

Phase III, Year 4

HAWAII STATE DEPARTMENT OF EDUCATION, APRIL 2020
DR. CHRISTINA M. KISHIMOTO, SUPERINTENDENT

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Executive Summary

Overview

The Hawaii State Department of Education's (HIDOE) Part B State Systemic Improvement Plan (SSIP) describes the Results Driven Accountability (RDA) work implemented during School Year 2018-2019 to improve results for students with disabilities (SWDs) under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

HIDOE's efforts to increase academic achievement for all students as well as sustaining overall system improvement relating to the SSIP is fully supported by the current tri-level infrastructure (state, complex, and schools). As a unitary system, Superintendent Dr. Christina M. Kishimoto inspires and supports her leadership team to collectively focus on those requirements and improvement strategies that are most closely related to improving educational results and functional outcomes for SWDs.

Deputy Superintendent Phyllis Unebasami serves as the line officer over the fifteen (15) Complex Area Superintendents as well as the Monitoring and Compliance Branch. Each Complex Area Superintendent has direct oversight and monitoring responsibilities over principals who in turn have direct supervision over teachers and their classrooms. Tri-level engagement is achieved through leadership accountability measures and instructional conversations at the complex areas including innovative planning of resources, advancing strategies, interventions and deliverables based on Evidence-Based Practices (EBPs) for special education, English Learners, and other student subgroups who are underperforming.

The Monitoring and Compliance Branch ensures compliance with federal laws, United States Department of Education/Office of Special Education Programs (OSEP) requirements, the Hawaii State Board of Education policies, and Hawaii Administrative Rules for federally funded programs. Specifically, among other things, the Monitoring and Compliance Branch:

1. Monitors complex areas and schools with respect to Section 616 of IDEA and General Supervision System (GSS);
2. Collects and aggregates state level data for state and federal reporting, monitoring, and enforcement of IDEA requirements;
3. Completes and submits Sections 616 and 618 of IDEA;
4. Serves as the IDEA, Part B data manager; and
5. Supports the tri-level system with data collection and analyses in regards to compliance and performance of SWDs to inform program implementation at the state and complex level.

Superintendent Dr. Christina M. Kishimoto and Deputy Superintendent Phyllis Unebasami are both responsible for a systems-level approach to best practices, roles, communications, and the coordination of supports between complex areas, the Office of Student Support Services, and the Monitoring and Compliance Branch. Such coordination included transitioning the role of the State Special Education Director from the Monitoring and Compliance Branch to the Office of Student Support Services, Exceptional Support Branch. This move affirmed HIDOE's commitment to improving student outcomes by emphasizing the Exceptional Support Branch's influential role in the Differentiated Monitoring and Support (DMS) system towards strengthening student results.

Under the direction of the Superintendent, the Office of Student Support Services provides leadership, professional development (PD), and technical assistance (TA) to complexes and schools in planning and implementing programs to increase academic achievement for SWDs, including students with Other Health Disabilities (OHD), Specific Learning Disabilities (SLD), and Speech or Language Disabilities (SoL). In addition, the Office of Student Support Services:

1. Serves in the role of the State Special Education Director (Exceptional Support Branch Director was identified for this responsibility) and is responsible for completing future SSIPs (Indicator 17);
2. Provides assistance and assurance that the rights of children/youth with disabilities and their parents are protected through the implementation of federal and state laws;
3. Conducts training for complex areas and schools in planning and implementing programs that serve the needs of SWDs; and
4. Completes and submits the IDEA, Part B Grant application.

Further, HIDOE's tri-level infrastructure (see Figure 1 below) reinforced the SSIP Theory of Action by focusing our work within a Learning Organization design using high-impact strategies to support rigorous teaching and learning standards while providing the space for new innovations through collaborative best practices. By being continuous learners and innovators, HIDOE used the school design process to replace practices that did not contribute to student success, and adopted new ways of engaging students so that they understand how to use their learning to reach their aspirations. Figure 1 illustrates HIDOE's tri-level approach that originates at the school and fully supports school empowerment, school design, and student voice.

Figure 1: Tri-Level Empowerment/Learning Organization

Tri-Level Empowerment



United States Department of Education / Office of Special Education Programs (OSEP) Visit/ January 7, 2019



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 measurable results.

SIMR Focus

HIDOE's SIMR strategically selected the IDEA-eligibility categories of OHD, SLD, and SoL in grades 3 and 4. For the purposes of the SIMR, HIDOE focused on improving results for this group of students to calculate HIDOE's impact in narrowing or eliminating the achievement gap established in 3rd grade and in subsequent grades. Focusing on this population allowed for greater analysis into targeted areas of improvement.

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

1. The percentage of 3rd and 4th grade students, combined, with eligibility categories of OHD, SLD, and SoL who are proficient on the Smarter Balanced Assessment (SBA) for English Language Arts (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, 2 and 3, HIDOE determined improvement strategies and enabling activities based on data and infrastructure analysis to identify root causes for low performance to ultimately make progress toward 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 EBPs for improving student performance as documented in each Complex Area Academic Plan (CAAP); 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, bring the importance of RDA for SWDs to the forefront. Placing a high priority on the alignment of initiatives and infrastructure, along with leveraging tri-level efforts to support the SSIP Theory of Action directly impacted the SIMR targets of ELA/Literacy proficiency.

OSEP DMS Report

On September 12, 2019, the United States Department of Education, Office of Special Education and Rehabilitative Services, provided a summary of the results of the DMS activities conducted by OSEP during an onsite visit to HIDOE on January 4-11, 2019. The DMS Report required the following actions to be reflected in this SSIP:

- “1. *Report Federal Fiscal Year (FFY) 2018 data for the SIMR. Additionally, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress in implementing the SSIP. Specifically, the State must provide:*
 - a. *A narrative or graphic representation of the principle activities implemented in Phase III, Year 4;*
 - b. *Measures and outcomes that were implemented and achieved since the State's last SSIP submission (i.e., April 1, 2019);*
 - c. *A summary of the SSIP's coherent improvement strategies, including infrastructure improvement strategies, and evidence-based practices that were implemented by the State and progress toward short- and long-term outcomes that are intended to impact the SIMR; and*
 - d. *Any supporting data that demonstrates that implementation of these activities is impacting the State's capacity to improve its SIMR data. If, in its FFY 2018 –State Performance Plan (SPP)/Annual Performance Report (APR) due in February 2020, the State is not able to demonstrate progress in implementing its coherent improvement strategies, including progress in the areas of infrastructure improvement strategies or the implementation of evidence-based practices with fidelity, the State must provide its root cause analysis for each of these challenges.*
2. *The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity.*

3. *The State must describe how the evidence based practices, and activities or strategies that support their use, are intended to impact the SIMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes.*
4. *Within 90 days, the State must provide a written update on the progress and effectiveness of activities currently underway specific to data, evidence-based practices, evaluation planning, stakeholder engagement, and other State-specific needs.”*

Based on the aforementioned requirements outlined by OSEP, HIDOE has included the prescribed elements throughout this SSIP to ensure compliance with the DMS Report dated September 12, 2019. As a note, on November 18, 2019, HIDOE submitted a separate written update on required action 4 above to meet compliance with the 90-day timeline.

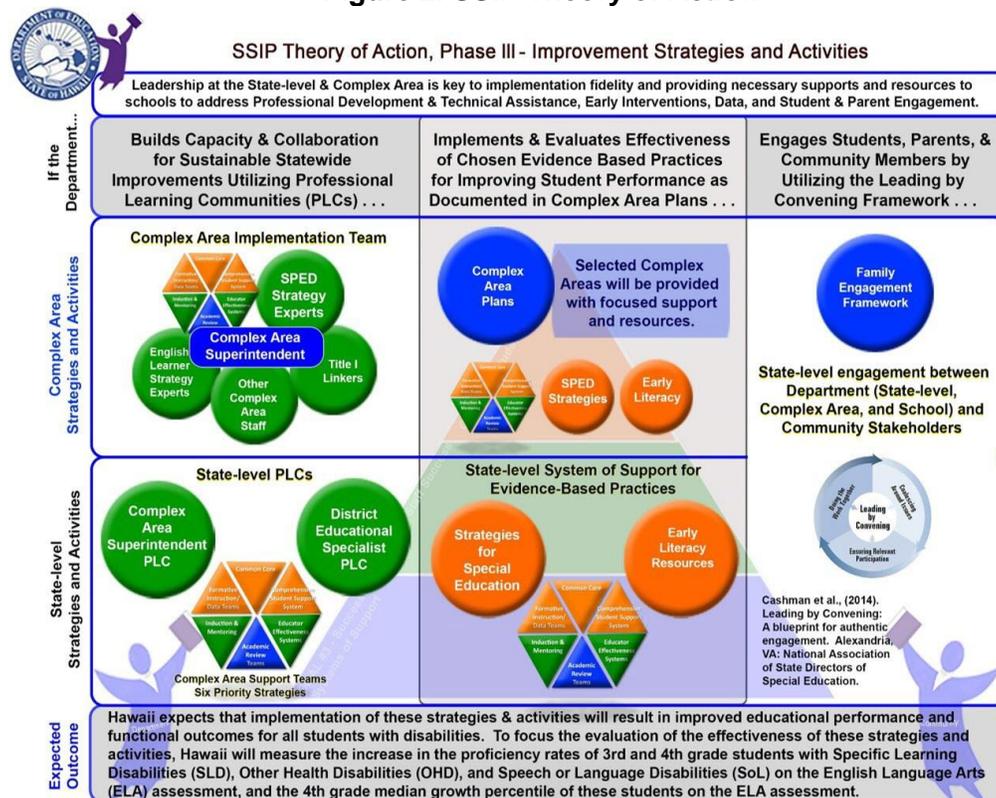
A. Summary of Phase III

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

HIDOE leadership at the state and complex levels consistently and deliberately aligned strategic improvement activities with the SSIP Theory of Action and Logic Model by:

- Utilizing PLCs to build capacity and collaboration for sustainable statewide improvements;
- Implementing chosen EBPs for improving student performance; and
- Engaging students, parents and community members by utilizing the LbC framework to achieve improved educational performance and functional outcomes for the SIMR population as well as for all SWDs as shown in Figure 2 below.

Figure 2. SSIP Theory of Action



The effects of the SSIP Theory of Action and accompanying strategies on outcomes for SWDs are monitored by the SIMR.

Hawaii’s SIMR Data in Relation to Targets

When comparing baseline data from School Year 2014-2015 to School Year 2018-2019, the SIMR students in grades 3 and 4 of the SBA’s ELA/Literacy standards resulted in an increase of **33.7%**. A comparison between School Year 2017-2018 and School Year 2018-2019 showed an increase of **8.8%** on the SBA ELA/Literacy proficiency rates in grades 3 and 4 combined.

HIDOE’s efforts in providing supports and resources to schools addressed PLCs; special education, English Learner and Title I strategies; early literacy resources, including the consistent implementation of EBPs, resulted in overall improvement for the SIMR population.

In 2019, OSEP extended the current SPP to FFY 2019; therefore, HIDOE convened the stakeholders to obtain their input on the extended targets for Indicator 17. On February 4, February 29, and March 13, 2020, HIDOE presented historical and current data for Indicator 17, and facilitated the feedback session relating to the FFY 2019 targets. The stakeholders were asked to review the data trend and consider the following questions for each SIMR target:

- Is the target met?
- Is there progress?
- Is there slippage?
- Keep the same target?
- Propose an alternate target?

HIDOE also asked the stakeholders for a brief rationale for keeping the same targets as well as for proposing alternate targets. HIDOE ensured that all stakeholders had the opportunity to, in a collective and individual fashion, provide comments and make suggestions. As such, stakeholders provided valuable input and reached agreement to maintain the same targets for FFY 2019. Stakeholders celebrated the progress made and determined that maintaining the same targets would provide stability and continuity for students and teachers. HIDOE plans to reconvene meetings with all of the stakeholders in the fall of 2020 to review, analyze, and possibly reset targets for the next phase of the SSIP, pending further guidance from OSEP.

The following tables illustrate Hawaii’s progress toward the SIMR targets.

Table 1: Smarter Balanced Assessment (SBA) English Language Arts (ELA)/Literacy Statewide, Grades 3 and 4 Combined SIMR Proficiency Rates

School Year	Target	ELA/Literacy Proficiency Rates	% Increase/Decrease	OHD, SLD, SoL Number Tested
2014-2019	50%		+33.7%	
2019-2020	50%	TBD	TBD	TBD
2018-2019	50%	11.1%	+8.8%	1,609
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 2018-2019 SBA

**Table 2: SBA ELA/Literacy
Statewide, Grade 3 SIMR Proficiency Rates**

School Year	Target	ELA/Literacy Proficiency Rates	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2019-2020	50%	TBD	TBD	TBD
2018-2019	50%	12.1%	+11.0%	784
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 2018-2019 SBA

**Table 3: SBA ELA/Literacy
Statewide, Grade 4 SIMR Proficiency Rates**

School Year	Target	ELA/Literacy Proficiency Rates	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2019-2020	50%	TBD	TBD	TBD
2018-2019	50%	10.1%	+4.1%	825
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 2018-2019 SBA

HIDOE's statewide MGP of 4th grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy for School Year 2018-2019 was 38 as illustrated in Table 4 below. Although HIDOE did not meet the MGP target set at 60, complex areas and schools nevertheless continue to work toward that aggressive target.

