



SPP/APR FFY 2020-25 Stakeholder Input

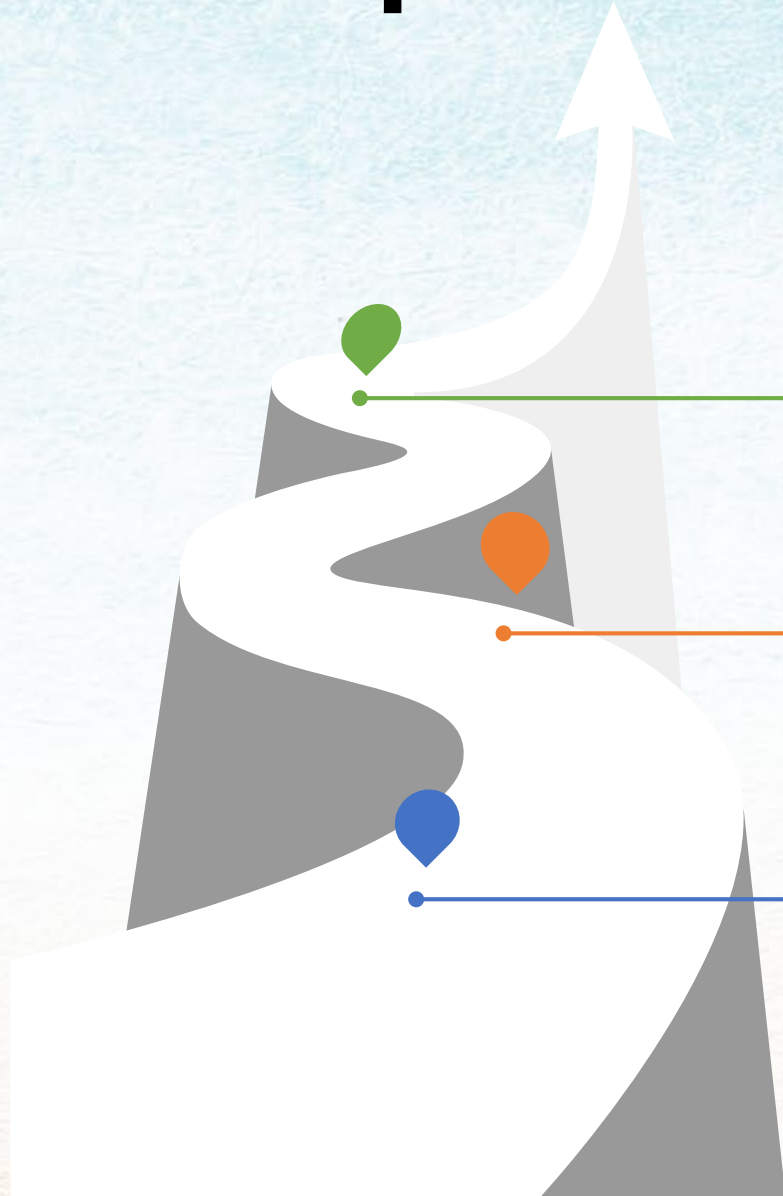
Indicator 17: State Systemic Improvement Plan (SSIP)

Monitoring and Compliance Branch
Exceptional Support Branch





Participant Outcomes



3

Strategies for Improvement

2

Review Baseline and Set Targets


1

Quick Review of Requirements & Longitudinal Data

Overview

SPP/APR	Resources
<ul style="list-style-type: none"><li data-bbox="402 504 1243 772">• The State Performance Plan (SPP)/Annual Performance Report (APR) is developed in six year intervals.<li data-bbox="402 868 1251 1215">• It is a single document that measures the State's efforts in meeting the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).	<ul style="list-style-type: none"><li data-bbox="1358 504 2211 625">• SPP/APR FFY 2020 on <u>HIDOE's website</u><li data-bbox="1358 775 2224 1039">• <u>FFY 2020 Part B Indicator Measurement Table</u> for submission beginning in February 2022

Baselines, Targets, & Improvement Strategies

Baselines	Targets	Improvement Strategies
<p>State can reset the baselines if:</p> <ul style="list-style-type: none">• Calculation methodology changed• Data measurement method or process is revised• Other reasonable explanation exists of internal or external impact on the performance of a specific indicator such as changes in state policies or external impacts<ul style="list-style-type: none">○ State must provide an explanation for revisions of the baseline of an indicator	<p>Targets must:</p> <ul style="list-style-type: none">• Be rigorous, yet achievable• Show improvement over baseline• Be set with the advice of stakeholders• Be rooted in, and build on, past experience when possible	<p>Provide feedback on improving outcomes</p> 

Setting New Targets Process

Review the longitudinal data and consider:

- What was the baseline last indicated?
 - Review the data since baseline.
- What were the targets?
- Did the state meet the targets?
- Has there been progress or slippage over time?
- What are the data now in relation to target and to baseline?
- Are there any initiatives that may impact the outcomes for this indicator?

