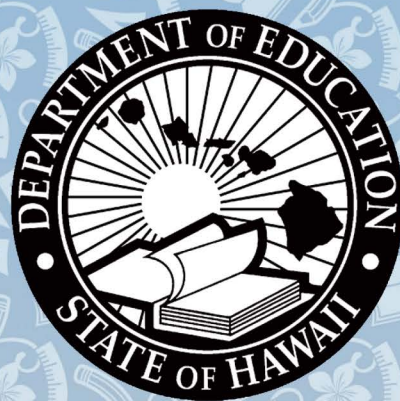


State Systemic Improvement Plan



**Hawaii State Department of Education
Phase III Submission
Indicator 17, State Performance Plan/ Annual Performance Report
April 2017**

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INTRODUCTION

The Hawaii Department of Education (HIDOE), is committed to improving results for students with disabilities (SWD) as part of the Office of Special Education Program's (OSEP's) Results Driven Accountability Policy. This is reflected in HIDOE's State Systemic Improvement Plan (SSIP) with a focus on improving reading proficiency for SWD as measured by the statewide assessment for 3rd and 4th graders. In the Phase III submission, the activities that have taken place in 2016 with the implementation of HIDOE's SSIP, are summarized, and improvements to the plan were made as a result of OSEP's feedback on the Phase II submission. OSEP's feedback has resulted in three overarching improvements to HIDOE's SSIP:

- a more detailed description of the evidence-based practices (EBPs) being implemented in Hawaii's schools;
- more detail in Hawaii's SSIP evaluation plan; and
- engagement of stakeholders.

The above improvements not only reflect a more complete plan, but also provide more detail, increasing the rigor of the plan, and enabling the state to better evaluate the SSIP State-Identified Measureable Results (SIMR).

BACKGROUND INFORMATION

Hawaii's SSIP is aligned with the Hawaii Department of Education (HIDOE) Strategic Plan (StraP). The StraP is a joint project of the DOE and Board of Education (BOE). It is the governing document for the public education system providing a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence for each student. Improvements to the StraP have impacted Hawaii's SSIP. Specific changes impacting the SSIP are noted throughout this Phase III. The improvements make the Phase III plan stronger and closely aligned to Hawaii's draft Consolidated State Plan (CSP) under the Every Student Succeeds Act (ESSA) by supporting schools to:

- Focus on the whole child;
- Continue to utilize Plan-Do-Check-Act (PDCA) at all levels of implementation (state, complex, and school);
- Provide schools and complexes with flexibility and latitude to design programs and measures that meet the needs of their student population lessons;
- Ensure supports for students and schools are coordinated;
- Implement evidence based practices/interventions;
- Utilize technical assistance on implementing evidence-based practices; and
- Engage stakeholder collaboration toward improving student performance.

A. Summary of Phase III

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

Hawaii's Theory of Action as described in Phase II states that:

"If the Department Builds Capacity and Collaboration for Sustainable Statewide Improvements Utilizing Professional Learning Communities (PLCs), Implements and Evaluates Effectiveness of Chosen Evidence Based Practices for Improving Student Performance as Documented in Complex Area Plans... and Engages Students, Parents, and Community Members by utilizing the Leading by Convening Framework, the implementation of these strategies & activities will result in meeting the State's SIMR--the improved educational performance and functional outcomes for all students with disabilities. HIDOE focused on the aforementioned three improvement strategies in its implementation of the SSIP."

The following graphic provides at the very top of the page, the reflection in our theory of action that leadership at the State-level and Complex Area is key to implementation fidelity and providing necessary supports and resources to schools to address Professional Development and Technical Assistance, Early Interventions, Data, and Student and Parent Engagement needs, which are root causes and our strands of action defined in Phase I. The visual provides the explanation that the measure of the effectiveness of the strategies and activities will be the increases in the proficiency rates of 3rd and 4th grade students with SLD, OHD, and SoL on the English Language Arts assessment, and 4th grade median growth percentile (MGP) of these students on the same assessment.



SSIP Theory of Action, Phase III- Improvement Strategies and Activities

If the Department...

Leadership at the State-level & Complex Area is key to implementation fidelity and providing necessary supports and resources to schools to address Professional Development & Technical Assistance, Early Interventions, Data, and Student & Parent Engagement.

Complex Area Strategies and Activities

Builds Capacity & Collaboration for Sustainable Statewide Improvements Utilizing Professional Learning Communities (PLCs) . . .

Implements & Evaluates Effectiveness of Chosen Evidence Based Practices for Improving Student Performance as Documented in Complex Area Plans . . .

Engages Students, Parents, & Community Members by Utilizing the Leading by Convening Framework . . .

Complex Area Implementation Team



State-level engagement between Department (State-level, Complex Area, and School) and Community Stakeholders

State-level Strategies and Activities

State-level PLCs



State-level System of Support for Evidence-Based Practices



Cashman et al., (2014). Leading by Convening: A blueprint for authentic engagement. Alexandria, VA: National Association of State Directors of Special Education.

Expected Outcome

Hawaii expects that implementation of these strategies & activities will result in improved educational performance and functional outcomes for all students with disabilities. To focus the evaluation of the effectiveness of these strategies and activities, Hawaii will measure the increase in the proficiency rates of 3rd and 4th grade students with Specific Learning Disabilities (SLD), Other Health Disabilities (OHD), and Speech or Language Disabilities (SoL) on the English Language Arts (ELA) assessment, and the 4th grade median growth percentile of these students on the ELA assessment.

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

HIDOE identified three main improvement strategies organized under the three main strands of the Theory of Action.

- Build capacity and collaboration for sustainable statewide improvements utilizing State-level Professional Learning Communities and Complex Area Teams to provide resources and the training and coaching necessary for implementation fidelity of evidence-based practices (Infrastructure);
- Implement and evaluate effectiveness of chosen evidence-based practices for improving student performance as documented in complex area plans (EBPs); and
- Engage students, parents and community members by utilizing the Leading by Convening (LbC) framework to address specific issues that affect the HIDOE's system of support (Stakeholder Engagement).

Each of the improvement strands of the Theory of Action, are discussed in B.1.a.

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

HIDOE is a unitary system including 174 elementary schools located over the eight main islands. With the diversity of the students in the schools, HIDOE allowed school communities to determine the EBPs based on the specific needs of their students. Schools used a multitude of programs and strategies to meet the individual needs of the SWD. In addition, Complex Areas (CA) provided in-service training in topics such as Direct Instruction, Beginning Reading Foundations, and Enhanced Core Reading Instruction.

Schools reported that the following evidence-based practices, among others, are being used:

- Direct instruction on phonemic awareness, alphabet knowledge, fluency, vocabulary, comprehension, and phonological awareness
- Story sequencing
- Teacher modeling
- Repeated practice
- Spatial and graphic organizers
- Peer mediation
- Explicit instruction
- Classroom learning strategies including summarization, self-monitoring, and note taking
- Mnemonic strategies
- Teacher modeling
- Marzano's 9 research
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework practice
 - Nonlinguistic representation
 - Cooperative learning

- o Setting objectives and providing feedback
- o Generating and testing hypotheses
- o Cues, questions, and advance organizers

Additional information about the implementation of EBPs is provided in E.1.c.

