The SPP/APR Educational/Community Partner Meeting
FFY 2022
Breakout Discussion Group 6: Indicator 17 State Systemic Improvement Plan (SSIP)
December 8, 2023 - 9:40-10:40 AM

Indicator 17 presentation link:
https://drive.google.com/file/d/1x7fJBpEdwUT7wwQIGQHcCZKwtOVAfSTO/view?usp=drive_link

Summary of Presentation

Discussion about how the State-Identified Measurable Result (SIMR) was selected: The group inquired about the focus of SIMR and how the disability categories and the growth measurement were selected. The SIMR was selected during the analysis phase (phase 1) of SSIP. A statewide workgroup that was composed of internal and external educational partners decided the SIMR focus and the growth measurement by the Smarter Balanced Assessment for students in 3rd and 4th grade for the specific disability categories of:
- Other Health Disability (OHD)
- Specific Learning Disability (SLD)
- Speech or Language Disability (SoL)

The audience inquired whether there was a justification for the selection of these disability categories.
- Categories identified were students with mild/moderate needs. The rationale was that more impact and growth was possible given the selected goal for this particular population.

The audience inquired whether the SIMR data disaggregated by demographic information was available.
- Yes, the information is available upon request.

Percentage of **3rd and 4th-grade students with disabilities combined** who are proficient on the Smarter Balanced Assessment (SBA) for English Language Arts (ELA)/Literacy for **SIMR** three eligibility categories: • Other Health Disability (OHD) • Specific Learning Disability (SLD) • Speech or Language Disability (SoL)
What does the data show since the establishment of the baseline? Baseline of 8.30%. Most recent data shows a proficiency rate of 11.09%. Reached a high of 11.32% proficiency in 2022, after a dip in the year post-COVID.

Percentage of **3rd and 4th-grade students with disabilities combined** 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)

What does the data show since the establishment of the baseline? Incremental improvement across the different disability categories pre-Covid. Regression in OHD and SoL post-COVID, while incremental gains have continued post-COVID for SLD students.

Percentage of **3rd-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)

What does the data show since the establishment of the baseline? Incremental growth to the 3rd grade SIMR population as a whole pre-COVID before a drop in proficiency post-COVID. For the category OHD, the drop in proficiency post-COVID has resulted in proficiency below the baseline in 2 out of 3 years. For the category SLD, results have largely been stagnant post-COVID. For the category SoL, proficiency has been below baseline each year.

Percentage of **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)

What does the data show since the establishment of the baseline? The proficiency has fluctuated slightly above the baseline for the 4th-grade population as a whole. For the category OHD, incremental gains were made pre-COVID, before a drop post-COVID. For the category of SLD, progress has gone up post-COVID after a drop pre-COVID. For SoL, there has been a consistent drop post-COVID to below baseline.

Improvement Strategies to increase the 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)

What are the current strategies for improvement?

- Professional Learning Communities (PLCs),
- Evidence-Based Practices for improving student performance, and
- Leading by Convening framework.

What are the chosen Evidence-Based Practices?
- Initially, no specific recommendations on which evidence-based practices to use were given to the schools. Now, more specific support is being provided.
- A survey was distributed to schools to find out what practices are being used.

To bridge the gap between Indicator 17 and improving teacher practice:
- Refined practice and more specific support are provided to teachers and administrators about what evidence-based practices are.
- A list of Evidence-Based Practices that is shared with schools.

Current Supports for Complex Areas:
- Evidence-based instruction,
- Language/Literacy Initiative,
- Early Childhood PLC,
- Reading Interventionist Certification program,
- Ongoing collaboration with state offices and TA providers
- The Teachtown initiative has been rolled out with an emphasis on academics for students with severe cognitive disabilities.

Questions:
- Is there demographic data of teachers participating in Reading Interventionist Certification?
  - Now targeting elementary teachers, more interest from Secondary teachers. Suggestion: Finding a need for it to be open to general education teachers.