Things to Consider

Are the proposed targets rigorous and achievable?

Provide any suggestions that may help improve outcomes for this indicator.

In what way(s) might teachers, administrators, parents or other stakeholders assist the HDOE in addressing SIMR and improving the literacy rate for 3rd and 4th grade students with IEPs?

Indicator 17: State Systemic Improvement Plan (SSIP)

The State Systemic Improvement Plan or SSIP:

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

SSIP Activities by Phase

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

Results Driven Accountability (RDA)

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

Shift from Compliance

to



HIDOE's Key Measures for State -Identified Measurable Result (SIMR)

PROFICIENCY

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

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

GROWTH

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

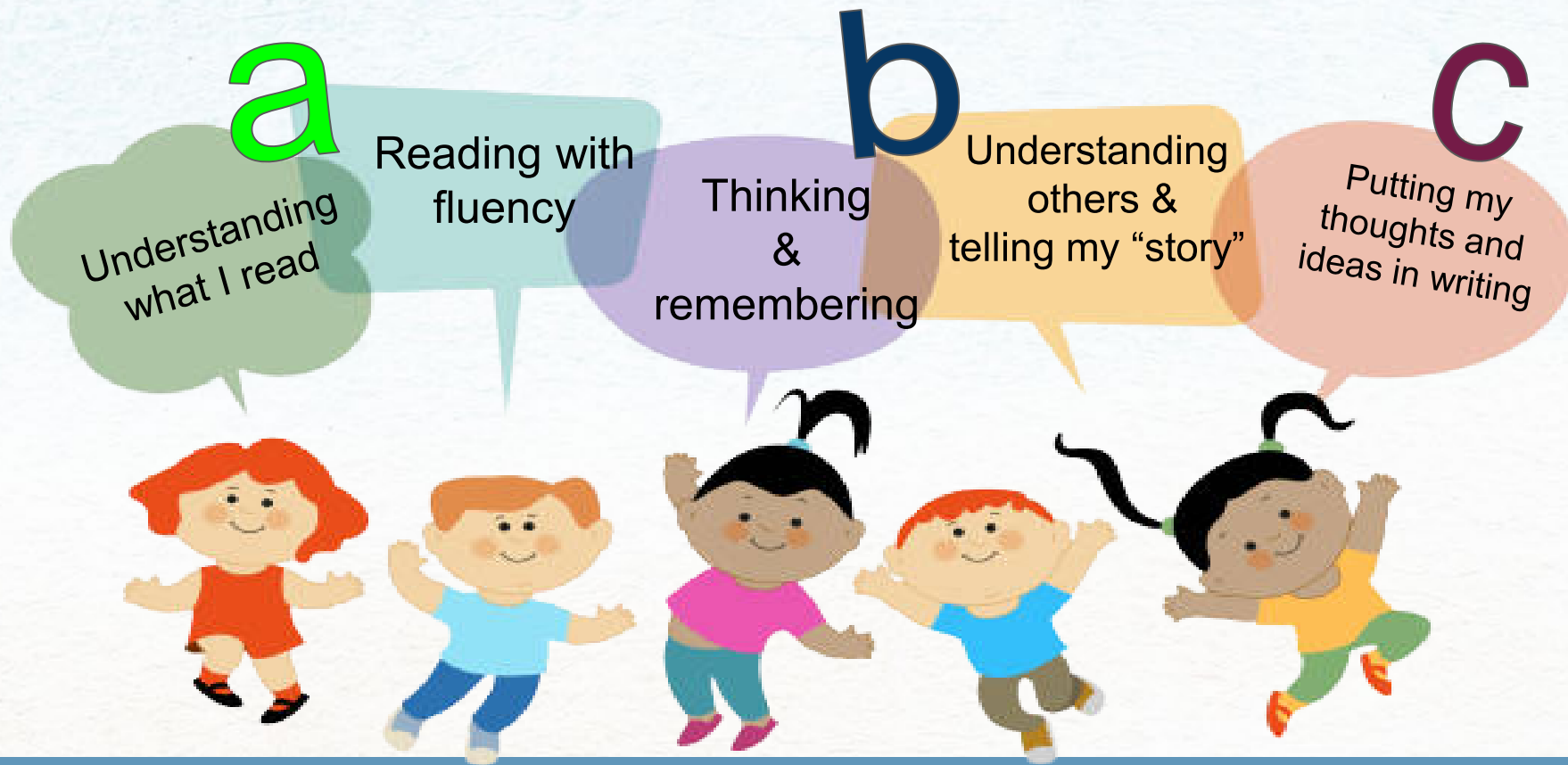
Based on stakeholder input and feedback (2014), the Hawaii State Department of Education identified the following SIMR as the focus of the SSIP.

