informed innovations (EII) statewide.
* Once basic implementation infrastructure components are in place, the SSLT will work closely with the State Transformation Specialists (STS) and the State Transformation Team (STT). Some of the members of the SSLT may eventually participate on the State Transformation Team to promote alignment of systems as major decisions on the adoption and scale**‐**up of evidence**‐**based practices emerge.

**Function (Why?)**

* Developing an infrastructure for implementation is a new function that requires the support, guidance, and authority provided by the highest leadership levels in the state. In order to promote implementation capacity development and infrastructure across the State the SSLT will engage in:
* Articulating the vision for education in the state
* Implementing a formal process for reviewing any state initiative focused on core educational and implementation outcomes of the selected EBP or EII
* Ensuring that the mission and message related to both implementation capacity development and the use of evidence**‐**based programs are communicated at all levels (SEA, Districts, Schools)
* Support the development and maintenance of both student outcome and implementation data systems that are reliable, valid, timely, and that provide data at actionable levels for schools and Districts
* Helping to initiate scaling up and infrastructure development activities
* Selecting and employing the first State Transformation Specialists
* Creating the first Regional Implementation Teams
* Monitoring and enabling work in the Transformation Zone
* Aligning system roles, functions, and structures with implementation supports necessary for effective use of EBPs and EIIs

**Tasks (How?)**

* Some of the “business as usual” activities that the SSLT will engage in are as follow:
* Convene monthly meetings with WestEd, and eventually with the State Transformation Team
* Regularly communicate, problem solve, and assess data with STSs and Stakeholder Groups
* Establish communication linkages so that barriers and facilitators at school, District, and Regional levels are regularly reported to the SSLT for analysis and resolution
* Support the integration of implementation activities across a variety of initiatives
* Ensure meaningful family and stakeholder communication and partnership
* Create and update action plans annually with specifications of problem, solution, implementation and measurable outcomes

**State Implementation Leadership Team (SILT)**

**Membership (Who?)**

The State Implementation Leadership Team (SILT) will be made up of at least two State specialists, selected members of the first Regional Implementation Support Teams (RIST) and representation from the Superintendent’s Senior Leadership Team (SSLT). The team will comprise three to five full time individuals who know:

* Implementation requirements and content knowledge related to the selected evidence**‐**based practices (EBP) or evidence**‐**informed innovations (EII)
* Implementation science and best practices
* Improvement cycle processes
* Organization change strategies and system transformation approaches

**Capacity Development (What?)**

Regional Implementation Support Teams (RIST) are the key structure for building implementation capacity in the Districts. RIST capacity and competency is built, sustained, and improved through the efforts of the SILT. The SILT is also accountable for facilitating the communication among and between the Districts, the RISTs and the SSLT. By building state capacity to effectively align systems and policies the SILT helps to ensure that a hospitable environment is created along with a sustainable and improving infrastructure (e.g. RISTs).

**Function (Why?)**

Sustainability and quality of the implementation infrastructure are critical to facilitating the scale**‐**up of evidence**‐**based programs. Therefore, the State Implementation Leadership Teams key functions include developing new RIST teams and team members; ensuring RIST quality over time; and promoting systems alignment by ensuring that information related to barriers and facilitators is brought to the attention of the State Management Team. In short, the SILT serves as the link to both the Superintendent’s Senior Leadership Team and the Regional Implementation Teams. The SILT will work with WestEd to:

* Help assure the success of both the development of the implementation infrastructure and the broad scale use of EBPs or EIIs in the State
* Learn to form, develop, and assure the success of Regional Implementation Support Teams
* Communicate challenges and facilitators to the Superintendent’s Senior Leadership Team
* Promote regulatory and funding alignment so that RISTs are supported and EBPS and EIIs are effectively implemented

**Tasks (How?)**

The SILT with support of WestEd, will be accountable for the following:

* Regularly communicating, timely problem solving, using data for decision**‐**making with the SMT and RITSs
* Operationalizing practice to policy and policy to practice feedback loops at the State and regional levels
* Creating, guiding, and continually improving RISTs
* Promoting the blending of implementation functions across initiatives (e.g. common training for coaches)
* Promoting the integration, collaboration, and meaningful family, stakeholder, and community engagement
* Identifying gaps in infrastructure and problem**‐**solving at a systems level to close those gaps (i.e. links among teacher expectations in classrooms with teacher preparation programs and certification)
* Promoting aligned data collection systems used to inform data**‐**based decisions

**Regional Implementation Support Team (RIST)**

**Membership (Who?)**

* The first generation Regional Implementation Support Teams (RIST) should include members currently working in or are familiar with the districts that are likely to comprise the Transformation Zone (TZ), that is, districts that are geographically proximate to the state capitol, in which capacity development will begin. Future RISTs would consist of three to five full time members who would receive training and support to acquire expertise in the following areas:
* Implementation requirements and content knowledge related to identified evidence**‐**based practices (EBP) or evidence**‐**informed innovations (EII)s
* Implementation science and best practices
* Improvement cycle processes
* Organization change strategies and System transformation approaches

**Capacity Development (What?)**

* The First Generation RIST initiates capacity development in the State by developing and working with District Implementation Support Teams (DIST). All members are currently involved in supporting implementation as part of their “work”. Some members will shift job responsibilities to dedicate more time to this effort. In order to facilitate capacity development and more effective and rapid expansion, the first generation team will be staffed with too many highly qualified people (i.e. N = 9 full time members) in order to retain capacity if there are transitions off the team and because team members will staff the next generation of RISTs and some members will staff the Superintendent’s Senior Leadership Team (SSLT).

**Function (Why?)**

* The RISTs develop the implementation capacity in Districts in order to make full and effective use of one or more EBP and/or EII with 60% or more of the schools/ students in the region. RISTs also are a conduit for information that needs to flow back to the Superintendent’s Senior Leadership Team (SSLT) and the State Transformation Team (STT) so that more hospitable environments (e.g. policy, funding, regulations, etc.) are created to promote and sustain EBP/EII use. To build implementation capacity and facilitate alignment, the RISTs engage in a wide variety of activities focused on:
  + - Implementation best practices
    - Organization change strategies
    - System transformation approaches

**Tasks (How?)**

* RIT members will be engaged in implementation capacity development activities including assisting Districts by:
  + - Developing District (DIST) and Building (BLIT) Leadership and Implementation Teams
    - Reviewing current strengths, needs, and initiatives at the District and School levels
    - Providing implementation training, coaching and consultation based on the needs of the districts
    - Creating or modifying training materials, fidelity measures and evaluation tools related to EBPs that are being scaled up in the District
    - Initiating and actively engaging in continuous quality improvement cycles
    - Helping Districts with a gap analysis related to critical implementation features necessary for scaling up specific EBPS or EIIs

**District Implementation Support Team (DIST)**

**Membership (Who?)**

* The first generation District Implementation Support Team (DIST) should include members currently working in the districts that comprise the Transformation Zone (TZ). Members should include the district superintendant, family representatives, lead teachers, union members, community members, board members, and lead district and building administrators. Through the support of its Regional Implementation Team (RIST), the DIST will develop implementation capacity by learning and applying the following critical elements:
  + - Selecting evidence**‐**based practices (EBP) and/or evidence**‐**informed innovations (EII) and understanding their core features
    - Understanding the current infrastructure and available resources to support the District Improvement planning process
    - Implementation science and practice
    - Improvement cycles

**Capacity Development (What?)**

* The key function of the members of the DIST is to ensure that implementation capacity is developed at the school level in all schools, and that collectively the schools and District build the infrastructure needed for high fidelity implementation. DIST would be accountable for assisting schools in developing their Building Leadership and Implementation Teams (BLIT) that would serve the function of ensuring high fidelity implementation of the selected EBPs and/or EIIS resulting in improved student outcomes.

**Function (Why?)**

* In order to make full and effective use of one or more EBPs and or EIIs with 60% or more of the schools/students in the district, DISTs work closely with RISTs and engage in a wide variety of activities focused on:
  + - Assessing the impact of current initiatives on student outcomes
    - Implementation of EBPs currently selected by the district to address prevalent student needs
    - Organization change at the building and district level to support effective implementation
    - Communication with the RIT so that information and data can be fed back to the State to resolve systems barriers
    - Development of a District Action Plan as part of the District Improvement Process and alignment of individual School improvement plans

**Tasks (How?)**

* The DISTs will help BLITs implement innovations and create readiness by making full and effective use of implementation science. This includes; the Stages of Implementation; the Implementation Drivers; and Leadership. Regular activities of the DIST include:
  + - Reviewing the current needs and initiatives at the school level
    - Gathering information about the strengths of the identified schools
    - Providing implementation training, coaching and consultation based on the needs of the schools
    - Creating or modify training materials, fidelity measures and evaluation tools
    - Actively engaging in and initiating continuous improvement cycles as a team and with schools

***Adapted from: Dean L. Fixsen, et al., (2010), State Implementation and Scaling-up of Evidence-based Practices (SISEP)***