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

School Year	Target	MGP	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2019-2020	60	TBD	TBD	TBD
2018-2019	60	38	0.0%	825
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 2018-2019 SBA

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

As explained in previous SSIPs, HIDOE's tri-level infrastructure is both complex and powerful, and requires operational, policy, financial, and community partnership support in order to increase students' educational outcomes. HIDOE's tri-level empowerment model places greater decision-making and accountability for curriculum at the school level, closest to students.

School leadership teams, in partnership with teachers, are best situated to design schools to be aligned with student voice and interests, community resources, parent input and local context. The role of the state, and to a certain degree, the complex areas, focus on capacity building, leadership development, talent management, standard setting, resource development and collaborative planning with articulation in support of each school's needs.

Complex areas and schools are urged to identify and utilize strategies and related EBPs that best meet the needs of SWDs to improve the SIMR. Specific support to schools is provided through the strategies and activities outlined in the SSIP Theory of Action.

After HIDOE submitted Phase III, Year 3 of the SSIP, OSEP issued the "Differentiated Monitoring and Support Engagement Decisions", which evaluated the Phase III, Year 3 submission and was received by HIDOE via email on August 16, 2019. HIDOE's Level of Engagement was rated "Targeted" regarding "the state has reported on fewer than half of the coherent improvement strategies and/or strands in the Theory of Action. No data is being collected." As such, HIDOE addressed this issue by including the following examples at the state level as well as from various complex areas that illustrate some of the data being collected and analyzed relating to the coherent improvement strategies and/or strands in the Theory of Action. Additionally, the DMS Report dated September 12, 2019, required the following: "*A summary of the SSIP's coherent improvement strategies, including infrastructure improvement strategies, and evidence-based practices that were implemented by the State and progress toward short- and long-term outcomes that are intended to impact the SIMR.*" Both matters are addressed throughout this SSIP.

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

As noted in HIDOE's Phase III, Year 3 of the SSIP, all complex areas reported the use of a combination of EBP programs for SWDs through their CAAPs as listed below:

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

HIDOE notes that although the complex areas self-reported the EBP programs via their CAAPs, the information was validated by a statewide survey that was sent to all 3rd and 4th grade teachers who teach ELA/Literacy to SWDs in the categories of OHD, SLD, and SoL. Thus, the tri-level (state, complex and school) expectation and implementation of EBPs were confirmed via HIDOE's data triangulation process in spring 2019.

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 calibrate all statewide initiatives in order to streamline and leverage efforts and resources. In addition to the state offices, complex areas and schools diligently carried out the following: HIDOE's State Strategic

Plan¹; the Every Student Succeeds Act Consolidated Plan²; Superintendent Dr. Christina M. Kishimoto's high-impact strategies (Student Voice, School Design and Teacher Collaboration)³; and the Na Hopena A'o framework. HIDOE's tri-level structure also had to be mindful of the proposed 2030 Promise Plan (Promise Plan) conceived in School Year 2018-2019 and will be presented to the Hawaii State Board of Education in winter 2020 for approval.⁴

The proposed Promise Plan includes the ideas, experiences, and expertise of nearly 2,800 Hawaii stakeholders who responded to the call for equity, excellence and innovation for public schools. Feedback gathered during Board of Education and community meetings over the past two years were also reflected in the Promise Plan. The five promises to students are Hawaii, Equity, School Design, Empowerment, and Innovation. While they are not new concepts, each promise addresses the qualities that all students should experience in Hawaii's public education system. The promises provide context for outcomes that can be reached in a variety of ways. As complexes and schools are charged with greater responsibility and decision-making, the Promise Plan will provide the framework through which their actions are guided, so that improved student outcomes are consistently achieved across multiple diverse communities.

Over the past year, the Deputy Superintendent challenged the Complex Area Superintendents to close the achievement gap by advancing strategies, interventions and deliverables based on evidence-based research for special education, English learners, and other underperforming student subgroups. Each complex area submitted a detailed CAAP outlining their implementation plan and outcome expectations in support of the SSIP Theory of Action to improve student achievement. The Monitoring and Compliance Branch reviewed and conducted an analysis of the fifteen (15) CAAPs to determine the improvement strategies and principle activities implemented at the school level to improve outcomes for SWDs. In addition, the Monitoring and Compliance Branch further evaluated data to gain a better understanding of how complex areas used their CAAPs as a blueprint to align their teams, supports and strategies to the SSIP Theory of Action, specifically with respect to EBPs for early literacy and their effectiveness for SWDs.

One hundred percent (100%) of complex areas reported implementation of the Response to Intervention (RTI) process during School Year 2018-2019 and were fully committed to progress monitoring the implementation of EBPs at the school level. Complex areas were also provided professional learning opportunities on effective instruction to improve outcomes of SWDs by selecting the most efficacious models for statewide PD.

5. Highlights of changes to implementation and improvement strategies

a. State-Level Improvement Highlights

The Theory of Action in Figure 2, captures the relationship between building capacity and collaboration through PLCs, implementation fidelity of EBPs, and stakeholder engagement between state, complex areas, schools, and community stakeholders in the SIMR. In examining the SSIP Theory of Action, HIDOE recognized the need to supplement additional activities to enhance positive outcomes for the tri-level system to better support students.

¹ [Hawaii State Department of Education & Board of Education Strategic Plan 2017-2020](#)

² [Hawaii Consolidated State Plan](#)

³ [Superintendent Dr. Christina M. Kishimoto's high impact strategies](#)

⁴ [2030 Promise Plan - Action Opportunities To Realize Five Promises to Students](#)

Summary of Infrastructure Improvement Strategies included⁵:

- State Special Education Director Role
- Staff recruitment of a full-time EBP Educational Specialist for SWDs
- Inclusive practices scale up and a sustainability plan
- Na Hopena A'o (HA)
- Hawaii Multi-Tiered Systems of Supports (HMTSS)
- Hawaii State Special Education Conference
- Professional Learning Communities
- Special Education Mentor Pilot
- Stakeholder engagement
- Technical assistance

State Special Education Director Role

HIDOE recognized that building capacity at the state, complex area and school level, is the crucial variable in strengthening instructional quality towards increasing student achievement. Thus, the role of the State Special Education Director was shifted from the Monitoring and Compliance Branch to the Exceptional Support Branch who is primarily responsible for program implementation relating to performance and results of SWDs.

Staff recruitment of a full-time EBP Educational Specialist for SWDs

HIDOE recognized the crucial role of utilizing scientifically-based instructional practices and evidence-based interventions as required by the *Every Student Succeeds Act* (ESSA) and IDEA⁶ to promote student gains. In School Year 2018-19, the Exceptional Support Branch, under the Office of Student Support Services, recruited a full-time Educational Specialist whose primary role is to support complex areas and schools in the development and implementation fidelity of evidence-based models, strategies, and programs for all SWDs. The Educational Specialist created training materials titled, "*Evidence-Based Practices: What they are and how to find them*" for the summer 2019 Special Education Conference. The training objectives identified specific evidence-based instructional practices and programs and the use of web-based resources to foster and sustain a system of support in the usage of EBPs. For the upcoming summer 2020 Special Education Conference, an emphasis will be placed on the fidelity of EBP implementation.

Inclusive practices scale up and a sustainability plan

HIDOE is committed to building capacity in complex areas and schools to deliver specific EBPs that will improve outcomes for students. For the last two years, HIDOE partnered with Stetson & Associates, Inc., to emphasize the importance and value of inclusive practices implementation. Additionally, HIDOE and Stetson & Associates, Inc., provided training to select schools statewide known as *Hui Pu*. The first phase (School Years 2017-2018 and 2018-2019), included intensive training and consultation to school teams. Since 2017, the goals identified for *Hui Pu* have been twofold: 1) increase the time SWDs spend in the general education environment; and 2) close the achievement gap for SWDs. As of October 2019, the average inclusion rate for the thirty-nine (39) *Hui Pu* schools was 56% compared to the 39% average inclusion rate for non-*Hui Pu* schools.

The second phase (School Years 2019-2020 and 2020-2021) is a plan to scale up inclusive practices statewide across all schools to receive EBPs that will enrich outcomes and bolster access and support for SWDs to be successful in the same educational environment as

⁵ A summary of the SSIP's coherent strategies, including infrastructure improvement strategies, and evidence-based practices that were implemented by the State and progress toward short- and long-term outcomes that are intended to impact the SIMR.

⁶ [New Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)

students without disabilities. To support the implementation of inclusive practices, HIDOE recognized the crucial role of school administrators in building capacity and collaboration of school-level staff to serve all learners; therefore, quarterly PLC meetings are planned for school administrators to increase leadership skills in guiding successful inclusive schools. In addition, HIDOE created an inclusive education website with resource materials and tools and inclusive education standards of practice for SWDs to be accessed by teachers and administrators. The website can be found at [HIDOE Inclusive Education](#).

Na Hopena A'o (HA)

The HIDOE/BOE Strategic Plan influences the educational opportunities and outcomes for all public school students and provides a common foundation of expectations as well as establishes statewide indicators and targets for three (3) goals:

1. Student Success;
2. Staff Success; and
3. Successful Systems of Support

All three (3) goals are encompassed within the learning environment of Na Hopena A'o (HA). HA is HIDOE's framework for outcomes and serves as one of the anchors for the Superintendent's Promise Plan. HA reflects the uniqueness of Hawaii and is meaningful in all places and learning. Embedded in HA are six outcomes to strengthen in every student over the course of their K-12 learning journey. They include a sense of Belonging, Responsibility, Excellence, Aloha, Total Well Being, and Hawaii (Figure 3). Underlying these outcomes is the belief that students need both social/emotional learning skills and academic mindsets to succeed in college, careers, and communities locally and globally.

Figure 3: Na Hopena A'o



Data Source: HIDOE Strategic Plan Goals

Hawaii Multi-Tiered Systems of Supports (HMTSS)

MTSS is a fluid continuum of integrated supports that encompasses Response to Intervention, Positive Behavioral Interventions and Supports, and other interventions for students, teachers, families, and communities. The core of MTSS is the implementation of a continuum of EBPs that result in improved outcomes for all students. This statewide system promotes not only the delivery of a continuum of effective instruction, but also a continuum of services and supports for all students. The foundation of the MTSS framework is implementation science, which looks at what hinders and helps the successful implementation of interventions.

As part of the SSIP Theory of Action's State-Level Strategies and Activities to improve student performance while simultaneously addressing equity and access for all students, HIDOE developed the HMTSS framework. The HMTSS is a three-tiered model that addresses the academic, behavioral, social and emotional needs of all Hawaii students. It provides a basis for understanding how Hawaii's educators can work together to ensure equitable access and opportunities for all students to achieve their goals and thrive in a future-focused learning environment.

Throughout this SSIP, HIDOE references both RTI and MTSS. The jargon deliberately switches from RTI to MTSS to represent a conceptual shift in thinking from RTI as solely-tiered academic services to a system of support integrating staff development, inclusive policies, and stakeholder engagement all with the aim of increasing educational and functional outcomes for SWDs.

Hawaii State Special Education Conference

To improve outcomes for SWDs, HIDOE and stakeholder groups identified the need to design fundamental PD for all stakeholders. This journey began in the summer of 2018 with the first statewide Special Education Conference, *Together For Our Keiki*. Face-to-face training sessions on improving practices when working with SWDs were provided to all teachers, counselors, school administrators, district personnel, and related service providers statewide. The conference was repeated in the fall of 2018 for those participants who were not able to attend the summer session, totaling 1,500 participants for the two (2) 2018 conferences.

In 2019, the Exceptional Support Branch under the Office of Student Support Services partnered with the Office of Curriculum and Instructional Design to develop materials for the summer 2019 Special Education Conference. The focus of the conference was evidence-based instructional practices for SWDs. To ensure that the information was shared with as many stakeholders as possible, the conference was repeated in the fall of 2019, and again totaled over 1,500 participants for the two (2) 2019 conferences. In an effort to build capacity and improve skills at the complex area and school levels, HIDOE has planned a summer 2020 Special Education Conference to focus on strategies and EBP implementation at the classroom level.

Special Education Mentor Pilot

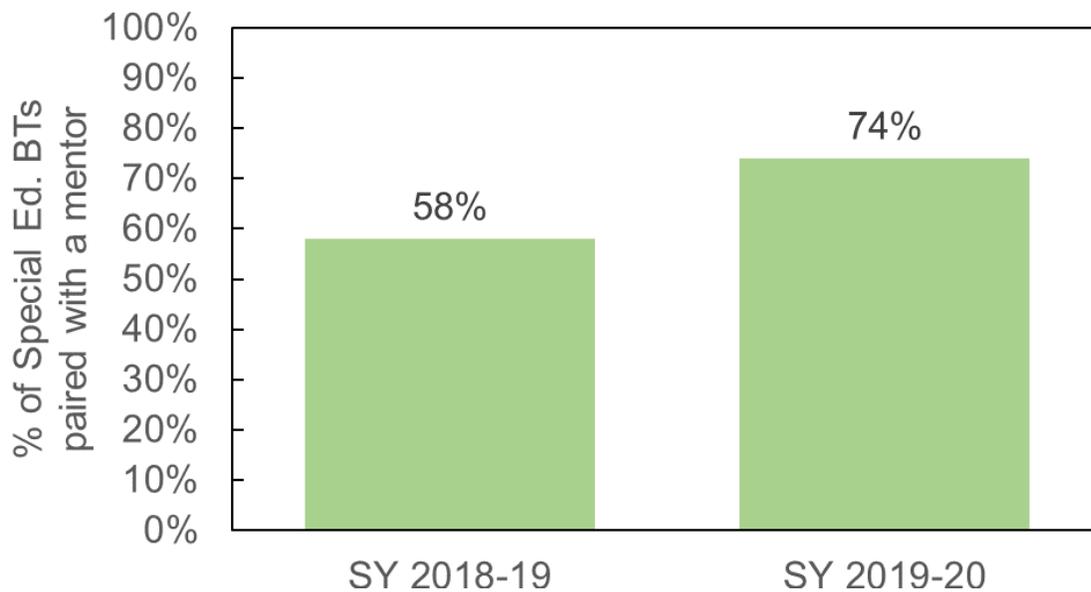
To facilitate professional growth of teachers, HIDOE provides ongoing support through a statewide Teacher Induction and Mentoring Program. HIDOE's vision is that every beginning teacher is supported through a required comprehensive three-year program. The program engages beginning teachers in a system of support that includes working with a highly skilled, trained instructional mentor to simultaneously accelerate teacher effectiveness and student learning. Beginning teachers in their first two years in the profession are assigned a trained instructional mentor to work with them three (3) times per month for a minimum of sixty (60) minutes per meeting using evidence-based mentoring practices. The meetings are documented via an Online Mentor Interaction Log.

