



State Systemic Improvement Plan

PHASE III, YEAR 3

HAWAII STATE DEPARTMENT OF EDUCATION | APRIL 2019

Table of Contents

Executive Summary	4
A. Summary of Phase III	7
1. Theory of action or logic model for the SSIP, including the SIMR	7
2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies	9
3. The specific evidence-based practices that have been implemented to date....	11
4. Brief overview of the year’s evaluation activities, measures, and outcomes	11
5. Highlights of changes to implementation and improvement strategies.....	12
B. Progress in Implementing the SSIP	13
1. Description of the State’s SSIP implementation progress	13
a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed	13
b. Intended outputs that have been accomplished as a result of the implementation activities.....	15
2. Stakeholder involvement in SSIP implementation.....	16
a. How stakeholders have been informed of the ongoing implementation of the SSIP.....	16
b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.....	16
C. Data on Implementation and Outcomes	17
1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan	17
a. How evaluation measures align with the theory of action	17
b. Data sources for each key measure	17
c. Description of baseline data for key measures	17
d. Data collection procedures and associated timelines	18
e. [If applicable] Sampling procedures.....	18
f. [If appropriate] Planned data comparisons	18
g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements	18
2. How the State has demonstrated progress and made modifications to the SSIP as necessary	19
a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR.....	19
b. Evidence of change to baseline data for key measures.....	19
c. How data support changes that have been made to implementation and improvement strategies.....	19
d. How data are informing next steps in the SSIP implementation	20

e.	How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path	20
3.	Stakeholder involvement in the SSIP evaluation.....	20
a.	How stakeholders have been informed of the ongoing evaluation of the SSIP	20
b.	How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP.....	22
D.	Data Quality Issues	22
1.	Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data.....	22
a.	Concern or limitations related to the quality or quantity of the data used to report progress or results.....	22
b.	Implications for assessing progress or results	23
c.	Plans for improving data quality	23
E.	Progress Toward Achieving Intended Improvements	24
1.	Assessment of progress toward achieving intended improvements.....	24
a.	Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up	24
b.	Evidence that SSIP’s evidence-based practices are being carried out with fidelity and having the desired effects	27
c.	Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR	31
d.	Measurable improvements in the SIMR in relation to targets.....	35
F.	Plans for Next Year.....	36
1.	Additional activities to be implemented next year, with timeline	36
2.	Planned evaluation activities including data collection, measures, and expected outcomes.....	36
3.	Anticipated barriers and steps to address those barriers	37
4.	The State describes any needs for additional support and/or technical assistance	37
	Summary	37

Executive Summary

The Hawaii State Department of Education (HIDOE) serves the community by developing the academic achievement, character, and social-emotional well-being of students to the fullest potential. We work with families, partners, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship. HIDOE's vision is that Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

As stewards for public education, the Hawaii State Board of Education and Superintendent Dr. Christina M. Kishimoto are both committed to a vision of excellence for all students. Under their leadership, they heightened the focus to improve access to a quality education for Students with Disabilities (SWDs) through a systemic and collaborative approach. To ensure that the structures and resources were in place to support the unique needs and abilities of SWDs, the Hawaii State Board of Education and the Superintendent took the following actions:

- In November, 2017, the Superintendent created the Special Education Task Force to review data and research, and consider the array of supports needed to implement best practices and provide specific and actionable recommendations to HIDOE and the Hawaii State Board of Education; and
- In May 2018, the Office of Curriculum, Instruction and Student Support was divided into two separate offices: the Office of Curriculum and Instructional Design and the Office of Student Support Services, each headed by an Assistant Superintendent to ensure that structures and resources were in place to support SWDs. The Superintendent has line authority over both Assistant Superintendents. This reorganization charged the Office of Student Support Services with providing targeted assistance, guidance and professional development (PD) to complex area staff, classroom teachers, and others to ensure SWDs have the necessary academic, social, emotional, and behavioral supports needed to promote excellence and equity for every learner.

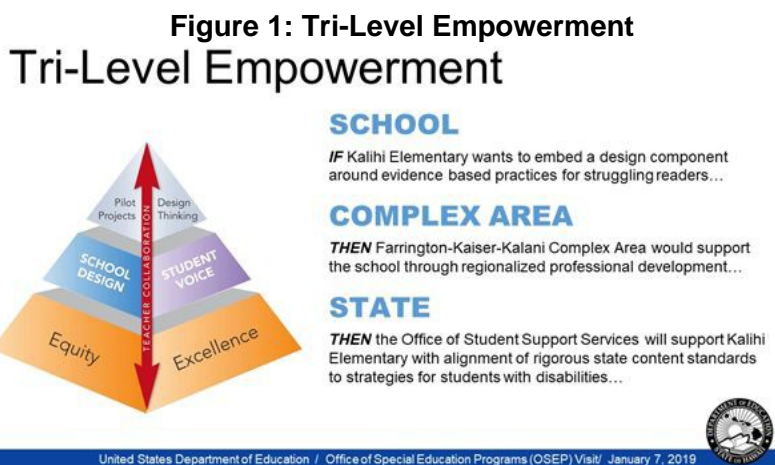
HIDOE's focus and attention on increasing achievement for all students as well as supporting overall system improvement in advancing the work relating to the State Systemic Improvement Plan (SSIP) is evident in Superintendent Dr. Christina M. Kishimoto's presentation on *The Promise and Power of Public Education*¹. To support schools, a clearly articulated model of tri-level empowerment (State, Complex, and School) was established to support student achievement.

Deputy Superintendent Phyllis Unebasami serves as the line officer over the fifteen (15) Complex Area Superintendents (CASs) as well as the Monitoring and Compliance Branch. Each CAS has direct oversight and monitoring responsibilities over principals who in turn have direct supervision over teachers and their classrooms. Tri-level engagement is being achieved through leadership accountability measures and instructional conversations at the complex areas including innovative planning of resources. Among other duties, the Monitoring and Compliance Branch ensures

¹ Dr. Christina M. Kishimoto's presentation on *The Promise and Power of Public Education*
<https://docs.google.com/presentation/d/10cj1FAVVojXCGL4ehjyar1jn7GsCj8cxQEzHjEBKwhk/edit?usp=sharing>

compliance with federal laws, U.S. Department of Education requirements, the Hawaii State Board of Education policies, and HIDOE administrative rules for federally funded programs.

Both the Superintendent and Deputy Superintendent ensured that a systems-level approach to best practices, roles, communications, and supports are coordinated between complex areas, the Office of Student Support Services, and the Monitoring and Compliance Branch. Further, HIDOE's tri-level infrastructure reinforced the SSIP Theory of Action through the priorities as articulated by the Hawaii State Board of Education, the Superintendent, the Deputy Superintendent, complex areas, and schools to increase student performance and close the achievement gap.



The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires each state to develop a State Performance Plan/Annual Performance Report (SPP/APR) that evaluates and describes the state's efforts to implement the requirements and purpose of IDEA.

The SPP/APR includes indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA. In the SPP/APR, Indicator 17 is also known as the SSIP. The SSIP is a comprehensive, multi-year plan that outlines a state's strategy for improving results for SWDs.

As a result of data and infrastructure analyses in Phase I, the SSIP required that a State-Identified Measurable Result (SIMR) be determined. The SIMR should identify an area, that when implemented or resolved, has the potential to generate the highest leverage for improving outcomes/results for SWDs. The SSIP must also include a description of improvement strategies on which the state will focus that will lead to a measurable result.

HIDOE's SIMR strategically selected IDEA-eligibility categories of Other Health Disability (OHD), Specific Learning Disability (SLD), and Speech or Language Disability (SoL) in grades 3 and 4. For the purposes of the SIMR, HIDOE focused on improving results for a subset population to calculate HIDOE's impact in narrowing or eliminating the achievement gap established in 3rd grade and in subsequent tested grades. Focusing on this population allowed for greater analysis into necessary areas of improvement.

HIDOE's key measures (proficiency and growth) for the SSIP are:

1. The percentage of 3rd and 4th grade students with eligibility categories of OHD, SLD, and SoL who are proficient on the Smarter Balanced Assessment (SBA) for ELA/Literacy; and
2. The median growth percentile (MGP) of 4th grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy.

As stated in Phase III, Years 1 and 2, HIDOE determined improvement strategies and enabling activities based on data and infrastructure analysis to identify root causes for low performance and ultimately achieve the SIMR. The improvement strategies and activities included:

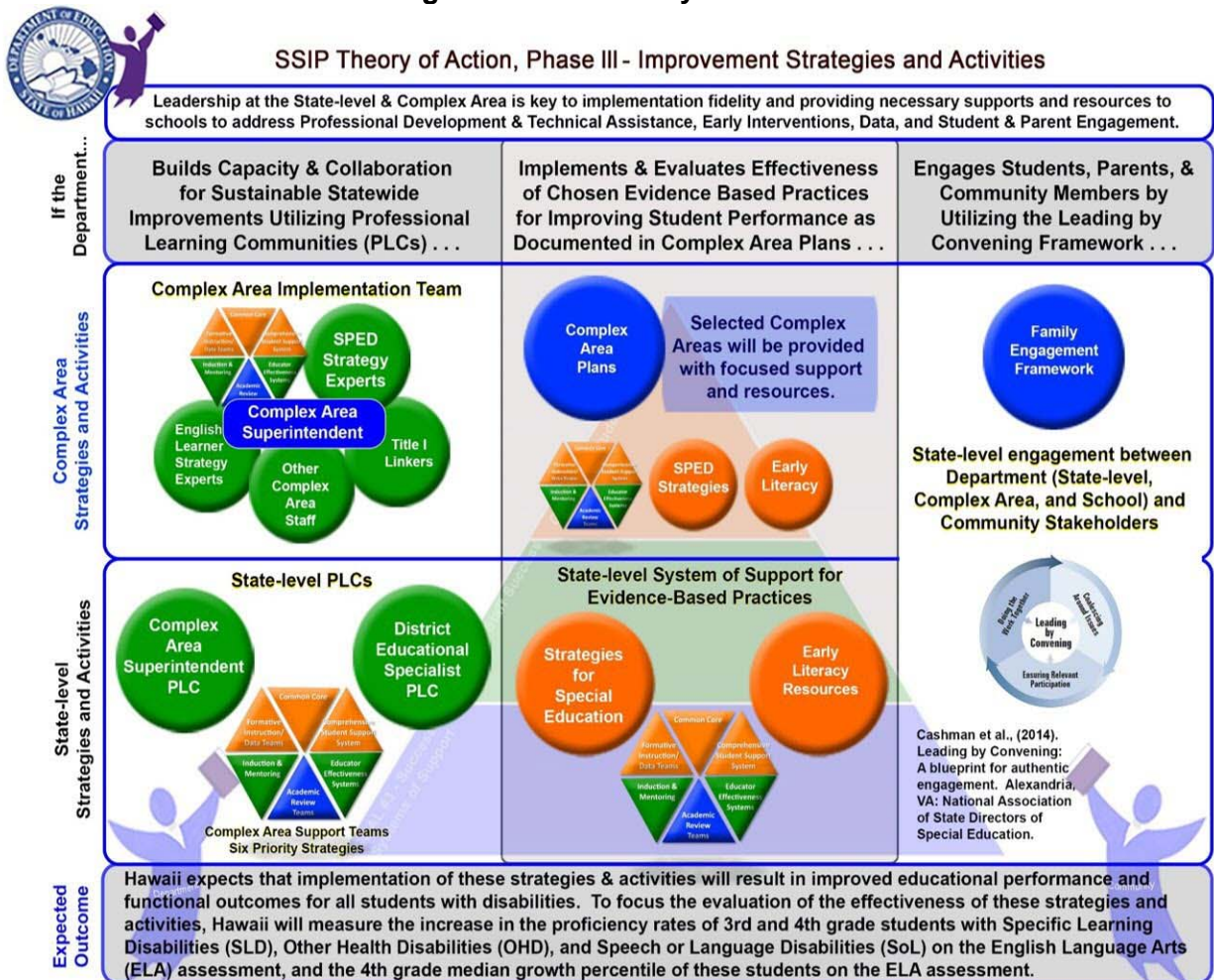
1. Building capacity and collaboration for sustainable statewide improvements utilizing Professional Learning Communities (PLCs);
2. Implementing and evaluating the effectiveness of chosen Evidenced-Based Practices (EBPs) for improving student performance as documented in Complex Area Academic Plans (CAAPs); and
3. Engaging students, parents, and community members by utilizing the *Leading by Convening* (LbC) framework.

The level of engagement, strategic activities, intended improvements, and infrastructure developments, as described above, brings the importance of results-driven accountability for SWDs to the forefront. Placing a high priority on the alignment of initiatives and infrastructure, leveraged the tri-level effort to support the SSIP Theory of Action which directly impacted the SIMR targets of ELA/Literacy proficiency.

A. Summary of Phase III

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

Figure 2. SSIP Theory of Action



HIDOE has consistently embraced the use of PLCs, Implementation of Chosen EBPs, and Stakeholder Engagement to achieve improved educational performance and functional outcomes for the SIMR population as well as for all SWDs as shown in Figure 2 above. The effects of the SSIP Theory of Action and accompanying strategies on outcomes for SWDs is monitored by the SIMR.

After HIDOE submitted Phase III, Year 2 of the SSIP, the Office of Special Education Programs (OSEP) issued the “Differentiated Monitoring and Support Engagement Decisions”, which evaluated the Phase III, Year 2 submission and was received by HIDOE on October 23, 2018. HIDOE’s Level of Engagement was rated “Intensive” regarding “progress toward the SIMR”. As such, HIDOE addressed this issue by including the following tables that illustrate progress toward the SIMR.

Hawaii's SIMR in Relation to Targets
Table 1: Smarter Balanced Assessment (SBA) English Language Arts (ELA)
Statewide, Grade 3

Year	Target	SIMR	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2017-2018	35%	10.9%	+14.7%	800
2016-2017	20%	9.5%	+11.8%	915
2015-2016	11%	8.5%	+1.2%	960
2014-2015	Baseline	8.4%	NA	845

Data Source: HIDOE SY 2017-2018 SBA

Table 2: SBA ELA
Statewide, Grade 4

Year	Target	SIMR	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2017-2018	35%	9.7%	+11.5%	1,049
2016-2017	20%	8.7%	-18.7%	1,045
2015-2016	11%	10.7%	+28.9%	947
2014-2015	Baseline	8.3%	NA	979

Data Source: HIDOE SY 2017-2018 SBA

Table 3: SBA ELA
Statewide, Grades 3 and 4

Year	Target	SIMR	% Increase/Decrease	OHD, SLD, SoL Number Tested
2014-2018			+22.9%	
2017-2018	35%	10.2%	+12.1%	1,849
2016-2017	20%	9.1%	-5.2%	1,960
2015-2016	11%	9.6%	+15.7%	1,907
2014-2015	Baseline	8.3%	NA	1,824

Data Source: HIDOE SY 2017-2018 SBA

When comparing baseline data from SY 2014-2015 to SY 2017-2018, grades 3 and 4 of the SBA's ELA/Literacy assessment resulted in an increase of **22.9%**. Through infrastructure changes and consistent implementation of EBPs, HIDOE's assessment results for the SIMR population demonstrated improvement.

HIDOE's statewide MGP of 4th grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy for SY 2017-2018 was 38 as illustrated in Table 4 below. Although HIDOE did not meet the MGP target set at 55, complex areas and schools show improvement and continue to work toward each target.

Table 4: MGP 4th Grade; SBA ELA/Literacy

Year	Target	MGP	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2017-2018	55	38	+5.6%	1,049
2016-2017	50	36	-5.3%	1,045
2015-2016	45	38	+2.7%	947
2014-2015	Baseline	37	NA	979

Data Source: HIDOE SY 2017-2018 SBA

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

As noted in previous SSIPs, HIDOE’s tri-level infrastructure requires a great deal of hard work on the part of educators, students, families, and key community partners. However, every level believes in the ability and potential of all children and are focused on increasing students’ educational outcomes. HIDOE’s tri-level empowerment model allows and encourages complex areas and schools to identify the strategies and related EBPs that best meets SWD needs to improve the SIMR. Thus, there is diversity in the way complex areas approach their role in the implementation of the SSIP. Specific support to schools is provided through the strategies and activities outlined in the SSIP Theory of Action.

As an example, Table 5 below illustrates Baldwin-Kekaulike-Maui Complex Area’s comprehensive approach to focus on their improvement strategies and activities, including infrastructure improvements.

**Table 5: Baldwin-Kekaulike-Maui Complex Area
Evidence of Improvement Strategies and Principle Activities**

Baldwin-Kekaulike-Maui Complex Area Initiatives	
1. Differentiated instruction for all students through Response to Intervention (RTI) 2. Schools utilize EBPs to instruct, diagnose, intervene and progress monitor for reading proficiency 3. Increase in ELA Proficiency for SWDs	
Enabling Activities	Measures of Progress
Implementation of Enhanced Core Reading Instruction (ECRI) in three (3) elementary schools	Universal Screening and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results
Monitor the Building Foundational Reading Skills training and implementation on each elementary campus	School-level coach provides training and implementation data to Complex Area
Support school-level Academic Review Teams in their ability to analyze and use effective EBPs	Quarterly Academic Review Team PLCs, in-person discussions with evidence for talking points
Provide coaching and support to teachers, for data teams to monitor and positively impact student achievement in ELA	Universal screener data
Plan PD to address EBPs, Common Core State Standards, and use data to inform instruction	Formative assessment data

Data Source: Baldwin-Kekaulike-Maui CAAP

The Baldwin-Kekaulike-Maui Complex Area initiatives provided a focus for schools and administrators. The enabling activities of implementing the ECRI and Building Foundational Reading Skills provided schools with the foundational skills to help students progress to grade-level standards.

Baldwin-Kekaulike-Maui Complex Area provided PD to staff in support of student success in alignment with the HIDOE Strategic Plan and high-impact strategies as well as on the use of EBPs in the classroom. These actions were directly aligned with the HIDOE’s SSIP Theory of Action.

Based on the SBA, Baldwin-Kekaulike-Maui SIMR data, there was an increase of **67.8%** in 3rd and 4th grade students reading proficiency from SY 2016-2017 to 2017-2018. Since baseline data was collected in SY 2014-2015, SBA ELA/Literacy results have increased by a staggering **241.4%**.

**Table 6: SBA Results
Baldwin-Kekaulike-Maui, Grades 3 and 4**

Year	Target	SIMR	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2017-2018	35%	9.9%	+67.8%	151
2016-2017	20%	5.9%	-4.8%	153
2015-2016	11%	6.2%	+113.8%	161
2014-2015	Baseline	2.9%	NA	174

Data Source: HIDOE SY 2017-2018 SBA

Baldwin-Kekaulike-Maui’s formative assessment data including universal screeners (e.g., DIBELS) fortified instruction to advance student achievement.

As a result of strong direction from HIDOE leadership, all complex areas reported the use of RTI and are fully committed to progress monitoring school implementation. Complex areas are also charged with providing professional learning opportunities on effective instruction to improve the outcomes of SWDs by selecting the most efficacious models for statewide PD.

Another example is the Hilo-Waiakea CAAP’s focus on RTI that guided schools toward positive student outcomes. The CAAP for RTI (Table 7) set the foundation for effective instructional strategies and assessments in the area of reading. The focus on screening, progress monitoring, and data-based decision making has given schools the direction and structure to support student improvement.