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

HIDOE disseminated surveys to CAs to gather information on the activities and outcomes that occurred during this school year. The surveys provided qualitative evidence that elementary schools focused on utilizing EBPs, PLCs and mentoring/coaching for their staff to improve early literacy. Discussions were held with the CA staff regarding the implementation of the SSIP. HIDOE has several systems that provided data on the progress of the identified measures and outcomes. Professional development data was extracted from HIDOE's online professional development management system and it was noted that 3,001 professional development course sessions with EBP content were taken by 582 Kindergarten through 4th grade special education teachers. State-wide there was an increase in proficiency rates of 1.23% in English Language Arts (ELA) on the Smarter Balance Assessment (SBA) for the SIMR population.

A.5 Highlights of changes to implementation and improvement strategies

Changes/Improvements for Strategy #1: Infrastructure

HIDOE has made revisions to the StraP to create a unified plan with the State Board of Education. Previously, the Complex Area Support Team (CAST) was formed to create systems, structures and processes focused on preparing students for college, career and community. The designs were based on the Six Priority areas. These priority areas will continue to be systematized and embedded into the work of the state, the CAs and schools. In the spirit of continuous improvement, HIDOE is building upon the foundations set by CAST. As a dynamic system, the state must use data, gather feedback from stakeholders, adapt to the changing landscape and be responsive to external influences. In the SSIP III submission, the CAST and the Complex Area Implementation Team (CAIT) are synonymous. Beginning School Year 2017-18, four positions have been allocated to each CA. Each of the dedicated positions will bring about the necessary attention to each of the identified statewide initiatives and assist in informing and supporting the CA and schools. This will be known as the State Support System (SSS) and will support the StraP with a focus on:

- Well-Rounded Education: Research-Based and Evidence-Based Education;
- Whole Child: Social Emotional Learning;
- Inclusive Practices: Equity in education; and
- Transitions: 9th grade students on track to graduate.

The StraP, has changed its focus commensurate with ESSA, highlighting the focus on all subgroups and EBPs for all students, which strengthens the focus on HIDOE's SSIP.

Although PLCs were convened on a regular basis, some were not as focused as envisioned. In School Year 2017-18, the PLCs will be more intentional with a targeted focus on improving early literacy skills for SWD. In addition to the revisions to the StrAP, HIDOE has endured changes in leadership. There was a change of the Deputy Superintendent in February 2017, and the State Special Education Director position was vacant from October 2016 through February 2017 when a new director was selected.

Changes/Improvements for Strategy #2: Evidence-Based Practices

The SSIP Phase III had intended to closely monitor the use of EBPs and the results of progress monitoring tools for students with special needs in grades K-4. Through surveys sent to the CAs and qualitative data, we collected information on the evidence-based practices that were utilized and that progress monitoring occurred at every elementary school. However, formative assessment data and information on the EBPs utilized in the schools was not systematically collected throughout the year. HIDOE is in the process of planning methods to obtain formative assessment data through one or more HIDOE's data systems. In addition, a concerted effort will be made to obtain data from administrative "walk throughs" to determine the use of EBPs.

Changes/Improvements for Strategy #3: Stakeholder Engagement

Comprehensive and meaningful stakeholder engagement remains a goal and challenge for HIDOE as improvement in the area of stakeholder involvement is a targeted priority. With the development of a modified SIMR evaluation plan with more robust stakeholder involvement, the State demonstrates a commitment to meet its goal of LbC.

Changes/Improvements to the Evaluation Plan

The Evaluation Plan is revised to guide HIDOE's work toward improving results on the SIMR. Questions for the Objectives were added to reflect the information/data that will be collected and analyzed. The stakeholder strategy was combined with the Infrastructure and Educational Practice Evaluation Plan to create a single, cohesive document. (See Appendix A: SSIP Phase 3 – Summary for Implementation and Evaluation of Strategies and Activities).

B. Progress in Implementing the SSIP

B.1 Description of the State's SSIP implementation progress

B.1.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.

HIDOE built capacity and collaboration for statewide improvements by utilizing learning communities and complex area teams. CA planning and SPED specific strategies were integrated into the six priority strategies to address the needs of SWD. SWD experts were

included in the CAST for planning and implementation of the CA plan. PLCs were organized from the state to the school level to build capacity and increase knowledge. These short-term outcomes/objectives occurred as planned, within the SSIP II timeline.

Improvement Strategy #1: Build capacity and collaboration for sustainable statewide improvements utilizing professional learning communities and complex area teams

HIDOE has fifteen Complex Area Superintendents (CASs) who have SPED oversight for the public and public charter schools in their CAs. As planned in PHASE III, each CAS developed a CA plan that included complex specific goals, and targets goals for all sub-groups, including SWD. A team of specialists was selected to provide resources, training and coaching to the schools within the complexes. Each team, called the CAST included individuals knowledgeable about the Department's 6 Priority Areas: Academic Review Teams (ART), Common Core (CC), Comprehensive Student Support System (CSSS)/Response to Intervention (RtI), Formative Instruction/Data Teams (FIDT), Educator Effectiveness System (EES), and Induction and Mentoring (IM). The Six Priority Strategies promoted rigorous learning expectations for ALL students, used data to improve instruction and provided targeted supports for struggling students, supported new teachers with veteran mentors, and provided supports for educators with structured feedback and opportunities for professional growth. The CAST team members assisted teachers to master rigorous standards in the classroom, mentored new teachers, reviewed data, discussed strategies and planned next steps.

HIDOE developed and utilized Professional Learning Communities (PLCs) to assess, plan and grow knowledge at all levels. PLCs were established at the Leadership, CAST (State and CA), school, Office of Curriculum, Instruction and Student Support (OCISS), and District Educational Specialists (DES) levels.

Leadership PLCs included the Superintendent, Deputy Superintendent, five Assistant Superintendents, and fifteen CASs. Twice a month, they shared expertise, discussed issues, shared bright spots, examined data, and worked collaboratively to improve the academic performance of students. The OCISS Assistant Superintendent utilized the PLCs to build the capacity of leaders to address the needs of SWD. Collaborative discussions focused on the test scores in each of the CAs, and how to use effective EBPs to increase the proficiency rate of SWD.

For CA PLCs, each CAST assisted schools in planning, providing resources and support in the Six Priority Strategies which were HIDOE's academic focus within the former StraP. CAST members met as PLCs within each complex to discuss individual schools and provide teacher mentoring as needed. This school year, each CAST included a Special Education DES. The DES provided expertise and increased the capacity of the team around the early literacy needs of SWD and was a part of the planning process.

OCISS conducted quarterly PLCs with all CAST members statewide. At these PLCs, CAST members shared their expertise, examined data and worked collaboratively to improve the academic performance of all students. CAST member knowledge was increased via training in areas such as Analysis of Student Work, Data Driven Instruction, Beginning Reading Foundation, Enhancing Core Reading Instruction, and Mentoring Teachers.

DEs and State Educational Specialists (ESs) met as a PLC monthly. Specialists shared their expertise and discussed what worked to increase the proficiency rate of SWD. Issues were discussed and problems were collaboratively solved.

School level PLCs were held as school administrators and teachers gathered by grade levels and work groups to gain knowledge, discuss formative assessments and student work samples, and problem solve next steps.

All five PLC levels met to build capacity and collaboration for sustainable statewide improvements while working toward increasing proficiency of students with SLD, OHD, and SoL.

Improvement Strategy #2: Implement and evaluate effectiveness of chosen evidence based practices for improving student performance as documented in CA plans

HIDOE implemented and evaluated the effectiveness of chosen evidence based practices for improving student performance as documented in CA plans. HIDOE evaluated the current early literacy resources and initiatives and provided resources to support early literacy for SWD by providing supplemental beginning reading programs with embedded EBPs for grades K – 4. These short-term outcomes/objectives occurred as planned, within the SSIP II timeline.