**Attachment C**

**Redesigned State Systems of Support**

**Year 1 Final Report Summary of Activities and Recommendations Matrix**

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| **1. Organization and Infrastructure: Improvements to the overall system and structure of the HIDOE (cont.).** |
| **2011 WestEd Report Results:**  **1.1 There is a lack of definition and a confusion of roles, titles and responsibilities for personnel assigned to the Hawaii Department of Education (HIDOE) as the state education agency (SEA) and for personnel assigned to the local districts as the local education agency (LEA) under the single state and district structure of Hawaii. This structure complicates identification of clear lines of responsibility and accountability between the SEA and an LEA. This fact is further complicated by multiple layers of oversight across districts and complex areas, and lack of clarity of responsibility for collecting and reporting data to address SEA general supervision requirements under IDEA for monitoring both compliance and performance results.** |
| **2011 WestEd Report Recommendations:**   * + 1. Under Superintendent’s leadership, develop functional position statements that define roles, responsibilities and functions for personnel assigned to SEA as state DOE or to LEA as local DOE.     2. Restructure SEA administration of special education and school based behavioral health (SBBH) services, assigning separate offices with responsibilities for: (1) federal compliance oversight and reporting to OSEP under the Federal Programs Office (FPO) and for (2) program and student instructional and related service supports, including monitoring of performance results under the Office of Curriculum, Instruction and Student Support.     3. Develop and monitor implementation of a statewide system of support promoting high expectations for all students. Under leadership of the HIDOE OCISS deliver training and technical assistance to support local implementation of program requirements and improvement strategies, including data collection on program and student performance results aligned to requirements under IDEA, ESEA and other related federal and state programs. |
| **Redesign Activities 12/31/12:**   * + 1. Consulted with HIDOE State LT on priorities and to set direction for tasks. Based on discussions, identified, analyzed and applied existing state and national resources, reports, and evidenced-based practices related to education redesign and implementation as background materials relevant to all tasks. Data collection within this activity served as the basis for ongoing consultation and the development of work products. * Presented initial conceptualization of a revised organizational chart to HIDOE Superintendent and Deputy Superintendent and State Leadership Team. WestEd recommended and Superintendent’s LT approved to move forward with identifying SEA/LEA functions under Hawaii’s tri-level organization structure that illustrates system alignment. The alignment is based on the Center for Innovation and Improvement SEA and LEA functions that included translating into operational terms: (1) SEA (Superintendent’s Office, Federal Programs Office); (2) Centralized State as LEA (OCISS); and (3) Decentralized LEA (complexes and schools). * Draft functional position statements have been developed and were reviewed by the previous SILT (Assistant Superintendent, FPO Director, and OCISS Directors). The functional position statements were submitted and are available to be reviewed with the newly appointed Assistant Superintendent, OCISS/CCR, and Directors new to OCISS, and FPO/Interim State Director of Special Education. Next step identified in the process by previous State Leadership Team was to work with HR to compare to current position statements and have each staff complete a proposed Position Description Questionnaire for their current position. At this point, direction from Superintendent’s Senior Leadership Team was to hold until new leadership positions were in place and direction was confirmed. * WestEd facilitated review of reference materials from other states and participated in discussions with HIDOE SLT to determine status of strengths and areas of improvement within current roles and responsibilities, and to assess effectiveness of current management structures and reporting. * Sample position descriptions describe responsibilities and activities to implement such a change in process. * Recommendations were discussed for aligning roles and responsibilities to data targets.   + 1. Based on alignment of SEA and LEA functions within a unitary structure, working sessions were facilitated with the SILT and the FPO Director on redesignating the functions for the Federal Programs Office as the SEA and within the OCISS as Centralized LEA and focused on the Special Education Section. Some positions with monitoring and due process responsibilities were identified to be moved from OCISS/SES to FPO and at least one position has been moved and/or been adjusted. However, the overall plan for the specific functions need to be reviewed and approved before any additional work is done. At the point that more focus was on the reorganization of the functions and general supervision and monitoring and federal reporting tasks to be housed under the FPO/State Director of Special Education out of OCISS/SES, the FPO Director, accepted a new position outside of HIDOE and left that position vacant. The position of State Interim Director of Special Education and the final reorganization is being reviewed and planned for 2013 implementation. * Prepared drafts of operationalized functional statements of roles and responsibilities for key personnel in OCISS and FPO and submitted for consideration as Superintendent’s Leadership Team (SLT) moves forward on this activity under leadership of Deputy Superintendent. * Presented for input and comment a final draft of SEA/LEA functions matrix in a unitary structure to (1) CAS and (2) DES ‘ and other stakeholders identified by the SLT. * Identified and convened an internal (SES) and external (CAS) stakeholder group to focus on the results-oriented process of identifying critical elements of the redesign structure and focus on strengthening relationships and building trust. All stakeholders were engaged to provide feedback and input on the development of the Redesigned State System of Support. Under guidance of OCISS Director, internal SES group identified, *Guiding Principles* and *Agreements for Communication* to serve teams as the work continued.   + 1. The SILT advised WestEd this task and activities will be completed internally once the above work on the positions and position descriptions is complete. |

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| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Finalize the HIDOE SEA/LEA structure and assigned functions.   2. Develop and implement a transition plan to carry out the reorganization and assignments under the SEA/LEA.   3. Transition plan should include staff training on revised roles and/or assignments.   4. Develop a plan for to institutionalize a continuous improvement (PDRA) cycle under the redesigned SEA/LEA structure. Plan would include a communication plan within each. | 1.1 Apply proposed redesign and new position descriptions to the reality of current work by:   * Defining what functions within the SEA and LEA need to be in place to achieve improved results under the new Strategic Plan. Included in this activity would be a review of all major initiatives and programs assigned to the DOE office to assess functions that that follow and identify where shared responsibilities exist. * Defining where these functions/roles are currently in place and where they need to be added or redefined. Identify where shared responsibilities require collaboration and/or active partnering of office/sections. * Completing a review/audit of current positions within OCISS and Federal Programs Office (FPO) and identify tasks staff are doing within their current position. * Reviewing findings of current work with the current position descriptions for OCISS and FPO staff and identify gaps in position descriptions, assignments with the needs for monitoring, maintaining and supporting the school system and the new continuous improvement support. * Crosswalk these to see where changes need to be made (see first two bullets above for considerations). * Realigning current system to support new functions and the focus on results-driven system of accountability. * Developing system of accountability for new functions and reflect these in functional position descriptions.   + Define the supports that need to be in place to develop new roles/functions for current staff, including an aligned professional development plan for DOE staff as well for complexes and school staff   + Define where new staff will need to be hired who meet requirements for new roles   + Define resources that need to be in place to implement     - Training materials     - PD Time and structure     - Accountability for implementation |

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| **1. Organization and Infrastructure: Improvements to the overall system and structure of the HIDOE (cont.).** | |
| **2011 WestEd Report Results:**  **1.2 The mental health system of services for students with individualized education programs (IEP) originally created under Felix, continues to operate under a parallel system of funding, staffing and reporting structures and is input focused rather than outcome and results oriented.** | |
| **2011 WestEd Report Recommendations:**  1.2 1 Convene an interagency task group co-chaired with Department of Public Health (DPH) to develop recommendations to align services under the two systems: mental health and education behavioral health.   * Assess where school-based mental health and the behavioral health system of services meet or exceed IDEA and determine which services are appropriate under IDEA and aligned to most effectively achieve results identified as the responsibility of each agency. * Develop interagency agreements—memoranda of understanding or other agreements as appropriate—with relevant public health and mental health agencies that delineate roles and responsibilities for a coordinated and collaborative mental health/behavioral health system of services for eligible students. Agreements should include a plan for transitioning from the current system to any identified revisions of the current system of services. | |
| **Redesign Activities 12/31/12** | |
| * 1. Not included in current WestEd scope of services the State Leadership Team as one of tasks under this phase of the redesign of statewide systems of support. HIDOE would continue to address this recommendation under existing structures. * However, these issues arose at multiple points during discussions concerning effective coordination and collaboration to meet SEA/LEA functions. Specifically, lack of effective structures and processes for two-way (and more) communication and ongoing issues of trust at multiple state and local levels in the system often came back to need for more clarity in roles and responsibilities and accountability at all levels. It was noted that the existing Quality Assurance Committee was the appropriate entity to address issues and solutions identified in Results and Recommendations. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Develop an aligned system of services and supports between mental health, education and behavioral health with a focus on improved services results | * + 1. Convene an interagency task group co-chaired by HIDOE with Department of Public Health (DPH) to develop recommendations to align services under the two systems: mental health and education and behavioral health. * Assess where school-based mental health and the behavioral health system of services meet or exceed IDEA for social and emotional development support and mental health services. The assessment would be for the purpose of determining which services are required and appropriate under IDEA and aligned to most effectively achieve results identified as the responsibility of each agency. Examples of areas to review include medical services versus educational and returning non-educational responsibilities for prescription management. * Develop interagency agreements—memoranda of understanding or other agreements as appropriate—with relevant public health and mental health agencies that delineate roles and responsibilities for a coordinated and collaborative mental health/behavioral health system of services for eligible students. * Agreements should include a plan for transitioning from the current system to any identified revisions of the current system of services including a communication plan to address issues and strategies with parents, administration, staff, teachers, and related service providers. |

