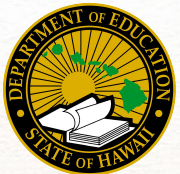




Indicator 17: State Systemic Improvement Plan (SSIP)

December 9, 2022



Monitoring and Compliance Branch
Exceptional Support Branch

Special Education Advisory Council





Agenda

- Short review of the monitoring priorities for:
 - Indicator 17: State Systemic Improvement Plan (SSIP)
- Performance since the establishment of the baseline
- Current strategies for improvement
- Discussion of new ideas and strategies for improvement



Indicator 17: State Systemic Improvement Plan (SSIP)

The State Systemic Improvement Plan or SSIP:

- A multi-year, achievable plan that is:
 - A required part of the State Performance Plan (SPP)/Annual Performance Report (APR);
 - Intended to help states strengthen their infrastructure to support local practice and to use data to make decisions to achieve better results for students with disabilities.

- Three phases:
 - Analysis
 - Plan
 - Evaluation



SSIP Activities by Phase

Year 1 – FFY 2013 Delivered by April 2015	Year 2 – FFY 2014 Delivered by April 2016	Years 3–6 – FFY 2015–18 Feb. 2017 – Feb. 2020
Phase I Analysis	Phase II Plan	Phase III Evaluation
<ul style="list-style-type: none">▪ Data analysis▪ Infrastructure analysis▪ State-Identified Measurable Result (SIMR)▪ Coherent improvement strategies▪ Theory of action	<ul style="list-style-type: none">▪ Multi-Year plan addressing:<ul style="list-style-type: none">• Infrastructure development• Support early intervening services program and local education agencies in implementing evidence-based practices• Evaluation plan	<ul style="list-style-type: none">▪ Reporting on progress including:<ul style="list-style-type: none">• Results of ongoing evaluation• Extent of progress▪ Revisions to the SPP



Results Driven Accountability (RDA)

All components of an accountability system will be aligned in a manner that best support states in improving results for infants, toddlers, children, and youth with disabilities and their families.

*Shift from Compliance
to*





HIDOE's Key Measures for SIMR

Based on stakeholder input and feedback (2014), the HIDOE identified the following SIMR as the focus of the SSIP.

PROFICIENCY

Percentage of 3rd and 4th grade students with disabilities who are proficient on the Smarter Balanced Assessment (SBA) for English Language Arts (ELA)/Literacy for three eligibility categories:

- Other Health Disability (OHD)
- Specific Learning Disability (SLD)
- Speech or Language Disability (SoL)

GROWTH

The Median Growth Percentile (MGP) of 4th Grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy.



SBA English Language Arts (ELA)/Literacy Statewide, Grades 3 and 4 Combined SIMR Proficiency Rates

School Year	Target	ELA/Literacy Proficiency Rates	% Increase/Decrease	OHD, SLD, SoL
				Number Tested
2021-2022	50%	11.32%	.78% Increase	1,785
2020-2021	50%	10.54%	NA	1,680
2019-2020	50%	NA (No testing due to COVID)	NA	NA
2018-2019	50%	11.10%	8.80%	1,609
2017-2018	35%	10.20%	12.10%	1,849
2016-2017	20%	9.10%	-5.20%	1,960
2015-2016	11%	9.60%	15.70%	1,907
2014-2015	Baseline	8.30%	NA	1,824



SBA English Language Arts (ELA)/Literacy

Statewide, Grades 3 & 4 Combined Proficiency Rates

School Year	ELA/Literacy Proficiency Rates OHD	ELA/Literacy Proficiency Rates SLD	ELA/Literacy Proficiency Rates SoL	ELA/Literacy Proficiency Rates SIMR
2021-2022	12.86%	7.27%	37.65%	11.32%
2020-2021	11.26%	6.75%	37.86%	10.54%
2019-2020	No testing due to COVID.			
2018-2019	14.51%	5.86%	43.07%	11.06%
2017-2018	15.80%	5.54%	44.34%	10.22%
2016-2017	10.93%	6.40%	39.13%	9.08%
2015-2016	13.59%	6.61%	33.33%	9.60%
2014-2015 Baseline	10.06%	5.75%	40.26%	8.33%



SBA English Language Arts (ELA)/Literacy

Statewide, Grade 3 Proficiency Rates

School Year	ELA/Literacy Proficiency Rates OHD	ELA/Literacy Proficiency Rates SLD	ELA/Literacy Proficiency Rates SoL	ELA/Literacy Proficiency Rates SIMR
2021-2022	13.45%	7.57%	39.13%	12.60%
2020-2021	9.55%	6.32%	38.27%	10.63%
2019-2020	No testing due to COVID.			
2018-2019	14.61%	6.44%	44.87%	12.12%
2017-2018	16.48%	5.25%	42.42%	10.88%
2016-2017	12.17%	5.71%	42.59%	9.51%
2015-2016	12.13%	5.56%	29.09%	8.54%
2014-2015 Baseline	10.05%	4.92%	45.65%	8.40%