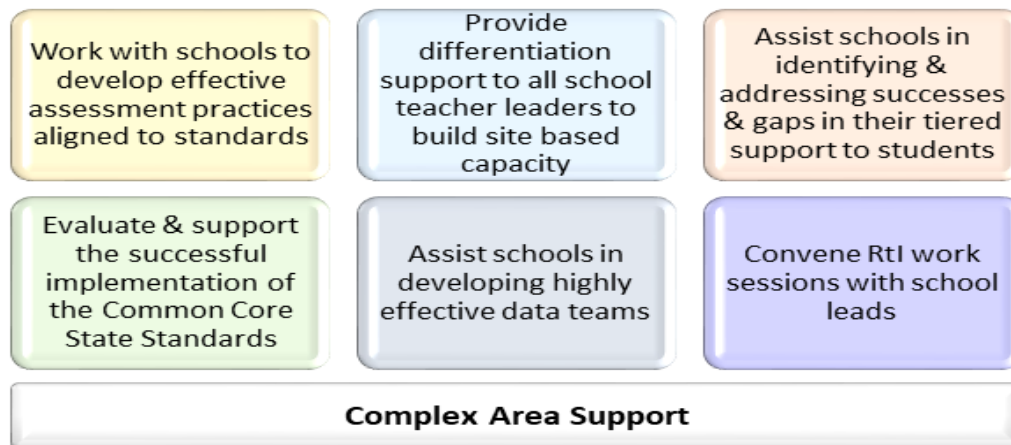
**Table 7: Hilo-Waiakea CAAP RTI Plan
RTI Projected Outcomes**

<ul style="list-style-type: none"> • Schools will establish site capacity to address Common Core curriculum implementation questions and issues • Teachers will have a clear understanding of effective assessment practices, match Depth of Knowledge, analyzing student work, differentiated assessments, and standards-based grading • All schools will implement the four Essential Components of RTI <ul style="list-style-type: none"> ○ Assessment (screening) ○ Progress-monitoring ○ School-wide multi-level prevention system ○ Data-based decision making • All schools will have regularly scheduled data team meetings • Each school’s Multi-Tiered System of Support Plan will be streamlined, relevant, EBP driven, and implemented • All schools will finalize their RTI plan • All schools will implement, monitor and adjust their RTI Plan

Data Source: Hilo-Waiakea CAAP

In addition, Hilo-Waiakea Complex Area staff worked with their schools by providing RTI and curricular supports (Figure 3). They focused on building capacity and giving the tools that are necessary to implement effective instruction and assessment practices. The data teams process gave schools the steps to create goals for an area of need and gauge the effectiveness of instruction as the students worked toward that goal through pre-, mid-, and post-assessments.

Figure 3: Hilo-Waiakea Complex Area Support to Schools



Data Source: Hilo-Waiakea CAAP

One of the complex area goals was to ensure that all elementary schools were addressing reading through EBPs. The complex area teams were required to participate in monthly meetings to discuss RTI and school improvement strategies.

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

After HIDOE submitted Phase III, Year 2 of the SSIP, OSEP issued the “Differentiated Monitoring and Support Engagement Decisions”, which evaluated the Phase III, Year 2 submission and was received by HIDOE on October 23, 2018. HIDOE’s Level of Engagement was rated “Intensive” for “evidence-based practices”. As such, HIDOE affirms that all complex areas reported the use of a combination of EBP programs for SWDs through their CAAPs as follows:

- Achieve 3000 (Kid-Biz)
- Achieve 3000 (Smarty Ants)
- ECRI
- iReady
- Lexia
- Lexia Reading
- MyOn Lexile
- Stepping Stones
- Wonders

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

HIDOE’s evaluation activities, measures, and outcomes were aligned with the SSIP Theory of Action improvement strategies. HIDOE recognized the need to effectively align

all statewide initiatives in order to streamline and leverage efforts and resources. Schools are diligently working to carry out HIDOE's State Strategic Plan², the Every Student Succeeds Act Consolidated Plan³, and Superintendent Dr. Christina M. Kishimoto's high-impact strategies (Student Voice, School Design and Teacher Collaboration).⁴

The CAAPs are used to improve school-level infrastructure and provide guidance and support of HIDOE's initiatives, including the SSIP Theory of Action to improve student outcomes. During this review period, HIDOE conducted a deep analysis on each of the fifteen (15) CAAPs and complex area reported data. This analysis was performed to determine the improvement strategies and principle activities implemented at the school level to improve outcomes for SWDs.

An analysis was also conducted to gain a better understanding of how complex areas used their CAAPs as strategies to improve infrastructure and remove barriers at the school-level. In addition, this review focused on EBPs for early literacy and its effectiveness for SWDs.

One hundred percent (100%) of complex areas reported implementation of the RTI process during SY 2017-2018. The RTI framework provides research-based early interventions for struggling learners in the general education setting. This statewide practice promotes the delivery of effective instruction for all students, including SWDs.

5. Highlights of changes to implementation and improvement strategies

Under the new direction of the Superintendent and the Deputy Superintendent, leadership and accountability at the state and complex area levels are fundamental to implementation fidelity. Therefore, schools were provided with the necessary supports and resources to address student achievement. HIDOE remains committed to ensuring accountability by all seven (7) state offices as well as all fifteen (15) complex areas.

The Deputy Superintendent expected the CASs to engage in conversations with their schools regarding curriculum and instructional frameworks that promote best practices in core content areas and creativity in meeting the unique needs and aspirations of their students.

HIDOE has remained focused on providing teachers and students with the tools to be successful. Student academic growth in reading is based upon providing teachers with support, PD, and the confidence to implement effective instructional strategies. HIDOE endeavored to continuously improve through the high impact strategies⁴. As determined through the SSIP Theory of Action, HIDOE is committed to:

1. Building capacity and collaboration for sustainable statewide improvements utilizing PLCs via the CAS Community of Practice that included statewide special education conferences, mentors for all beginning teachers and special education-trained

² Hawaii State Department of Education & Board of Education Strategic Plan 2017-2020
<http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/SP2017-20.pdf>

³ Hawaii Consolidated State Plan
<http://www.hawaiipublicschools.org/DOE%20Forms/ESSA/HawaiiESSAPlanApproved.pdf>

⁴ Superintendent Dr. Christina M. Kishimoto's high impact strategies (Student Voice, School Design and Teacher Collaboration) <https://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/10step.pdf>

mentors for special education teachers, and the dedicated work of the Superintendent's Special Education Task Force;

2. Implementing and evaluating effectiveness and chosen EBPs for improving student performance as documented in CAAPs by:
 - a. Requiring all CASs to submit academic and financial plans that address academic, fiscal, capacity building, and goals and measures to close the achievement gap;
 - b. Requiring CASs to include multi-disciplinary inquiry and creativity-based early literacy systems;
 - c. Growing the number of SWDs included in general education settings; and
 - d. Creating a monitoring system for quality assurance in the complex area to review data for SWDs to determine proactive strategies, interventions, and restorative practices to reduce chronic absenteeism, bullying and harassment; and increase quality of services and programs likely to lead to student outcomes.
3. Engaging students, parents, and community members by utilizing the LbC framework.

The CASs advance strategies, interventions, and/or deliverables based on evidence-based research for special education, English Learners, and other student subgroups who are underperforming in order to close the achievement gap and support Targeted Support and Improvement (TSI)/Comprehensive Support and Improvement (CSI) schools.

Leadership at the state and complex areas are critical to implementation fidelity and to ensure effective and efficient administration of the public school system in accordance with the law and educational policies adopted by the Hawaii State Board of Education while addressing the SSIP Theory of Action.

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress

HIDOE made steady progress in implementing the strategies and activities as detailed in Phases I, II and III of the SSIP. HIDOE will further describe implementation progress within this section.

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

SSIP improvement strategies are ongoing statewide. One example of the focused implementation efforts was in the Aiea-Moanalua-Radford Complex Area.

**Table 8: SBA Results
Aiea-Moanalua-Radford Grades 3 and 4**

Year	Target	SIMR	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2017-2018	35%	19.7%	+87.6%	193
2016-2017	20%	10.5%	-19.8%	191
2015-2016	11%	13.1%	+19.1%	175
2014-2015	Baseline	11.0%	NA	164

Data Source: HIDOE SY 2017-2018 SBA

Aiea-Moanalua-Radford’s SIMR data (2017-2018) for both 3rd and 4th grade was among the highest of all the complex areas. The implementation of PLCs to monitor EBPs are apparent in Aiea-Moanalua-Radford’s CAAP. As a result, Aiea-Moanalua-Radford’s SIMR data increased by **87.6%** for 3rd and 4th graders from SY 2016-2017 to 2017-2018. Since baseline data was collected in SY 2014-2015, SBA ELA/Literacy results have improved by **79.1%**.

Aiea-Moanalua-Radford’s CAAP includes:

1. Measurable SWDs ELA targets.
2. Enabling activities such as effective early literacy instruction, EBPs, and data analysis identified through What Works Clearinghouse.
3. Measures of accountability.

The interim measures of progress in Aiea-Moanalua-Radford’s CAAP included evidence of PLCs and PD effectiveness through the examination of student work products. This is an indication that the PLC work was focused on the connection of teacher practice and student performance. Other measures of progress monitoring included reviewing the quarterly benchmark data.

The requirement for CAAPs statewide continues to be the most promising framework to ensure both implementation fidelity and scaling up of EBPs for HIDOE’s SIMR target population.