A 2018 comprehensive statewide needs assessment of support special education beginning teachers received revealed many special education beginning teachers were paired with general education mentors since there were not enough special education trained mentors, and while many teachers appreciated the support they received from their general education mentor, they were not getting timely support with special education related concerns and challenges. Knowing special education teachers are harder to recruit and retain than any other types of teachers and they leave the HIDOE at twice the rate as general education teachers, in School Year 2019-2020 HIDOE committed to a Special Education Mentor Pilot (Pilot). The goal of the Pilot is to deepen the pool of special education trained mentors and build out special education

specific mentoring practices and support by training, coaching and deploying a full released special education mentor to work with 10 to 12 special education beginning teachers in each of the 15 complex areas.

For School Year 2018-19, only 58% of HIDOE's special education beginning teachers worked with a special education mentor. The rest were assigned general education mentors. For School Year 2019-2020, due to the Pilot, 74% (or 223) of HIDOE's 300 special education beginning teachers work with a special education mentor (Figure 4). The special education pilot mentors work in more than 91 schools and have averaged 24.5 hours of mentoring per beginning teacher as of March 2020. This is above the expected average of 21 hours within the same time frame.

Figure 4: Special Education Beginning Teachers Paired with a Special Education Mentor



Professional Learning Communities

HIDOE continues to utilize PLCs to engage internal stakeholders in building capacity of complex area staff members' expertise and developing teacher knowledge and skills to increase achievement for SWDs. The Student Services Branch under the direction of Office of Student Support Services in collaboration with Office of Curriculum and Instructional Design created a MTSS cadre to provide TA and additional support to complex areas and schools in strengthening the MTSS. The cadre convened on a quarterly basis with staff representation from state, complex areas and schools. Deputy Superintendent worked directly with each of the Complex Area Superintendents and held PLCs to guide them in creating systems of support to address the achievement gap of SWDs. The Exceptional Support Branch conducted mandatory monthly meetings with the DESs who are responsible to provide TA and support to complex area schools to ensure a free appropriate public education for SWDs. These meetings keep the DESs abreast of issues, challenges, and successes relating to the provision of special education and related services. Additionally, the monthly meetings are also utilized as an ongoing, collaborative learning opportunity where the DESs for special education, autism and school-based behavioral health discuss issues that require in-depth dialogue to ultimately increase student outcomes.

Stakeholder Engagement

HIDOE continued to utilize the LbC to engage stakeholders in evaluating data, providing input and recommending changes regarding ongoing implementation of the SSIP. Internal stakeholders represent HIDOE, and external stakeholders represent parents, community members, institutions of higher education, or a combination of members. All stakeholders meet on a monthly basis to exchange ideas, share information, and provide feedback to help achieve Hawaii's SIMR goals.

Technical Assistance

In order to improve performance, HIDOE received TA and support from OSEP and OSEP-approved centers and resources, resulting in the following actions:

- OSEP
 - OSEP provided the following TA:
 - Met with HIDOE staff and representatives from OSEP-funded TA centers to explore the potential barriers that have impacted HIDOE's progress toward achieving its SSIP targets
 - Provided HIDOE with a written report of required actions/next steps
 - Engaged HIDOE on monthly calls to discuss the state's progress

As a result, HIDOE has:

- Tailored the SSIP to address key issues shared by the OSEP team
- Aligned the SSIP with the state strategic plan and aspects of the Consolidated State Plan, as required under the *Elementary and Secondary Education Act (ESEA)*, as amended by (ESSA)

- National Center for Systemic Improvement (NCSI)
 - NCSI provided the following TA:
 - Professional development to HIDOE state office staff responsible for the preparation of data and SPP/APR reporting activities
 - Professional development on LbC through workshops facilitated by Joanne Cashman for state office staff and Hawaii's Special Education Advisory Council members
 - Provided opportunities for HIDOE staff with Complex Area Superintendent representatives to attend Learning Collaborative events in the area of HIDOE's SSIP
 - Provided guidance on revising the current GSS

As a result, HIDOE has:

- Implemented and submitted a revised FFY 2018 SPP/APR
- Partnered with the Special Education Advisory Council on the design of infographics in several key areas of special education
- Started to change how SSIP activities are organized as evidenced by this version of the SSIP
- Initiated revisions to the GSS procedures and is working on a collaborative effort across the state-level offices to improve accountability for special education results and compliance monitoring system

- IDEA Data Center (IDC)
 - IDC provided the following TA:
 - Suggested revisions with detailed suggestions for improvements on SPP/APR and SSIP submissions

As a result, HIDOE has:

- Incorporated IDC suggestions in the FFY 2018 APR submitted on February 1, 2020

- National Technical Assistance Center on Transition (NTACT)
NTACT provided the following TA
 - Improvement in various areas of Indicator 13, specifically in the identification of age appropriate transition assessments

As a result, HIDOE has:

- Developed a template for recommending targeted TA on statewide findings of noncompliance, slippage, and unmet targets
- Expanded quarterly transition meetings statewide to ensure transition teachers/coordinators develop and implement effective transition plans to align with IDEA and Hawaii Administrative Rules, Chapter 60

- Early Childhood Technical Assistance Center (ECTA)
ECTA has provided the following TA:

- Provided materials and resources of preschool programs in other states

As a result, HIDOE has:

- Developed preliminary resources to improve practices and outcomes for preschool SWDs

- Early Childhood Personnel Center (ECPC)
ECPC has provided the following TA:

- Provided coaching and mentoring to develop a coordinated statewide plan to improve personnel systems to support preschool SWDs and their families
- Trained to utilize LbC for stakeholder engagement and involvement

As a result, HIDOE has:

- Participated in cross-agency work to build more efficient and effective systems of services and programs that will improve outcomes for young children with disabilities and families served under Part C and Section 619 and their transition to Part B

- National Association of State Directors of Special Education (NASDSE)
NASDSE offered the following TA:

- National meeting for Special Education Directors wherein HIDOE leadership participated in PD and informational sessions as well as opportunities to meet with other state directors and TA providers (NCSI, IDC, etc.)

As a result, HIDOE has:

- Convened PLCs with internal and external stakeholders to discuss special education in Hawaii and continued to refine improvements to HIDOE's tri-level system to implement IDEA requirements
- Utilized the guidance document, "Optimizing Outcomes for Deaf and Hard-of-Hearing students", HIDOE developed a work plan to establish a workgroup and a site review process for redesigning the Hawaii School for the Deaf and Blind. Fifty percent (50%) of the workgroup are also members of the deaf community

b. Complex and School-Level Highlights

The success of all these efforts depend upon the motivations and capacities of leadership at the state, complex and school level. Effective leadership is essential to system change and improvement. Both the Superintendent and the Deputy Superintendent provide sound leadership support, direction, and clear expectations for the state and complex area levels with respect to implementation fidelity and student outcomes.

The Complex Area Superintendents emphasized the importance of improving HIDOE's SIMR results by ensuring that schools had access to quality resources to address student achievement, with a focus on the SIMR population, as well as to PD, special education teacher training, educational assistant training, accommodations and modifications training, and Hui Pu (inclusive practices) strategies. HIDOE remains committed to ensuring accountability by the seven (7) state offices as well as all fifteen (15) complex areas.

In School Year 2018-19, the Deputy Superintendent further revised each Complex Area Superintendent's annual evaluation to include SSIP requirements, and expected the Complex Area Superintendents to assist schools with analyzing assessment and other data for SWDs, including the SIMR population. The Deputy Superintendent also tasked the Complex Area Superintendents with providing the necessary support to teachers to ensure fidelity and appropriate progress monitoring.

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 Complex Area Superintendent Community of Practice that included statewide special education conferences, mentors for all beginning teachers and special education-trained mentors for special education teachers, mandatory monthly DES meetings, and the continuous 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 Complex Area Superintendents to submit academic and financial plans that address academic, fiscal, capacity building, and goals and measures to close the achievement gap;
 - b. Requiring Complex Area Superintendents to include multi-disciplinary inquiry and creativity-based early literacy systems;
 - c. Increasing the number of SWDs included in general education settings;
 - d. Creating a monitoring system for quality assurance in the complex areas to review data for SWDs to determine proactive strategies, interventions, and restorative practices to reduce chronic absenteeism, bullying, and harassment; and
 - e. Increasing the quality of services and programs likely to lead to student outcomes.
3. Engaging students, parents, and community members by utilizing the LbC framework.

The Complex Area Superintendents advanced strategies, interventions, and 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 fully support Comprehensive Support and Improvement (CSI)/Targeted Support and Improvement (TSI) schools. With support from the Complex Area Superintendents, the DESs developed annual IDEA project proposals which outline academic and behavioral supports, activities and PD with evaluative measures and cost expenditures targeted to improve academic and functional outcomes for SWDs.

Leadership at the state and complex areas is critical to implementation fidelity and to ensure effective and efficient administration of the public school system in accordance with relevant state and federal laws and educational policies adopted by the Hawaii State Board of Education while addressing the tenets of 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.

SSIP Theory of Action - State Level Coherent Improvement Strategies/Activities and Infrastructure Strategies

Over the past year, HIDOE worked on several state-level improvement and infrastructure strategies to build complex area- and school-level capacity, increase implementation and evaluation of EBPs, and bolster engagement towards improved educational performance and functional outcomes for 3rd and 4th grade students with OHD, SLD, and SoL on the ELA/Literacy assessment as follows⁷:

PD in Inclusive Education Practices

The 2018 Special Education Task Force recommended the development of a statewide vision and framework of practices for inclusive education. Therefore, HIDOE proposed revisions to Board of Education Policy 105-13: Inclusion, to ensure that SWDs have equal access to and successfully engage in the same educational environment with the same learning opportunities as students without disabilities. On December 5, 2019, the Hawaii State Board of Education approved HIDOE's suggested revisions to strengthen Policy 105-13.

Further, HIDOE aligned the vision for inclusive practices with the Board Policy as follows:

HIDOE is committed to serving all students in inclusive schools where they are accepted members of their school community, where students with disabilities have equal access to and successfully engage in the same educational environment with the same learning opportunities as students without disabilities.

Beginning in the fall of 2017, HIDOE through Stetson & Associates, Inc., provided inclusive practices implementation training and consultation to schools statewide known as *Hui Pu*. As of October 2019, the average inclusion rate for the thirty-nine (39) Hui Pu schools was 56% compared to the 39% average inclusion rate for non-Hui Pu schools. With increased inclusive opportunities, SWDs were provided a more responsive learning environment through differentiated instruction and academic supports to access the general education curriculum and participate with students without disabilities. For School Year 2020, HIDOE's overall inclusion target rate for all schools is 51%.

To ensure inclusive practices are implemented statewide, HIDOE provided information and direction on scaling-up mandatory implementation of inclusive practices for all schools. The Office of Student Support Services through Stetson & Associates, Inc., provided implementation training and certification to all complex area staff. The complex area staff received thirteen (13) days of implementation training sessions and ongoing support to deliver training on the philosophy, beliefs, school self-assessment and action plan for improvement in each of the fifteen (15) complex areas. In addition, HIDOE facilitated quarterly PLC meetings to focus on leadership skills necessary to support successful inclusive schools.

⁷ A summary of the SSIP's coherent improvement strategies, including infrastructure improvement strategies, and evidence-based practices that were implemented by the State and progressed towards short- and long-term outcomes that are intended to impact the SIMR.

Scale-up efforts focused on:

- Improving Tier 1 practices in classrooms;
- Implementing strategies for increasing principal and teacher knowledge and implementation of Tier 1 practices;
- Creating train-the-trainer modules for Tier 1 strategies for all learners;
- Connecting Tier 1 implementation and modules to the current MTSS;
- Training and support to new administrators enrolled in the *Hawaii Certification for School Leaders* Program on the responsibilities of principals for inclusive schools;
- Designing a parent/community training module that provides an overview of inclusive practices and HIDOE's work for improvement; and
- Developing online resources for parent(s)/legal guardians(s).

Fundamental Professional Development: Special Education Conference

In the summer of 2018, the Office of Student Support Services, Exceptional Support Branch, held the first statewide Special Education Conference "*Together for Our Keiki*" at various sites around the State. The conference included a series of face-to-face training sessions to increase teachers, counselors, school administrators, district personnel and related service providers' effectiveness in the areas of Individualized Education Program (IEP) development and processes.