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| **1. Organization and Infrastructure: Improvements to the overall system and structure of the HIDOE (cont.).** |
| **2011 WestEd Report Results:**  **1.3 Although numbers have decreased within the past year, Hawaii continues to report high numbers of IDEA Due Process filings resulting in high costs to the system and an expressed lack of trust of the system by parents. Mediation, as an alternative dispute resolution (ADR) option under IDEA, is under-used by both families and districts within the state’s due process system.** |
| **2011 WestEd Report Recommendations:**   * + 1. Oversight of the due process system, including management and accountability for services of contracts, should be assigned to the Federal Programs Office as a function under the General Supervision requirements of IDEA.     2. Convene a state-level task force, under lead of Federal Programs Office, co-chaired with the OCISS and the Special Education Advisory Committee (SEAC), and with broad stakeholder representation, to develop guidelines and implementation strategies for ongoing communication and partnerships with families.     3. Use representatives from the SEAC, the Children’s Community Councils (CCC), and other family stakeholder groups as resources to the SEA on ADR evaluation and improvement activities. |
| **Redesign Activities 12/31/12** |
| 1.3.1 Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. A decision was made that HIDOE would continue to address this recommendation under existing structures.  1.3.2 Presented results and updates on overall redesign project tasks to community and family stakeholders at meetings with SEAC, CCC Co-chairs.  1.3.3 Prepared a draft graphic presentation (triangle) for discussion of a proposed state and local family engagement structure. Provided a review of family and community engagement materials presented in the California Family Engagement Framework document as resources for HIDOE activities and structures supporting a family partnership framework for Hawaii families and school (see Supporting Documentation- 2j for State and Local Family Engagement Activities). |

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| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Redesign the due process system as an SEA function under the General Supervision requirements of IDEA using key stakeholders as part of the planning  1. Develop a plan to implement processes and procedure for an effective mediation option under the Due Process system. 2. Define federal requirements and how SEAC’s role of advising and assisting the HIDOE can be leveraged to: (1) improve the effectiveness of SEAC in meeting IDEA roles and responsibilities, and (2) support improved relationships with families across the state. | * + 1. Implement the recommendations by assigning oversight of the due process system, including management and accountability for services of contracts, should be assigned to the Federal Programs Office as a function under the General Supervision requirements of IDEA.     2. Convene a state-level task force, under lead of Federal Programs Office, co-chaired with the OCISS and the Special Education Advisory Committee (SEAC), and with broad stakeholder representation, to develop guidelines and implementation strategies for ongoing communication and partnerships with families.     3. Develop a plan with representatives of SEAC, under the advise and assist role, and the Children’s Community Councils (CCC) and other stakeholder representatives as resources to the HIDOE in defining effective ADR systems and evaluation and improvement activities.     4. To address the overarching issues of trust of the system by parents, we recommend that FPO, Interim State Director of Special Education, and the Assistant Superintendent of OCISS form a task group to partner with SEAC leadership. The purpose of the group would be to define federal requirements and how the role of advising and assisting the HIDOE can be leveraged to: (1) improve the effectiveness of SEAC in meeting IDEA roles and responsibilities, and (2) support improved relationships with families across the state. |

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| **2. Allocation of Resources and Management and Accountability: Alignment of resources to ensure system effectiveness and accountability for results.** |
| **2011 WestEd Report Results:**  **2.1 The current formulas in place to allocate staff and funding for special education promote strong disincentives to include students in general education. This significantly impacts both achievement and outcomes for all students.** |
| **2011 WestEd Report Recommendations:**   * + 1. Evaluate options for creating a supportive and aligned funding and staffing allocation formula once program changes are determined based on Recommendation 2.1.2 below. For instance, consider whether 100% of staffing allocations should be tied to special education pupil counts or whether staffing is determined from general enrollment; how excess costs including nonpublic schools are accommodated (e.g., by the state, district, or shared); and how to encourage placement of students in the least restricted environment.     2. Develop a process (e.g., internal working group, external consultant, or some combination) to determine an approach to evaluating the implementation of an alternative funding formula that promotes and supports the provision of a high quality and cost-effective programming in the least restrictive environment (LRE).     3. Develop an implementation plan to phase in a new funding approach, which will require a multiyear plan that provides time for local districts and complexes to modify local practices and for the state to develop supportive systems. |
| **Redesign Activities 12/31/12** |
| The following activities were planned in collaboration with the OCISS Assistant Superintendent OCISS.   * + 1. WestEd identified and convened a stakeholder workgroup to focus on the results-oriented process of identifying critical elements of program quality and service delivery effectiveness.     2. WestEd completed an analysis of staffing methodologies options based on the review findings, additional research, budget staff, and stakeholder input. Recommendation presented to SSLT and shared with Complex Area Superintendents, District Educational Specialists, and State Board of Education. WestEd facilitated meetings with the SILT to foster discussions and decisions, and gather feedback regarding methodology options including: (1) Guiding principles/criteria for effective funding methodology, (2) models of best practices, (3) the Implementation plan for identifying key activities and timelines. WestEd delivered multiple presentations delineating the staffing methodology process, including stakeholder input, alternatives to consider and plan recommendation.     3. Implementation planning to phase in a new staffing methodology will be delayed until, (1) resolution on the grievance with the Hawaii State Teachers Association regarding the manner in which the staffing formula was applied is reached, (2) Implications on negotiated agreements are clarified/understood by all parties before moving forward with any changes to the special education staffing formula. |

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| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Develop a plan to phase in a new staffing methodology to include guidance on how complexes and schools assign staff to meet federal and state requirements and priorities focused on accountability for results. | * + 1. Upon resolution of the grievance filed by the Hawaii State Teachers Association an implementation plan to phase in a new staffing methodology can be developed. The approach needs to include acknowledgement of potential negotiated implications.     2. Internal planning will include implications of staffing methodology and how complexes and schools assign staff to meet priorities and initiatives focused on accountability. The potential initiatives that could be impacted include, RtI, RTTT, Zones and OCISS CEE sites. |

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| **2. Allocation of Resources and Management and Accountability: Alignment of resources to ensure system effectiveness and accountability for results.** | |
| **2011 WestEd Report Results:**  **2.2 There is significant variation in the amount and type of staffing from complex to complex and a lack of consistency in how staffing decisions are made and the level and type of staff performing specific duties** | |
| **2011 WestEd Report Recommendations:**   * + 1. Clarify and ensure that all policies regarding staffing levels, management and process are documented and shared within HIDOE, complexes, and districts.     2. Develop a plan to communicate policies and related processes to staff involved with staffing decisions | |
| **Redesign Activities 12/31/12** | |
| * + 1. WestEd completed an analysis of the type of staffing from complex to complex. Analysis was presented to the SILT and shared with Complex Area Superintendents, District Educational Specialist, and State Board of Education.     2. WestEd provided a briefing to Superintendent Matayoshi and Deputy Superintendent Nozoe on the staffing methodology options and potential impact on current staffing. There were no anticipated major impacts related to the methodology selected.     3. Review of current policies and procedures determined that the existing policies and procedures are appropriate but are not being utilized with consistency across the state. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Establish an annual review of the effectiveness of procedures to ensure state and local fiscal transparency and accountability. | * + 1. Upon resolution of the grievance filed by the Hawaii State Teachers Association an implementation plan to phase in a new funding policies and procedures should be developed and implemented.     2. Implementation plan should include a process for communicating the policies and procedures regarding the management of contracts and enforcement of clear criteria to justify need and provide accountability to ensure that complex and school-focused contractors perform duties commensurate with the expectations and compensation provided. |

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| **2. Allocation of Resources and Management and Accountability: Alignment of resources to ensure system effectiveness and accountability for results.** | |
| **2011 WestEd Report Results:**  **2.3 The current staffing formula used by the state accounts for approximately one-half of the positions identified as part of special education program services. Many positions are added outside the staffing formula, including contracted support.** | |
| **2011 WestEd Report Recommendations:**   * + 1. Review staffing policies and procedures to remove barriers to hiring that lead to increases in contracted services.     2. Develop clear and consistent policies and procedures regarding the management of contracts that enforce clear criteria to justify need and provide accountability to ensure that contractors perform duties commensurate with the expectations and compensation provided. | |
| **Redesign Activities 12/31/12** | |
| * + 1. WestEd reviewed policies and practices related to current staffing practices.     2. In consultation with the Assistant Superintendent of OCISS, WestEd convened and facilitated discussion with HIDOE staff involved with contract and related services to identify available data, clarify process for assignment of resources, and accountability measures. Based on this analysis, WestEd analyzed data on current practices and identified a need for clear criteria for assignment of services and contract initiation. WestEd submitted a draft process for allocation of funding and monitoring for accountability of contracted services. Case samples of criteria from other states were also collected and provided to HIDOE for review. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Finalize the process for utilizing contracted personnel, which will include a decision-making process for identifying the need and monitoring the effectiveness of the use of related service personnel. | * + 1. Present draft process to SSLT/SILT with examples from other states. Facilitate discussion and input on the process to refine for Hawaii.     2. Finalize plan for adopting related services process, including stakeholder workgroup for criteria of the decision-making process, accountability measures and review process. * Select and convene stakeholder workgroup to review recommendations for the new process with a timeline and decision points, including SEAC.   + Review and make recommendations on the guidance and decision-making process   + Identify data points for monitoring of effectiveness   + Discuss and recommend a process for review of related services data |

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| **2. Allocation of Resources and Management and Accountability: Alignment of resources to ensure system effectiveness and accountability for results.** | |
| **2011 WestEd Report Results:**  **2.4 Nonpublic school placements represent a small proportion of overall special education services, but due to their high costs, are a disproportionately high percentage of the state’s special education expenditures. The current approach to nonpublic school placements lacks clear and enforced criteria for placement determinations, and once placements are made no fiscal incentive exists at the local level to seek in-house service options.** | |
| **2011 WestEd Report Recommendations:**  2.4.1 Develop a clear policy and procedure to evaluate students for nonpublic school placements that is enforced through the manner in which financial responsibility is distributed to local districts and complexes. For instance, the state could set aside some resources to pay for a portion of costs, but districts would be responsible for remaining or excess costs as a means to incentivize local districts to work diligently to identify alternative placements. | |
| **Redesign Activities 12/31/12** | |
| 2.4.1 Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. HIDOE would continue to address this recommendation under existing structures. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Develop a clear policy and procedures to evaluate and monitor students for nonpublic school placements. | * + 1. Evaluate the use of current budget codes (Prog IDs) and develop policies, procedures, and guidance to ensure that they are used as intended and with consistency.     2. Provide training and technical assistance to local districts and complexes to support improved practice that is framed to show the relationship of resources to results.     3. Establish an annual review of the effectiveness of procedures to ensure state and local fiscal transparency and accountability. |