Overall, the Aiea-Moanalua-Radford Complex Area showed the highest percent of students proficient on the SBA for 3rd and 4th grade from SY 2015-2016 to 2017-2018. According to Aiea-Moanalua-Radford’s CAAP and reported data, the complex has implemented RTI and provided PD to support the implementation of their academic plan. In addition, Aiea-Moanalua-Radford reported that schools in their complex area reported using one of the following EBPs:

1. Achieve 3000 (Kid-Biz);
2. Achieve 3000 (Smarty Ants PK-2); and
3. Lexia.

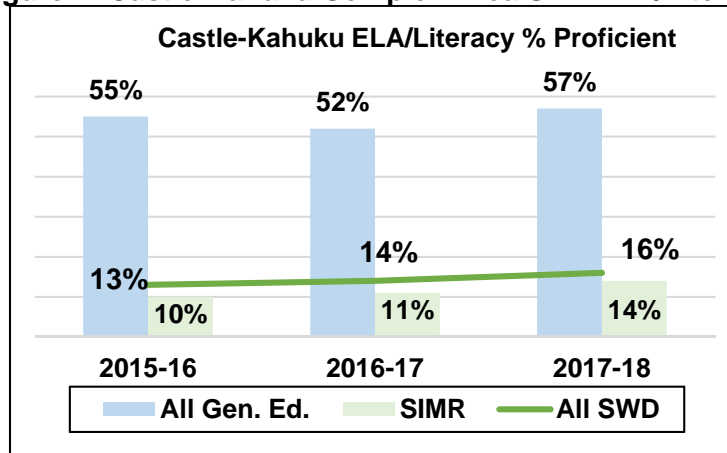
b. Intended outputs that have been accomplished as a result of the implementation activities

One example of SSIP implementation is in the Castle-Kahuku Complex Area. Castle-Kahuku deepened implementation of EBPs to promote inclusive practices for all students including SWDs. The priorities of the Castle-Kahuku inclusion plan focused on:

1. Increasing the understanding of general education and special education practices;
2. Improving relationships between general education and special education; and
3. Improving practices within the general education classroom to make the classroom a more inclusive environment.

Castle-Kahuku continued to build capacity within the complex by extending the learning and PD that has taken place to the initial cohort to include all sixteen (16) schools in the complex. Thus far, data in Figure 4 below showed proficiency growth among all students including SWDs is increasing at a steady rate.

Figure 4: Castle-Kahuku Complex Area SBA ELA/Literacy



Data: ARCH ADC

Table 9: Complex Area Initiatives: SY 2017-2018

1.Improve Tier 1 instruction to meet the needs of 80% of learners to ensure a guaranteed and viable curriculum. 2.Improve systems of professional learning which align to growth in instructional and systems leadership. 3.Develop and establish clear communication and decision making processes to support school improvement efforts.		
Enabling Activity	Desired Outcome	Measures of Progress
School leaders conduct classroom learning walks and interview students about the learning goal and success criteria and provide feedback to teachers Instructional Focus: Learning Goals & Criteria for Success Provide training to support assessment literacy Prioritize & unpack standards Curriculum Maps	Students can clearly articulate what they are expected to learn, learning intentions, and success criteria	Meeting agendas, minutes, and sign-in sheets Pre/Post surveys School visits/classroom walkthroughs Learning portfolios from sponsored courses
Provide PD on RTI Tier 1 strategies to build capacity of school teams in	Teachers have a common	School visits & classroom walkthroughs

<p>identifying students at risk for poor learning outcomes, providing evidence-based interventions, monitoring student progress, and adjusting interventions</p> <p>Instructional Focus: Learning Goals and Criteria for Success</p>	<p>understanding of learning goals, criteria for success and its relation to quality Tier I instruction</p> <p>Teachers have a common understanding of assessment literacy</p>	<p>Meeting agendas, minutes, and sign-in sheets Pre/Post surveys Learning portfolios from sponsored courses</p>
<p>Provide PD on the following: Modules 1 and 2 of the Formative Assessment Rubrics, Reflection and Observation Protocol (FARROP) Classroom Assessment for Student Learning Prioritizing/Clustering/Unpacking Standards Strategies to engage students in Learning Goals and Success Criteria Integration of Adaptive Schools in complex and other meetings, PLCs</p>	<p>Schools have a common understanding of learning goals, criteria for success and its relation to quality Tier I instruction, assessment literacy and what it means for students to be assessment capable learners</p>	<p>Develop/Implement a flow-chart of roles and responsibilities for services to schools from complex area staff School visits/classroom walkthroughs Meeting agendas, minutes, and sign-in sheets</p>
<p>The Castle-Kahuku Complex Area's instructional focus on providing assessment literacy training supported the continued progress of their SWDs. The longitudinal ELA/Literacy data for SWDs and SIMR students have steadily increased from school year 2015-16 through 2017-18. The concerted effort of providing PD on evidence-based interventions, monitoring student progress, and adjusting interventions has given teachers the tools to elevate their students to progress toward grade level ELA/Literacy Common Core State Standards. The integration of PLCs allowed complex area staff to listen, validate, and reflect upon how they supported schools. The process of learning through PD, implementing in the classroom, and reflecting upon their practice has created a strong foundation of instructional practices for all students.</p>		

Data Source: Castle-Kahuku CAAP

2. Stakeholder involvement in SSIP implementation

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

The SSIP implementation activities were shared with several stakeholder groups including the Special Education Advisory Council, Community Children's Council members, teachers, principals, District Educational Specialists, CASs, and the Office of Student Support Services, through various meetings. HIDOE has an open and committed relationship with stakeholders and are focused on working together to improve education for SWDs. HIDOE conducted ten (10) meetings annually with the Special Education Advisory Council and monthly meetings with Community Children's Council Office across seventeen (17) geographic areas as well as quarterly statewide co-chair meetings. Further, HIDOE held monthly meetings with District Educational Specialists. The Superintendent and the Deputy led meetings with the CASs twice a month.

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

Stakeholders were afforded opportunities to provide input on the implementation of the SSIP. Stakeholders included: Special Education Advisory Council, Community

Children’s Council members, teachers, principals, District Educational Specialists, CASs, and the Office of Student Support Services. Through shared responsibility for the success of all students, stakeholders are vital partners that are integral to transforming education and sustaining positive outcomes.

As an example, through the LbC process, HIDOE’s commitment continues as the Special Education Advisory Council and HIDOE state level staff co-create infographics highlighting activities that parent(s)/legal guardian(s) can do to further engage their stakeholders in the implementation of the SSIP, and when appropriate, explain complex concepts in easily accessible terms for parent(s)/legal guardian(s) and other community stakeholders. The Special Education Advisory Council members published their first infographic that included the SSIP. The group members continue to fine tune their infographics through the development of rubrics and dialogue guides. Once completed, the Special Education Advisory Council members will share their final product with their communities in an effort to support the HIDOE through their SSIP initiative.

C. Data on Implementation and Outcomes

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

a. How evaluation measures align with the theory of action

The evaluation measures aligned with the SSIP Theory of Action by strengthening initiatives and strategies via HIDOE’s tri-level infrastructure, increasing stakeholder engagement through participation in PLCs and PD, and ensuring fidelity of EBP implementation. Through our evaluation measures, we note increased capacity and fidelity of implementation of EBPs as evidenced by our SIMR data.

HIDOE continues to rely on the review of operational processes and documentation sources. The operational documents articulate the actual priorities of program implementation more conclusively than surveys or other self-reported data. Thus, operational documents indicate the extent to which the state-level initiative is embedded in practice at the complex area and school-levels. Documents reviewed included CAAPs, school academic and financial plans, complex area IDEA project plans, and District Educational Specialists’ meeting agendas and minutes.

b. Data sources for each key measure

As stated above, HIDOE’s evidence collection strategy relies on the review of operational processes and documentation sources to reduce the collection and reporting burden on schools and complex areas and free up time and energy to be spent on EBP implementation. HIDOE’s Data Governance and Analysis and Assessment and Accountability Branches provided data for tri-level analyses.

c. Description of baseline data for key measures

Since HIDOE did not change any of the key measures for the SSIP, the baseline data for the key measures remain the same as described in Phase III, Year 1.

d. Data collection procedures and associated timelines

HIDOE has consistently utilized multiple data collection procedures over the past year. Such data collection procedures and quality assurances include HIDOE's unique educational structure as the only state with a P-20 continuum supported by a single governing body for K-12 public education and higher education and comprised of numerous stakeholders and partners.

HIDOE's Longitudinal Data System serves as a statewide decision-making repository and tool that integrates information from multiple data systems. Due to HIDOE's tri-level infrastructure and subject to Family Educational Rights and Privacy Act, schools are required to uniformly report data on demographics, enrollment, attendance, assessments, discipline, and other information in a systemic fashion through the complex areas. Thus, HIDOE provides integrated support and access to real time and longitudinal data that can be used to monitor student progress, identify effective teacher practices and inform decision-making at the classroom, school and system levels.

HIDOE collects tri-level data throughout the school year and meets associated timelines to report on the key measures of the SSIP.

e. [If applicable] Sampling procedures

Not applicable, HIDOE reports statewide data.

f. [If appropriate] Planned data comparisons

Although HIDOE did not change the SSIP Theory of Action or SIMR, it is important to note that HIDOE's SIMR data is a combination of grades 3 and 4 and is also reported individually by grade level. In addition, student-level SIMR data is rolled up by school, complex area, and state. SIMR data is aggregated into four (4) proficiency levels: Well Below, Approaching, Meets, and Exceeds. Meets and Exceeds proficiency levels are considered proficient. The SIMR percentage is obtained by dividing the number of proficient students by the number of tested students. Data is compared longitudinally annually to measure progress.

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

HIDOE continues to measure the success of the SIMR data and the three (3) improvement strategies through the management and analysis of data. Metric-driven data is used to initiate activities to support improvement strategies and ancillary measures like financial decisions, academic behavior and outcomes, quantity and subject of PD, comparisons of successes using various EBPs, teacher delivery and successes, and curriculum maps. Data analysis is necessary to determine the integrity and reliability of the data collected, examine gap SBA scores, compare baseline data with current data to determine root cause analysis.