HIDOE worked on improving the PLCs, selecting and implementing EBPs, and engaging students, parents and community members. Determining progress and future actions was dependent on the evaluation of outcomes in the evaluation plan. HIDOE is in the beginning stages of PLC implementation towards increasing the proficiency rates of 3rd and 4th grade students with SLD, OHD, and SoL. Schools monitored student progress for K - 4 students using progress monitoring tools. Progress monitoring tools are selected by each individual school to meet the needs of their specific population. Reading improvement for SWD and the use of progress monitoring tools and data to drive instruction, are a part of the CA planning documents.

HIDOE worked with the complexes to promote their use of EBPs with SWD. In addition to the EBPs, schools used supplemental beginning reading programs with embedded evidence-based strategies for all K-2 SWD. Schools were provided guidance in the choice of subscribing to one of eleven supplemental, evidence-based, online beginning reading programs for SWD grades K to 2. These online programs supplemented the core reading program. Qualitative data confirm that CAs provided professional development in early literacy strategies and EBPs.

Improvement Strategy #3: Engage students, parents and community members by utilizing the Leading by Convening framework to address specific issues that affect the Hawaii State Department of Education's system of support.

The group of stakeholders was changed or expanded in Phase III, as HIDOE moved from planning to implementing the SSIP activities.

Although HIDOE did not explicitly implement Leading by Convening, as originally planned, the principles of leading by convening were implemented as HIDOE involved stakeholders in the implementation of the SSIP. HIDOE convened and relied on representatives of selected complexes to discuss the implementation of SSIP activities. Stakeholders included complex and school level staff, including teachers, students, parents, and the Special Education Advisory Council (SEAC).

HIDOE sent a contingent of stakeholders to the National Center for Systemic Improvement (NCSI) Professional Learning Event in Dallas, Texas in December, 2016. The group included general education and special education State Educational Specialists, CA support staff and school level Administrators. The stakeholders collaborated together and with other states and discussed the development of the SSIP evaluation plan, improving results for SWD (SIMR population), and rethinking their focus in Leading by Convening efforts.

The work between special and general educators at schools led to a renewed view on SWD. More staff view the school SPED population as “our” students and not as “your” students in many schools and complexes. Teachers, including general educators, are committed to implementing strategies necessary to help the SWD population as a whole make greater gains in learning.

B.1.b Intended outputs that have been accomplished as a result of the implementation/ activities

HIDOE’s SSIP II contained 7 outputs as follows:

Annual development and submission of that meets requirements, reflects data-based decisions on EBPs that address early literacy of SIMR students resulting in improvement to SIMR; training, coaching & other supports by CAST & other CAS actions to address SIMR.

All CA planning was based on their individual school needs. Using the PDCA decision making process, CASs reviewed SIMR data for their schools and adjusted complex supports as needed.

Amount of CA and CAST using state resources: EBPs for six priority strategies, special education & Early Literacy.

CAST met as a PLC (State and CA) to gain knowledge and strategies to increase early literacy and shared this knowledge with teachers. Bright Spots were shared with classroom teachers, CA and State staff. Though this output was accomplished, PLCs will continue focus on the new StraP initiatives and increase early literacy within our SIMR population.

Quarterly stocktakes determine fidelity of implementation of CA Plan and EBPs and

Quarterly stocktakes identify revisions to chosen EBPs, and State support for implementation.

CA Leadership worked collaboratively to build capacity and support the CAs in the implementation of their plans. Opportunities and resources were provided to scale up efforts and to remove barriers.

Efforts to align and coordinate implementation of Federal/State programs resulting in efficient use of programmatic & fiscal resources available to support EBPs for SIMR students.

HIDOE collaborated with various initiatives to support EBPs. For example, the Guided Language Acquisition by Design (GLAD) training sponsored by Title III was attended by special educators. HIDOE being a single SEA/LEA also aligned the focus of the SSS with the CNA and the StraP. Through their Academic and Financial (AcFn) plans, schools have consolidated funds across CAs to provide joint inservices. OCISS, provides materials, training and support to all CAs and schools to consolidate training.

Document analysis reflects data-based decision-making.

Document reviews indicate school level PLCs used data to make decisions on EBPs. Data driven decisions making has been a focus of HIDOE for the last 10 years, as a result we continue to refine our efforts.

External support for implementation of EBPs.

HIDOE as a statewide system funds State, CA and school level personnel with programs, materials and training including workshop fees, transportation (air and car), and substitute teachers. In order to enhance the access to relevant information about EBPs from CAs and schools, HIDOE is currently exploring alternative means of utilizing existing data sources that document the use and implementation of EBPs.

B.2 Stakeholder involvement in SSIP implementation

B.2.a How stakeholders have been informed of the ongoing implementation of the SSIP

HIDOE has communicated implementation activities and progress toward outcomes on the SSIP through numerous meetings at all levels of the system, from Leadership, to CA, down to schools and the communities they serve which are outlined below. In addition, selected HIDOE personnel attended the NCSI Learning Collaborative in Dallas, TX in December 2016 providing a National lens on the work being accomplished around the Nation. These HIDOE participants have continued to communicate the lessons learned throughout this reporting process.

For internal stakeholders, the CAS PLC met twice monthly and was informed of current practices and efforts by HIDOE towards the implementation of EBPs to improve outcomes of SWD. The DES PLC along with OCISS staff met monthly and were periodically informed and/or given information regarding activities toward the SSIP.

Information was shared within and across complex areas through the CA CAST, which met monthly in priority groups and three times a year as a whole CAST that included CASs and DESs. In addition to discussions around all six priority strategies for HIDOE, Bright Spots were shared with the state CAST PLC that included DESs. Examples of Bright Spots are plans and processes at schools that resulted in a demonstrated growth or achievement around a sub-group and activities that were judged to have contributed to the success were shared. Bright Spots were shared at all levels of HIDOE, including through the Superintendent's monthly newsletter. One such Bright Spot were the activities of a Title I elementary school with a

committed Principal who emphasizes EBPs that provide students with strategies for learning. This Principal incorporated a shared leadership model to maintain successful practices and results. The Principal promoted opportunities to identify and share effective EBPs from and amongst the school's teachers. This led to teacher involvement/ownership in sharing of best instructional practices and high yield EBPs, as well as improving differentiated instruction with peer observations utilizing a walkthrough tool created by the staff. It is expected that student performance on the SBA will improve as a result of these efforts.

Differing school strategies, such as those described at the Title I school, were shared among schools through school visitations by school staffs including administrators and teachers, and discussions on how these Bright Spot initiatives may be adapted to meet the needs of other complexes/schools. HIDOE used school visitations as a way to begin to scale up the activities and practices that make a difference to student achievement. During discussions, each CA CAST could highlight information learned about each school, evaluate and plan for new strategies and ideas to be implemented at other schools when applicable.

For community stakeholders, Book Fairs and Literacy Nights are examples of information and support provided to parents and community members by schools in efforts to increase literacy and learning for SWD. Increased participation in these events were regarded as positive evaluation of the effectiveness of such parent involvement meetings. These activities allowed schools to provide a venue for parents to learn about core curriculum, reading development, and activities parents can do at home to support their children. Parent teacher conferences and IEP meetings are other examples of activities to inform parents of student specific information and strategies used to increase progress.

Next year, these same venues of communication will be utilized with a more deliberate focus on the SSIP and gathering of information for evaluation of the overall HIDOE communication system.