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| **2. Allocation of Resources and Management and Accountability: Alignment of resources to ensure system effectiveness and accountability for results.** | |
| **2011 WestEd Report Results:**  **2.5 The state maintains program codes for special education services, but the codes are not used with complete fidelity, making analysis of expenditures at the local level difficult.** | |
| **2011 WestEd Report Recommendations:**   * + 1. Evaluate the use of current budget codes and develop policies, procedures, and guidance to ensure that they are used as intended and with consistency.     2. Provide training and technical assistance to local districts and complexes to support improved practice     3. Establish an annual review of the effectiveness of procedures to insure state and local fiscal transparency and local accountability. | |
| **Redesign Activities 12/31/12** | |
| * + 1. WestEd’s review of the program codes (Prog IDs) indicated that there are adequate levels of delineation within the current coding structure. HIDOE fiscal services staff was engaged in updating the Program Manager Guidance. This document currently includes expectations for state level program managers, principals and complex area superintendents regarding, planning, implementation, monitoring of both program and budgets.     2. When the Guidance is completed planning for training modules can be developed for staff.     3. Work on this item has not been started. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Finalize the processes and guidance on the consistent use of budget codes, which will be shared with staff and local districts and complexes. | * + 1. Training on the updated program Managers Guidance needs to be implemented and supported by the Fiscal Services Department.     2. Develop a systematic process for providing training and technical assistance to local districts and complexes to support the improved processes and practice.     3. Develop a system and process for an annual review of the effectiveness of procedures to insure state and local fiscal transparency and accountability.     4. Identify a plan for how fiscal and programmatic practices can be aligned to ensure resources, both human and fiscal, are designed to achieve the results identified under the State Strategic Plan, requirements of federally funded programs, state program initiatives and local Ac/Fins. |

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| **3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance.** | |
| **2011 WestEd Report Results:**   * 1. **Students with IEPs continue to perform below Adequate Yearly Progress targets and have not demonstrated improved performance on identified targets of academic and/or behavioral outcomes identified in the Annual Performance Report.** | |
| **2011 WestEd Report Recommendations:**  3.1.1 In collaboration with Complex Area Superintendents and with input from parent organizations, develop a framework integrating key components and outcomes of federal and state initiatives to act as a resource guide for state and local planning of services and development of tools to communicate high expectations for all students. Make the framework available across state DOE divisions and in each local district to inform plans, resources and data to be collected on results to keep a laser focus on improving results for students who are not achieving at grade levels, including students with disabilities, English language learners and other struggling learners. | |
| **Redesign Activities 12/31/12** | |
| * + 1. Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. It was noted that HIDOE would continue to address this recommendation under existing structures and in strategies developed under each initiative. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * + 1. Develop and implement a plan with specific timelines for improving student performance utilizing evidence-based strategies to deliver specialized instructional and behavioral supports for students with disabilities | * + 1. Develop a plan with specific timelines for improving student performance by identifying and implementing evidence-based strategies appropriate for students with disabilities. The plan will reflect activities, timelines and targets, as appropriate, with Part B APR indicators.     2. Identify and convene a workgroup with representatives from CASs, SEAC, and parent organizations to develop and support the implementation of the report recommendations by developing a framework integrating key components and outcomes of federal and state initiatives to act as a resource guide for state and local planning of services and development of tools to communicate high expectations for all students. * Develop a communication plan to make the framework available across state DOE divisions and in each local district to inform plans, resources and data to be collected on results to keep a laser focus on improving results for students who are not achieving at grade levels, including students with disabilities, English language learners and other struggling learners. |

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| **3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance.** | |
| **2011 WestEd Report Results:**  **3.2 While examples of excellence most definitely exist, as a general finding, district and school administrators are not actively involved in supervising the implementation of special education programs and services in their schools; rely on district and site staff assigned in special education roles; and are not sufficiently held accountable for performance results for students eligible for special education programs and services.** | |
| **2011 WestEd Report Recommendations:**  3.2.1 Develop and disseminate guidance and tools to support local district and school capacity to provide professional development for administrators, teachers and parents and ongoing coaching to teachers to improve instructional practices and to implement district and school partnerships with parents that support the home role in improved student achievement.   * Recommended strategies include: standards-based IEP goals and outcomes; early identification of learning and behavior problems and supports to students not making progress (through a data-based decision making planning process such as Response to Intervention (RtI)); inclusive practices (such as co-teaching) to support greater access to general education curriculum and environments; and a strengthened transition planning process and tools to improve post-secondary options. | |
| **Redesign Activities 12/31/12** | |
| * + 1. Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. HIDOE would continue to address this recommendation under existing structures. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Develop a resource guide and tools to support state and local implementation of services based on high expectations for all students. | * + 1. Implement the recommendations by developing and disseminating guidance and tools to support local district and school capacity to (1) provide professional development for roles and responsibilities of administrators, teachers and parents and (2) implement and train staff and provide ongoing coaching to teachers to improve instructional practices and (3) to implement district and school partnerships with parents that support the home role in improved student achievement. * Recommended strategies include: standards-based IEP goals and outcomes; early identification of learning and behavior problems and supports to students not making progress (through a data-based decision making planning process such as Response to Intervention (RtI); inclusive practices (such as co-teaching) to support greater access to general education curriculum and environments; and a strengthened transition planning process and tools to improve post-secondary options. |

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| **3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance.** | |
| **2011 WestEd Report Results:**  **3.3 Although HIDOE identified implementation of Response to Intervention (RtI) in districts and schools across the state and RtI components provide a framework to provide quality teaching for all students and tiered support to struggling learners, districts and schools are not prepared to implement components under RtI framework as a means to accelerate achievement of students not meeting Adequate Yearly Progress and other academic and behavioral targets.** | |
| **2011 WestEd Report Recommendations:**  3.3.1 Provide training, coaching and resources for principals and other administrators to develop capacity to implement a RtI framework in their schools aligned to the HIDOE RtI initiative and using HIDOE processes within CSSS and Longitudinal Data System (LDS). | |
| **Redesign Activities 12/31/12** | |
| The following activities were planned in collaboration with the OCISS Assistant Superintendent OCISS.   * + 1. WestEd conducted a search of the literature to determine the breadth of the universal screening field including which instruments are reported as having the greatest effectiveness. WestEd developed, disseminated and analyzed a survey distributed to all sites to determine which tools schools are using. The results were demarcated by elementary, middle and high school usage.     2. WestEd, in conjunction with HIDOE staff, facilitated a stakeholder group to present results of the survey and share national/state perspectives and effective practices related to RTI and universal screening tools. The session included presentations from vendors, and the primary objective was to develop prioritized recommendations for use of tools across the state. Recommendations were submitted to the OCISS Assistant Superintendent for consideration. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Develop and disseminate guidance and tools to support local district and school capacity to (1) provide professional development for roles and responsibilities of administrators, teachers and parents and (2) implement and train staff and provide ongoing coaching to teachers to improve instructional practices and (3) to implement district and school partnerships with parents that support the home role in improved student achievement. | * + 1. Develop a plan with a timeline and key implementation components and strategies identified. The plan should be clearly define how the RtI (or Multi-tiered System of Support –MTSS) initiative would be integrated with other HIDOE initiatives (RTTT, CCSS, Educator Effectiveness, etc.) and define how the Special Education Section (SES) staff would work in collaboration with other OCISS staff and complex staff to provide training, coaching and resources for principals and other administrators to develop capacity to implement a tiered framework of student support in their schools. Alignment with would encompass all other HIDOE processes within CCSS and utilize the Longitudinal Data System (LDS). |

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| **3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance.** | |
| **2011 WestEd Report Results:**  **3.4 Parents consistently reported that the IEP process is complicated and expressed a common concern that assistance to understand and participate in the process was not available to them**. | |
| **2011 WestEd Report Recommendations:**  3.4.1 As the single point of entry, the student services coordinator at each school should act as a family liaison to explain the IEP process and provide resources and assistance in answering family questions about the process. | |
| **Redesign Activities 12/31/12** | |
| * + 1. Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. HIDOE would continue to address this recommendation under existing structures. | |
| **Overarching Recommendations** | **Recommended Next Steps** |
| * 1. Develop a process to redefine and utilize the position of student services coordinator (SSC) at each school should act as a family liaison to explain the IEP process and provide resources and assistance in answering family questions about the process. | * + 1. Convene a stakeholder group to develop a process for utilizing the student services coordinator (SSC) at each school as a family liaison to explain the IEP process and provide resources and assistance in answering family questions about the process at any point in the process before the IEP meeting, at the IEP meeting, and following the completed IEP.     2. Define the role and responsibilities of key parties including parents, teachers (both special education and general education), principals, other administrators and support staff. Coordinate these activities with related activities and programs.     3. Develop a training on the process and resources/materials for SSCs, DESs, site and complex administrators (CASs, Principals, Vice Principals, etc.) and a process for communicating the new process with complex and site level staff and parents. |



**Introduction and Background**

**Introduction**

HIDOE Superintendent Matayoshi delivered a clear charge to her Senior Leadership Team to keep a focus on results for students while engaging the consultation and support of the WestEd team in a reorganization of the Department and the redesign of the state system of support. This process included identifying what it would take to ensure all HIDOE staff holds high expectations for all students, including struggling learners and students receiving special education services, to implement a continuous improvement process for evaluation, and a plan to improve the capacity to ensure better outcomes for the system, staff, and most of all, the students.