As noted in earlier examples of Aiea-Moanalua-Radford and Baldwin-Kekaulike-Maui Complex Areas, both complex areas are focused on the connection of teacher practice

and student performance as well as other measures of progress monitoring include reviewing quarterly benchmark data. Further, HIDOE received technical assistance from the National Center for Educational Outcomes (NCEO) to support the implementation of the SSIP. Among other things, NCEO assisted HIDOE with measuring progress toward the SIMR targets in order to make appropriate instructional decisions.

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

HIDOE demonstrated progress as evidenced by the SIMR data. HIDOE did not make any modifications to the SSIP, including the SIMR baseline data for the three (3) improvement strategies and Theory of Action as described in Phase III, Year 1.

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

The Deputy Superintendent, CASs, Office of Student Support Services, Monitoring and Compliance Branch, and stakeholder groups consistently reviewed data that provided evidence relating to progress toward achieving intended infrastructure improvements that would in turn, positively impact the SIMR. Specifically, at statewide leadership team meetings, CASs created working agreements based on questions related to the OSEP ratings of the previous year's SSIP. Pursuant to the Superintendent and Deputy Superintendent's call to action, the CASs and respective Assistant Superintendents committed to build system leadership capacity to address areas of improvement for SWDs. This places the CASs along with the Assistant Superintendents in a prime position of influencing system design and strategies for HIDOE.

Further, complex area and school-level discussions included curriculum and instructional strategies, summative and formative assessment data, PD, student and parent engagement, and EBPs. The CASs and principals met regularly to analyze and determine whether students are progressing and achieving intended outcomes.

b. Evidence of change to baseline data for key measures

Since HIDOE did not change any of the key measures for the SSIP, the baseline data for the SIMR remains the same as described in Phase III, Year 1.

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

HIDOE used data to support changes and to determine next steps to eliminate or narrow the gap for SBA ELA scores as well as to improve SIMR. HIDOE is encouraged by the statewide improvement of the ELA scores for SWDs but continues to use data to support changes that guide improvement strategies and duplicate successes across HIDOE. As a result of stakeholder input, HIDOE continuously self-reflected on the SBA ELA SIMR data, and the three (3) improvement strategies and accompanying activities to improve student achievement.

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

HIDOE's statewide resources and tools provides data to inform the next steps of the SSIP implementation. The Deputy Superintendent's purposeful engagement with the CASs ensures that SSIP implementation and SIMR outcomes will continue on an upward trajectory. Further, this new level of engagement empowers CASs and principals to implement the stated activities in the CAAP with fidelity to improve student achievement. Aggregated complex area level SIMR data helped to identify complex areas that are moving in the right direction as well as those that may need additional assistance. HIDOE will continue to review and analyze data from complex areas and stakeholder groups relating to the SSIP's three (3) improvement strategies to help determine activities and next steps.

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

As a result of data analysis and feedback from stakeholders, HIDOE's SIMR remains the same. HIDOE is in discussions to consider collecting additional assessment scores of the cohort or expanding the grades tested.

3. Stakeholder involvement in the SSIP evaluation

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

Stakeholder involvement through the LbC model, continues to be honored and valued by the HIDOE. Every effort is made to ensure a wide variety of representation and all opportunities to inform stakeholders and collaborate is seized. A proactive approach to communication with stakeholders is always sought. Stakeholders played a role in determining which data sources would best reflect SSIP progress. The guiding question used with all stakeholders is: How does our work contribute to ensuring that all students have access to quality education and preparation for college, career and community success?

State level staff worked directly with District Educational Specialists to collect SSIP evidence. Evidence is analyzed by state level staff to identify the impact on all students having access to quality education and proper preparation for college, career and community success. During monthly meetings, state level representatives informed and collaborated with the State Advisory Panel known as the Special Education Advisory Council using the same guiding question.

State Advisory Panel - Special Education Advisory Council

The Special Education Advisory Council is the State established advisory panel and serves as an advisor to the State special education staff regarding the education of all children with disabilities. Meetings occur monthly and are attended by a diverse membership with a majority being parents of children with disabilities. Members conduct meetings following the LbC process. Examples of topics discussed or information shared at monthly meetings are: State Performance Plans/Annual Performance Reports (SPP/APR) progress and determinations, ethical sharing of data in preparation for infographic development, SSIP implementation and progress, and most recently

preparation for the Office of Special Education Program's visit. To provide administrative support to the Special Education Advisory Council, HIDOE contracted with the Special Parent Information Network (a parent-to-parent organization) to establish an interwoven team between the community, HIDOE, and parents.

Leadership in Disabilities & Achievement of Hawaii

The Leadership in Disabilities & Achievement of Hawaii is a nonprofit organization working to support and educate parents, families and professionals to meet the needs of children and youth (ages birth through 26) with any disability. Dedicated to the service of individuals with special needs, Leadership in Disabilities & Achievement of Hawaii is the Parent Training and Information Center for the State of Hawaii and provides interactive training opportunities, disseminates high-quality educational resources and offers advocacy assistance at no cost to families. As of 2015, Leadership in Disabilities & Achievement of Hawaii has developed partnerships with American Samoa, Guam, the Republic of Palau, the Republic of the Marshall Islands, the Federated States of Micronesia and the Commonwealth of the Northern Mariana Islands. As a Parent Training and Information Center, Leadership in Disabilities & Achievement of Hawaii and its partners provide information and referral, mentoring and advocacy, and education and training to parents and family members of children with disabilities and the professionals who serve them. Leadership in Disabilities & Achievement of Hawaii's goal is to ensure that all children with disabilities receive a proper education.

Community Children's Councils

The Community Children's Councils serve children and families including those with disabilities and mental health needs through collaborative partnerships. The Community Children's Councils are led by parent and professional co-chairs and include representation from public and private child-serving agencies and other community members such as recreational services, businesses, churches and others. The Community Children's Council Office provides technical and administrative support to the seventeen (17) councils, including information gathering and dissemination, logistical assistance for conferences and workshops, training in leadership and facilitation, and providing technical assistance and support.

Special Education Task Force

The Special Education Task Force produced a summative report, published May 2018⁵. The report is outlined into themes: Design a Framework, Support Transformation, Sustain Improvement, and Financial Implications. Themes were categorized into short-term recommendations, long-term recommendations and practices that should be standardized or improved.

Some of the notable recommendations from the Special Education Task Force included:

1. Designing fundamental professional development for all stakeholders;
2. Assessing the governing structure to ensure a cohesive and effective statewide system of support;
3. Expanding mentoring and networking for special education teachers; and
4. Implement PD system across state offices, complex areas, and schools.

⁵ Special Education Task Force Summative Report, Hawaii State Department of Education, May 2018
<http://www.hawaiipublicschools.org/DOE%20Forms/Special%20Education/SPEDReport0518.pdf>

The Superintendent's Special Education Task Force helped to identify promising practices through a program review as well as systemic changes needed to better serve SWDs. Several of the above Task Force recommendations are aligned to the SSIP's improvement strategies and activities as illustrated in the Theory of Action.

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

Stakeholders were afforded opportunities and have been part of the decision-making process in the design of the SSIP and are partners in the implementation of the SSIP. Stakeholders included: Special Education Advisory Committee, Community Children's Council members, teachers, principals, District Educational Specialists, CASs, and the Office of Student Support Services.

As an example, through the LbC process, HIDOE's commitment continues as the Special Education Advisory Council and HIDOE state level staff co-created infographics highlighting activities that parent(s)/legal guardian(s) to be further engaged in the SSIP process, and when appropriate, explain complex concepts in easily accessible terms for parent(s)/legal guardian(s) and other community stakeholders. The Special Education Advisory Council members published their first infographic that included the SSIP. The group members continue to fine tune their infographics through the development of rubrics and dialog guides. Once completed, the Special Education Advisory Council members will share their final product with their communities in an effort to support the State through their SSIP initiative.

D. Data Quality Issues

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

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

HIDOE refined and narrowed the data collected to facilitate a more focused data collection and analysis process. Evidence sources included Professional Development Educate Empower Excel (PDE3); CAAPs; IDEA project plans; walk-through templates and tools; and agendas and minutes from stakeholder meetings.

As a statewide data collection system, HIDOE is always working to refine its technology approach to advance collaboration practices around data, best practices and planning to ensure valid, reliable and fair information. Ultimately, the data would inform teaching and learning in the classroom.

There are minimal concerns regarding the quality or quantity of the SIMR data as HIDOE's Data Governance and Analysis Branch provides strict guidance relating to data management, business rules, and validation. HIDOE's concerns over data quality or quantity is limited to random minor data elements that are manually inputted across schools and complex areas. HIDOE's statewide electronic information and support systems, including the Longitudinal Data System, provides accurate results.

b. Implications for assessing progress or results

HIDOE has continued to review its data to ensure progress is made on both the implementation of the SSIP activities and the SIMR.

To ensure tri-level empowerment and improvement, HIDOE's review included the following:

1. Deep discussions between the Deputy Superintendent and the CASs relating to the CAAPs, the use of EBPs to improve outcomes for SWDs, and complex level activities that support the SSIP;
2. Structured and focused meetings between the CASs, District Educational Specialists, and principals relating to school-level plans, supports, resources, and SSIP improvement strategies; and
3. Analysis, feedback, and support from State level offices, the Deputy Superintendent, and the CASs relating to data on EBP implementation fidelity.

c. Plans for improving data quality

As with any system, assessing implementation and student achievement within an entire state is a daunting task. Each complex area and school utilizes a variety of methodologies and measurement instruments, including walk-throughs and progress monitoring assessment tools, to ensure high quality data. HIDOE continues to evaluate alternative methods of data collection, such as the collection and use of existing planning and implementation artifacts. Implementation data needs to be assessed on a continual basis. Although implementation tools are being discussed as a larger component, subsections within those implementation tools will need further assessment.