B.2.b How stakeholders have had a voice and been involved in decision-making

As mentioned on B.1.a, as HIDOE moved from planning to the implementation of the SSIP, the key stakeholders for implementation of EBPs in the classroom were more numerous during Phase III and were identified at the complex and school levels. Stakeholders included DESs, CAST, school based student review teams, school level leadership, school level staff, as well as parents. These localized workgroups of general education teachers, special education teachers, school administrators and district or CA personnel participated in the activities of aligning goals and objectives in IEPs with the CCSS curriculum, selected EBPs used at schools and by teachers in classrooms to support all students, including SWD, in early literacy skills.

The work between special and general educators at schools led to a renewed view on SWD. More staff view the school SPED population as "our" students and not as "your" students in many schools and complexes. Teachers, including general educators, are now committed to the strategies necessary to help the SWD population as a whole make greater gains in learning.

School Community Councils (SCC) included school administrators, teachers, parents and community members who worked at the school level to develop Academic and Financial Plans. Each school identified their needs for literacy, made decisions regarding school priorities, and prioritized how monies would be spent—purchasing of programs that included EBPs, obtaining expert trainers for the school staff, or adding positions to the school staff for mentoring/coaching.

C. Data on Implementation and Outcomes

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

C.1.a How evaluation measures align with the theory of action AND C.1.d Data collection procedures and associated timelines

HIDOE's SSIP evaluation plan and measures are aligned with the Theory of Action. HIDOE's SSIP Theory of Action reflects the alignment between the measurement of statewide initiatives under ESSA and StraP goals, utilizing HIDOE and community support in achieving student success in English Language Arts (ELA) performance. The use of the CAST and EBPs aid in improving the SIMR, building capacity to address staff and system needs to affect the success of SWD in ELA performance (See Appendix B: Hawaii's SSIP Phase III Operational Evaluation Plan).

Infrastructure

Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students (State and Complex Area, Short-term).

HIDOE held state level CAST PLCs to address the planning and implementation of EBPs towards the needs of SWD. From these state level PLCs, CAST members then brought back information to disseminate back to their schools on how CAs could utilize EBPs for their schools' SWD population.

In order to meet our State and CA Short-term Outcome, HIDOE created a memo dated December 23, 2016 with the Superintendent's authorization of additional complex area positions to support EBP and inclusive practices. Then hired personnel to ensure CAs have the necessary staff to support their schools. HIDOE integrated SPED strategy experts from each CA into CAST (i.e., CAST + 1) for planning and implementation of SY 2016-2017.

HIDOE documented the progress of the State and CA, Short-term Outcome through sign-in sheets from State (10 monthly meetings x 6 Priority Strategies plus 3 Full CAST Meetings) and CA level CAST PLCs (15 CA x 10 months), as well as CA level CAST rosters that ensured SPED strategy experts had been included (63 State Level PLCs plus 150 CA PLCs).

PLCs facilitate integration of EBPs that support SPED students into Complex Area planning and implementation of the Six Priority Strategies (State, Intermediate).

HIDOE continued PLCs to facilitate the integration of EBPs that support SWD into the planning and implementation of the Six Priority Strategies. Frequent PLCs at the state, CA and school

level convened to discuss SPED matters with a focus on building capacity to provide training and coaching of EBPs.

HIDOE documented the progress of the State and CA, Intermediate Outcome through sign-in sheets from State (10 monthly meetings x 6 Priority Strategies plus 3 Full CAST Meetings) and CA level CAST PLCs (15 CA x 10 months), as well as CA level CAST rosters that ensured SPED strategy experts had been included (63 State Level PLCs plus 150 CA PLCs).

CAS facilitates alignment between/among programs, and encourages use of PLCs (Complex Area, Intermediate, No Complex Area Short-term Objectives (NCASStO)).

CASs have continued to facilitate alignment between State level and CA level programs and encouraged the use of PLCs within their CA. With the integration of the CA SPED strategy expert, the CAST continues in aligning plans, training, and coaching of EBPs to support SPED students.

HIDOE documented the progress of the CA, Intermediate Outcome through sign-in sheets from CA level CAST PLCs (15 CA x 10 months), CA level CAST rosters, as well professional development courses taken by CA personnel that ensured SPED strategy experts had been included (365 courses were offered to all CA).

Begin integration of SPED specific strategies into Six Priority Strategy implementation (State, Short-term).

HIDOE's Assistant Superintendent (AS) of OCISS transitioned mandatory DES meetings into DES PLC. Through these meetings, DESs were afforded the opportunity to discuss efforts and problem solve challenges in the implementation of EBPs within their CA.

HIDOE documented the progress of the State, Short-term Outcome through monthly sign-in sheets and minutes from each DES PLCs (12 DES meetings with documentation of attendance and minutes).

PLCs build their capacity to provide training and coaching of EBPs to CAS and CAST (State, Intermediate).

State level DES PLCs focused on the identification and implementation of EBPs to improve early literacy skills for SPED students. Monthly DES PLCs discussed and disseminated information on various EBPs while focusing on how might DESs take this information and implement it in their CAs.

HIDOE documented the progress of the State, Intermediate Outcome through monthly sign-in sheets and minutes from each DES PLCs (12 DES meetings with documentation of attendance and minutes) and CA professional development schedules for the implementation of EBPs to improve early literacy skills for SWD (13 CA have submitted their professional development schedules for SY 2017-2018 to date).

Evidence-based Practices

OCISS provides resources that support early literacy for SPED students (State, Short-term).

HIDOE evaluated the effectiveness of current early literacy resources and professional development that was offered to meet the early literacy needs of SWD. Through its evaluation, additional professional development courses addressing EBPs in early literacy have been developed and continue to be offered.

HIDOE documented the progress of the State, Short-term Outcome by the number of professional development courses offered (365 courses were offered to all CA), the amount of participants taking the courses (582 teachers from grades K-4) and the amount of courses each participant took to improve early literacy skills for SWD (average of 4 courses per participant).

CAS, CAIT, and other Complex Area staff are provided EBP resources to meet the needs of SPED students to improve early literacy of SPED students (State, Intermediate).

HIDOE developed an array of EBP resources that addressed SWD needs regarding early literacy skills. An example is the “Teaching Strategies for Students with Learning Disabilities” (TSSLD) document that assists CAs and school level staff to identify EBP strategies that support early literacy for SPED students. This document has been posted on an internal HIDOE site and provides examples on how educators use these EBPs to address early literacy skills for SWD.

HIDOE has also provided elementary schools with computer assisted instruction (CAI) programs for grades K-2 (185 out of 200 elementary schools selected 11 programs). These programs have EBPs embedded within them and assist teachers in reteaching early literacy skills for SWDs.

HIDOE documented the progress of the State, Intermediate Outcome by the number of students that have accessed their schools’ selected CAI program, and professional development courses that have been taken by CA staff focused on EBPs for Early Literacy skills (365 courses were offered to all CA).

Complex Area plans consider the early literacy needs of SPED students in implementing the Six Priority Strategies (Complex Area, Short-term).

HIDOE integrated protocols and routines to identify the specific needs of SWD to improve their early literacy needs. Within the planning documents, schools created annual Academic and Financial Plans (AcFn) to plan for additional professional development in the areas of EBPs in early literacy skills for SWD.

HIDOE documented the progress of the Complex Area, Short-term Outcome by conducting a document review of school level AcFns specifically targeting professional development in the areas of EBPs in early literacy skills for SWD.

Complex Area planning addresses the needs of SPED students through collaboration of CAIT members (Complex Area, Intermediate).