SBA English Language Arts (ELA)/Literacy

Statewide, Grade 4 Proficiency Rates

School Year	ELA/Literacy Proficiency Rates OHD	ELA/Literacy Proficiency Rates SLD	ELA/Literacy Proficiency Rates SoL	ELA/Literacy Proficiency Rates SIMR
2021-2022	12.45%	7.04%	35.71%	10.33%
2020-2021	12.41%	7.09%	37.29%	10.47%
2019-2020	No testing due to COVID.			
2018-2019	14.43%	5.31%	40.68%	10.06%
2017-2018	15.33%	5.75%	47.50%	9.72%
2016-2017	9.85%	7.06%	34.21%	8.71%
2015-2016	15.09%	7.65%	40.00%	10.67%
2014-2015 Baseline	10.07%	6.47%	32.26%	8.27%



HIDOE's Three Improvement Strategies

- Building capacity and collaboration for sustainable statewide improvements utilizing Professional Learning Communities (PLCs);
- Implementing and evaluating the effectiveness of chosen Evidence-Based Practices for improving student performance; and
- Engaging students, parents, and community members by utilizing the *Leading by Convening* framework.



Improvement Strategies 2021-2022

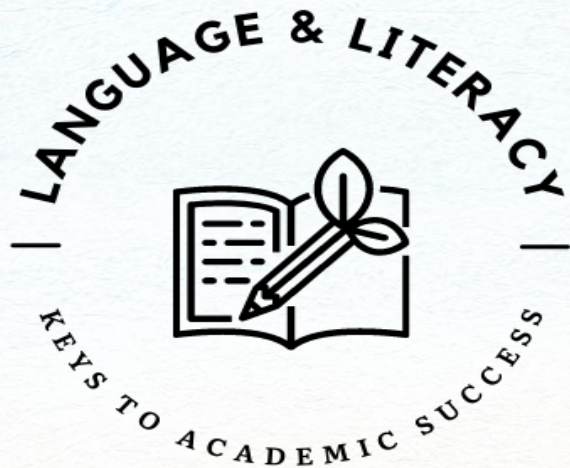
- Professional Learning and Support for Complex Areas in the following topics relating to students with disabilities:
 - Evidence-Based instructional strategies
 - Complex Areas language and literacy Professional Learning Communities
 - Creation of Reading Interventionist Certification Program (in collaboration with University of Hawaii-Manoa College of Education Special Education Department)



Improvement Strategies 2021-2022

- Ongoing collaboration with OSEP to review and refine improvement strategies.
- Development of Language and Literacy Initiative Plan (LLI).
- Sharing of LLI with Complex Area Superintendents and District Education Specialists.
- Development and dissemination of LLI application.
- Selection of LLI.

Language and Literacy Initiative: The Plan Moving Forward



Language and Literacy Initiative: The Plan

Identify Coaches and Participating Schools

Who are the dedicated literacy coaches for each complex area?

Who are the other supporting team members of this initiative?

Which schools will be participating?



Build Knowledge & Skills of LCs

Effective language and literacy instruction (LETRS).

Making Connections: Root Cause Analysis.

Effective Coaching Strategies.



Build Knowledge & Skills of Classroom Teachers

Effective language and literacy instruction (LETRS).

Job-embedded coaching to support application of new knowledge.

Improved outcomes for students with disabilities.



Language and Literacy Initiative: Purpose

The purpose of the *Language and Literacy Initiative* (LLI) is to improve the language and literacy proficiency of students with disabilities (K-3) by providing teachers with evidence-based professional learning on language and literacy instruction using the LETRS professional development curriculum and ongoing coaching.



Language and Literacy Initiative: Goals

- Improve Complex Area (CA) Resource Teachers' knowledge and application of effective language and literacy instruction.
- Improve instructional coaching of CA Resource Teachers.
- Increase CA and school-level understanding of evidence-based language and literacy instruction.
- Increase implementation of evidence-based language and literacy instruction in the classroom to improve student outcomes.



Language and Literacy Initiative: Objectives

- Train CA Literacy Coaches to fidelity in foundational language and literacy instruction and effective coaching strategies.
- Train CA cohorts of special education and general education teachers to fidelity in foundational language and literacy instruction.
- Provide ongoing, job-embedded coaching by CA literacy coaches for special education teachers and general education teachers to implement effective language and literacy instruction with fidelity.