The implementation data set that continues to be a challenge is the variation of progress monitoring tools measuring the effect PD has on student achievement. As HIDOE continues to gather, evaluate, and aggregate school-level progress monitoring tools, a constant shift continues to make it difficult to look at possible correlations between statewide assessments and use of these tools. Although it is for the betterment of improving education, aggregating the data to focus on academic change has proved to be an ongoing hurdle for both the State level and complex area staff.

In order to improve the data and evaluate the effectiveness of implementation across the State, HIDOE seeks to improve the consistency of implementation and progress monitoring data by seeking technical assistance from NCEO. With NCEO's assistance to refine and narrow the data collected, the HIDOE plans to facilitate a more focused data collection and analysis process. By utilizing NCEO's experience, the HIDOE plans to re-evaluate common elements in the complex area and schools' progress monitoring tools to improve data quality.

For Phase III Year 4, the HIDOE plans to work with the current forms of evidence sources to include CAAPs, while standardizing common elements from complex areas and implementation fidelity checks and progress monitoring data.

Additionally, the Monitoring and Compliance Branch will explore electronic collection systems to ensure compliance with IDEA and improve educational outcomes for SWDs. This aligns with the modernization of systems that Superintendent Kishimoto referred to in HIDOE's 10-Year Action Plan⁶. Feedback has also been gathered from District Educational Specialists regarding needs, preferences, and overall suggestions in how to make this a value-added system. The new interactive electronic monitoring system will help to improve data collection and compliance practices across HIDOE.

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvements

a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up

Prior to the SSIP, HIDOE's efforts centered on compliance. Through the SPP/APR, performance and compliance indicators measured HIDOE's performance in providing students with a free appropriate public education.

In Phase I, an SSIP focus group, comprised of a variety of special education professionals, was convened to develop key measures, review SIMR data and improvement activities that measured evidence of success, and ensure that HIDOE's Theory of Action channeled EBPs that led to improved literacy scores for 3rd and 4th graders.

The SSIP focus group members and other stakeholders provided valuable feedback to HIDOE about best practices across the State that would drive student achievement. As HIDOE prepares all students for college and career beginning at the pre-Kindergarten grade, HIDOE affirms that a student's ability to communicate through the ELA is directly tied to a student's success as an adult. On average, when a student was able to read and write proficiently, they experienced more opportunities after high school graduation than when they were not ELA proficient.⁷ HIDOE determined that 3rd grade literacy is aligned with the 2017-2020 Strategic Plan, Goal 1 as a performance metric for Student Success. As a student success indicator, "Reading at grade level by 3rd grade is a critical milestone of student's success because literacy is a foundation for future learning. The PK-12 reading continuum can be thought of this way: Learn to read by 3rd grade to have the foundation to read to learn. HIDOE's focus supports a solid core curriculum for all students, one that fully addresses the big ideas in reading, and to ensure that all students have the foundational reading skills they will need to be successful when tackling text of increasing complexity in upper grades."⁸

During the development of the SSIP, HIDOE reviewed and evaluated successful programs and practices in the classroom that were making significant gains for SWDs.

⁶ Equity, Excellence & Innovation, Moving Toward a 10-Year HIDOE Action Plan, Dr. Christina M. Kishimoto, Superintendent, Hawaii State Department of Education, January 2019
<http://www.hawaiipublicschools.org/DOE%20Forms/10Year-online.pdf>

⁷ Early Literacy: Leading the Way to Success⁷ Strategic Plan Dynamic Report: 3rd Grade Literacy,
<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-1lit.aspx>
Early Literacy is Vital to Every Child's Success
<http://www.urbanchildinstitute.org/articles/editorials/early-literacy-is-vital-to-every-childs-success>

⁸ Strategic Plan Dynamic Report: 3rd Grade Literacy,
<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-1lit.aspx>

Similarly, HIDOE examined programs and practices that enjoyed limited success and compared the programs and practices. Schools continue to focus on compliance but now have embraced performance improvements in literacy at every grade level and is on a trajectory toward excellence, not only at the 3rd and 4th grade levels.

After HIDOE submitted Phase III, Year 2 of the SSIP, OSEP issued the “Differentiated Monitoring and Support Engagement Decisions”, which evaluated the Phase III, Year 2 submission and was received by HIDOE on October 23, 2018. HIDOE’s Level of Engagement was rated “Intensive” for “infrastructure changes to support SSIP initiatives”. As such, HIDOE addressed this issue by clarifying system changes as follows.

The Superintendent is assisted by the Deputy Superintendent in managing HIDOE’s academic/educational programs. The Deputy Superintendent assists the Superintendent in executing duties and responsibilities of the office, and is delegated authority to act for the Superintendent.

The Deputy Superintendent is responsible for leading, directing and supervising the academic and educator development functions of HIDOE, as well as serving as the line officer for school programs and operations. The Deputy Superintendent also directly manages projects or issues that are of special significance to HIDOE’s mission or Strategic Plan.

Public schools are assigned, for administrative purposes, to complex areas of one or more school complexes, each consisting of a high school, and middle and elementary schools. Each complex area is supervised by a CAS, who reports directly to the Deputy Superintendent. In addition to HIDOE’s fifteen (15) complex areas, the Deputy Superintendent oversees the Monitoring and Compliance Branch and the Coordinated Support Office.

The Monitoring and Compliance Branch oversees the compliance of federal and state laws, U.S. Department of Education requirements, and Board of Education administrative rules and policies related to the implementation of ongoing federally funded programs. The Monitoring and Compliance Branch reviews and monitors implementation fidelity at the complex areas, including Public Charter Schools. The Monitoring and Compliance Branch serves as the primary contact with federal program officials regarding the State Educational Agency responsibilities. The Monitoring and Compliance Branch is also responsible for the dispute resolution procedures required under the IDEA, including mediation, state written complaints, and impartial due process hearings.

The Deputy Superintendent’s Coordinated Support Director provides targeted technical support to the Monitoring and Compliance Branch to ensure IDEA monitoring functions and strategic initiatives are implemented with fidelity statewide.

Under the direction of the Superintendent, the Office of Student Support Services provides leadership, PD, and technical assistance to complexes and schools in planning and implementing programs for SWDs, including SLD, OHD, and SoL populations. Further, this Branch ensures that rights of children/youth with disabilities and their

parents are protected through the implementation of federal and state laws for SWDs. It provides technical assistance and training to schools and complex areas on the implementation of the IDEA and the corresponding administrative rules.

The statewide, single school district is comprised of three (3) levels of governance: state, complex areas, and schools. There are fifteen (15) complex areas. The complex area office, led by a CAS consist of functions that meet the needs of the respective portfolio of schools, students, parents, employees, educators and community stakeholders to focus on transforming school design and learning experiences through strong leadership, student voice, and educator and school community collaboration that leads to strong student outcomes.

The CAS and complex area staff members are tasked with providing support and direction to schools within that geographic region, by situating resources with decision making closer to schools as a means of improving student learning. CASs are the highest ranking educational leader closest to the schools and is responsible for modeling collaborative community leadership attuned to the local and cultural context, setting direction, providing thought-partnership, holding complex area staff and principals accountable and building the capacity of principals to improve the conditions for teaching and learning in all classrooms, pursuant to the vision and mission of HIDOE. CASs hold decision-making authority to address day-to-day academic and operational school issues and is tasked with ensuring that exemplary teaching and learning occurs at every school in the complex area.

CASs must balance:

1. Supervision and monitoring of principal performance with the equally critical responsibility to support and develop principals and their teams;
2. Supervision and support of complex area direct reports' performance to set and attain high levels of student achievement across the complex area; and
3. Ensure efficient and effective use of HIDOE and community resources through adherence to policy and ethical decision-making.

Among other responsibilities, CASs must demonstrate executive and community leadership by establishing, communicating, and reviewing direction; lead development of a CAAP to reach HIDOE's shared vision of instruction and achievement; and strategically connect resources and develop mechanisms for addressing parent concerns and fostering positive complex area/community relations through strategic use of resources and communications. CASs must also manage processes for school teams to identify short and long term goals within an annual academic plan; facilitate the periodic review of performance against the complex area plan; and coach, and direct when appropriate, principals and direct reports to make mid-course adjustments as necessary.

Further, CASs are required to work closely with principals, individually and as a group, to grow their leadership capacity through the use of frequent and actionable feedback focused on instruction, data analysis, and aligned interventions; coach and support principals and other leaders, including the community, in resolving unexpected situations and meeting their outcome-based performance targets. CASs are also expected to help school principals create a PK-12 feeder school, educational systems

and structures for shared leadership in their schools to support teaching and learning; gather and analyze feedback from schools to inform statewide education policy and implementation; engage in continuous improvement to increase student learning; and cultivate a productive professional culture across and within the complex area, complex, and schools.

CASs review the total school program of all schools in the complex area portfolio to ensure:

1. The administration of the development, implementation, and assessment of educational programs and services are consistent with state and federal policies and mandates;
2. Collaboration and direction with school communities and partners to meet the vision, mission, and needs and aspirations of students and their families; and
3. Monitoring of administrative decisions at complex area and school-level, promote effective and efficient operations of the schools and complex area offices.

CASs must also conduct principal evaluations and provide high quality feedback on actions and behaviors of successful leadership, such as effective management of instructional staff, implementation of EBPs, use of data, and establishment of a positive complex area/school culture.