CASs and CAST members attend respective PLCs to gather and gain knowledge on EBPs for SWDs to disseminate information to the schools within their CA.

HIDOE documented the progress of the Complex Area, Intermediate Outcome through sign-in sheets from CA level CAST PLCs (15 CA x 10 months), CA level CAST rosters, as well professional development courses taken by CA personnel that ensured SPED strategy experts had been included (365 courses were offered to all CA).

OCISS explores specific EBPs to advance early literacy for SPED students (State, Short-term).

HIDOE explored and developed an array of EBP resources that addressed SWD needs regarding early literacy skills. An example is the “Teaching Strategies for Students with Learning Disabilities” (TSSLD) document that assists CAs and school level staff to identify EBPs that support early literacy for SPED students. This document has been posted on an internal HIDOE site and provides examples on how educators use these EBPs to address early literacy skills for SWD.

HIDOE documented the progress of the State, Short-term Outcome by the number of professional development courses that have been taken by CA staff focused on EBPs for Early Literacy skills (365 courses were offered to all CA).

Complex Area Teams trained in EBPs (State, Intermediate).

HIDOE continues to offer ongoing training and coaching of EBPs to build the capacity of the CAST members through an array of professional development opportunities. These supports included face to face and online sessions, as well as resources found within an internal HIDOE site and provides examples on how educators use these EBPs to address early literacy skills for SWD.

HIDOE documented the progress of the State, Intermediate Outcome by the number of professional development courses offered (365 courses were offered to all CA), and the number of CA staff that have taken professional development courses (582 teachers from grades K-4).

Deputy stocktakes prioritize a review and analysis of Complex Area actions to address early literacy needs for SPED students (Complex Area, Short-term).

HIDOE utilized Deputy stocktakes to review how Complex Area planning documents addressed the early literacy needs for SWD. During these bi-monthly meetings CASs and the Deputy Superintendent evaluated the CA’s data to ensure that the planning had data to support implementation activities.

HIDOE documented the progress of the Complex Area, Short-term Outcome by conducting a document review of school level AcFns specifically targeting professional development in the areas of EBPs in early literacy skills for SWD (75% of elementary schools target EBPs in their AcFns).

Deputy stocktakes to serve as a mechanism to identify necessary system interventions to assist CAS with implementation of EBP (Complex Area, Intermediate).

HIDOE conducted bi-monthly meetings where CASs and the Deputy Superintendent discussed the effectiveness of Complex Area planning documents to identify the areas of strength, and modifications or State supports necessary to improve implementation or effectiveness of EBPs.

HIDOE documented the progress of the Complex Area, Intermediate Outcome through Complex Area presentations which include assessments of EBPs implementation within their Complex Area targeting early literacy skills for SWD (All 15 CASs had presentations targeting early literacy skills for SWD).

CAIT used for training and coaching of EBP for implementation fidelity (Complex Area, Intermediate).

CAs continue to offer ongoing training and coaching of EBPs to build the capacity of school level personnel through an array of professional development opportunities. These face to face supports demonstrate how educators use these EBPs to address early literacy skills for SWD.

HIDOE documented the progress of the Complex Area, Intermediate Outcome by the number of professional development courses offered, number of CA staff that have taken professional development courses to improve the early literacy skills of a SWD.

Complex Area plans meet the requirements to include EBPs that support early literacy for SPED students (Complex Area, Intermediate, NCASO)

HIDOE integrated protocols and routines to identify the specific needs of SWD to improve early literacy for SPED students. Within the planning documents, schools created annual Academic and Financial Plans (AcFn) to plan for additional professional development in the areas of EBPs in early literacy skills for SWD.

HIDOE documented the progress of the Complex Area, Intermediate Outcome by the bi-monthly Leadership meetings' agenda and minutes and the presentations which include assessments of EBPs implementation within their Complex Area targeting early literacy skills for SWD (All 15 CAs had presentations targeting early literacy skills for SWD).

Increase in the percentage of teachers implementing EBPs (Complex Area, Intermediate).

HIDOE reviewed the effectiveness of current early literacy resources and professional development that was offered to meet the early literacy needs of SWD. Through its review, additional professional development courses addressing EBPs in early literacy have been developed and continue to be offered.

HIDOE documented the progress of the Complex Area, Intermediate Outcome by the collected number of professional development courses offered (365 courses were offered to all CA), the amount of participants taking the courses (582 teachers from grades K-4) and the amount of courses each participant took to improve early literacy skills for SWD (average of 4 courses per participant). CAs were also surveyed and reported increases in the percentage of teachers taking professional development courses on EBPs to improve the early literacy skills of a SWD.

Increase the percentage of teachers using EBPs with fidelity (Complex Area, Intermediate, NCASO).

CAs continue to offer ongoing professional development on EBPs to build the capacity of school level personnel through an array of professional development opportunities. These face to face supports demonstrate how educators use these EBPs to address early literacy skills for SWD.

HIDOE documented the progress of the Complex Area, Intermediate Outcome by the number of professional development courses offered, number of CA staff that have taken professional development courses and the percent of educators that were surveyed and reported in taking a professional development course on EBPs to improve the early literacy skills of a SWD.

Although this Intermediate Outcome has not been accomplished, HIDOE continues to meet

proposed timelines to ensure that the necessary structures are in place and build capacity to properly implement the SSIP.

Stakeholder Engagement

Increase in the number of teachers implementing EBPs with fidelity (Complex Area, Intermediate, NCAS to).

CAs continue to offer ongoing professional development on EBPs to build the capacity of school level personnel through an array of professional development opportunities. These face to face supports demonstrate how educators use these EBPs to address early literacy skills for SWD.

HIDOE documented the progress of the Complex Area, Intermediate Outcome by the collected number of professional development courses offered, number of CA staff that have taken professional development courses and the percent of educators that were reported to have taken a professional development course on EBPs to improve the early literacy skills of a SWD.

Learn to use the Leading by Convening process to increase involvement in the engagement strategy. (State, Short-term)

Although HIDOE has implemented principles of LbC on several activities involving complex staff, HIDOE explored the use of LbC on stakeholder groups and identified Children's Community Council (CCC) and Special Education Advisory Council (SEAC) as early implementers of the framework to enhance stakeholder engagement processes toward meeting the needs of SWD.

HIDOE confirmed through meeting minutes of CCC and SEAC the interest of piloting the LbC process for their organizational meetings. As a result, SEAC decided to utilize the LbC model for their 2016-17 meetings, per SEAC's meeting notes in SY 2015-2016.

Stakeholders are convened and coalesce around issues (State, Intermediate).

HIDOE will continue to convene relevant stakeholders for the purpose of identifying issue(s) and products or initiatives to develop or support stakeholder engagement activities to improve SIMR.

For Internal stakeholders, the CAS PLC met twice monthly and was informed of current practices and efforts by HIDOE towards the implementation of EBPs to improve outcomes of SWD. The DES PLC along with OCISS staff met monthly and were periodically informed and/or given information regarding activities toward the SSIP.

For community stakeholders, Book Fairs and Literacy Nights are examples of information and support provided to parents and community members by schools in efforts to increase literacy and learning for SWD. Increased participation in these events were regarded as positive evaluation of the effectiveness of such parent involvement meetings. These activities allowed schools to provide a venue for parents to learn about core curriculum, reading development, and activities parents can do at home to support their children. Parent teacher conferences and IEP meetings are other examples of activities to inform parents of student specific information and strategies used to increase progress.

HIDOE documented the progress of the State, Intermediate Outcome through sign-in sheets and minutes from Stakeholder meetings, professional development courses taken by CA personnel that ensured SPED strategy experts had been included (365 courses were offered to all CA) and CA CAST PLCs sign-in sheets.