HIDOE's Three Improvement Strategies

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



Strategies for Improvement Language and Literacy Initiative



Concern

Reading proficiency rates of student with disabilities grades 3 and 4:

- 13% (School Year [SY] 2018-2019)
- 16% (SY 2017-2018)
- 14% (SY 2016-2017)

Data Source: HIDOE SY 2018-2019 SBA

Percentage of preschool age students who are not entering Pre-Kindergarten with sufficient oral language skills to access the curriculum:

- 52% (SY 2018-2019)
- 48% (SY 2017-2018)

Data Source: Statewide PSWD TS Gold Data: Acquisition and Use of Knowledge and Skills (Including Early Language Communication)

Research

Oral language provides the foundation for the development of literacy.

The relationship between oral language and literacy development is reciprocal in nature.

Intervention for oral language can positively influence literacy development and vice versa.

Interventions must be intensive, ongoing throughout the day giving the students many opportunities to practice.

Teacher Data

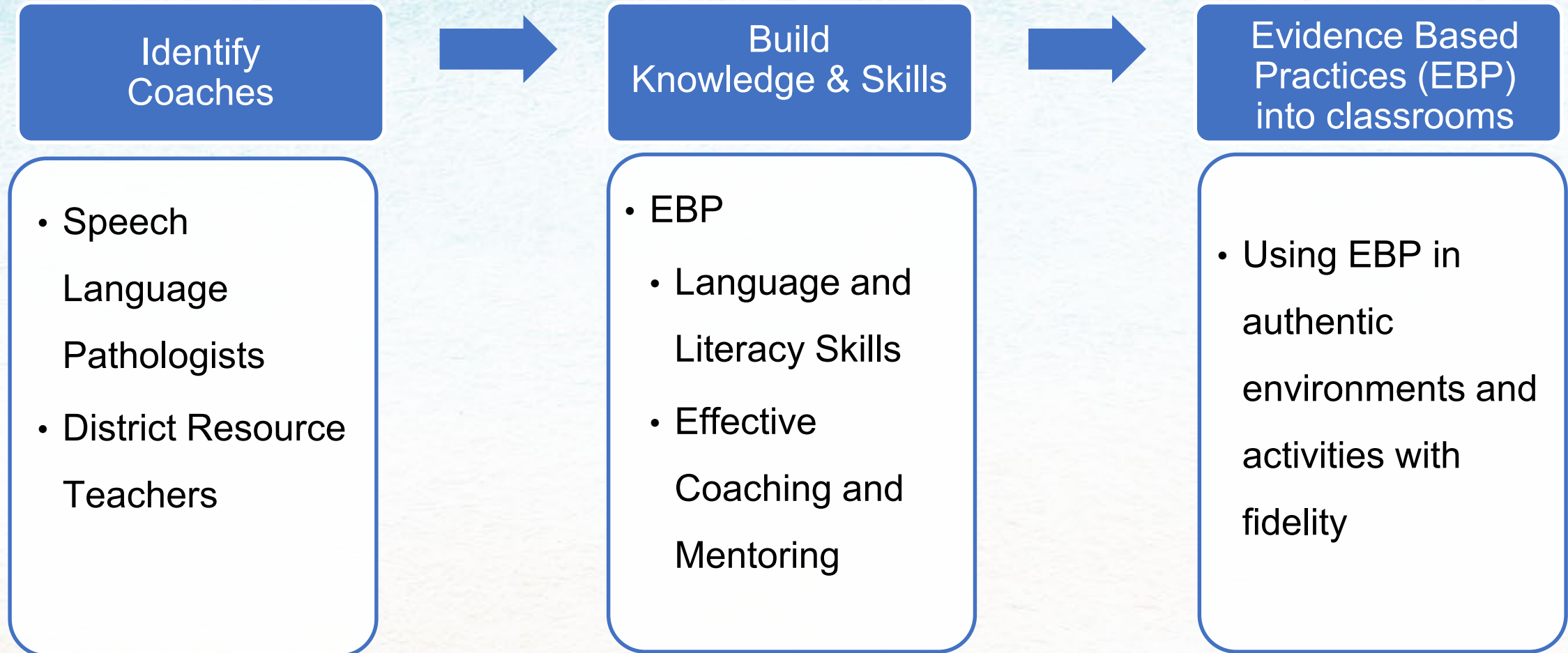
- Less than 50% received formal training in language and literacy
- Speech Language Pathologists have the training in language and literacy and it is their responsibility to address language goals
- Language is not typically embedded into daily classroom activities
- Similar to research findings