Language and Literacy Initiative: Funding

Selected CAs will receive funding for the following:

- Complex-level Literacy Coach position.
- LETRS professional development curriculum for Literacy Coaches and teacher cohorts.
- Stipends for participating teachers who elect to receive a stipend as opposed to PDE3 credit for their participation.



Language and Literacy Initiative: Expectations

- Dedicated literacy coach to facilitate professional learning (literacy coach could be a former inclusive practices lead, new hire, etc.). Commitment of 3-5 years.
- Minimum 2 year commitment of 10-15 special education or general education classroom teachers (K-3) per CA.
- Demonstrated alignment to other complex area/school level initiatives.



Language and Literacy Initiative: Expectations

- Inclusion of a preschool within the CA.
- Commitment from principals to support job-embedded coaching within their schools.
- Commitment to collect and report data to assess for implementation fidelity, program effectiveness, and results for students with disabilities.
- Ongoing collaboration with program managers (Amy Ruhaak and Verna Chinen).



Language and Literacy Initiative: Data Collection

- CA literacy coaches' knowledge and application of evidence-based language and literacy instruction.
- CA literacy coaches' knowledge and application of effective coaching strategies.
- Classroom teachers' knowledge and application of evidence-based language and literacy instruction.
- Student performance data.



Language and Literacy Initiative: Implementation

Spring 2022	<ul style="list-style-type: none">• Hiring of designated literacy coaches (Canoe, Hilo-Waiakea, KMR, Kauai)
Fall 2022	<ul style="list-style-type: none">• Professional Learning for CA literacy coaches (LETRS Volume 1)• Coaching training for literacy coaches• Creation of PLC for each CA, led by literacy coaches
Spring 2023	<ul style="list-style-type: none">• Professional Learning for CA literacy coaches (LETRS Early Literacy)• Coaching training and application in the classroom• Continuation of PLC for each CA, led by literacy coaches• Family literacy nights, led by literacy coaches• Professional development opportunities for interested schools• Recruitment of teacher cohorts to begin in the Fall
Summer 2023	<ul style="list-style-type: none">• Professional Learning for CA literacy coaches (LETRS Volume 2)
Fall 2023/Spring 2024	<ul style="list-style-type: none">• Teacher cohorts participate in professional Learning (LETRS Volume 1 or Early Literacy)• Literacy coaches provide ongoing coaching, lead PLCs, and coordinate family literacy nights
Fall 2024/Spring 2025	<ul style="list-style-type: none">• Teacher cohorts participate in professional Learning (LETRS Volume 1 or LETRS Volume 2)• Literacy coaches provide ongoing coaching, lead PLCs, and coordinate family literacy nights



Next Steps

- Implement LLI Plan.
- Reflect on feedback from stakeholders.



Reading Interventionist Program: Purpose

The purpose of the *Reading Interventionist Program* is to increase the level of reading and writing expertise within HIDOE by training licensed special education teachers to become eligible for certification as a Reading Interventionist.



Program Sequence

Semester	Summer		Fall	Spring
Coursework	Oral Language and Phonetic Awareness	Vocabulary, Comprehension, and Writing	Assessment, Instruction, and Intervention	Advanced Reading Intervention
Practicum	Evidence-based Scripted Curriculum: 2 tutees, 2 hrs per week (total)		Individualized Intervention: 3 tutees with diverse needs, 6 hrs per week (total)	



Practicum Skill Progression

Fidelity with Evidence-based Curricula

Build on the great work of others.

MASTER implementation of evidence-based curricula.



Diagnostic Decision-making

Use valid and reliable assessments to uncover what is underneath the surface and guide your intervention work.



Diagnostic-prescriptive Program Design

Design and implement intervention programs that move the needle for your students and connect them with better opportunities in life.



Practicum Students Served

Tutees are students within HIDOE

- Summer:
- 40 K-4 students provided additional intervention supports

- Fall:
- 50 K-12 students

- Spring:
- 50* K-12 students



Program Reach

2022-2023 cohort: 18 teachers, all islands, elementary

2023-2024 cohort: 25*, all islands, mixed grade levels

2024-2025 cohort: 20-25*, all islands, mixed grade levels

- Fully-funded program (HIDOE)
- 3-year commitment
- Rigorous program, pending IDA accreditation
- Graduates eligible for certification as Structured Literacy/
Dyslexia Specialists



Indicator 17: Suggestions for Improvement Strategies



[Indicator 17 Jamboard](#)



Reporting Out/Next Steps

Thank you for participating in the SSIP
Discussion Group!

Please leave this meeting and return to the
Main Session.