Increase in the number of teachers coached and supported (Complex Area, Intermediate, NCASO).

HIDOE continues to offer ongoing coaching and support for teachers of EBPs to build the capacity of the CAST members through an array of professional development opportunities. These supports included face to face sessions, as well as resources found within an internal HIDOE site and provides examples on how educators use these EBPs to address early literacy skills for SWD.

HIDOE documented the progress of the Complex Area, Intermediate Outcome through opportunities of EBP coaching support for teachers, recruitment strategy for matching teachers with EBP coaching supports, and that CAS Leadership meeting notes notate that greater than 50% of the Complex Area EBP experts report an increase in the percentage of teachers implementing EBPs with fidelity.

Motivate relevant stakeholders to participate in process for transformation to improve early literacy for 3rd and 4th grade students with SLD, OHD and SoL to demonstrate increased proficiency rates and high levels of growth. (State, Short-term)

HIDOE had made an initial identification of core team members, Key Participants, and Advisors roles to participate in the process for transformation to improve early literacy SWD to demonstrate increased proficiency rates and high levels of growth.

HIDOE documented the progress of the State, short-term Outcome by identifying SEAC as the core team including community advocates, parents, other state agencies, as well as HIDOE leadership, OCISS, CCC, Monitoring and Compliance Office (MAC) representation.

Both the Department & community stakeholders are sharing the commitment and leadership to achieve successful engagement (State, Intermediate).

HIDOE and community stakeholders share the responsibility and direction to achieve successful engagement. By utilizing the LbC process, both parties are building connections and foster authentic engagement.

HIDOE documented the progress of the State, Intermediate Outcome through Stakeholder meeting rosters, which demonstrated equitable attendance of a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDOE leadership).

Communication processes are developed and agreed upon that meet the needs of their stakeholder groups (Complex Area, Intermediate, NCASO).

CAs continue to update stakeholders concerning the relationship between the ESSA, the Strategic Plan and SSIP as it is developed and utilize communication processes addressing the needs of stakeholder groups.

HIDOE documented the progress of the Complex Area, Intermediate Outcome through School Quality Surveys (SQS (SY 2015-16), 9,699 out of 27,543 parents returned the survey with 83.6% of parents satisfied with their child's education) data and SCC data pertaining to parent satisfaction and participation rates. CAs also utilize school websites, email and text blasts to document communication strategies in updating stakeholders of federal and state initiatives.

Both the Department and community stakeholders share the commitment to support the products or initiatives chosen (State, Intermediate, NSStO).

HIDOE continues to cooperate with relevant stakeholders (CASs, DESs, Administrators, teachers) in identifying tools to measure progress towards meeting SIMR, and tools to measure progress towards implementing the determined product or initiative.

HIDOE documented the progress of the State, Intermediate Outcome through SEAC, CCC, and SCC membership and participation to demonstrate that the relevant stakeholders confirm a commitment to contribute toward the successful implementation of the tools and supports selected.

Professional development plans are established, and if applicable placed within PDE3 (Complex Area, Intermediate, NCASStO).

HIDOE convened relevant stakeholders to determine and plan for the early literacy needs of elementary teachers and students through professional development.

HIDOE documented the progress of the Complex Area, Intermediate Outcome through the Stakeholder Meeting minutes, SCC data, AcFn plans that include the professional development needs of elementary teachers to support the development of early literacy (75% of elementary schools target EBPs in their AcFns). PDE3 data demonstrated elementary teachers within the CA have enrolled in PDE3 courses according to the professional development plan.

Processes and tools to measure Early Literacy are identified and developed (Complex Area, Intermediate, NCASStO).

HIDOE assembled relevant stakeholders to identify processes and tools in measuring progress towards early literacy skills of SWD.

HIDOE documented the progress of the Complex Area, Intermediate Outcome through Stakeholder Meeting minutes recommending the processes and tools to be used to measure progress (progress monitoring tools), Complex Areas creating a schedule for establishing processes and developing tools and distributing information about the processes and tools to measure progress towards early literacy.

Progress monitoring and tools are routinely used by stakeholders (Complex Area, Intermediate, NCASStO).

Relevant stakeholders convene on a consistent basis to monitor the progress of SWDs.

HIDOE documented the progress of the Complex Area, Intermediate Outcome through Stakeholder Meeting minutes recommending the processes and tools to be used to measure progress (progress monitoring tools), Complex Areas creating a schedule for establishing processes and developing tools and distributing information about the processes and tools to measure progress towards early literacy.

C.1.b Data sources for each key measure AND C.1.c Description of baseline data for key measures

HIDOE continues to measure the success of the improvement strategies chosen for the SSIP using the following indicators from the Smarter Balanced Assessment (SBA):

- The percentage of 3rd grade and 4th grade students with eligibility categories of SLD, OHD, and SoL who are proficient on the statewide assessment for ELA; and
- The median growth percentile of 4th Grade students with eligibility categories of SLD, OHD, and SoL on the statewide assessment for ELA.

For purposes of the SIMR, HIDOE is focusing on improving a result for a subset of the state to accurately determine whether Hawai'i is making an impact in narrowing or eliminating the achievement gap established in 3rd grade and constant in all subsequent tested grades. The use of proficiency rates for students with SLD, OHI, and SLI are necessary as these students are amongst the lowest performing. Focusing on this population will allow for greater analysis into necessary areas of improvement. The Hawai'i State Department of Education also uses growth rate, to demonstrate the rate students are moving towards proficiency.

The use of both proficiency and growth are key measures within HIDOE's SSIP. Achievement or proficiency is important because it evaluates how students are performing relative to the standards linked to college and career success. Growth is also important in our accountability system as it deepens understanding by helping to identify the trajectory for non-proficient students to reach proficiency given each student's prior performance. Median growth percentiles will assist in measuring how well students are performing on the new assessment compared to peers with similar past achievements.

During the CAS PLC in January 2017, CASs reviewed data on their elementary schools' progress towards meeting the targets in the SSIP Phase III. The data provided information on suspension rates (the amount of unique students suspended within the year), Gap in Academic Achievement between general education and special education students, the least restrictive environment (LRE, percent of students in a general education classroom 80% or more) and SY 2015-2016's SBA results by eligibility categories. With this information, CASs adjusted their CA planning documents to address changes in improve outcomes for SWD.

C.1.g How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

HIDOE has utilized the following process to evaluate the State and Complex Area outcomes. Progress monitoring measures will be refined as implementation progresses. The tools address the data collection and methods and measures to determine the following:

1. Determine whether the state level PLCs, state level support for EBPs, CAST, Stakeholders, and the planning documents for all CAs are being implemented as proposed, which includes a determination of whether short-, intermediate, and long-term objectives are being met. Based upon such determination, HIDOE will review implementation plans and refine or modify to make further progress.
2. Determine whether the state level PLCs, state level support for EBPs, CAST, Stakeholders, and the planning documents meet the proposed short-, intermediate, and long-term implementation outcomes, and allow the State to reach its SIMR targets for the particular year. Following such determination, determine whether outcomes need to be amended, and if yes, HIDOE will assess whether additional actions are necessary to meet such revised outcomes.
3. Determine whether the state level PLCs, state level support for EBPs, CAST, stakeholders, and the planning documents are the strategies necessary to implement our theory of action, whether other strategies are necessary, or whether the theory of action needs to be modified. If modifications are necessary to either the strategies or the theory of action altogether, HIDOE will establish a course of action for implementing such decision(s).
4. Determine whether further alignment and collaboration between and among Federal and State Programs are necessary to improve implementation. HIDOE will define the alignment necessary and hold the respective office accountable for obtaining goals.