The conference sessions included the following learning opportunities:

- Standards for Students with Severe Cognitive Disabilities
- Transition to Adult Life
- Cornerstone of the Individualized Education Program: Present Levels of Educational Performance
- Least Restrictive Environment: A Focus on Services
- Understanding Extended School Year
- Administrators: Leading the IEP Process
- Setting the Target: Goals and Objectives
- Purpose of Related Services
- Closing the Achievement Gap: Specially Designed Instruction
- Student Led IEPs
- Accommodations and Curricular Modifications that Support Student Success
- IEP Process: The Basics
- Talk Story with the Attorney General

In the fall of 2018, the Office of Student Support Services, Exceptional Support Branch, repeated the summer 2018 Special Education Conference for general and special education teachers, counselors, school administrators, district personnel, and related service providers. These trainings and accompanying materials were posted online and made available to all HIDOE staff as a resource for subsequent complex and school level training.

In the summer of 2019, the Office of Student Support Services, Exceptional Support Branch, in collaboration with Office of Curriculum and Instructional Design and Stetson & Associates, Inc., held a summer 2019 Special Education Conference. To enrich partnerships and increase communication with community stakeholders and partners, various organizations, such as the Division of Vocational Rehabilitation, the Special Education Advisory Council, and Leadership in Disabilities and Achievement in Hawaii were invited to the conference.

The sessions included the following topics:

- A Journey Through Transitions
- Assistive Technology for Students with Disabilities

- Closing the Attitude Gap (School Principals and Vice Principals)
- Evaluation Summary Reports That Rock!
- Evidence-Based Practices: What They Are and How to Find Them!
- General Education Teacher: We Need You!
- Leading and Directing Paraprofessionals
- Multi-Tiered Systems of Support for Teachers: You Make the Difference
- Practical Strategies for Emotion-Informed Support for At-Promise Students
- Prior Written Notice–The Individuals with Disabilities Education Act Road Map
- Reading Comprehension: The Importance of Building Knowledge
- Supporting Instruction Through the Multi-Level Process
- Tier One Instruction and Success for Every Learner
- Using Targeted Data for Student Achievement
- We Are Family! [Building Family Engagement]

Mandatory Special Education Professional Development Training

To build upon training and PD conducted in School Year 2018-2019, and to continue to support teachers, HIDOE will require that special education teachers (e.g., full-time, part-time, and long-term substitutes) participate in mandatory special education training modules. Complex area staff were trained using the train-the-trainers model in order to build capacity within each school throughout the State. The required PD modules will provide special education teachers, including teachers of the SIMR population, best practices in how to write an IEP to support students and improve academic outcomes. The required modules include:

- IEP 101
- Present Levels of Academic and Functional Performance
- Goals and Objectives
- Extended School Year
- Prior Written Notice

Oral Language Development for Literacy

The Exceptional Support Branch, within the Office of Student Support Services, sponsored a series of PD opportunities for speech-language pathologists and coordinators, early childhood general and special education teachers, and preschool 619 coordinators/district resource teachers for School Year 2018-2019. The focus was on oral language development with specific emphasis on the integration of oral language and literacy (reading and writing) as research supports oral language acquisition are fundamental precursors to and success in reading comprehension. Sessions were explicitly geared to those who work with early learners (preschool through grade 3) with speech, language, and communication disabilities as follows:

- Explaining the foundational language skills students need to access and acquire the literacy expectations of the Common Core State Standards and Hawaii Early Learning Development Standards;
- Providing evidence based interventions on the development of discourse skills that help students with disabilities move from the acquisition of oral language to literacy academic language skills in support of reading, writing, speaking and listening standards;
- Applying a narrative discourse intervention methodology and connecting interventions to the specific age and grade level expectations of the Common Core State Standards and Hawaii Early Learning Development Standards;
- Developing assessment and progress monitoring tools to guide interventions; and
- Developing collaboration techniques to increase the provision of educationally relevant interventions.

These topics are an ongoing series which emphasize the development of coaching and mentoring strategies for complex area staff to support preschool through grade 3 teachers who have students struggling with language and literacy. The teachers received valuable help and insight to implement this evidence-based teaching methodology.

Mentoring and Networking for Special Education Teachers Pilot Years 1-3 (2016-2019)

In 2016, The Hawaii Teacher Induction Center began implementing a statewide special education teacher pilot to support new and beginning special education teachers through their first three (3) challenging years. With the Teacher Induction Center, HIDOE provided support to help beginning teachers quickly become effective teachers to ensure every student had a highly skilled teacher and thus, increasing student success.

Year 1: Data Gathering

- Data collection and analysis
- Inclusion strategies
- Breaking down standards to individual student level
- IEP support
- Building positive and productive relationships

Year 2: Special Education Support Implementation

- Open labs
- Mentor forums

Year 3: Building Complex Area Capacity

- Collaboration between District Special Education and District Induction and Mentoring Programs
- Special education mentor coaching
- Special education beginning teacher and mentor PD

Pilot Year 4 (School Year 2019-2020): Special Education Full-Release Mentors

Building upon earlier work to provide continuous support to new and beginning special education teachers, experienced teachers were asked to become Full-Release Mentors via the implementation of a Special Education Full-Release Mentor Pilot for School Year 2019-2020 to include:

- Development of Special Education Teacher Full-Release Mentors
- Increase Mentoring Support to Special Education New and Beginning Teachers
- Collect, and Analyze Program Quality Data

The Shift of the State Special Education Director Role

Although HIDOE has undergone changes to its organizational structure over the past several years and acknowledged communication challenges inherent in a large public school system, the Superintendent and Deputy Superintendent determined that further refinement was necessary to ensure clarity, accountability, and improvement.

As such, the role of the State Special Education Director was moved from the Monitoring and Compliance Branch to the Office of Student Support Services, Exceptional Support Branch, effective February 1, 2020. This move affirmed HIDOE's commitment to improving student outcomes by emphasizing the Exceptional Support Branch's influential role in the DMS system towards strengthening student results. The educational specialists and resource teachers in the Exceptional Support Branch are poised to best assist and connect the complex area and school level staff with targeted PD and resources while the Monitoring and Compliance Branch ensures IDEA compliance as well as accurate and timely federal reporting.

Implementation of EPB Programs and Strategies

Pursuant to tri-level empowerment, schools were able to select EBPs to best meet their students' needs. In order to continue to support complex areas and schools, HIDOE recognized the necessity to review and evaluate the different EBP strategies and programs that are currently being implemented statewide. A statewide survey was sent to all 3rd and 4th grade teachers who teach the SIMR group – ELA/Literacy to SWDs in the categories of OHD, SLD, and SoL to collect information on their usage of EBPs. The survey asked the following questions⁸:

1. A list of EBP programs and strategies were provided, asking the teachers to check the types of EBP programs mostly commonly used and the frequency.

Table 5: EBP Programs Used Four or More Times Per Week⁹

EBP Program	Four or more times per week
Wonders	59%
iReady	34%
Stepping Stones	12%
Achieve 3000 (Kid Biz)	8%
Lexia Reading	4%
MyOn Lexile	3%
Enhanced Core Reading Instruction	2%
Achieve 3000 (Smarty Ants)	1%

2. What other types of programs and strategies teachers used that were not listed in the survey.

Table 6: EBP Strategies Used Four or More Times Per Week¹⁰

EBP Strategy	Four or more times per week
Teach students how to use reading comprehension strategies.	63%
Teach academic language skills, use of inferential, narrative language, and vocabulary.	59%
Develop awareness of segments of sounds in speech and how it's linked to letters.	51%
Select text purposefully to support comprehension development.	50%
Establish an engaging and motivating context to teach reading comprehension.	49%
Guide students through focused, high-quality discussion on the meaning of text.	47%
Provide daily time for students to write.	46%
Teach students to identify and use text organizational structure to comprehend.	39%

⁸ Supporting data that demonstrates that implementation is impacting the State's capacity to improve its SIMR data.

⁹ Specific EBPs that were implemented.

¹⁰ Specific strategies that supported the selection of EBPs and ensured their use with fidelity.

EBP Strategy	Four or more times per week
Ensure students read connected text daily to support reading, fluency, and comprehension.	33%
Teach students to use the writing process for a variety of purposes.	31%
Teach students handwriting, spelling, sentence construction, typing and word processing.	29%
Create an engaged community of writers.	28%
Teach students to decode words, analyze word parts, write and recognize words.	25%

3. *Select any other EBP ELA/Literacy programs and/or strategies you use in your classroom that are not listed above and how often you use it in one week.*

Other most commonly used EBP programs and strategies were:

- Read Naturally
- Barton Reading and Spelling Program
- Reading Mastery
- Reading Plus
- WestEd Writing Strategies
- Productive Struggle
- Inquiry Strategies
- Collaborative Conversations/Small Group Guided Reading
- Mind Mapping Strategies
- The Sonday Systems – Phonics Instruction
- Project GLAD Strategies
- New Practice Readers
- AIMS Web
- P.A.R.T Strategies (Daily)
- Orton Gillingham Literature Circle
- AVID Strategies

SSIP Theory of Action - Complex and School Level Coherent Improvement Strategies/Activities and Infrastructure Strategies

The Complex Areas worked hard with their schools over the past year on various coherent improvement and infrastructure strategies that contributed to increasing the percentage of SWDs in inclusion settings, monitored the fidelity of EBP implementation, and increased the proficiency rates for Hawaii’s SIMR population of 3rd and 4th grade students with OHD, SLD, and SoL on the ELA/Literacy portion of the SBA.

Below are examples of coherent improvement strategies implemented by complex areas, organized by the strands of the SSIP Theory of Action.

Complex Area: Aiea-Moanalua-Radford

SSIP Theory of Action: Complex Area Teams; Comprehensive Student Supports; Data Teams

Improvement Strategies: The Aiea-Moanalua-Radford Complex Area Superintendent led his team by conducting classroom observations and walkthroughs. A sample schedule for November 29, 2018 is provided in the Figure 5 below.

Figure 5: Aiea-Moanalua-Radford Walkthrough Schedule November 2018



CAS Walkthrough Schedule
Thursday, November 29, 2018

Time	Group 1 CAS John Erickson Deputy Sup. Phyllis Unebasami Principal Marcy Kagami	Group 2 Faith Washburn Rory Viera	Group 3 Bart Nakamoto Barron Iwamura Corey Allen	Group 4 Tricia Tamayose-Okamura Denise Arai Calvin Shimomura
8:40-8:47	1-112/Okita	SpEd K-113A/Shibata	PS-107/Idemoto	K-101/Alama
8:50-8:57	2-118/Vanek	STEM-120/Matsumoto	2-108/Kauffman	1-111/Tangalan
9:00-9:07	SpEd 3/4-205A/Wellbaum	3-220/Yano	6-210/D. Wong	4-211/Deponete
9:10-9:17	5-202/Osborne	5-203/Furukawa	3-218/ R. Kam	SpEd 5/6-206B/Teruya

Group observation link: goo.gl/9CXh4N

The team shared their observations and suggestions via Google documents that were linked to each schedule.

Through the Complex Area Team meetings along with direct support from the Complex Area Academic Officer, each school was supported through an individualized plan created by the principal and complex area personnel to meet the unique needs of each student. By April 2019, the Complex Area Superintendent created a detailed Complex Area Implementation Plan with outcome expectations for special education and to support the following Task Force Recommendations that are the Complex Area’s critical focus areas:

- Design a Framework
 - Shared vision of inclusive education – 43% target for Aiea-Moanalua-Radford and movement toward utilizing the Stetson model
 - High quality PD - aligned to the needs of the school
 - Funding based on student needs – funding and staffing driven by IEPs
- Support Transformation
 - PD tri-level alignment, articulation, and execution
 - Complex Area and State Office meetings to collaborate and provide feedback and needs of the schools
 - Provide protected time for care coordination and collaboration – work with principals and vice-principals to design their schools
- Sustain improvement
 - Expand mentoring and networking of special education teachers.
 - Develop capacity of school mentors to assume other leadership positions
 - Improve data collection and monitoring practices

Complex Area: Kau-Keaau-Pahoa

SSIP Theory of Action: Complex Area Teams; Comprehensive Student Supports; Data Teams

Improvement Strategies: In School Year 2018-2019, the Kau-Keaau-Pahoa Complex Area Superintendent provided opportunities to advance literacy strategies for SWDs to meet the expectations of the SSIP by:

- Implementing Beginning Foundational Reading Skills; Enhanced Core Reading Instruction; and Flipbooks for grades 3-6 – Evidence Informed Innovation;
- Contracting with Daniel Klein to train on Drama as a Way of Learning;

- Reviewing monthly special education data reports and following-up with schools;
- Conducting a complex area survey for the SSIP; and
- Creating multiple learning platforms including satellite schools to combat geographic isolation and chronic absenteeism. For example –
 - Used Tele-Practice to provide speech-language services to students in the Kau Complex;
 - Established a new position for a Tele-Practice Educational Assistant to provide services in the schools; and
 - Utilized technology to serve homebound students.

Complex Area: Nanakuli-Waianae

SSIP Theory of Action: Complex Area Teams; Comprehensive Student Supports; Data Teams; Special Education Strategies

Improvement Strategies: The Nanakuli-Waianae Complex Area’s strategy confirmed whether planned goals and objectives were carried over into classroom practices by the complex area team collecting classroom observation data via walkthroughs using the School Synergy classroom observation protocol implemented in School Year 2016-2017.

To help ensure improved early learning readiness for future kindergartners entering the school system, preschool classrooms were created in several elementary schools throughout the complex area. This provided approximately 180 four-year olds with access to pre-kindergarten classes. The data collected showed that having the preschool experience supports the students academically and socially as they transition to kindergarten.