Language and Literacy Initiative
- This was changed in response to a lack of student growth.
  - Coaching was provided to teachers, focused on three complex areas at a time, and capacity expanded.
  - Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development curriculum and ongoing coaching provided - fills a gap in teacher education programs.

Questions & Suggestions:
- What about public charters?
  - Language and literacy are open to all schools, including charter schools.
- How long is the training (how is it affected by high teacher turnover?)
  - Turnover affects all of our initiatives, LETRS is year-long training.
  - May want to address length of training to account for teacher turnover
  - Tie to Continuing Education Units (CEU) credits? - Teachers currently get these credits or a stipend.
  - Quicker implementation? Balance of rigor and quick implementation are important.
  - Parents Included in training? - Coaches are expected to do 4 family training sessions. Coaches run these trainings with teachers.
  - Thoughts on training for parents without children present - could be recorded for rewatching. Intentional training for parents is important.
  - Parent program where parents can train alongside educators? Really important to get full parent engagement.
- Current complexes are Kauai, Hilo-Waiakea, and Farrington-Kaiser-Kalani.
  - Data collection on classroom teacher and student performance data being collected.
    - Is SBA the best tool to assess growth? Would more frequent probes be more

beneficial?
- Next Steps
  - Choose the next 3 complex areas.
  - Reflect on feedback from all partners.
- Reading Interventionist Program
- Rigorous Program with coursework and practicum.
- Program on all islands and across mixed grade levels.
- Eligible for Dyslexia Specialist certification.

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?

Family Engagement Element
- Train families to get the biggest bang for their buck.
- Intentionality in training families is essential.
- Ongoing hands-on approach.
- Empowering parents - mandate parent training/involvement.

Suggestions for Improvement
- Should the SIMR group be broader?
- Shorter program of training than what LETRS currently is in addition to the LETRS program.

Feedback on possible barriers to significant improvement
- Shorter training times to accommodate high teacher turnover rates. (1yr more than likely is not capitalizing return on investment of training).
- Give clear evidence-based practices to schools with mentorship in implementing them.
- Have opportunities for families to engage in training that the DOE staff is receiving with a clear and established mentorship program in place for both (focus on learning during and through the implementation of hands-on learning).

Is there a specific list of Reading interventions per disability category?
- LETRS looks at all students with reading disabilities. Based on skills, not a category.
- The Department has a list of evidence-based practices for ASD.

Was there a school that stood out (for exceptional performance)?
- Not one particular school - will evaluate data for this upcoming year to see what impact training has had.
- If there is an outlier, look at what model they are following.
- If there is not an outlier, look at systemic changes.

Does the Department review for overidentification in special education in specific race/ethnicity and disability categories? - Indicators 9/10
- The Department reviews and evaluates whether the state has inappropriate overidentification through Indicators 9 & 10.
- As a state, the data indicates there is no inappropriate overidentification.

Has there been a study on reading instructional practices currently being used in classrooms?
- Currently, a wide variety of curricula are being used.
- Concerns were brought up about some schools may not have a core curriculum in place that is evidence-based.

- The Office of Curriculum and Instructional Design (OCID) provided a list of curricula.
- Concerns were brought up about how often unvetted programs are being used in classrooms.

Other Ideas for Improvement Strategies?
Review and Revision of Disabilities Categories focus on SSIP: ● When will the focus of SIMR be reviewed and revised to include other disability categories? ● Based on feedback today SIMR workgroup will determine future focus. ● Should older age groups be looked at as part of the SSIP focus?
Other assessments to be used as a measure for SSIP and not just relying on SBA: ● NWEA MAP testing measures individual student growth. Reports translate well to parents. ● Suggestion for barriers assessment to participating in training (teacher, families, etc.) It will be necessary if intentional family training is added to the goal. ● Cultural Assessment - participation looks different for different cultures.