Purpose

To improve the Language and Literacy proficiency of students with disabilities grades Pre-Kindergarten-3 by providing teachers with evidence-based professional learning on language and literacy instruction .

The Plan



Expectations

Minimum of 1.5 year commitment

Align to other Complex Areas / school initiatives

Inclusion of a preschool

Collect longitudinal data

Facilitate professional learning

Maintain collaboration with OSSS program managers

Goals

- Improve instructional coaching of District Resource Teachers
- Increase district-level and school-level understanding of EBP
- Increase implementation of EBP in the classroom to improve student outcomes



State Systemic Improvement Plan

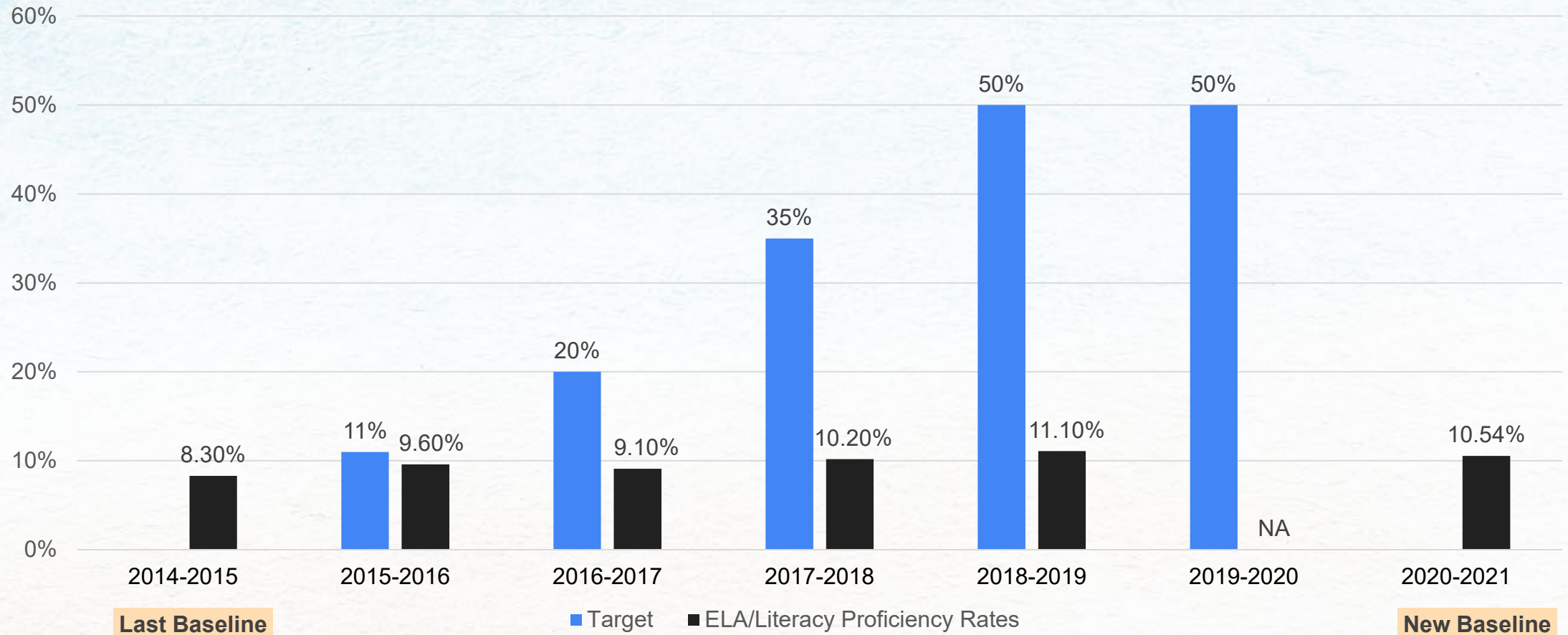
Improvement Strategies for FFY 2020-2025