The Nanakuli-Waianae Complex Area Superintendent also organized the complex area team to:

- Assist schools with analyzing SBA data as well as other data sources to identify SWDs who are meeting proficiency in ELA/Literacy and mathematics;
- Coordinate MyOn, an online reading assessment tool, with professional development sessions to assist with implementation fidelity and progress monitoring of target populations (Special Education and English Learners) to sustain reading growth;
- Provide ongoing support to schools and increase the number of educators trained on MyOn implementation and other programs that yield Lexile results to assure fidelity and appropriate progress monitoring; and
- Offer incentives to teachers and students (i.e., highest student use school-wide, most students making Lexile gains, and/or project design per classroom).

Additionally, the Induction and Mentoring program has been a comprehensive program of support for all new and beginning teachers. Three (3) Induction and Mentoring resource teachers supported the new and beginning teachers in designated schools with coaching, mentoring and securing professional resources from the Nanakuli-Waianae Complex Area Team. PLCs were established for new teachers in identified schools within the complex. Based on feedback and validation of the new teacher survey and the end of the year meeting with the Office of Talent Management, the Induction and Mentoring program and respective supports were deemed to have met the goals and needs of the complex area’s teachers and administrators.

Complex Area: Farrington-Kaiser-Kalani

SSIP Theory of Action: Complex Area Teams; State-Level PLCs; DES PLCs; State-Level System of Support for EBPs

Improvement Strategies: The Farrington-Kaiser-Kalani Complex Area Superintendent required the DESs to:

- Monitor the timeliness of evaluations and IEP processes, and provide added supports to schools to meet expectations; and

- Identify challenges and risks to share and problem-solve at the statewide leadership meeting.

Complex area staff attended the Cross State Learning Collaborative on Language and Literacy in October 2018 with a tri-level team (State Special Education Section staff, DESs, and a faculty member from the Hawaii School for the Deaf and Blind). Complex area data was shared within their special education teams to review and analyze how to increase student outcomes in schools.

During School Year 2018-2019, special education teachers received specific training and strategies on how to teach reading to struggling students. All elementary special education teachers were trained in foundational reading skills and all secondary special education teachers were trained in teaching reading comprehension to students with learning difficulties.

Complex Area: Honokaa-Kealakehe-Kohala-Konawaena (also referred to as the West Hawaii Complex Area)

SSIP Theory of Action: Complex Area Teams; State-Level PLCs; DES PLCs; State Level System of Support for EBPs

Improvement Strategies: The West Hawaii Complex Area's three (3) year academic plan for School Years 2017-2020 seamlessly meshed HIDOE and Board of Education Strategic Plan, the Hawaii Consolidated State Plan, Superintendent Dr. Christina M. Kishimoto's high impact strategies, the Special Education Task Force recommendations, the Promise Plan, and Na Hopena A'o. The West Hawaii Complex Area's thoughtful and intentional blending of some of the priorities and concepts from the aforementioned named documents focused on the Strategic Plan - Goal 1 – Student Success by ensuring alignment to standards-based instruction (to increase proficiency on the Smarter Balanced Assessments as well as graduation and college going rates) within a context of the high impact strategy of school design. The complex area plan also included professional development and research-based strategies for teachers to teach reading in the early elementary grades.

Complex Area: Castle-Kahuku

SSIP Theory of Action: Complex Area Teams; State-Level PLCs; DES PLCs; State Level System of Support for EBPs

Improvement Strategies: Priorities of the Castle-Kahuku Complex Area have been on equity and access while decreasing the achievement gap and ramping up support for CSI/TSI schools through training in the areas of evidenced-based inclusive practices via multi-level instruction, and multiple methods of assessment to provide student-centered classroom environments.

Focus areas included:

- Accommodations and modifications
- New special education teacher training
- Leading and directing paraprofessionals
- Effective collaboration between general and special education teachers and support staff
- National Mentor Training and Certification Program for special education teachers
 - A structured development program designed to create a cadre of mentors that integrates the expertise in research-based practices with participants' knowledge and experiences.

Complex area teams also focused on developing and systematizing special education and inclusive practices strategies in the complex.

The collective work of the MTSS Cadre focused on strengthening implementation related to Response to Intervention, Positive Behavioral Interventions and Supports, Social Emotional Learning, and School-Based Behavioral Health.

Utilizing Tier 1 Curricular, Instructional and Assessment Practices for classroom walkthroughs, school teams targeted efforts on growth relating to instructional leadership capacity by:

- Improving teacher support in formative assessment practices to help students become assessment literate;
- Discussing strategies that support rigorous dialogue, thinking, and writing;
- Engaging in collaborative data analysis, reflection, and action planning for teacher and student learning;
- Sharing best practices in behavior management;
- Improving MTSS; and
- Ensuring the implementation of inclusive practices.

As a result of the implementation of these strategies, Castle-Kahuku saw an increase in the percentage of third-grade students receiving special education services that met or exceeded proficiency in ELA/Literacy on the SBA for School Year 2018-2019.

Complex Area: Baldwin-Kekaulike-Maui

SSIP Theory of Action: Complex Area Teams; State-Level PLCs; DES PLCs; State-Level System of Support for EBPs

Improvement Strategies: The priorities for the Baldwin-Kekaulike-Maui Complex Area aligned with the goals of both the Superintendent's Strategic Plan and the SSIP Theory of Action: student success, staff success and successful systems of support. The complex area team worked on building capacity and competence of the school leaders in order to help support overall school success. To ensure improvement on these priorities, the complex area implemented and tracked data on a variety of activities.

Schools that used ECRI showed improvement for first and second graders in their Oral Reading Fluency based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. Thus, in light of the gains made, the Baldwin-Kekaulike-Maui Complex Area is developing a plan to scale up the implementation of ECRI for grade 3. In addition, the complex area is piloting the *Third Quest Reading* at the middle school level to promote curriculum planning, instruction and assessment to improve learning. *Third Quest Reading* is a comprehensive program that addresses active engagement, motivation, vocabulary, content knowledge, fluency, word recognition, and word comprehension with high fidelity and success towards increasing student study skills and employability.

The Baldwin-Kekaulike-Maui Complex Area provided training to support school level teams with critically analyzing and using effective EBPs. In addition, a coaching cadre was developed to support teachers in administering core reading instruction.

Leadership capacity was built in schools to evaluate and improve MTSS supports by:

- Utilizing universal screeners and formative assessment data to determine the needs of specific schools and teachers;
- Providing PD to address EBPs, Common Core State Standards, and using data to inform instruction; and
- Increasing coaching and support for social emotional learning programs such as the *Skills and Knowledge* system and processes.

The Baldwin-Kekaulike-Maui Complex team provided ongoing targeted information, training, and support for school level leaders in:

- Analyzing data on reading and understanding evidence-based programming options to address ELA needs; and
- Identifying and providing feedback on high quality instruction for reading.

The Complex Area team also conducted site visits to collaboratively work with school leadership teams to enable them to lead, analyze and use data relevant to student achievement and in alignment with the State Strategic Plan goals and outcomes.

The Complex Area Superintendent, DESs, and School Renewal Specialists met with agency leaders such as the State Department of Health, the Division of Vocational Rehabilitation, and the Developmental Disabilities Division to address the needs of students who require support from outside agencies in order to be successful.

The state IEP performance indicators rubric was implemented to assess the quality of student IEPs as a means to identify professional growth opportunities for school staff.

Complex Area: Kaimuki-McKinley-Roosevelt

SSIP Theory of Action: Complex Area Teams; State-Level PLCs; DES PLCs; State Level System of Support for EBPs

Improvement Strategies: The Kaimuki-McKinley-Roosevelt Complex data for School Year 2018-19 showed that 40% of all Year 1 and 2 beginning teachers are special education certified, while 60% were not. There were 27 beginning teachers in years 1-3 of their teaching career and three (3) general education certified teachers teaching in a special education line without a special education certification. Feedback from the beginning teachers indicated that they have not been taught how to apply theory, strategies and best practices to a wide range of diverse learners that will meet the needs of their specific students. In addition, they are pulled out of the classroom to attend approximately five days of trainings and struggle to keep up with lesson planning, making adjustments to address student behaviors and student needs. As such, the Complex Area Superintendent provided a two-day hands-on opportunity to address these special education beginning teachers' concerns using Charlotte Danielson's Domains:

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Domain 2: The Classroom Environment

Component 2b: Organizing Physical Space

The Domains are also aligned to Superintendent Dr. Christina M. Kishimoto's high impact strategies of School Design (evaluate and define special education program approach) and Teacher Collaboration (prioritize professional growth to opportunities for learning about highly effective and engaging school models; develop/expand communities of practice around critical, timely issues with teachers, leaders, staff, and communities; and support teacher-community collaboration practices).

As a follow up, the DESs and other complex area staff met with each school on a quarterly basis to review cases and provide support specific to the teachers and the school. Leading a shift from only compliance to results, the Complex Area Superintendent directed that special education resource teachers work in collaboration with the complex area team rather than independently. Special education resource teachers were also expected to provide schools with support in EBPs for early learning and reading interventions. Thus, PD was provided for all special education teachers on how to teach reading as follows: elementary teachers were trained on foundational reading skills and secondary teachers were trained on teaching reading strategies to struggling readers.

The Kaimuki-McKinley-Roosevelt Complex Area Superintendent also worked with the tri-level staff to create the matrixes for schools within the complex area to document what's working within individual school's special education departments, challenges, principal activities, as well as infrastructure improvement strategies and EBPs used and next steps.

Complex Area: Kailua-Kalaheo

SSIP Theory of Action: Complex Area Teams; DES PLCs; SPED Strategies; Early Literacy

Improvement Strategies: For School Year 2018-2019, the Kailua-Kalaheo Complex Area priorities focused on school support design with targeted support. Monthly meetings with the Complex Area Superintendent were held to analyze underperforming subgroups, which included SWDs, and identifying next steps. Strategies for the complex area included:

- PD on co-teaching teaming and inclusive practices for seven (7) schools to better support students in general education and increase inclusion;
- A course on *Teaching Reading in Small Groups* for elementary teachers to be well-versed in formative assessments and the necessary tools to provide lessons that target instruction around students' needs and strengths; and
- Professional learning opportunities were also provided to elementary and secondary ELA and English Language Development teachers and administrators on explicit instructional strategies and assessments practices to support foundational skills and reading and writing development to increase student performance.

Complex Area: Campbell-Kapolei

SSIP Theory of Action: Complex Area Teams; DES PLCs; Induction and Mentoring

Improvement Strategies: The Campbell-Kapolei Complex Area concentrated on strengthening inclusive practices to provide equity for SWDs to have access to and participate with non-disabled peers in the general education classroom. Continuing education was provided to all instructional staff, the general and special education teachers, educational assistants and paraprofessional tutors in order to implement research and evidence-based instructional strategies to support the inclusion of SWDs. The PD consisted of the following:

- Co-Teaching
- Inclusive Practices
- Universal Design for Learning
- Differentiated Instruction
- Educational Assistant Training (educating and empowering Educational Assistants in order to support instructional practices within the classroom)
- Goalbook Training
- How to Create Standards Based Goals and Objectives
- Data 101 (how to develop tracking system and utilize data to be more intentional with instruction)

The Campbell-Kapolei Complex Area also increased their monitoring processes by having a quarterly review of the timeliness of evaluations and the IEP processes. The Complex Area Superintendent provided support on a variety of topics, which included, Goalbook, GRADE, writing goals and objectives, fact finding, conducting observations, mentoring, and closing the achievement gap.

In addition, the Campbell-Kapolei Complex Area implemented an infrastructure change by bridging the Campbell-Kapolei School Support Center and their Special Education team for a more concerted effort to support schools in closing the achievement gap. This collaboration is featured in the weekly complex area newsletter developed by the Campbell-Kapolei School Support Center and includes upcoming PD with a focus on special education practices and supports to each of the schools in the Campbell-Kapolei Complex Area.

Complex Area: Kapaa-Kauai-Waimea

SSIP Theory of Action: Complex Area Teams; DES PLCs; SPED Strategies

Improvement Strategies: The Kapaa-Kauai-Waimea Complex Area student success priorities provided PD to schools in their implementation of curriculum, instruction and assessment while also supporting socio-emotional learning and mental health. The PD included:

- Assessment for Learning Strategies
- Differentiation and Inclusive Practices
- RTI A and B Systems and Strategies (e.g., ELA Universal Screeners such as STAR/iReady)
- Data Team Processes
- Academic Language Learning Strategies for English Language Learners
- Special Education Support (e.g., Inclusion strategies, Goalbook, Soliday Reading, Barton)
- Special Education Preschool (e.g., Handwriting without Tears, Zoophonics)
- Supporting Students with Autism (e.g., Assessment of Basic Language and Learning Skills, Verbal Behavior Milestones Assessment, and Placement Program and Language Acquisition through Motor Planning)

The Kapaa-Kauai-Waimea Complex Area also recognized that teachers and administrators play a key role to ensure student success and that the complex plays a key role in capacity building. The Kapaa-Kauai-Waimea Complex Area motto for staff is:

Kauai Complex Area has a high performing culture where employees have the training, support and professional development to contribute effectively to student success.

To do this, facilitated PLC meetings were held for teacher leaders with a focus on student success initiatives. Leadership training and PD opportunities aligned with student success included training from the Buck Institute of Education. Additionally, the Complex Area Superintendent reached out to the American Alliance for Innovative Systems to assist with continuous improvement and innovative thinking for problem solving.

Complex Area: Hilo-Waiakea

SSIP Theory of Action: Complex Area Teams; DES PLCs; SPED Strategies

Improvement Strategies: The Hilo-Waiakea Complex Area priorities/strategies and initiatives focused on: *Achievement, Connectedness* and *Engagement* to empower all systems and supports to flow down to the student level.