Over the course of the year, WestEd worked in partnership with the Superintendent’s Senior Leadership Team to address the results and recommendations presented in the WestEd report in 2011. These results included the need for establishing a coherent education system with clear roles and lines of responsibility and accountability as the Department engaged in an effective reorganization and redesign of the state systems of support. The purpose was to identify barriers and address them in order to build capacity at all levels, from DOE to Complex Areas to schools and classrooms, including partnerships with communities and families. The outcome is to align improved structures and processes to resources leading to the results for all students outlined in the HIDOE Strategic Plan.

Superintendent Matayoshi is, in fact, calling for a transformation of how the Department organizes itself to ensure readiness of systems to (1) receive preschool children ready to learn, (2) educate children and youth through quality behavioral and instructional supports, and (3) prepare administrators and teachers who have the knowledge and skills necessary to deliver students who are college and career ready.

In education, effective implementation is often the missing link between high expectations and evaluation of results through curriculum, instruction, practices, and behavior. An effective implementation system supports readiness and preparation of educational staff so they know when, where, how, and with whom to deliver effective education approaches. This includes principals, teachers, and students and their families. Finally, an effective system also calls for useful and timely two-way communication options up and down the system.

Fortunately, however, there is research behind what it takes to support effective implementation (Fixsen, Naoom, Blase, Friedman, & Wallace, 2006; Fixsen, Blase, Naoom, & Wallace, 2009), and there are tools to support this process, including implementation frameworks that address strategies, drivers, and a clear role for technical assistance that leads to results. Experience and expertise supporting state and local systems is the key role the WestEd team brought to the HIDOE leadership team to address the charge of the Superintendent to keep a focus on results for students.

This report presents the *Reorganization and Redesign* activities the HIDOE engaged in with WestEd support and consultation. *Next Steps* are also presented in this report to keep the momentum moving forward and continue the focus on a redesigned system of state support with sustainable practices at all levels that benefit all of Hawaii’s children and youth.

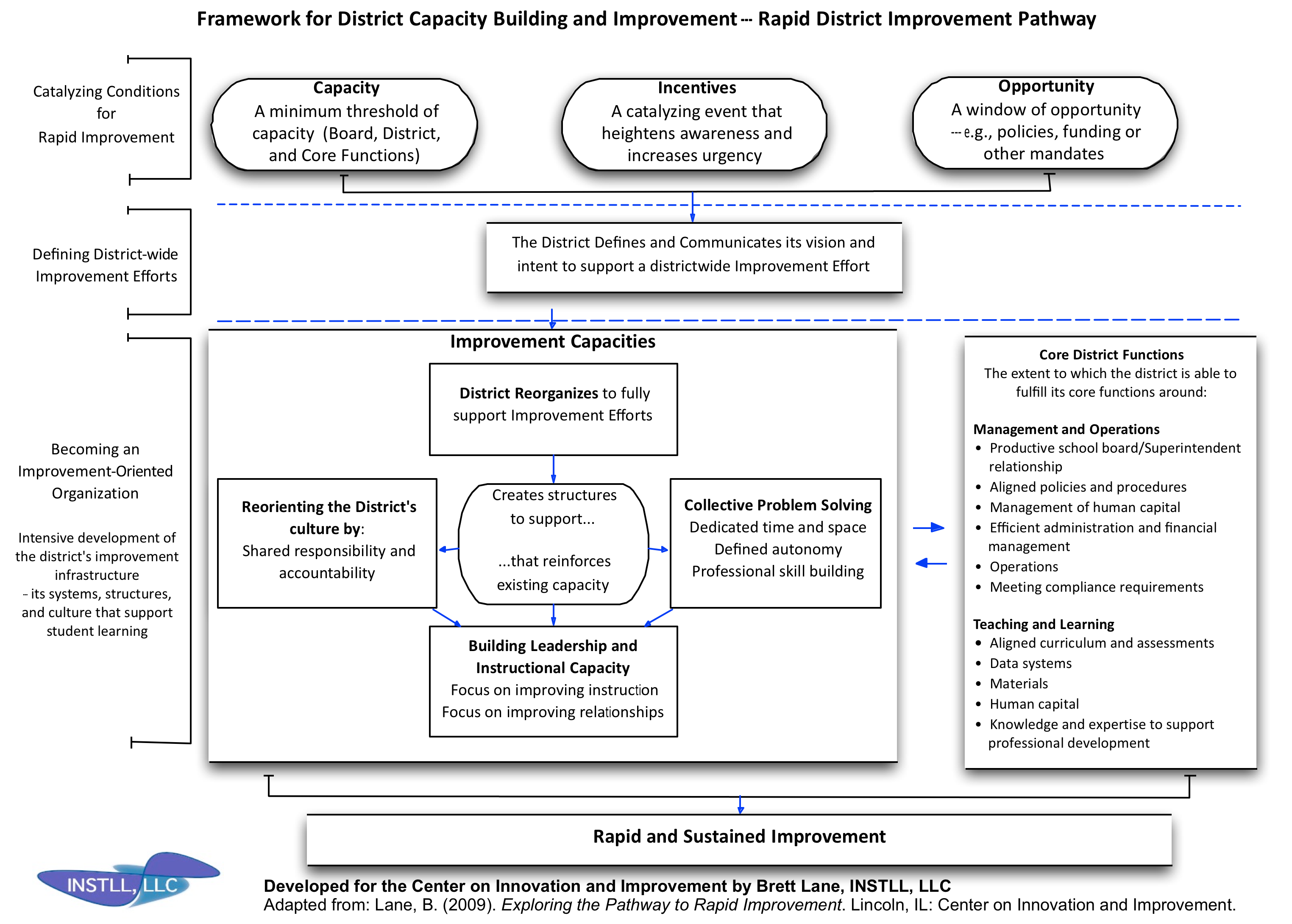
**Supporting Transformation and Rapid Improvement for Hawaii’s Students**

Over the past two years the Hawaii Department of Education has introduced several initiatives to transform how it operates and approaches educating Hawaii’s over 175,000 students. This includes comprehensive strategic planning, reorganization, RtI, Race to the Top, Special Education redesign, federal waiver request, among other initiatives. Among the initiatives is a shared sense of urgency to rapidly improve outcomes for students. While there are clear connections in intention behind each initiative a challenge exists to connect actions that occur day-to-day at the DOE and in schools.

In at least two of the initiatives – reorganization and Special Education redesign – a fundamental shift in the way the Hawaii Department of Education approaches its structure and delivery of services was suggested. Such a shift is crucial to supporting transformation and rapid improvement. Given Hawaii’s unitary structure, it may be helpful to think of the Hawaii Department of Education as a district when considering approaches for supporting transformative and rapid improvement given the explicit systems and connections necessary to support learning. According to Brett Lane of the Center on Innovation and Improvement, “Districts must be willing to reorganize to fully support improvement efforts aimed towards improving instruction.” From this work a framework has emerged based on districts that are doing a good job meeting this needs of their students. Lane found that in such districts two things were always true: (1) their organizations work – they pay their bills on time, the school board and superintendent get along, they support teachers, and they have a solid curriculum that is in schools and classrooms; and (2) the district organization as a whole is focused on improving whatever they need to improve so their students succeed. He goes one to add that when a district engages in rapid improvement there is a catalyzing event that awakens the district and opens up a window of opportunity allowing the district to take strategic action. Put simply, Lane’s research suggest a fairly simple formula to support rapid, district improvement:

Core District functions include ensuring that the basic functions that need to be carried out in order to operate a district work well. This includes the working relationship between the Board and Superintendent or district leadership; ability to develop, communicate, and enforce policies and procedures necessary to support human resource, administration and finance, operations, and compliance; and supports teaching and learning by ensuring aligned curriculum, availability and use of formative and summative assessments, data systems, materials, human capital, and knowledge and expertise. Organizational capacity involves having in place structures, policies, processes, and programs intentionally designed to improve the overall organizational capacity and quality of instruction of students. The improvement pathway starts with a “catalyzing” condition that gets the attention of stakeholders to motivate action followed by communication, and reengineering the culture and climate of the district to make and sustain change.

Hawaii has the right ideas. The question is how can the initiatives underway be successful to achieve the desired outcome of improvements in results for Hawaii’s children? One approach would be to put in place staff that has the sole purpose of coordinating the various initiatives around a single framework that uses Lane’s work as a model and is informed by the Fixsen Implementation framework. A single framework allows for the possibility of unique approaches, but brings into resolve the basic building blocks associated with rapid district improvement. Hawaii has the opportunity to become a model for transformations from which that other states and district can learn.





**Redesign Planning and Implementation**

The overall design and implementation of the redesign over the past year was based on the priorities set by the Superintendent that are aligned to the 2011-2018 Strategic Plan and informed by the recommendations of the 2011 report. In collaboration with the Superintendent’s Senior Leadership Team (SSLT), the WestEd team began by (1) establishing a working process that included setting priorities with SSLT guidance: (2) briefing the Superintendent and Deputy Superintendent at key decision points, and (3) organizing and facilitating working sessions with the Assistant Superintendent of OCISS and State Implementation Leadership Team (SILT) to move the process forward, (4) setting priorities with the Assistant Superintendent of OCISS and SILT around the SEA/LEA framework, and (5) identifying options for revising the staffing methodology.