Based on what has been presented and discussed so far, what revisions would you suggest to the State Systemic Improvement Plan?

Suggested Revisions:

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

Grades 3 & 4 Combined SIMR Literacy Rates



Proposed Targets

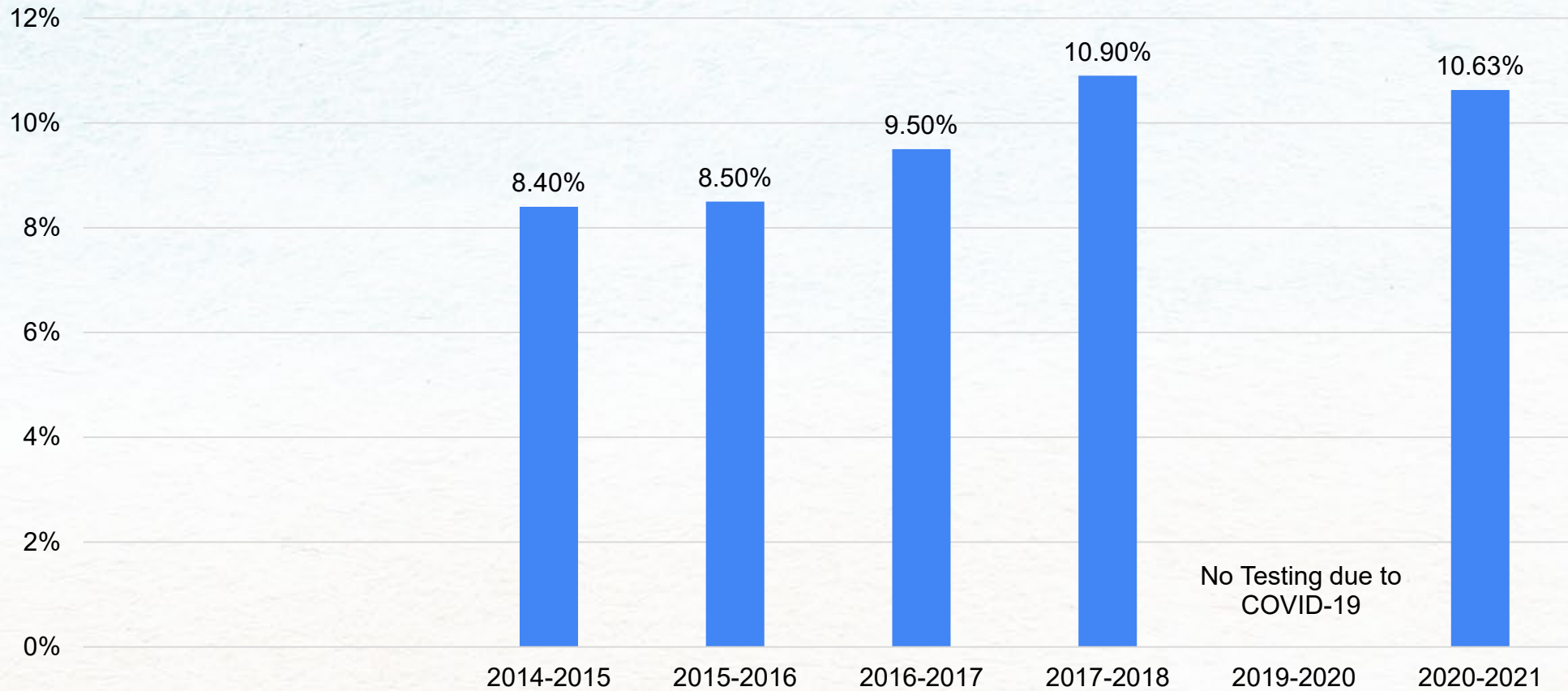
Statewide, Grades 3 and 4 Combined SIMR Proficiency Rates