In School Year 2018-19, the Complex Area developed proactive projects to mitigate risk factors for students. Counselors engaged in PLCs to address the following strategic priorities: chronic absenteeism, school climate, 9th graders on track, and achievement gap. Title I coordinators participated in monthly meetings where conversations focused on data and student performance. They were trained on how to monitor data and make informed decisions. The Complex Area Superintendent worked very closely with principals on developing targets for English learners. English learner resource teachers met on a monthly basis and reviewed student progress and problem solved action steps. They were trained on EBP programs such as ECRI, Soliday, Guided Language Acquisition Design (GLAD), among others. In addition, they assisted schools in providing Extended Learning Opportunities to support English learners.

A group of qualified special education mentors were selected to support beginning special education classroom teachers. Throughout the school year, the mentors provided PD on classroom management and student engagement. Teachers had meaningful discussions centered around the teaching philosophy introduced in “Teach Like a Pirate” and “The 5 Powers of an Educator” and facilitated quarterly data driven forums with the special education mentors. To support non-Hawaii qualified teachers to become Hawaii qualified, school administrators were provided with guidance and support. In addition, teachers were provided with PD and support in the areas of PRAXIS test preparation and registration, exam fees, stipends, content, travel expenses, and substitute teacher costs.

A system to monitor the effectiveness of special education resource teachers to the schools was created through quarterly meetings between DESs and district resource teachers. Special education resource teachers partnered with general education resource teachers to support schools in the areas of special education and evidence-based practices. In addition, integrated complex area support team provided comprehensive support to schools to address SSIP implementation.

To foster collaboration and provide support to the parent community in the areas of early literacy, Complex Area staff engaged in coffee hour conversations and coordinated quarterly parent training events. Topics included early literacy and strategies to help students with disabilities become proficient readers and how to read with your child at home. A needs and assets assessment was conducted to inventory current school and community partnerships and connections. Based on the results of the assessment, resource teachers were tasked with supporting schools in areas of need.

In order to support students to successfully navigate the challenges of college and/or career, the Complex Area Superintendent created a resource teacher position to concentrate in the content areas of science, technology, engineering, arts, and mathematics. The resource teacher expanded partnerships to support schools' focus on science, technology, engineering, arts and mathematics. In support of the expanded partnerships, the Hilo-Waiakea Complex Area facilitated a monthly professional learning cadre designed for training and collaboration in the development and implementation in those content areas as well. Additionally, the transition resource teachers worked with principals in identifying strong school-level leads in using data to make sound decisions.

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

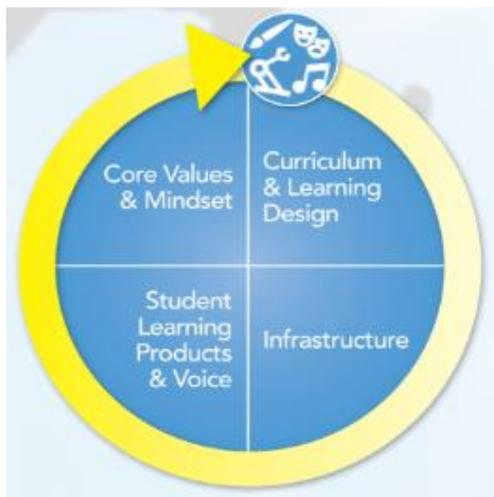
SSIP improvement strategies are ongoing statewide and across the tri-level structure. At the state level, the shift of the State Special Education Director from the Monitoring and Compliance Branch to the Exceptional Support Branch within the Office of Student Support Services, signified the alignment of commitment to improve student outcomes by recognizing the pivotal role the Exceptional Support Branch plays toward increasing teacher performance and student outcomes. With this leadership change, in addition to increased engagement of complex areas, the HIDOE is moving in a direction for positive change and outcomes.

At the complex area and school levels, one example of focused implementation efforts was in the Pearl City-Waipahu Complex Area. On December 17, 2018, the Pearl City-Waipahu Complex Area Superintendent conducted a principals meeting from 8:30 a.m. – 2:00 p.m. on the topic of “Closing the Gap.” The time spent with school staff focused on the fundamental belief that each student can learn and grow in all schools. Current achievement data was shared and self-reflection inquiry questions were utilized to assist the team in identifying common needs that informed the development of the complex area plan in support of closing the learning gap. The team deepened their understanding in enhancing cultural competency as it relates to narrowing the reading gap for staff and shifting thinking from placement of students to a growth mindset of serving students based on their preferences, interests, needs and strengths. Staff walked out of the meeting with a plan to remove barriers of student integration in:

- a) Physical environments;
- b) Instructional practices;
- c) Student scheduling; and
- d) Identifying and addressing adult needs.

By concentrating on staff mindset effecting school climate, research has shown that a positive school climate impacts student achievement¹¹.

Figure 6: School Design



In the Hana-Lahainaluna-Lanai-Molokai Complex Area, for School Year 2018-2019, progress was made with the use of Origo, ECRI, and inclusive practices to ensure SWDs accessed high-quality learning experiences that are founded on EBPs. The Complex Area Superintendent prioritized their efforts in implementing ECRI and inclusive practices. The complex area and school-level staff were trained in ECRI. For information see the [Canoe Complex ECRI Resources](#) page. The Complex Area Superintendent was proud to report that they met their inclusion rate of 41%. All deliverables were met and are evidenced by artifacts and observations.

The Baldwin-Kekaulike-Maui Complex Area has been a champion in implementing evidence-based reading programs to address the narrowing gap for kindergarten through second grade in the areas of fluency and decoding. Historical data for complex area schools that used Enhanced Core Reading Instruction showed a significant increase in oral reading fluency as measured by DIBELS¹². Since the Baldwin-Kekaulike-Maui Complex Area noted increases in their 3rd and 4th grade combined SIMR results of 9.8% in School Year 2017-2018 to 12.8% in School Year 2018-2019, the Complex Area Superintendent expanded the use of ECRI for School Year 2019-2020 for third graders with a focus on vocabulary and comprehension.

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

SSIP improvement strategies are ongoing statewide. As stated in Phase III, Years 1, 2 and 3, 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 from the SSIP Theory of Action included:

¹¹ Freiberg, H.J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership*, 56 (1), 22-26.

¹² [University of Oregon DIBELS Data System](#)

Building capacity and collaboration for sustainable statewide improvements utilizing PLCs

The table below illustrates some of HIDOE’s notable outcomes of our tri-level efforts.

Table 7: Activities and Outputs ¹³

Activity	Outputs
Complex Area Superintendents and DESs met once per month to discuss and align state-complex-school level strategies for advancing achievement of all SWDs and in particular, improving early literacy of students with OHD, SLD, and SoL.	Complex Area Superintendents reviewed their CAAPs to ensure that each was still on track and recommended revisions as appropriate. State level staff met with DESs on a monthly basis to review data, discuss best practices, and develop tools and materials for implementation fidelity.
The Exceptional Support Branch collaborated with Office of Curriculum and Instructional Design in the development of literacy PD activities, resources, and tools across for complex areas and school staff.	Increased agency coherence through cross office planning for improving staff skills in the utilization of EBPs for SWDs in math, reading and science.
PLCs between state and complex area staff focused on the development of the Hawaii MTSS.	Continuation of Hawaii MTSS training to complex areas, schools, and stakeholder groups.
Complex Areas Superintendents facilitated meetings with principals to analyze data and address areas of low achievement.	The principals shared the data with their staff, and based on the data, school teams developed plans to address low achievement.
Through Stetson & Associates, Inc., inclusive practices PLCs were facilitated in each of the schools that participated in the Hui Pu cadres.	The percentage of students participating in the general education setting increased from an average of 39% to 56% in the Hui Pu schools. Hawaii’s inclusion rate target for school year 2020 is 51%.

Implementing and evaluating the effectiveness of chosen EBPs for improving student performance in ELA/Literacy as documented in the CAAPs

HIDOE made significant progress towards this goal due to ongoing activities to implement EBPs within each of the complex areas and schools. In addition, HIDOE engaged in significant training opportunities across disciplinary boundaries of the diverse workforce throughout the tri-level infrastructure.

Engaging students, parents, and community members by utilizing the LbC framework

Engaging students, parents and community members has been a huge milestone for HIDOE during the 2018-2019 school year. HIDOE provided opportunities to engage in evaluating data; providing input; addressing barriers; and recommending changes, improvement strategies, and other solutions in the implementation and evaluation of the SSIP. In addition, HIDOE and the Special Education Advisory Council created a PLC where ideas, additional perspectives, support and advice are provided to develop materials and support Hawaii’s public education system in optimizing achievement of every student. The LbC framework is used by the Special Education Advisory Council with HIDOE to identify key issues, examine data, and make recommendations for solutions. The LbC framework, as a resource, is highlighted on the [Special Education Advisory Council Leading by Convening](#) web page. A solution derived from the LbC process was to co-create infographics to support the implementation of IDEA in Hawaii.

¹³ A narrative or graphic representation of the principal activities implemented in Phase III, Year 4.

2. Stakeholder involvement in SSIP implementation

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

As one of its core improvement strategies, HIDOE continues to utilize the *Leading by Convening Framework* (Cashman et al., 2014)¹⁴ to engage internal and external stakeholder groups in improving results for SWDs. Stakeholder engagement and involvement through the LbC framework, is designed to provide a safe and productive forum to exchange ideas, share information, and provide constructive criticism.

Figure 7: Leading by Convening Framework



Cashman et al., 2014, pg. 1

Internal stakeholders represent HIDOE, and external stakeholders represent parents, community members, institutions of higher education, or a combination of members. All stakeholders meet on a monthly basis to exchange ideas, share information, and provide feedback to help achieve Hawaii's goals.

Table 8 below summarizes stakeholder input and feedback on the ongoing evaluation of SSIP.

Table 8: Stakeholder Engagement Meetings

Stakeholder Group	Date	Topics
Special Education Advisory Council	08/01/2018	Discussion on OSEP Determination Based on APR/SSIP (School Year 2016-2017)
Special Education Advisory Council	10/05/2018	Overview of Implementation Frameworks: Implementation Science discussion as a cornerstone for program improvement regarding SSIP SSIP Update: Lessons learned to date; next steps; questions, comments, and feedback
Special Education Advisory Council	11/09/2018	SSIP Plan Next Steps
Special Education Advisory Council	12/14/2018	Overview and feedback on APR Indicators and confirmation of targets
Special Education Advisory Council	01/11/2019	SSIP and Implementation Guidance from Hawaii's Part B OSEP Staff

¹⁴ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.

Table 8: Stakeholder Engagement Meetings (Continued)

Stakeholder Group	Date	Topics
Special Education Advisory Council	04/05/2019	IDEA Part B Grant Update
DES Meeting	04/25/2019	SSIP Update
Special Education Advisory Council	05/07/2019	SSIP Infographic Work Group - Book Drive. The collection of Dr. Seuss books was donated to Pu'u hale School to support parents of young SWDs to help their child acquire reading skills.
DES Meeting	08/22/2019	Changes in the SSIP
Leadership in Disabilities & Achievement of Hawaii	02/04/2020	SPP/APR and SSIP Updates and Targets
Community Children's Councils	02/29/2020	SPP/APR and SSIP Updates and Targets
Special Education Advisory Council	03/13/2020	SSIP: Update and Target Setting for FFY2019
National Center for Systemic Improvement	TA Monthly Calls	Feedback on SSIP activities, success, barriers, targets, and OSEP required actions

The Monitoring and Compliance Branch worked directly with the Deputy Superintendent, Complex Area Superintendents, and DESs 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.

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 level 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. To provide administrative support to the Special Education Advisory Council and create a solid team among community stakeholders, parents, and HIDOE in serving SWDS and their parents, the Monitoring and Compliance Branch manages a specific contract with the Special Parent Information Network (a parent-to-parent organization). Members conduct meetings following the LbC process. Topics related to special education from August 2018 through May 2019 included:

- Leading by Convening Dialogue
- Special Education Task Force Recommendations
- State Systemic Improvement Plan Next Steps
- Alternative Assessment (HSA-Alt)
- Special Education Staffing and Allocation
- Special Education Parent Involvement Survey Discussion
- State Systemic Improvement Grant Update
- Review of APR Indicators
- Overview of the Fiscal Biennium Budget Request
- Inclusive Education
- Professional Development
- OSEP Determination Based on APR/SSIP (SY 2016-2017) Submission

- Overview of Implementation Framework
- SSIP Cycle Update
- OSEP's Visit Update January 7 through January 10, 2019
- SSIP & Implementation Guidance from Hawaii's Part B OSEP Monitors
- Legislative Updates
- Special Education Due Process Discussion

For more information see the [Special Education Advisory Council meeting minutes](#).

Special Parent Information Network

The Special Parent Information Network is co-sponsored by the Disability and Communication Access Board and HIDEO. Services include a phone call line for information and referral support, a quarterly newsletter, an annual conference, and community workshops. The Special Parent Information Network is guided by an advisory committee made up of parents, professionals and people with disabilities. Additional information can be found on the [Special Parent Information Network webpage](#).

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. Additional information can be found on the [Leadership in Disabilities & Achievement of Hawaii webpage](#).

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 TA and support. Additional information can be found on the [Community Children's Councils webpage](#).