The implementation activities described in this section are framed under the three outcome areas reported within the 2011 report recommendations. It was decided this framework would allow us to bridge the current work from the 2011 report results and recommendations, as they were the impetus for the technical assistance activities and redesign this past year.

**Outcome Area 1: Organization and Infrastructure: Improvements to the overall system and structure of the HIDOE.**

**Overview of Work in this Outcome Area**

The SSLT in collaboration with the WestEd team reviewed the recommendations put forth in the 2011 WestEd Report and the Hawaii BOE/DOE Strategic Plan to determine the priorities for the implementation work under the Redesigned State Systems of Support. The SILT identified the reorganization of the State Education Agency (SEA)/Local Education Agency (LEA) (see Appendix 1a: SEA/LEA Functions) and assignment of the roles and responsibilities of key staff under this structure as the key priority for the work as it would form the foundation for reorganization and accountability. The team also decided that the Redesign work would begin the definition of the functions of SEA/LEA with a focus on the Special Education Section (SES) and related areas under IDEA general supervision regulation under the Federal Programs Office. The expectation was the process would eventually be applied as a model to all sections within the HIDOE.

The SILT defined the first task of the Redesign work as clarification of the SEA/LEA structure under the unitary system that is unique to Hawaii. This task was begun by convening an internal workgroup with staff from SES (see Appendix 1b: Stakeholder Guiding Principles) and the Federal Programs Office (FPO) who developed a “hybrid” version of the SEA/LEA structure under the unitary system that is Hawaii (see Appendix 1c: Initial SEA/LEA Workgroup Matrix and Revisions). The SILT reviewed the recommendations of the workgroup and further developed the structure as a tri-level system with the SEA defined as the Superintendent’s Office and Federal Programs Office/Centralized LEA functions carried out by the Office of Curriculum, Instruction and Student Support (OCISS) and the LEA functions at the local level carried out by the complexes and schools (see Appendix 1d: Final Version SEA/LEA Matrix).

A series of Venn diagrams (see Appendix 1e: Venn Diagrams of SEA/LEA Functions) were developed and presented by WestEd for discussion with the SILT and the Superintendent as a transition activity to explore and define how roles and accountability would be assigned in the redesign of the SEA/LEA, specifically when there were shared responsibilities across offices and sections. The SILT developed the final overall the SEA/LEA structure under a unitary system as a graphic representation to be shared (see Appendix 1f: Overall structure of the SEA/LEA structure in a unitary system). The SILT then worked at defining the roles and responsibilities under the new SEA/LEA structure (see Appendix 1g: Core Position Descriptions).

The SILT defined the next steps for this work prior to changes in leadership that occurred during the summer of 2012. These next steps included, a process for a desk audit of functions of current staff (see Appendix 1h: Proposed process for desk audit of current position), a recommended process for ongoing communication across the system and a process for assessing and aligning current and future state initiatives for alignment with current directions (see Appendix 1i: Proposed process for Ongoing Communication System and Structure, and 1j-Proposed process for assessing and aligning initiatives).   
  
In addition, a Family Engagement framework for state and local work is included as part of overall system redesign (see Appendix 1k-State and Local Family Engagement Framework).

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| **2011 WestEd Report Results** |
| * 1. There is a lack of definition and a confusion of roles, titles and responsibilities for personnel assigned to the Hawaii Department of Education (HIDOE) as the state education agency (SEA) and for personnel assigned to the local districts as the local education agency (LEA) under the single state and district structure of Hawaii.   This structure complicates identification of clear lines of responsibility and accountability between the SEA and an LEA. This fact is further complicated by multiple layers of oversight across districts and complex areas, and lack of clarity of responsibility for collecting and reporting data to address SEA general supervision requirements under IDEA for monitoring both compliance and performance results. |

**Redesign Activities**

1. Consulted with the SILT on priorities and to set direction for tasks. Based on discussions, identified, analyzed and applied existing state and national resources, reports, and evidenced-based practices related to education redesign and implementation as background materials relevant to all tasks.

* Presented initial conceptualization of a revised organizational chart to HIDOE Superintendent, Deputy Superintendent and SSLT. WestEd recommended and Superintendent’s LT approved to move forward with identifying SEA/LEA functions under which Hawaii’s tri-level organization structures align. The team adapted and facilitated use of the tool developed by the Center for Innovation and Improvement, to align the SEA and LEA functions. The functions were sorted and identified as: (1) SEA (Superintendent’s Office, Federal Programs Office); (2) Centralized State as LEA (OCISS); and (3) Decentralized LEA (complexes and schools).
* Draft functional position statements have been developed and were reviewed by the previous SILT (Assistant Superintendent, FPO Director, and OCISS Directors). The functional position statements were submitted and are available to be reviewed with the newly appointed Assistant Superintendent, OCISS/CCR, and Directors new to OCISS, and FPO/Interim State Director of Special Education. Next step identified in the process by previous State Leadership Team was to work with HR to compare to current position statements and have each staff complete a proposed Position Description Questionnaire for their current position. At this point, direction from Superintendent’s Senior Leadership Team was to hold until new leadership positions were in place and direction was confirmed.
* WestEd facilitated review of reference materials from other states and participated in discussions with HIDOE SLT to determine status of strengths and areas of improvement within current roles and responsibilities, and to assess effectiveness of current management structures and reporting.
* Sample position descriptions describe responsibilities and activities to implement such a change in process.
* Recommendations were discussed for aligning roles and responsibilities to data targets.

1. Based on alignment of SEA and LEA functions within a unitary structure, working sessions were facilitated with the SILT and the FPO Director on redesignating the functions for the Federal Programs Office as the SEA and within the OCISS as Centralized LEA and focused on the Special Education Section. Some positions with monitoring and due process responsibilities were identified to be moved from OCISS/SES to FPO and at least one position has been moved and/or been adjusted. However, the overall plan for the specific functions need to be reviewed and approved before any additional work is done. At the point that more focus was on the reorganization of the functions and general supervision and monitoring and federal reporting tasks to be housed under the FPO/State Director of Special Education out of OCISS/SES, the FPO Director, accepted a new position outside of HIDOE and left that position vacant. The position of State Interim Director of Special Education and the final reorganization is being reviewed and planned for 2013 implementation.

* Prepared drafts of operationalized functional statements of roles and responsibilities for key personnel in OCISS and FPO and submitted for consideration as Superintendent’s Leadership Team (SLT) moves forward on this activity under leadership of Deputy Superintendent.
* Presented for input and comment a final draft of SEA/LEA functions matrix in a unitary structure to (1) CAS and (2) DES ‘ and other stakeholders identified by the SILT.
* Identified and convened an internal (SES) and external (CAS) stakeholder group to focus on the results-oriented process of identifying critical elements of the redesign structure and focus on strengthening relationships and building trust. All stakeholders were engaged to provide feedback and input on the development of the Redesigned State System of Support. Under guidance of OCISS Director, an internal SES group identified, *Guiding Principles* and *Agreements for Communication* to serve teams as the work continued.

1. The SILT advised WestEd this task and activities will be completed internally once the above work on the positions and position descriptions is complete.

**Recommended Next Steps**

1. Apply proposed redesign and new position descriptions to the reality of current work by:

* Defining what functions within the SEA and LEA need to be in place to achieve improved results under the new Strategic Plan. Included in this activity would be a review of all major initiatives and programs assigned to the DOE office to assess functions that that follow and identify where shared responsibilities exist.
* Defining where these functions/roles are currently in place and where they need to be added or redefined. Identify where shared responsibilities require collaboration and/or active partnering of office/sections.
* Completing a review/audit of current positions within OCISS and Federal Programs Office (FPO) and identify tasks staff are doing within their current position.
* Reviewing findings of current work with the current position descriptions for OCISS and FPO staff and identify gaps in position descriptions, assignments with the needs for monitoring, maintaining and supporting the school system and the new continuous improvement support.
* Crosswalk these to see where changes need to be made (see first two bullets above for considerations).
* Realigning current system to support new functions and the focus on results-driven system of accountability.
* Developing system of accountability for new functions and reflect these in functional position descriptions.
  + Define the supports that need to be in place to develop new roles/functions for current staff, including an aligned professional development plan for DOE staff as well for complexes and school staff
  + Define where new staff will need to be hired who meet requirements for new roles
  + Define resources that need to be in place to implement
    - Training materials
    - PD Time and structure
    - Accountability for implementation

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| **2011 WestEd Report Results** |
| * 1. The mental health system of services for students with individualized education programs (IEP) originally created under Felix, continues to operate under a parallel system of funding, staffing and reporting structures and is input focused rather than outcome and results oriented. |

**Redesign Activities**

1. Not included in current WestEd scope of services the State Leadership Team as one of tasks under this phase of the redesign of statewide systems of support. HIDOE would continue to address this recommendation under existing structures.

* However, these issues arose at multiple points during discussions concerning effective coordination and collaboration to meet SEA/LEA functions. Specifically, lack of effective structures and processes for two-way (and more) communication and ongoing issues of trust at multiple state and local levels in the system often came back to need for more clarity in roles and responsibilities and accountability at all levels. It was noted that the existing Quality Assurance Committee was the appropriate entity to address issues and solutions identified in Results and Recommendations.