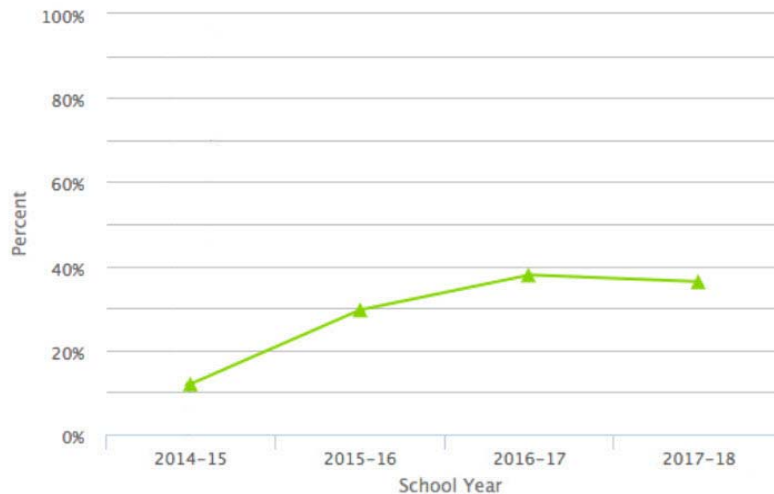
An example of positive change is the CASs' accountability for the academic improvement of SWDs. As mentioned in the "SSIP Implementation Accountability" section of the SSIP, the CASs have made it a priority to close the achievement gap. The complex area staff, directed by the CAS, assist to incorporate the necessary activities and accountability measures to ensure that the interventions conducted are strategic and informed by the outcomes data.

As an additional measure, Superintendent Dr. Kishimoto has introduced her concept of "Tri-level Empowerment" to the HDOE as a mechanism to empower schools and complex areas to take ownership of how they will redesign their schools to meet the needs of our students. At the complex area level, they will support the schools through PD, while the state offices will act as technical assistance to both the schools and complex areas as they embark on their journey.

b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects

Pursuant to the Deputy Superintendent's leadership, the CASs are required to ensure that EBPs are being carried out with fidelity and having the desired effects. For quality assurance, CASs are also required to monitor and review data for SWDs and determine proactive strategies, interventions, and restorative practices to increase quality of services and programs that lead to improved student achievement and growth.

Figure 5: Ka'ewai Elementary ELA SWD



Data Source: Accountability Data Center for Hawaii Public Schools (ADC)

Ka'ewai Elementary School's results demonstrated overall improvement from SY 2014-2015 to SY 2017-2018 in ELA scores for all SWDs at their school. Under the direction of the Deputy Superintendent, the CAS and the principal created a PLC that included teacher ownership and collaboration to implement EBPs with fidelity. Ka'ewai's focus on EBPs included:

1. Weekly (2) two-hour data team meetings;
2. Activities to improve reading fluency, phonemic awareness and vocabulary;
3. Quarterly school-wide screening;
4. Supplemental reading instruction for all students in grades 1-5 utilizing flexible groupings; and
5. Use of iReady for reading twice a week for 45 minutes.

To support schools such as Ka'ewai Elementary, HIDOE provided vetted resources for complex areas to select EBPs for their schools. The Deputy Superintendent and CAS discussed and analyzed school-level data to determine appropriate PD for staff on the identification, selection, and implementation of EBPs. This helped to ameliorate existing confusion around EBPs within HIDOE, increased the number of EBP selected for use in the classroom, improved fidelity of implementation, and addressed the ongoing research to close the achievement gap.

Complex areas are optimal venues for educators and leaders to share demonstrated application of practice that benefits student learners and/or enhances professional practices around school design, curriculum and instructional work, and student/family engagement.

Nanakuli-Waianae Complex Area implemented EBPs with fidelity and utilized a classroom observation tool to collect direct instruction information. The tool incorporated ELA formative assessment to assist the teacher in adjusting instruction and providing timely interventions as needed. The classroom observation tool is used for environments that include both SWDs and general education students. The tool helped teachers manage the evaluation process by streamlining evidence collection and fostering meaningful discussions around performance improvement.

School Synergy
Nanakuli-Waianae Complex Area

2017-18 Classroom Observation Tool

Date: _____ Teacher: _____ Class or Grade: _____

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

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

Undet = Undetermined and NN = Not Needed

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

2. INSTRUCTIONAL STRATEGIES

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

3. FORMATIVE ASSESSMENT AND DIFFERENTIATION

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

4. CLASSROOM BEHAVIOR

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

School Synergy
Nanakuli-Waianae Complex Area

5. CONTENT

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

6. OBSERVABLE STUDENT ENGAGEMENT

Trait	Examples of what to look for*	Engagement Counts
2E1	<ul style="list-style-type: none"> Students are not following instructions, appear to be distracted, or are engaging in activity other than what the teacher directs. Students' non-verbal communication clues indicate they are not paying attention to the lesson. Student responses, questions, conversation, and comments are not relevant to the topic or lesson. Students are waiting for something before they proceed. Students have completed their work and have no other work assigned. Students are watching other students work but are not actively or fully participating. Students are not engaged in meaningful work. 	Two counts of students <u>not</u> engaged in lesson (off task): 1) _____ of _____ When _____ 2) _____ of _____ When _____ * Note: These are examples of what you may observe when students are <u>not</u> engaged. Engagement is... hands-on, minds-on. If the student's hands and mind are not actively involved in learning, then the student is counted as off task.

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

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

2.	Trait	Question	Yes	No	Und	Comments – Student Two
	9O1	Are you usually greeted or assisted by office staff in a timely manner (within 5-10 seconds)?				
	9O2	Do you feel that the front office is a warm & welcoming place?				
	9F1	Are the school bathrooms clean?				
	9F2	Do the bathrooms always have supplies (toilet paper, soap, paper towels)?				
	9C1	Is the cafeteria clean? (HS may use a satellite location)				
	9C2	Do you eat school lunch daily?				

8. SCHOOLWIDE

Trait	Look-For	Yes	No	Und	Comments
2H1	Instructional time is protected from interruptions such as phone calls, and announcements.				
7A2	Students arrive to class on time.				
8B3	Classrooms, hallways, lunch areas, and outdoor spaces are safe for students and adults				
8B3	Staff members are seen where students congregate and display high expectations for student behavior				
8B5	The building and grounds are well-maintained				

Table 10: HIDOE Approved EBP Resources

EBP Resources
American Speech-Language-Hearing Association asha.org/Evidence-Maps/
Best Evidence Encyclopedia bestevidence.org
Center for Early Literacy Learning earlyliteracylearning.org
Council for Exceptional Children cec.sped.org
Center on the Social and Emotional Foundations for Early Learning csefel.vanderbilt.edu
Evidence for ESSA evidencefoessa.org
Evidence-Based Intervention Network ebi.missouri.edu/
National Autism Center nationalautismcenter.org
National Center on Intensive Intervention intensiveintervention.org
National Professional Development Center on ASD autismpdc.fpg.unc.edu
National Technical Assistance Center on Transition transitionta.org
Teaching LD: <i>Current Practice Alerts</i> teachingld.org/alerts
Technical Assistance Center on Positive Behavioral Interventions and Supports pbis.org/research
What Works Clearinghouse ies.ed.gov/ncee/wwc/

In the future, data and resources identified herein will provide complex areas with guidance on the implementation of the activities they select to support HIDOE’s SSIP Theory of Action.

c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

HIDOE has utilized PLCs to assess, plan, and increase knowledge in the use of EBPs throughout its tri-level infrastructure. The Superintendent and the Deputy Superintendent’s PLCs meet at least monthly and work collaboratively to support the complex areas in the implementation of their plans and provide opportunities and resources to initiate and scale up efforts as well as remove barriers that may hinder implementation progress.

Table 11: Changes in Educational Practice to Achieve SIMR - PLCs

State Objectives	Outcomes
<p>Formalize PLCs for CASs, and District Educational Specialists focused on identifying and scaling up EBPs for advancing achievement of all SWDs and in particular, improving early literacy of students with SLD, OHD and SoL.</p>	<p>HIDOE continues progress towards meeting this objective through CASs and PLCs.</p> <p>At the end of SY 2017- 2018, the Leadership Cadre (Superintendent, Deputy Superintendent and CASs) determined that the CASs would be empowered with the responsibility for their complex area PLCs instead of the Office of Student Support Services. CASs are expected to meet this objective and address identify and scale up EBPs to advance achievement of all SWDs.</p>
<p>Build capacity of CAS and complex area staff to provide training and coaching of school administrators and staff on EBPs to advance the provision of EBPs in schools.</p>	<p>HIDOE continues progress towards meeting this objective through CASs and PLCs.</p> <p>At the end of SY 2017- 2018, the Leadership Cadre (Superintendent, Deputy Superintendent and CASs) determined that the CASs would be empowered with the responsibility for their complex area PLCs instead of the Office of Student Support Services. CASs are expected to meet this objective and build internal capacity to provide training and coaching of school administrators and staff on EBPs to advance the provision of EBPs in schools.</p>
Complex Area Objectives	Outcomes
<p>CASs establishes and routinely convenes PLCs to address implementation of CAAPs and continues to facilitate alignment between/among programs.</p>	<p>Complex areas continue to strive towards meeting this objective by focusing on improving student achievement through carefully analyzing data and addressing areas of low achievement.</p> <p>The CAAPs include the implementation of EBPs and monitoring of the outcomes for SWDs.</p>
<p>Complex area PLC members establish routines to collaborate, plan, train and coach school staff on EBPs that improve early literacy for SWDs using specific strategies for SWDs and general strategies that advance performance of all subgroups pursuant to the Elementary and Secondary Education Act (ESEA).</p>	<p>Complex areas continue to strive towards meeting this objective to ensure that PLCs are structured to focus on EBPs using specific strategies for SWDs.</p>

Table 12: Changes in Educational Practice to Achieve SIMR – State Level Resources

State Objective	Outcomes
Utilize PLCs and other feedback loops to obtain information regarding the resources CASs need to adopt, implement, and sustain EBPs that advance achievement of SWDs, and in particular, improving literacy of students with SLD, OHD, and SoL.	The CASs and the Deputy Superintendent work together to provide the PLCs with resources, PD, and other supports that align with the CAAPs to further student achievement for SWDs.
Identify and make available for use by CASs, complex area staff, and PLCs EBPs regarding special education strategies, and early literacy strategies that advance achievement of SWDs, and in particular, improving literacy of students with SLD, OHD, and SoL.	The Deputy Superintendent, along with the Office of Student Support Services, would work to provide the CASs, complex area staff, and PLCs with PD as well as special education literacy strategies that advance achievement of SWDs.
Complex Area Objective	Outcomes
The complex area planning integrates EBPs that improve early literacy for SWDs using specific strategies for SWDs into planning of general strategies that improve the performance of all ESEA subgroups through collaborative planning with other federal programs (e.g., Every Student Succeed Act) to create alignment and integration with all complex area initiatives.	Complex areas continue to progress in meeting this objective. Through an increased focus on student achievement, HIDOE will continue to offer PD courses with an emphasis on EBPs for SWDs.
Teachers continue to receive ongoing PD on EBPs, as appropriate.	Complex areas continue to progress towards meeting this objective. As mentioned previously, CAAPs include EBPs, instructional strategies, and PD for complex area and school level staff.
Teachers continue to use EBPs with fidelity.	CASs continue to progress towards meeting this objective. CASs and complex area staff are required to provide the necessary support and PD to school level staff to ensure that SWDs' academic needs are being met through specially designed instruction.
Student progress monitored on a regular basis.	CASs continue to progress towards meeting this objective as they conduct regular principal meetings to discuss achievement relating to SWDs.