Special Education Task Force

The Special Education Task Force met ten (10) times during the period of November 2017 through April 2018. The Task Force Membership was comprised of the following stakeholder groups: Leadership (Assistant Superintendents and Complex Area Superintendents), State office personnel, District personnel, Principals, Teachers, Parents, Hawaii State Teachers Association, Hawaii Government Employee Association, Hope Street Group, University of Hawaii, and the Special Education Advisory Council. Consultants comprised of the following stakeholder groups: Office of Talent Management; Monitoring and Compliance Branch; Office of

Curriculum, Instruction, and Student Support (now known as two separate offices: Office of Curriculum and Instructional Design and the Office of Student Support Services); Office of Fiscal Services; and the Teacher Induction Center. The following stakeholder groups were given the opportunity to provide feedback: Special Education Advisory Council, Council on Developmental Disabilities, Hope Street Group Teacher Fellows Network, Secondary Schools Principals Forum, Deputy's Principals' Roundtable, DESs, Student Service Coordinators, Complex Area Superintendents and Assistant Superintendents, and all HIDOE teachers.

The Special Education Task Force produced a summative report, published May 2018¹⁵. The report is outlined into four (4) 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. Articulating a shared vision of inclusive education;
2. Designing fundamental professional development for all stakeholders;
3. Assessing the governing structure to ensure a cohesive and effective statewide system of support;
4. Expanding mentoring and networking for special education teachers; and
5. Implementing a PD system across state offices, complex areas, and schools.

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 SSIP Theory of Action.

The SSIP implementation activities were shared with several stakeholder groups including the Special Education Advisory Council, Community Children's Council members, teachers, principals, DESs, Complex Area Superintendents, and the Office of Student Support Services through various meetings. HIDOE and numerous stakeholders have worked together to dialogue and share information for the purpose of improving academic outcomes for SWDs. During Phase III, Year 4, 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 DESs. The Superintendent and the Deputy Superintendent led leadership team meetings with the Complex Area Superintendents and Assistant Superintendents twice a month throughout the year.

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

Internal and external stakeholders were afforded opportunities to provide input on the implementation of the SSIP. The stakeholders included: Special Education Advisory Council, Community Children's Council members, teachers, principals, DESs, Complex Area Superintendents, and the Office of Student Support Services. Through a shared responsibility for the success of all students, stakeholders are vital partners that are integral to transforming education and sustaining positive outcomes.

¹⁵ [Special Education Task Force Summative Report, Hawaii State Department of Education, May 2018](#)

The LbC process has allowed the Special Education Advisory Council and HIDOE to co-create infographics that highlight important activities while also simplifying complex concepts into user-friendly pictures and flow charts. Throughout the year, the group members have continued to refine their infographics with the development of rubrics and dialogue guides. Over the past year, the following infographics have been developed¹⁶:

- a. *I Can Help My Child Learn to Read*, grew out of Hawaii's State Systemic Improvement Plan (SSIP) efforts to improve reading achievement for children with IEPs from kindergarten through 4th grade and is targeted toward families to encourage home/school partnership in supporting young children to develop reading skills.
- b. *OSEP Monitoring and Support System for Hawaii*, clarifies the OSEP monitoring process for a diverse group of stakeholders. This document helps to support a more robust discussion with stakeholders, while using the LbC framework, to identify recommendations to better serve and increase outcomes for SWDs.
- c. *Busting Myths About Inclusive Education*, corrects myths and encourages greater adoption of inclusive practices.
- d. *The Process to Get Medical Support for Your Child at Your School*, shows the steps for parents/legal guardians and who is responsible for each step to ensure the student receives services he/she needs while at school.

HIDOE has continued to utilize PLCs for the DESs. As noted earlier, the DESs deliver special education TA and PD to complexes and schools. Thus, they are required to attend monthly meetings as a venue for ongoing learning.

The Superintendent and the Deputy Superintendent led meetings with the Complex Area Superintendents and Assistant Superintendents at least twice a month throughout School Year 2018-19 to discuss student achievement and progress toward the targets.

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 classroom walkthroughs led by Stetson & Associates, Inc., to evaluate the usage of inclusive practices for Hui Pu schools, HIDOE noted 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 proposals, and DES meeting agendas and minutes.

b. Data sources for each key measure

HIDOE collected qualitative data from several stakeholder groups as well as quantitative analyses across various statewide data sources. This variety of data helped to reduce the

¹⁶ Measures and outcomes that were implemented and achieved since the State's last SSIP submission on April 1, 2019.

collection and reporting burden on schools and complex areas. 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 various 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 the 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 longitudinal data that can be used to evaluate continuous improvement, 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. This includes, but is not limited to, the implementation of EBP programs and strategies survey, the complex and school level improvement strategies/activities identified in the CAAPs, SBA data, and the rich discussions and dialogue with complex area staff, schools, stakeholders, and community partners.

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 reiterate that HIDOE's SIMR data is a combination of grades 3 and 4 and is also reported separately by each of those grade levels. In addition, student-level SIMR data is summarized by school, complex area, and state. SIMR data is aggregated into four (4) proficiency levels: Well Below, Approaching, Meets, and Exceeds. The 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 on an annual basis 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.

The Monitoring and Compliance Branch compiled and reviewed the SIMR data and provided the information to the DESs for their inspection and evaluation as related to their specific complex areas' coherent improvement activities conducted throughout the school year.

The meeting with the DESs was a robust round table discussion and brainstorming session as to the potential factors or reasons that a complex area increased or decreased in reading proficiency rates. As HIDOE moves forward to dissect the data as to possible root causes and direct links to implementation fidelity, it is critical for staff to understand the discussions to be grounded toward student improvement and not for the purpose of discrediting the hard work of students, teachers, and other professional staff members. Disaggregating the data across complex areas would provide additional information to drill down to probable causes for stagnation as well as to recognize best practices and successes.

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

HIDOE demonstrated progress as evidenced by the SIMR data: 3rd grade proficiency rates increased 11%; and 4th grade proficiency rates increased 4.1%, compared to the prior year. The combined 3rd and 4th grade proficiency rates from School Year 2014-2015 (baseline year) to School Year 2018-2019 identify an overall increase of 33.7% in ELA/Literacy on the SBA. 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, Complex Area Superintendents, Office of Student Support Services, Monitoring and Compliance Branch, and stakeholder groups consistently reviewed key data, including but not limited to, curriculum and instructional strategies, summative and formative assessment data, PD, student and parent engagement, and EBPs 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, Complex Area Superintendents 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 Complex Area Superintendents and respective Assistant Superintendents committed to building system leadership capacity to address areas of improvement for SWDs. This shift places the Complex Area Superintendents and the Assistant Superintendents in a prime position to refine the tri-level system.

The Complex Area Superintendents 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

HIDOE did not change any of the key measures for the SSIP, thus, 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 action steps to eliminate or narrow the gap between SWDs and general education students for SBA ELA/Literacy scores as well as to improve SIMR. An example of this was the scale up of ECRI, an evidence-based reading resource, for grade 3 in the Baldwin-Kekaulike-Maui Complex Area based on increases in oral reading fluency as identified by the DIBELS assessment for lower grades.

HIDOE is encouraged by the statewide improvement of the ELA/Literacy scores for SWDs and continues to use data to support changes that guide improvement strategies and replicate successes across HIDOE. As a result of stakeholder input, HIDOE self-reflected on the SBA ELA/Literacy 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 Complex Area Superintendents ensures that SSIP implementation and SIMR outcomes will continue on an upward trajectory. This level of engagement empowers Complex Area Superintendents and principals to implement the stated activities with fidelity and review data in their respective CAAPs to improve student achievement. Aggregated complex area level SIMR data shared with the DESs, recognized complex areas that are moving in the right direction as well as identified complex areas who 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 for improvement.

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

HIDOE has engaged with community and parent stakeholders in regularly scheduled meetings. These meetings provided several opportunities for ongoing discussion, dialogue, input, and feedback from stakeholders at the state, complex, and school levels. The Special Education Advisory Council, Community Children's Council members, teachers, principals, DESs, Complex Area Superintendents, Monitoring and Compliance Branch, and the Office of Student Support Services shared the responsibility in the development and implementation of the SSIP.

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

The development of the SSIP has been in collaboration with all stakeholders since Phase I. Stakeholders continued to provide guidance and direction on a regular basis and similar to SEAC, following the LbC framework. HIDOE met regularly with all identified stakeholder groups

to review implementation data, obtain direction and priorities relating to potential modifications, and disseminate program data and accomplishments.

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 used several data systems in place that assist the state, complex areas, schools and teachers in managing and tracking student data, and ensuring state and federal regulations are being met. The data systems included but are not limited to:

- Infinite Campus and PowerSchool: Provides student demographic data, attendance, class lists, school master schedules, grades, enrollment, parent information, student health information, and homelessness;
- Electronic Comprehensive Student Support System (eCSSS): Provides student information relating to special education, English Learners, gifted and talented students, disciplinary data, assessments, and an early warning system;
- Longitudinal Data System (LDS): Provides reports and dashboards where teachers and administrators can access data about student academic progress and performance;
- Financial Management System (FMS): Provides a repository for service verification and budget data;
- Test Information and Distribution Engine (TIDE): Provides raw assessment scores;
- Student Assessment Results Validation (SARV) Database: Provides validated assessment scores; and
- Special Education Compliance Action Table (SPED CAT) Database: Provides a compliance monitoring database for Hawaii's System of general supervision.

As a statewide data collection system and to ensure security, HIDOE offices constantly worked to ensure valid, reliable and fair information. There were minimal concerns regarding the quality or quantity of the SIMR data as HIDOE's Data Governance and Analysis Branch, Assessment and Accountability Branch, and the Office of Information Technology Services provided TA and guidance relating to data management, business rules, and validation. HIDOE's concerns over data quality or quantity was limited to random minor data elements that were manually inputted across schools and complex areas. HIDOE's statewide electronic information and support systems, as noted above provided accurate and reliable results.

b. Implications for assessing progress or results

One of the advantages of a unitary public school system with tri-level empowerment is that each level is responsible for reviewing and analyzing data, practices, and strategies to ensure student progress relating to both 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 Complex Area Superintendents 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 Complex Area Superintendents, DESs, and principals relating to school-level plans, supports, resources, and SSIP improvement strategies;
3. Analysis, feedback, and support from State level offices, the Deputy Superintendent, and the Complex Area Superintendents relating to data on EBP implementation fidelity; and

4. Working with stakeholders, HIDOE developed and disseminated information, identified barriers, and recommended changes or additional strategies when necessary.

c. Plans for improving data quality

As with any large, dynamic system, assessing the quality of implementation of stated strategies and the impact on student achievement within an entire state is challenging. Each complex area and school utilized a variety of methodologies and measurement instruments, including walk-throughs and progress monitoring assessment tools (e.g., timely execution of compliance requirements, IEP case sampling), 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 professional development, training and technical assistance has on student achievement and where these resources best fit in a tri-level system. 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 and determining the need to change or adopt a new strategy at the system or local level has proven to be an ongoing challenge for both state and complex area staff.

HIDOE used the evidence the complex areas provided, such as the CAAPS, to standardize some of the SSIP elements including, fidelity checks, evaluation measures, and progress monitoring data.

Additionally, the Monitoring and Compliance Branch and the Office of Student Support Services plan to explore both electronic collection systems to ensure compliance with IDEA and systemically measure student progress throughout the year. This aligns with the modernization of systems that Superintendent Dr. Christina M. Kishimoto referred to in HIDOE's 10-Year Action Plan¹⁷. Feedback has also been gathered from DESs 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

HIDOE has shown progress toward increasing the capacity, implementation and evaluation of EBPs, and stakeholder engagement to improve academic and functional outcomes for students with disabilities.

As articulated in the previous SSIP, the Deputy Superintendent is responsible for directing the academic functions of HIDOE, as well as serving as the line officer for school programs and operations. The Deputy Superintendent also administers and manages projects that are of special significance to HIDOE's mission, Strategic Plan and other key initiatives.

¹⁷ Equity, Excellence & Innovation, Moving Toward a 10-Year HIDOE Action Plan, Dr. Christina M. Kishimoto, Superintendent, Hawaii State Department of Education, January 2019

For administrative purposes, all public schools are assigned to complex areas, each consisting of a high school, middle schools, and elementary schools. Each complex area is supervised by a Complex Area Superintendent, who reports 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 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.

The Monitoring and Compliance Branch is responsible for:

1. Ensuring HIDOE's 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;
2. Serving as the primary contact with federal program officials regarding the State Educational Agency responsibilities;
3. Providing TA and guidance relating to dispute resolution procedures required under the IDEA, including mediation, state written complaints, and impartial due process hearings;
4. Serving as the IDEA Part B Data Manager; and
5. Supporting the tri-level system with data collection and analyses in regards to compliance and performance of SWDs to inform program implementation at the state and complex level.

To ensure a systems-level approach to best practices, under the direction of the Superintendent, the Office of Student Support Services provides leadership, PD, and TA to complexes and schools in planning and implementing programs for SWDs, including OHD, SLD, and SoL populations. In addition, the Office of Student Support Services:

1. Serves in the role of the State Special Education Director (Exceptional Support Branch Director has been identified for this responsibility) and will be responsible for completing future SSIPs (Indicator 17). This move of the State Special Education Director from the Monitoring and Compliance Branch to the Office of Student Support Services is in alignment with HIDOE's commitment to increasing student outcomes by underscoring importance of the Exceptional Support Branch's role to increase student academic gains;
2. Provides assistance and assurance that the rights of children/youth with disabilities and their parents are protected through the implementation of federal and state laws for SWDs; and
3. Conducts training for 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 Complex Area Superintendent 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 Complex Area Superintendent 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. Complex Area Superintendents 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 HDOE. Complex Area Superintendents 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.