**Recommended Next Steps**

1. Convene an interagency task group co-chaired by HIDOE with Department of Public Health (DPH) to develop recommendations to align services under the two systems: mental health and education and behavioral health.

* Assess where school-based mental health and the behavioral health system of services meet or exceed IDEA for social and emotional development support and mental health services. The assessment would be for the purpose of determining which services are required and appropriate under IDEA and aligned to most effectively achieve results identified as the responsibility of each agency. Examples of areas to review include medical services versus educational and returning non-educational responsibilities for prescription management.
* Develop interagency agreements—memoranda of understanding or other agreements as appropriate—with relevant public health and mental health agencies that delineate roles and responsibilities for a coordinated and collaborative mental health/behavioral health system of services for eligible students.
* Agreements should include a plan for transitioning from the current system to any identified revisions of the current system of services including a communication plan to address issues and strategies with parents, administration, staff, teachers, and related service providers.

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| **2011 WestEd Report Results** |
| * 1. Although numbers have decreased within the past year, Hawaii continues to report high numbers of IDEA Due Process filings resulting in high costs to the system and an expressed lack of trust of the system by parents. Mediation, as an alternative dispute resolution (ADR) option under IDEA, is under-used by both families and districts within the State’s due process system. |

**Redesign Activities**

1. Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. A decision was made that HIDOE would continue to address this recommendation under existing structures.
2. Presented results and updates on overall redesign project tasks to community and family stakeholders at meetings with SEAC, CCC Co-chairs.
3. Prepared a draft graphic presentation (triangle) for discussion of a proposed state and local family engagement structure. Provided a review of family and community engagement materials presented in the California Family Engagement Framework document as resources for HIDOE activities and structures supporting a family partnership framework for Hawaii families and school (see Appendix 1k-State and Local Family Engagement Framework).

**Recommended Next Steps**

1. Implement the recommendations by assigning oversight of the due process system, including management and accountability for services under contracts to the Federal Programs Office as a function under the General Supervision requirements of IDEA.
2. Convene a state-level task force, under lead of Federal Programs Office and Interim Director of Special Education and co-chaired with the OCISS and the Special Education Advisory Committee (SEAC), and broader stakeholder representation as appropriate, to develop guidelines and implementation strategies for ongoing communication and partnerships with families and community agencies.
3. Develop a plan with representatives of SEAC, under the advise and assist role, and the Children’s Community Councils (CCC) and other stakeholder representatives as resources to the HIDOE in defining effective ADR systems and evaluation and improvement activities.
4. To address the overarching issues of trust of the system by parents, we recommend that FPO, Interim State Director of Special Education, and the Assistant Superintendent of OCISS form a task group to partner with SEAC leadership. The purpose of the group would be to define federal requirements and how the role of advising and assisting the HIDOE can be leveraged to: (1) improve the effectiveness of SEAC in meeting IDEA roles and responsibilities, and (2) support improved relationships with families across the state.

**Outcome Area 2: Allocation of Resources and Management and Accountability: Alignment of resources to ensure system effectiveness and accountability for results.**

**Overview of Work in this Outcome Area**

The SILT defined the work on the staffing methodology as the second key priority for the Implementation work under the Redesigned State Systems of Support. This priority involved three specific tasks: (1) review of the current staffing methodology and convening a workgroup to recommend a new staffing methodology; (2) a review of contracts and processes; and a (3) review of program codes and procedures.

The review of the current staffing methodology and recommendations for a new methodology included a review and analysis of staffing methodologies options, additional research from other states, interviews with budget staff, and stakeholder input. This task area addressed a sensitive topic area of the teacher’s contract and during the past year the Hawaii State Teachers Association filed a grievance with HIDOE regarding the manner in which the staffing formula was applied (see Appendix 2a: Union Agreement). There have been recent changes in the way state supported staffing for special education are allocated to districts. In 2010-11 the Hawaii Department of Education shifted from a weighted staffing methodology to a proportional staffing methodology (see Appendix 2b: Staffing Methodology Change Memo). Both formulas provided for the allocation of teachers (special education and general education) and educational assistants, but they did this in very different ways. The weighted formula provided such staff based on the instructional arrangement (% based on time spent in special education versus general education) and level of support. The proportional staffing methodology provides a share of staff based on the proportion of students that each district represents. For instance, if a district has 10% of the students with disabilities, they receive 10% of the staff. The change in staffing methodology occurred coincidental with reductions in state funding for education. As a result, when considering alternative methodologies it was important to treat the reduction of available staff separately from the methodology used because regardless of the methodology in place the state was in a position where reductions were necessary based on available resources. A Stakeholder Workgroup was convened to review the data and current processes and provide recommendations for implementing a revised staffing formula (see Appendix 2c: Stakeholder Workgroup materials). This process allowed for Stakeholders to provide feedback and buy-in, which was not provided in the initial staffing methodology change that was done with a memo to the field and resulted in a grievance being filed.

The second task included an analysis of the type of staffing from complex to complex. Analysis was presented to the SILT and shared with Complex Area Superintendents, District Educational Specialist, and State Board of Education (see Appendix 2d: BOE Presentation). The staffing methodology recommendations of the workgroup were presented to the Complex Area Superintendents (CASs) and District Education Specialists (DESs) through a Webinar (see Appendix 2e: CAS/DES Webinar). In addition a review of current policies and procedures was conducted and it was determined that the existing policies and procedures are appropriate but are not being utilized with consistency across the state. A process for review of the use of contractors to meet related service needs is included in Appendix 2 as an example of a process that will assist IEP teams to make more consistent and appropriate decisions regarding the need for related services. A recommendation process for the state to use to track the use and effectiveness of related service personnel was also included (see Appendix 2f: Related Service Functions and Venn diagrams, and 2g: Proposed process for selecting and reviewing related services). This process and data will assist with the definition of the need for contractors to fill these positions vs. the hiring of personnel within the HIDOE to fill these positions.

The third task consisted of a review of the current program codes for funding positions. This review indicated that there are adequate levels of delineation within the current coding structure but that these were not always used with fidelity. HIDOE fiscal services staff was engaged in updating the Program Manager Guidance. This document currently includes expectations for state level program managers, principals and complex area superintendents regarding, planning, implementation, monitoring of both program and budgets

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| **2011 WestEd Report Results** |
| * 1. The current formulas in place to allocate staff and funding for special education promote strong disincentives to include students in general education. This significantly impacts both achievement and outcomes for all students. |

**Redesign Activities**

The following activities were planned in collaboration with the OCISS Assistant Superintendent OCISS.

1. WestEd identified and convened a stakeholder workgroup to focus on the results-oriented process of identifying critical elements of program quality and service delivery effectiveness.
2. WestEd completed an analysis of staffing methodologies options based on the review findings, additional research, budget staff, and stakeholder input. Recommendation presented to SSLT and shared with Complex Area Superintendents, District Educational Specialists, and State Board of Education. WestEd facilitated meetings with the SILT to foster discussions and decisions, and gather feedback regarding methodology options including: (1) Guiding principles/criteria for effective funding methodology, (2) models of best practices, (3) the Implementation plan for identifying key activities and timelines. WestEd delivered multiple presentations delineating the staffing methodology process, including stakeholder input, alternatives to consider and plan recommendation.
3. Implementation planning to phase in a new staffing methodology will be delayed until, (1) resolution on the grievance with the Hawaii State Teachers Association regarding the manner in which the staffing formula was applied is reached, (2) Implications on negotiated agreements are clarified/understood by all parties before moving forward with any changes to the special education staffing formula.

**Recommended Next Steps**

1. Upon resolution of the grievance filed by the Hawaii State Teachers Association an implementation plan to phase in a new staffing methodology can be developed. The approach needs to include acknowledgement of potential negotiated implications.
2. Internal planning will include implications of staffing methodology and how complexes and schools assign staff to meet priorities and initiatives focused on accountability. The potential initiatives that could be impacted include, RtI, RTTT, Zones and OCISS CEE sites.

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| **2011 WestEd Report Results** |
| 2.2 There is significant variation in the amount and type of staffing from complex to complex and a lack of consistency in how staffing decisions are made and the level and type of staff performing specific duties. |

**Redesign Activities**

1. WestEd completed an analysis of the type of staffing from complex to complex. Analysis was presented to the SILT and shared with Complex Area Superintendents, District Educational Specialist, and State Board of Education.
2. WestEd provided a briefing to Superintendent Matayoshi and Deputy Superintendent Nozoe on the staffing methodology options and potential impact on current staffing. There were no anticipated major impacts related to the methodology selected.
3. Review of current policies and procedures determined that the existing policies and procedures are appropriate but are not being utilized with consistency across the state.

**Recommended Next Steps**

1. Upon resolution of the grievance filed by the Hawaii State Teachers Association an implementation plan to phase in a new funding policies and procedures should be developed and implemented.
2. Implementation plan should include a process for communicating the policies and procedures regarding the management of contracts and enforcement of clear criteria to justify need and provide accountability to ensure that complex and school-focused contractors perform duties commensurate with the expectations and compensation provided.

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| **2011 WestEd Report Results** |
| 2.3 The current staffing formula used by the state accounts for approximately one-half of the positions identified as part of special education program services. Many positions are added outside the staffing formula, including contracted support. |

**Redesign Activities**

1. WestEd reviewed policies and practices related to current staffing practices.
2. In consultation with the Assistant Superintendent of OCISS, WestEd convened and facilitated discussion with HIDOE staff involved with contract and related services to identify available data, clarify process for assignment of resources, and accountability measures. Based on this analysis, WestEd analyzed data on current practices and identified a need for clear criteria for assignment of services and contract initiation. WestEd submitted a draft process for allocation of funding and monitoring for accountability of contracted services. Case samples of criteria from other states were also collected and provided to HIDOE for review.