Table 13: Changes in Implementation and Effectiveness of the Strategy to Engage Stakeholders

State Objective	Outcomes
Implementation of the initiative or support provided to improve SIMR.	Stakeholder meetings include representation by various role groups (e.g., parents, students, community members, HIDOE leadership.)
Conduct evaluation of the initiative or support provided. Report to Deputy and the Assistant Superintendent for the Office of Student Support Services regarding progress towards outcomes and objectives. Make recommendations to Deputy and Assistant Superintendent regarding changes.	HIDOE meets with various stakeholder groups to discuss initiatives and to make recommendations relating to such initiatives. HIDOE representatives that attend stakeholder meetings communicate evaluation outcomes of the initiatives to the Deputy Superintendent and Assistant Superintendent.

Revise implementation of the initiative or support or revise the strategy altogether based upon Deputy and Assistant Superintendent decision.	Stakeholder (LbC) meetings document that implementation data have been used to revise strategies to achieve improved outcomes.
Complex Area Objective	Outcomes
The percentage of teachers implementing EBPs with fidelity increases.	CASs are responsible to report this data to the Deputy Superintendent as required through their CAAPs.
Ongoing assistance to teachers related to coaching and support.	CASs are responsible for coordinating PD, coaching, and support to teachers, as needed.
Stakeholders are actively communicating and problem-solving issues to reach consensus.	HIDOE conducted ten (10) meetings annually with the Special Education Advisory Council and monthly meetings with Community Children's Council Office across seventeen (17) geographic areas as well as quarterly statewide co-chair meetings. Further, HIDOE held monthly meetings with District Educational Specialists. The Superintendent and the Deputy led meetings with the CASs twice a month.
Stakeholders review and revise PD plans in response to progress monitoring and PD evaluations.	CASs are expected to consider stakeholder feedback for revisions to the PD plans to meet the changing needs of teachers and students as measured by stakeholder group surveys.
Stakeholders use processes and tools to improve instructional practices towards Early Literacy.	HIDOE continues to use the LbC model to engage stakeholders in the process to update and clarify how the three (3) high impact strategies align to the strands, which includes early literacy.
Routine progress monitoring drives instruction.	HIDOE conducted ten (10) meetings annually with Special Education Advisory Council and monthly meetings with Community Children's Council Office across seventeen (17) geographic areas as well as quarterly statewide co-chair meetings. Further, HIDOE held monthly meetings with District Educational Specialists. The Superintendent and the Deputy led meetings with the CASs twice a month. Due to the strong partnerships, all stakeholders are routinely engaged in discussions relating to progress monitoring that drives instruction.

d. Measurable improvements in the SIMR in relation to targets

Table 14: SBA Results: Statewide, Grade 3

Year	Target	SIMR	% Increase/Decrease From Prior Year	OHD, SLD, SoL Number Tested
2017-2018	35%	10.9%	+14.7%	800
2016-2017	20%	9.5%	+11.8%	915
2015-2016	11%	8.5%	+1.2%	960
2014-2015	Baseline	8.4%	NA	845

Data Source: HIDOE SY 2017-2018 SBA

Table 15: SBA Results: Statewide, Grade 4

Year	Target	SIMR	% Increase/Decrease From Prior Year	OHD, SLD, SoL Number Tested
2017-2018	35%	9.7%	+11.5%	1,049
2016-2017	20%	8.7%	-18.7%	1,045
2015-2016	11%	10.7%	+28.9%	947
2014-2015	Baseline	8.3%	NA	979

Data Source: HIDOE SY 2017-2018 SBA

Table 16: SBA Results: Statewide, Grades 3 and 4

Year	Target	SIMR	% Increase/Decrease	OHD, SLD, SoL Number Tested
2014-2018			+22.9%	
2017-2018	35%	10.2%	+12.1%	1,849
2016-2017	20%	9.1%	-5.2%	1,960
2015-2016	11%	9.6%	+15.7%	1,907
2014-2015	Baseline	8.3%	NA	1,824

Data Source: HIDOE SY 2017-2018 SBA

From the baseline data in SY 2014-2015 to SY 2017-2018, Grades 3 and 4 SBA ELA/Literacy results increased by **22.9%** statewide. Through infrastructure changes and consistent implementation of EBPs, HIDOE's assessment results for the SIMR population demonstrates improvement.

Table 17: MGP 4th Grade; SBA ELA/Literacy

Year	Target	MGP	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2017-2018	55	38	+5.6%	1,049
2016-2017	50	36	-5.3%	1,045
2015-2016	45	38	+2.7%	947
2014-2015	Baseline	37	NA	979

Data Source: HIDOE SY 2017-2018 SBA

HIDOE's statewide median growth percentile (MGP) of 4th grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy for SY 2017-2018 was 38

as illustrated in Table 17. Although HIDOE did not meet the MGP target set at 55, complex areas and schools continue to work toward that goal.

F. Plans for Next Year

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

HIDOE has demonstrated an increase in reading proficiency for SWDs at the 3rd and 4th grade levels as measured by the SBA. Rather than introduce new activities for next year, HIDOE will continue to focus on the SSIP Theory of Action that was developed in 2016-2017 to:

1. Implement EBPs with fidelity statewide;
2. Strengthen State, Complex and School-level infrastructure to improve student achievement in reading; and
3. Ensure stakeholders work together to improve student outcomes.

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

The Deputy Superintendent, CASs, Office of Student Support Services, Monitoring and Compliance Branch, and stakeholders will plan various evaluation activities to ensure the timely collection of data, measures, and outcomes. The activities are described in the table below.

Table 18: Planned Evaluation Activities

Activity	Data	Measures	Expected Outcomes
Monitor SIMR Progress	Annual Statewide SBA Results	Percent of SWDs scoring proficient	Meet SIMR targets
Monitor improvement activities in complex areas	CAAPs	Report of progress toward targets	Reading proficiency data for SWDs with EBPs fidelity
Monitor tri-level infrastructure	Surveys	Perception data from surveys	Increase stakeholder engagement and communication at all levels
Monitor quality of PDs delivered to schools and complex areas	Surveys	Perception data from surveys	Improve the quality of PD
Monitor use of EBPs	CAAP review for SSIP evaluation	100% review of CAAPs	Fidelity of EBPs implementation

HIDOE also plans to expand Superintendent Dr. Christina M. Kishimoto’s vision of a learning organization through a school design lens: action based on the recommendations from the Special Education Program Review Task Force; continue to focus on the next steps to address all long-term goals; use the LbC process to co-create infographics for stakeholders; and build the capacity of individuals in leadership roles to attain transformational stakeholder engagement levels. Again, these efforts support Superintendent Dr. Kishimoto’s learning design that seeks to empower schools and actively seek innovative methods to improve outcomes for students in Hawaii.

Additionally, as noted previously, the Monitoring and Compliance Branch has begun the RFP to replace the current SPED CAT system. The replacement aligns with the modernization of systems that Superintendent Kishimoto referred to in HIDOE’s 10-Year

Action Plan. The new interactive electronic monitoring system will help to improve data collection and compliance practices across HIDOE.

3. Anticipated barriers and steps to address those barriers

As a single statewide public school system, HIDOE does not anticipate any barriers for next year. Under the direction of the Superintendent and the Deputy Superintendent, the CASs, Office of Student Support Services, Monitoring and Compliance Branch, District Educational Specialists, and stakeholders remain committed to implementing the SSIP and to move student achievement forward.

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

HIDOE will continue to seek input from stakeholders and utilize technical assistance from the National Center for Systemic Improvement, the NCEO, the IDEA Data Center, OSEP leadership, and others, as appropriate. HIDOE remains committed to increasing student achievement for all students.

Summary

HIDOE is energized by the steady improvement in ELA/Literacy SBA scores and acknowledges the positive changes by maintaining focus on the three (3) key improvement strategies to improve the success of SWDs by:

1. Building capacity and collaboration for sustainable statewide improvements utilizing PLCs;
2. Implementing and evaluating the effectiveness of chosen EBPs for improving student performance as documented in CAAPs; and
3. Engaging students, parents, and community members by utilizing the LbC framework.

Superintendent Dr. Christina M. Kishimoto's dynamic leadership and prioritization to align initiatives and leverage the tri-level work toward student achievement has empowered educators to address the unique needs and abilities of all students.

HIDOE looks forward to reporting on the next school year while expanding the fidelity and implementation of the current improvement strategies and activities, reviewing policies and procedures that are barriers to improvement and sustaining those practices that are instrumental in student achievement.