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

C.2.a How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR

School level professionals reviewed progress monitoring student information such as universal screener information, student work products, informal assessments/results, common formative assessments/results, and formal assessments/results (including statewide assessment information) during PLCs. At the school level, progress monitoring data regarding early literacy was analyzed to determine the needs of students. School PLCs identified priority areas for students and determined appropriate evidence-based practices, including how professionals implemented evidence-based practices. Schools used this data review process to ensure continuous improved instruction and appropriate supports for struggling students. This information is further articulated in CA planning, under the guidance of CASs. SEAC reviews data and provides advisory input. HIDOE utilized statewide databases, and PLCs to gather all available data providing evidence in the achievement of the stated outcomes to the infrastructure and the SIMR. CAs received data on proficiency rates on State-wide assessment results for English Language Arts disaggregated by the SIMR population by CA as well as by

schools within CA. Third and 4th grade combined ELA proficiency as well as ELA proficiency by 3rd and 4th grade was provided for 2014-2015 and 2015-2016 school years. Data includes the total number of students as well as the total number of students in each of the categories—OHD, SLD, and SoL. CAs are able to look at this data and see how many students from the total needed to meet proficiency in order to meet the target for each year. CAs also received demographic data, which included number of students and percent of students with disabilities. With that, CAs also received indicators of suspension in general education, suspension in special education, general education proficiency rates, special education proficiency rates, gap between special education and general education proficiency rates, 3rd grade proficiency rates, 4th grade proficiency rates, special education 3rd grade proficiency rate, special education 4th grade proficiency rate; and lastly LRE data for all grades. This collection of data was used to inform decisions regarding the SIMR population.

HIDOE also utilized CA surveys, interviews, and anecdotal records to collect qualitative information about progress on outcomes. At the State level the key measurement currently used are the results from the SBA, HIDOE's statewide assessment.

C.2.b Evidence of change to baseline data for key measures

An analysis of SY 2015-2016, revealed that HIDOE missed the proposed target with an ELA proficiency rate of 9.56% (target was 11%) on the SBA (See Appendix C: "SIMR Calculation for each Complex Area). Although the SIMR population did not meet the proposed target, an increase of 1.23% occurred with the combined 3rd and 4th grade SIMR population. SIMR data also demonstrated an increase in proficiency rates for Other Health Disabilities (gain of 3.56%) as well as Specific Learning Disabilities (gain of 0.8%), while Speech or Language Disabilities declined by -6.93%.

As mentioned previously, HIDOE established a state support system to support focus areas in HIDOE's StraP. HIDOE authorized four dedicated positions for each CA in order to support this effort. Positions were established in December 2016 and HIDOE is in the process of filling these positions.

C.2.c How data support changes that have been made to implementation and improvement strategies.

HIDOE met several outcomes. HIDOE's CA planning addressed the literacy needs of students eligible under SLD, OHD, and SoL. HIDOE provided resources specific to EBPs on literacy, including professional development for CA teams as well as teachers. Through the Six Priority Strategies, programs are aligned and PLCs became an expected and accepted practice.

While HIDOE has met several outcomes, improvements will intentionally focus on academic achievement for students eligible under SLD, OHD and SoL. HIDOE is addressing professional development on EBPs and support for fidelity of implementation is occurring in the schools. Data that is distributed to CAs is available on statewide databases and can be provided upon

request. This information is also provided to CASs at designated intervals in order to strategically plan for students in the SIMR population.

Reinforcing the focus on the PLCs on the EBPs is what the data are telling us we need to do.

Data supported changes to all three of its improvement strategies. A more intentional and targeted focus on improving early literacy skills will be incorporated into PLCs. Information gathered from surveys and interviews support this improvement to intentionally focus on EBP implementation specific to the SIMR population. Based on surveys and interviews, schools are implementing EBPs in the classroom and monitoring for effective implementation. Based on 2015-2016 teacher evaluation ratings, 92%¹ of teachers in elementary schools were rated effective or higher. Ratings are reflective of student growth and learning as well as teacher practice.

HIDOE is seeking to systematize the collection of formative assessment data that enhance its efforts to document information about stakeholder involvement. HIDOE has been working toward enhancing its state-wide databases to include formative assessment information. This information will be readily available to our stakeholders at school level. Recognizing that most improvements involve a systematic process to gather information around the improvement strategies and also recognizing the diversity and specific needs of each school, HIDOE is committed to use appropriate and feasible methods to gather succinct and coherent data while honoring each school's progress toward improving achievement for students with disabilities. HIDOE will also utilize its Operational Evaluation Plan as a means to systematize data collection and, as mentioned previously, minimize data collection burden on schools.

C.2.d How data are informing next steps in the SSIP implementation

One of the ways that data are informing next steps is that HIDOE is actively seeking additional existing data sources that can provide additional information on progress toward intended outcomes. HIDOE is looking deeper at how some activities impact the SIMR population. One example is, as mentioned previously, HIDOE identified the lag between data collected on student performance and data collected on professional development for teachers. HIDOE will begin exploring how data can be collected to start looking for some relative distribution. Developing reliable and efficient data tools is challenging. Using existing data sources to inform progress on multiple measures will provide needed information while easing the data collection burden on our schools. Using existing sources will also eliminate any collection lag associated with building an efficient and reliable system. With that shift in thinking, we are shifting our approach to more deliberately using existing data sources and minimizing the collection burden of utilizing new data sources except when absolutely necessary. This way, the focus will be more on using the data to improve practice rather than collecting the data.

To further inform next steps, HIDOE is examining the information pipeline to ensure that there are effective avenues for multi-directional communication of stakeholder feedback. For

¹ Data points do not include combination K-8 or K-12 schools. Only Classroom Teachers who were officially evaluated are included in the numbers (no carryover ratings were considered).

example, HIDOE realizes that at this stage much of the stakeholder engagement involved professional development to schools and CA supporting the implementation of EBPs. HIDOE understands that authentic engagement with CAs, schools, and community stakeholders involves the exchange of information from school communities through the CA to the state level as well. Therefore, deepening the stakeholder feedback pipeline with multi-directional data will be valuable for informing future next steps.

Quantitative data was gathered from statewide databases for statewide assessment information, while surveys, interviews, and document reviews were used to gather qualitative information. Data revealed the need to focus on the development of a systemic data collection process and communication system. This improvement in the infrastructure will bolster HIDOE's ability to collect data on progress monitoring, EBP implementation, and stakeholder engagement to inform HIDOE's next steps in the SSIP implementation process.

Although HIDOE had an increase of professional development pertaining to EBPs, further analysis needs to take place in evaluating the type of instruction that was provided to students with an eligibility of SoL. A continued and deeper analysis of the data will assist in providing possible answers for the decline of -6.93% for SoL category. SoL is the smallest group of the SIMR population totaling 90 students as compared to 470 students for OHD and 1,343 students for SLD. Any change within the SoL group will magnify the change in the total proficiency rate. SoL category provides two options for special education services. One option is special education-speech services where speech service is the student's sole specialized instruction. The other option is SoL with speech language therapy as a related service. One important question that HIDOE ponders is, "How many students in the SoL category are receiving speech as their sole special education program?" The next question is whether or not sole speech services are sufficient enough to meet the literacy needs of those students who receive only speech services. When students have phonological challenges and receive speech as their special education program, HIDOE needs to be mindful of difficulties that may impact comprehension. In HIDOE's plans for improved communication of the SSIP to stakeholders, speech language pathologists will be intentionally involved in improvement strategies around the SSIP. The speech language pathologists' leadership group has already received training on specific evidence based interventions related to narrative instruction and comprehension. Trainings in using academically relevant assessments are a focus for district speech language pathologists. Although as a state, there was a total decline in the SoL proficiency rate; there are schools that have improved proficiency rates for the SoL population. A deeper look at what they are doing may provide information that could be used to build capacity.