**Recommended Next Steps**

1. Present draft process to SSLT/SILT with examples from other states. Facilitate discussion and input on the process to refine for Hawaii.
2. Finalize plan for adopting related services process, including stakeholder workgroup for criteria of the decision-making process, accountability measures and review process.

* Select and convene stakeholder workgroup to review recommendations for the new process with a timeline and decision points, including SEAC.
  + Review and make recommendations on the guidance and decision-making process
  + Identify data points for monitoring of effectiveness
  + Discuss and recommend a process for review of related services data

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| **2011 Study Results** |
| 2.4 Nonpublic school placements represent a small proportion of overall special education services, but due to their high costs, are a disproportionately high percentage of the state’s special education expenditures. The current approach to nonpublic school placements lacks clear and enforced criteria for placement determinations, and once placements are made no fiscal incentive exists at the local level to seek in-house service options. |

**Redesign Activities**

1. Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. HIDOE would continue to address this recommendation under existing structures.

**Recommended Next Steps**

1. Evaluate the use of current budget codes (Prog IDs) and develop policies, procedures, and guidance to ensure that they are used as intended and with consistency.
2. Provide training and technical assistance to local districts and complexes to support improved practice that is framed to show the relationship of resources to results.
3. Establish an annual review of the effectiveness of procedures to ensure state and local fiscal transparency and accountability.

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| **2011 WestEd Report Results** |
| 2.5 The state maintains program codes for special education services, but the codes are not used with complete fidelity, making analysis of expenditures at the local level difficult. |

**Redesign Activities**

1. WestEd’s review of the program codes (Prog IDs) indicated that there are adequate levels of delineation within the current coding structure. HIDOE fiscal services staff was engaged in updating the Program Manager Guidance. This document currently includes expectations for state level program managers, principals and complex area superintendents regarding, planning, implementation, monitoring of both program and budgets.
2. When the Guidance is completed planning for training modules can be developed for staff.
3. Work on this item has not been started.

**Recommended Next Steps**

1. Training on the updated program Managers Guidance needs to be implemented and supported by the Fiscal Services Department.
2. Develop a systematic process for providing training and technical assistance to local districts and complexes to support the improved processes and practice.
3. Develop a system and process for an annual review of the effectiveness of procedures to insure state and local fiscal transparency and accountability.
4. Identify a plan for how fiscal and programmatic practices can be aligned to ensure resources, both human and fiscal, are designed to achieve the results identified under the State Strategic Plan, requirements of federally funded programs, state program initiatives and local Ac/Fins.

**Outcome Area 3: Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance.**

**Overview of Work in this Outcome Area**

The SILT determined that most of the work in this area would take place after the definition of the SEA/LEA functions were completed due to the changes to be enacted during the reorganization of offices and roles under the Redesign. However, there were two activities that were conducted in this area: (1) Convening of a stakeholder workgroup under the direction of Jean Nakasato, HIDOE Lead on Response to Intervention (RtI), to review and recommend a common screening tool for reading as part of the Response to Intervention initiative under the cSSS; and (2) sharing information with parent and community members on the progress of the implementation work.

1. The Screening Tool workgroup consisted of stakeholders from OCISS staff, Complex Area Superintendent, principals, teachers and psychologists. In preparation for the workgroup, WestEd completed a review of literature on screening tools, compiled tools that were in use in other states and conducted a survey of all local schools to determine which screening tools were currently in use across Hawaii. The information from these reviews was compiled and shared with the workgroup. Based on the data, three vendors were selected for further review and discussion by the workgroup. Online and phone presentation and interviews were conducted by the workgroup during the meeting and stakeholders were able to view the tools and ask questions of the vendors. Following the interviews, the workgroup discussed and identified the pros and cons of each tool and made final recommendations on the selection of the tools that would be appropriate for use in elementary and in middle and high schools. These recommendations were presented to the Assistant Superintendent of OCISS. (see Appendix 3a: Screening Tool Chart and Guide, 3b: Screening Tool list and description, 3c: Survey results for current tool use, 3d: Workgroup agenda and handouts, and 3e: Workgroup Recommendations)

In coordination with the FPO/State Director of Special Education updates were presented to SEAC and CCC Co-chairs throughout the year to provide information on the progress of the Redesign work (see Appendix 3f: SEAC Presentation 4/12/12, 3g: SEAC Presentation 9/14/12, and 3h: CCC Presentation 9/29/12).

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| **2011 WestEd Report Results** |
| * 1. Students with IEPs continue to perform below Adequate Yearly Progress targets and have not demonstrated improved performance on identified targets of academic and/or behavioral outcomes identified in the Annual Performance Report. |

**Redesign Activities**

1. Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. It was noted that HIDOE would continue to address this recommendation under existing structures and in strategies developed under each initiative.

**Recommended Next Steps**

1. Develop a plan with specific timelines for improving student performance by identifying and implementing evidence-based strategies appropriate for students with disabilities. The plan will reflect activities, timelines and targets, as appropriate, with Part B APR indicators.
2. Identify and convene a workgroup with representatives from CASs, SEAC, and parent organizations to develop and support the implementation of the report recommendations by developing a framework integrating key components and outcomes of federal and state initiatives to act as a resource guide for state and local planning of services and development of tools to communicate high expectations for all students.

* Develop a communication plan to make the framework available across state DOE divisions and in each local district to inform plans, resources and data to be collected on results to keep a laser focus on improving results for students who are not achieving at grade levels, including students with disabilities, English language learners and other struggling learners.

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| **2011 WestEd Report Results** |
| * 1. While examples of excellence most definitely exist, as a general finding, district and school administrators are not actively involved in supervising the implementation of special education programs and services in their schools; rely on district and site staff assigned in special education roles; and are not sufficiently held accountable for performance results for students eligible for special education programs and services. |

**Redesign Activities**

1. Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. HIDOE would continue to address this recommendation under existing structures.

**Recommended Next Steps**

1. Implement the recommendations by developing and disseminating guidance and tools to support local district and school capacity to (1) provide professional development for roles and responsibilities of administrators, teachers and parents and (2) implement and train staff and provide ongoing coaching to teachers to improve instructional practices and (3) to implement district and school partnerships with parents that support the home role in improved student achievement.

* Recommended strategies include: standards-based IEP goals and outcomes; early identification of learning and behavior problems and supports to students not making progress (through a data-based decision making planning process such as Response to Intervention (RtI); inclusive practices (such as co-teaching) to support greater access to general education curriculum and environments; and a strengthened transition planning process and tools to improve post-secondary options.

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| **2011 WestEd Report Results** |
| * 1. Although HIDOE identified implementation of Response to Intervention (RtI) in districts and schools across the state and RtI components provide a framework to provide quality teaching for all students and tiered support to struggling learners, districts and schools are not prepared to implement components under RtI framework as a means to accelerate achievement of students not meeting Adequate Yearly Progress and other academic and behavioral targets. |

**Redesign Activities**

The following activities were planned in collaboration with the OCISS Assistant Superintendent OCISS.

1. WestEd conducted a search of the literature to determine the breadth of the universal screening field including which instruments are reported as having the greatest effectiveness. WestEd developed, disseminated and analyzed a survey distributed to all sites to determine which tools schools are using. The results were demarcated by elementary, middle and high school usage.
2. WestEd, in conjunction with HIDOE staff, facilitated a stakeholder group to present results of the survey and share national/state perspectives and effective practices related to RTI and universal screening tools. The session included presentations from vendors, and the primary objective was to develop prioritized recommendations for use of tools across the state. Recommendations were submitted to the OCISS Assistant Superintendent for consideration.

**Recommended Next Steps**

1. Develop a plan with a timeline and key implementation components and strategies identified. The plan should be clearly define how the RtI (or Multi-tiered System of Support –MTSS) initiative would be integrated with other HIDOE initiatives (RTTT, CCSS, Educator Effectiveness, etc.) and define how the Special Education Section (SES) staff would work in collaboration with other OCISS staff and complex staff to provide training, coaching and resources for principals and other administrators to develop capacity to implement a tiered framework of student support in their schools. Alignment with would encompass all other HIDOE processes within CCSS and utilize the Longitudinal Data System (LDS).

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| **2011 WestEd Report Results** |
| 3.4. Parents consistently reported that the IEP process is complicated and expressed a common concern that assistance to understand and participate in the process was not available to them. |

**Redesign Activities**

1. Not included in current WestEd scope of services as one of tasks under this phase of the redesign of statewide systems of state support. HIDOE would continue to address this recommendation under existing structures.

**Recommended Next Steps**

1. Convene a stakeholder group to develop a process for utilizing the student services coordinator (SSC) at each school as a family liaison to explain the IEP process and provide resources and assistance in answering family questions about the process at any point in the process before the IEP meeting, at the IEP meeting, and following the completed IEP.
2. Define the role and responsibilities of key parties including parents, teachers (both special education and general education), principals, other administrators and support staff. Coordinate these activities with related activities and programs.
3. Develop a training on the process and resources/materials for SSCs, DESs, site and complex administrators (CASs, Principals, Vice Principals, etc.) and a process for communicating the new process with complex and site level staff and parents.

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**Appendices**