The careful strategic planning process, feedback loop, and execution can be extremely complicated. However, an outstanding example of one complex area’s work is described below. On March 7, 2019, the Complex Area Superintendent for Leilehua-Mililani-Waialua presented a report on special education and English learners to the Hawaii State Board of Education’s Student Achievement Committee. The Complex Area Superintendent set the foundation by explaining the complex area’s leadership framework and recognizing the need to increase the number of students proficient in the 3rd grade and decrease reading remediation at the middle and high school levels. To address this, the Complex Area Superintendent focused on early literacy implementation by including early literacy PD, Beginning Foundational Reading Skills training, and using tools to help with the planning and implementation.

Figure 8: Leilehua-Mililani-Waialua



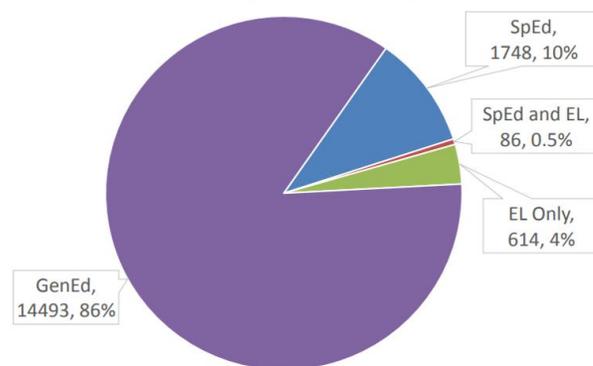
Leilehua-Mililani-Waialua Leadership

Leilehua-Mililani-Waialua Leadership Framework			
Administrative Leadership	Teacher Leadership	Instructional Leadership	Operational Leadership
Principals, Vice Principals, Athletic Directors, District Educational Specialists and other Educational Officers	Curriculum Coaches, Student Services Coordinators, etc.	Classroom Teachers, Counselors, Educational Assistants, etc.	Clerical, Custodial, and Cafeteria Staff, Business Managers, Administrative Services Assistants, etc.
Responsible for providing leadership that impacts a wide array of individuals	Primarily conducts work with adults	Primarily conducts work with students	Those that support educational operations

Figure 9: Leilehua-Mililani-Waialua Student Demographic

Student Demographic Highlights

Total Population: 16,941



Among other critical pieces of information, the Complex Area Superintendent discussed the importance and goals and implementation of early literacy.

Early literacy goals:

1. Increase number of students proficient at grade three (3) as measured by Smarter Balanced Assessment starting from spring 2019.
 - a. SY 2019 – 2020
 - i. Baseline?
 - b. SY 2020-2021
 - i. How are you doing?
2. Decrease need to provide reading remediation programs for students at the middle and high school levels.
 - a. What would be an appropriate baseline measure?
 - b. How can we utilize our resources to support this effort?

Early Literacy implementation activities included:

1. Early Literacy professional development
2. Beginning Foundational Reading Skills (BFRS) training
3. Tools to help with planning & implementation:
 - a. Consistent language for the Big 5 literacy framework
 - b. i-Ready universal screener and progress monitoring tool
 - c. Possible Early Literacy system planning and implementation tools:
 - i. Planning and Evaluation Tool for Effective School-wide Reading Programs – Revised (PET-R)
 - ii. Reading Tiered Fidelity Inventory (T-TFI) Elementary
 - iii. Reading Tiered Fidelity Inventory (R-TFI) Secondary level

It is clear that the Leilehua-Mililani-Waialua Complex Area Superintendent and his team are aware of student, family and teacher demographics, recognize the challenges of having a large military population, well versed with using a variety of data points beyond assessment, and have formed a PLC to analyze and address student achievement, equity, and access. In addition, the Complex Area Superintendent implemented MTSS and utilized the Tiered Fidelity Inventory tool for measuring the system, practices, and routines for using data to inform current practices and determined the need for classroom and complex area improvement.

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 expectations, part of each Complex Area Superintendent’s annual evaluation is based on addressing and meeting SSIP requirements. On a quarterly basis, the Complex Area Superintendents met with their teams to monitor, review and analyze data for SWDs in relation to the targets set forth for the SIMR. The teams identified the most commonly used EBPs. As a result, the following EBP resources were highlighted and reviewed by complex areas to be used in classroom instruction as shown in Table 9.

Table 9: 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 evidenceforessa.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: Current Practice Alerts teachingld.org/alerts
Technical Assistance Center on Positive Behavioral Interventions and Supports pbis.org/research
What Works Clearinghouse ies.ed.gov/ncee/wwc/

SIMR data for School Year 2018-2019 showed an increase of 33.7% in grades 3 and 4 of the SBA's ELA/Literacy standards when compared to School Year 2014-2015 baseline data. This, in addition to data on *Teacher Implementation Survey* on the usage and frequency of EBPs and strategies, and the CAAPs, support targeted EBP implementation.

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

HIDOE's short-term and long-term objectives for School Year 2018-2019 remained the same as previous years. HIDOE continued to utilize 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 met at least monthly to support the complex areas in the implementation of their plans. Further, through their leadership, they empowered the complex areas and schools by emphasizing a growth mindset for students and adults, and more choices for teachers, schools, students and families.

Table 10: Progress Towards Short- and Long-Term Objectives to Achieve the SIMR - PLCs

State Objectives	Outcomes
<p>Formalized PLCs for Complex Area Superintendents, complex area staff and DESs.</p> <p>Focused on identifying and scaling up EBPs for advancing achievement of all SWDs and in particular, improving early literacy of students with OHD, SLD, and SoL.</p>	<p>HIDOE formalized PLCs for the Complex Area Superintendents, complex area staff, and DESs.</p> <p>Complex Area Superintendents are responsible for their complex area PLCs and must ensure that all students are highly engaged in their learning environment. Complex Area Superintendents are expected to meet this objective and identify and scale up EBPs to advance the achievement of all SWDs.</p>
<p>Build capacity of Complex Area Superintendents 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 the PLCs.</p> <p>The Deputy Superintendent and Complex Area Superintendents engaged their teams and provided PD to train and coach principals and teachers to advance EBPs in schools.</p>
Complex Area Objectives	Outcomes
<p>Complex Area Superintendents established and routinely convenes PLCs to address implementation of CAAPs and continues to facilitate alignment between/among programs.</p>	<p>Complex area teams have focused on improving student achievement through data analysis and addressing areas of concern.</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 have been meeting this objective as evidenced by their CAAPs and documentation of each Complex Area Superintendent's annual performance evaluation by the Deputy Superintendent.</p>

Table 11: Changes in Educational Practice to Achieve the SIMR – State Level Resources

State Objective	Outcomes
Utilize PLCs and other feedback loops to obtain information regarding the resources Complex Area Superintendents need to adopt, implement, and sustain EBPs that advance achievement of SWDs, and in particular, improving literacy of students with OHD, SLD, and SoL.	The Complex Area Superintendents and the Deputy Superintendent partnered to provide the PLCs with sufficient resources, PD, and other supports that align with the SSIP Theory of Action and the CAAPs to further student achievement for all SWDs.
Identify and make available for use by Complex Area Superintendents, 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 OHD, SLD, and SoL.	The Deputy Superintendent, along with the Office of Student Support Services, provided the Complex Area Superintendents, complex area staff, and PLCs with PD as well as special education literacy strategies that advance the academic 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 to create alignment and integration with all complex area initiatives.	Complex areas made progress in meeting this objective. Through an increased focus on student achievement, HIDOE offered PD courses with an emphasis on EBPs for SWDs.
Teachers continue to receive ongoing PD on EBPs, as appropriate.	Complex areas made progress towards meeting this objective. As mentioned previously, the CAAPs include EBPs, instructional strategies, and PD for complex area and school level staff.
Teachers continue to use EBPs with fidelity.	Complex Area Superintendents made progress towards meeting this objective. Complex Area Superintendents 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.	Complex Area Superintendents made progress towards meeting this objective by conducting regular principal meetings to discuss achievement relating to SWDs.

Table 12: 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 included representation by various role groups (e.g., parents, students, community members, and HIDOE leadership.)
Conduct evaluation of the initiative or support provided. Report to the Deputy Superintendent and the Assistant Superintendent for the Office of Student Support Services regarding progress towards outcomes and objectives. Make recommendations to the Deputy Superintendent 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.
The percentage of teachers implementing EBPs with fidelity increases.	Complex Area Superintendents and Deputy Superintendent strengthened this objective via walkthroughs, check-ins, and the CAAPs.
Ongoing assistance to teachers related to coaching and support.	Complex Area Superintendents provided PD, coaching, and support to teachers.
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. HIDOE held monthly meetings with DESs. The Superintendent and the Deputy led meetings with the Complex Area Superintendents at least twice a month.
Stakeholders review and revise PD plans in response to progress monitoring and PD evaluations.	Complex Area Superintendents 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 used the LbC model to engage stakeholders in the process and provided updates on the three (3) high impact strategies to align to the strands, which includes early literacy.
Routine progress monitoring drives instruction.	HIDOE conducted ten (10) meetings annually with the Special Education Advisory Council and monthly meetings with the Community Children’s Council Office across seventeen (17) geographic areas as well as quarterly statewide co-chair meetings. Further, HIDOE held monthly meetings with DESs. The Superintendent and the Deputy led meetings with the Complex Area Superintendents and Assistant Superintendents at least 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

When comparing baseline data from School Year 2014-2015 to School Year 2018-2019, the SIMR students in grades 3 and 4 of the SBA's ELA/Literacy standards resulted in an increase of **33.7%**. Furthermore, a comparison between School Year 2017-2018 and School Year 2018-2019 shows an increase of **8.8%** on the SBA ELA/Literacy results in grades 3 and 4. HIDOE's tri-level efforts in providing supports and resources to schools addressed PLCs; special education, English Learner and Title I strategies; early literacy resources, including the consistent implementation of EBPs, resulted in overall improvement for the SIMR population. Although HIDOE did not meet its proficiency targets for students with OHD, SLD, and SoL in grades 3 and 4, as well as the combined grades, the following tables illustrate Hawaii's measurable improvements toward the SIMR targets.

**Table 13: SBA ELA/Literacy
Statewide, Grades 3 and 4 Combined SIMR Proficiency Rates**

School Year	Target	ELA/Literacy Proficiency Rates	% Increase/Decrease	OHD, SLD, SoL Number Tested
2014-2019	50%		+33.7%	
2019-2020	50%	TBD	TBD	TBD
2018-2019	50%	11.1%	+8.8%	1,609
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 2018-2019 SBA

**Table 14: SBA ELA/Literacy
Statewide, Grade 3 SIMR Proficiency Rates**

School Year	Target	ELA/Literacy Proficiency Rates	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2019-2020	50%	TBD	TBD	TBD
2018-2019	50%	12.1%	+11.0%	784
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 2018-2019 SBA

**Table 15: SBA ELA/Literacy
Statewide, Grade 4 SIMR Proficiency Rates**

School Year	Target	ELA/Literacy Proficiency Rates	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2019-2020	50%	TBD	TBD	TBD
2018-2019	50%	10.1%	+4.1%	825
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 2018-2019 SBA

HIDOE's statewide MGP of 4th grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy for School Year 2018-2019 was 38 as illustrated in the Table below. Although HIDOE did not meet the MGP target set at 60, complex areas and schools nevertheless continue to work toward that aggressive target as schools continue to upscale inclusive practices statewide.

Table 16: MGP 4th Grade SIMR; SBA ELA/Literacy

School Year	Target	MGP	% Increase/Decrease From Previous Year	OHD, SLD, SoL Number Tested
2019-2020	60	TBD	TBD	TBD
2018-2019	60	38	0.0%	825
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 2018-2019 SBA

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.

HIDOE is considering partnering with the National Center on Educational Outcomes to support improvement of HIDOE's SSIP, as well as to increase academic results for SWDs and explore supplementary methods to obtain student progress data.

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

The Deputy Superintendent, Complex Area Superintendents, DESs, Office of Student Support Services, Monitoring and Compliance Branch, along with stakeholder groups will continue to conduct various evaluation activities to ensure the timely collection of data, measures, and outcomes. The activities are described in Table 17 below.

Table 17: 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	Increase in ELA/Literacy proficiency data for SWDs
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	Use of EBPs with fidelity at the classroom level

Superintendent Dr. Christina M. Kishimoto’s leadership and vision of a learning organization through the lens of high impact strategies - school design, teacher collaboration, and student voice, provides a solid foundation to empower schools and actively seek innovative methods to improve outcomes for all students in Hawaii.

3. Anticipated barriers and steps to address those barriers

HIDOE does not anticipate any barriers for the upcoming year specific to special education, however, three (3) veteran Complex Area Superintendents are set to retire in the next school year. As a result, there may be some tertiary impact as the respective school communities adjust to new leaders.

Under the direction of the Superintendent and the Deputy Superintendent, the tri-level system and education stakeholders and partners remain committed to implementing the SSIP and will focus resources on key statewide strategic initiatives to close the achievement gap and support equity and excellence in student outcomes.

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

Through partnerships with stakeholders and TA partners, HIDOE has strengthened its system of process, evaluation, and implementation to improve outcomes for SWDs. HIDOE will continue to seek input from stakeholders and utilize TA from the National Center for Systemic Improvement, National Center on Educational Outcomes, IDEA Data Center, and OSEP leadership.

Summary

HIDOE is proud of the steady improvement in ELA/Literacy SBA scores and acknowledges the positive changes by maintaining a collective 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.

While the journey toward excellence and wisdom never ends, we also celebrate the accomplishments, large and small, in recognition of the hard work and commitment of the tri-level system that keeps us on track to achieving all of our goals. HIDOE leaders continue to push and challenge staff to tackle the obstacles, embrace the opportunities, and create a governing structure to provide a cohesive and effective statewide system of support to ensure an excellent education for all of Hawaii's public school students.