School Year	Target	ELA/Literacy Proficiency Rates	% Increase/Decrease From Previous Year
2020-2021	New Baseline	10.54%	NA
2021-2022	TBD		
2022-2023	TBD		
2023-2024	TBD		
2024-2025	TBD		

SBA ELA/Literacy Comparison

Grade 3 SIMR Proficiency Rates

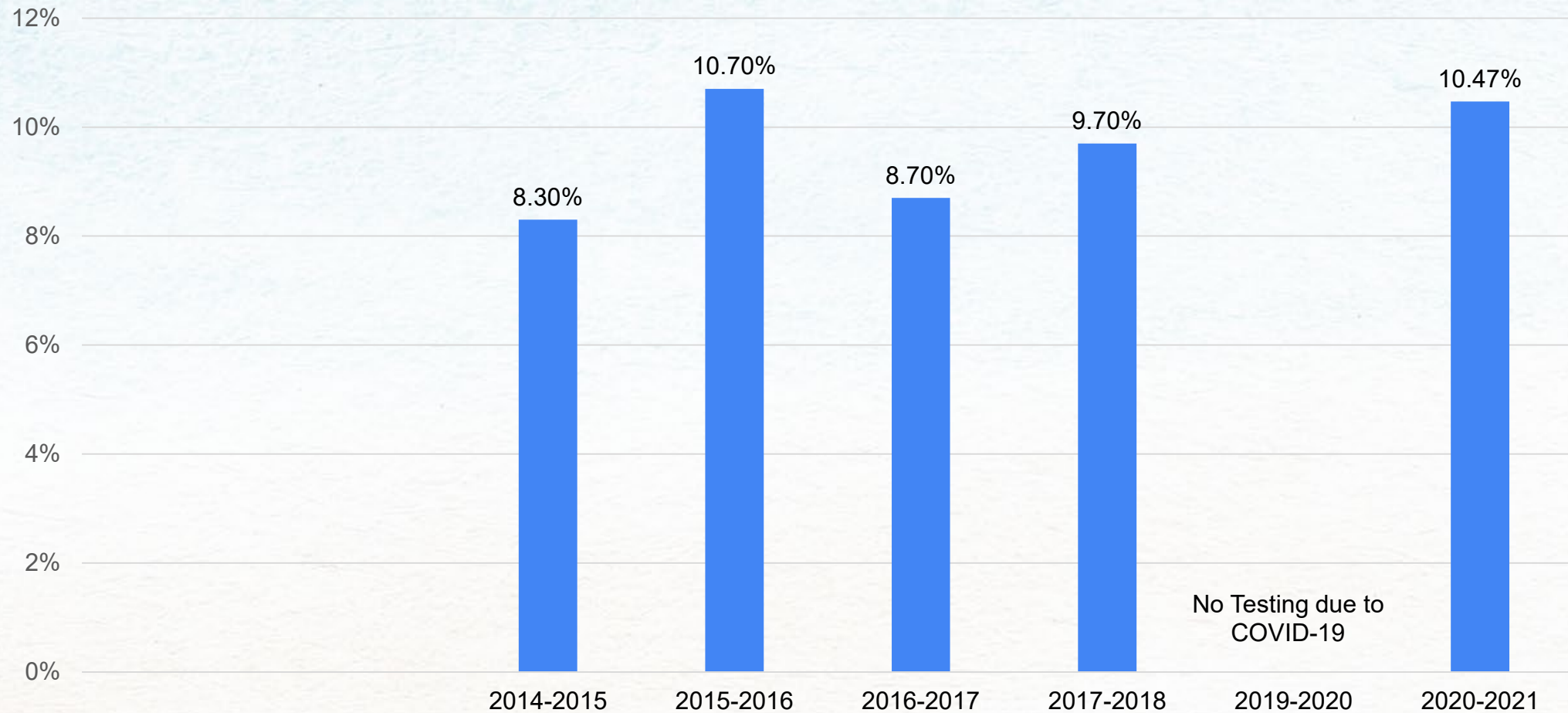
Longitudinal Data: 3rd Grade SIMR



SBA ELA/Literacy Comparison

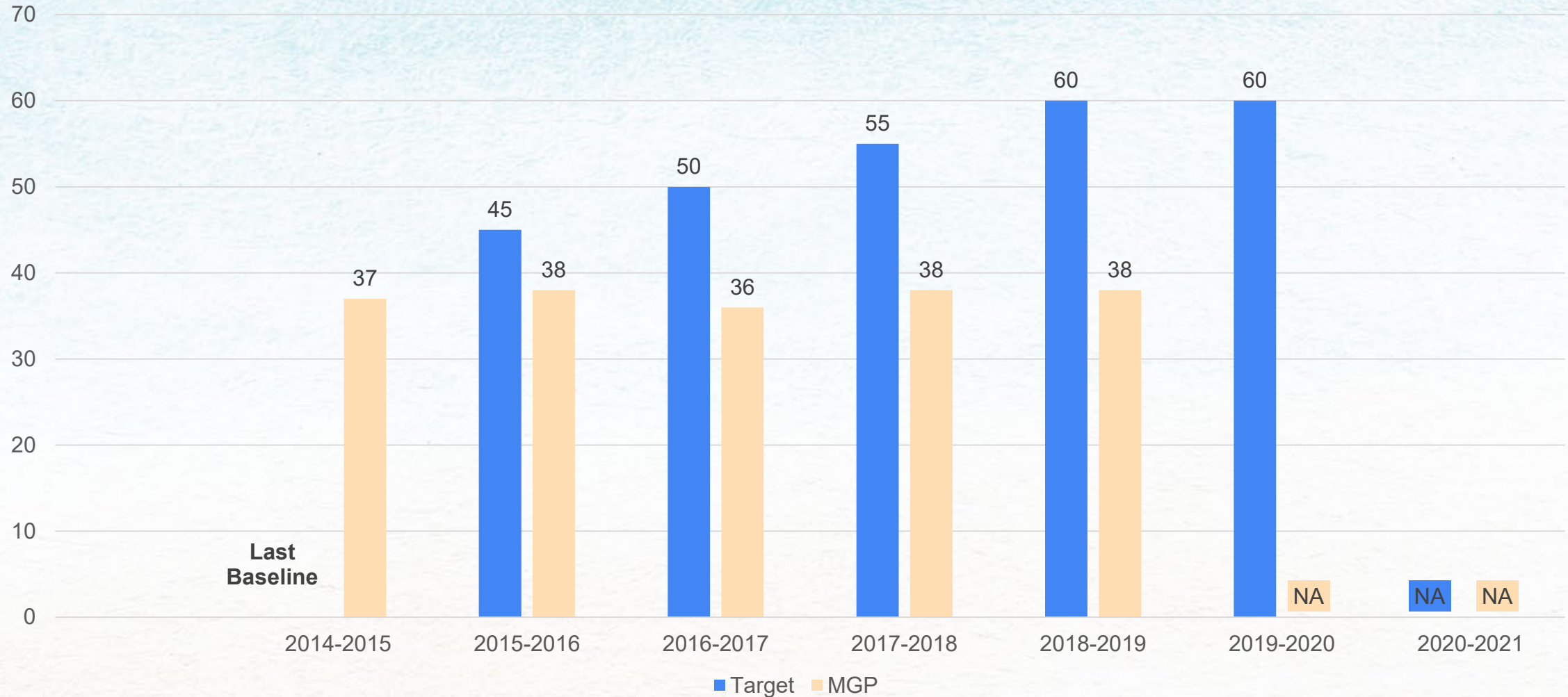
Grade 4 SIMR Proficiency Rates

Longitudinal Data: 4th Grade SIMR



MGP 4th Grade SIMR; SBA ELA/Literacy

MGP 4th Grade SIMR



Proposed Targets

MGP 4th Grade SIMR; SBA ELA/Literacy

School Year	Target	MGP	% Increase/Decrease From Previous Year
2020-2021	New Baseline	NA	NA
2021-2022	TBD		
2022-2023	TBD		
2023-2024	TBD		
2024-2025	TBD		

Your Input

- In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOE to address the SIMR and improve outcomes for 3rd and 4th grade students with IEPs?
- What revisions would you suggest to the State Systemic Improvement Plan?
- [Indicator 17 Feedback Form](#)

Questions, please contact the Exceptional Branch at 808-305-9806.