C.2.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

Data support that HIDOE's SSIP is on the right path for intended outcomes for infrastructure, EBPs, and stakeholder engagement. For infrastructure, HIDOE includes special education experts into CA PLCs, including SPED strategy experts in state level PLCs and CA PLCs, documented DES PLCs, and documented professional development for EBPs.

Data support that HIDOE's SSIP is on the right path for EBPs in that HIDOE offered and documented professional development courses, documented an array of EBP resources, and provided computer based supplementary programs with embedded EBPs. It is too soon in our implementation to report on the impact of professional development on student outcomes due to the lag between student performance data and when teachers attended professional development. Student performance data is from the 2015-2016 statewide assessments while teachers attended some professional development courses after students took the statewide assessment and into school year 2016-2017. Looking forward, HIDOE can collect professional development information to begin looking for some relative distribution between professional development courses and student outcomes. HIDOE's AcFns targeted professional development in the area of EBPs. In addition, HIDOE leadership met to plan for implementation of EBPs at all levels: state, complex area, and schools.

Data support that the SSIP is on the right path for stakeholder engagement in that HIDOE identified stakeholders such as CCC and SEAC. Meetings are held regularly with identified stakeholders to identify issues and discuss initiatives. HIDOE utilizes the Leading by Convening process to foster authentic engagement. Stakeholders actively participate in the process to improve early literacy and CAs build capacity on early literacy EBPs through an array of professional development opportunities. CAs communicate updates to stakeholders about ESSA, StraP, and SSIP alignment. HIDOE informs and seeks input from its stakeholders on tools used to measure progress toward meeting SIMR and identified processes and tools for monitoring progress.

C.3. Stakeholder involvement in the SSIP Evaluation

C.3.a How stakeholders have been informed of the ongoing evaluation of the SSIP AND

C.3.b How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

Stakeholders were informed, had a voice and were involved in the decision making regarding the ongoing evaluation of the SSIP. Activities at the State Level have included Leadership, CAS PLC, and SEAC. A report was presented by Special Education Acting Administrator from OCISS at a regular SEAC meeting and the opportunity for input was provided. The SEAC group provided suggestions for improvements to the overall evaluation plan. A presentation was also provided to the Leadership PLC. At this meeting, proficiency data and the revised evaluation plan was shared and input was solicited. The result of these meetings is a revised evaluation plan to better guide HIDOE's work toward improving results on the SIMR.

At the CA and school levels there are routines in place, established through the work of the CAST around the six priority strategies that facilitate dialogue among stakeholders (administrators, resource personnel, teachers, students, and parents.) This continuous dialogue resulted in decision making and action around student achievement toward the desired outcomes of the SSIP. This stakeholder involvement was reported throughout the qualitative data that was received through surveys and interviews.

D. Data Quality Issues

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

D.1.a Concern or limitations related to the quality or quantity of the data used to report progress or results

In implementing the SSIP toward achieving the SIMR, it became evident when reviewing available data, a systematized data collection method for the state to aggregate data and information was not sufficiently robust, subsequently resulted in limited data on the reporting of progress. Qualitative data collected for the evaluation were surveys, anecdotal information and interviews, which supported the usage of EBPs in the schools. Data to support the fidelity of implementation was limited as this information is available only at the school level.

Quantitative data was collected with regard to student proficiency rates on the SBA and the number of professional development courses and number of teachers participating in professional development. The key measure of the SSIP is student growth proficiency on the SBA. Student performance data on statewide assessments are for 3rd and 4th grades with the proficiency rates captured annually. However, as the state assessment is conducted yearly, it does not provide for timeliness of information to implement additional strategies and interventions towards improving student outcomes during the school year.

To support the implementation of EBPs, professional development courses were available for teachers. HDOE uses a professional development system to collect participant information. Data collected from this system quantifies the number of teachers and professional development courses but does not capture evidence, such as pre-evaluation and post evaluations, which would support acquisition of information. Additionally, schools were afforded the opportunity to choose the EBPs most appropriate for their students, resulting in various strategies used by each school.

D.1.b Implications for assessing progress or results

The qualitative data collected, while helpful in providing some information, is limited with showing fidelity of implementation towards achieving intended outcomes as relevant data and information remain at the school level. Additionally, as schools were able to choose EBPs most appropriate for their students, subsequently resulted in an increase in variation of the data collected between the schools.

To address the timeliness of information in implementing additional strategies and interventions towards improving student outcomes during the school year and improve progress for students towards meeting SIMR outcomes, data collection for students, to include students currently in grades K-2, would need to be collected and analyzed efficiently as they advance within a grade. Formative assessment programs such as DIBELS or STAR, etc. are being used to monitor student progress; however, this data remains at the school level making it difficult to collect and aggregate at the state level. Also, as the professional development data

does not capture evidence of pre-evaluation and post evaluations to support acquisition of EBPs, gauging progress towards improving student outcomes may be impacted.

D.1.c Plans for improving data quality

Regarding addressing the variation of data caused by the schools choosing amongst differing EBPs, and programs with different EBP's, a common method of data collection and analysis, including an evaluation process/tool to determine the effectiveness of strategies towards meeting the SIMR is under development.

Regarding timeliness of information in implementing additional strategies and interventions towards improving student outcomes during the school year efforts are underway to import formative assessment data to establish baselines for students from the elementary schools into the statewide student data system, which will enable HDOE to monitor and measure student progress. Variation in the assessment tool selected by schools makes comparative analysis between schools challenging. With access to common data, comparative analysis of different schools that utilize the same assessment tool can be accomplished and show pre and post comparisons. Also, to improve gauging teacher progress on acquisition of EBPs, processes, such as incorporating walkthroughs and observations, as well as incorporating fidelity tools towards improving student outcomes are being developed.

In recognizing data collection as an area in need of improvement, the SSIP Phase III Evaluation Plan was revised to include additional quantitative and qualitative objectives, outcomes and questions for both the intermediate and long term time frame which support data collection towards implementing the SSIP and achieving the SIMR. This includes language supporting the analysis of EBPs towards meeting objectives, outcomes and developing processes and tools to measure Early Literacy and fidelity of implementation.

E. Progress Toward Achieving Intended Improvements

E.1 Assessment of progress toward achieving intended improvements

E.1.a Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up.

There has been an increased focus on the integration of special education based on the needs of students with disabilities into statewide plans and actions using the Six Priority Strategies Implementation as the framework. This focus reinforces the practice of having plans in place at all levels (state, complex, and schools) that include addressing the needs of students with disabilities in all initiatives developed as part of the StratP which have overarching goals of Student Success, Staff Success and System Success. This state plan used the Six Priority Strategies as a performance management system. The SPED strategy expert has been included in the CAST PLC to review data, and to provide advice on integrating specific SPED strategies that address SPED student needs. This inclusion also ensured the intentional provision of resources and support to implement the use of EBPs to increase early literacy performance in Grades K-4 (SIMR target) and beyond.

Statewide input from student, parent, peer organizations, and community that redefined Student Success, HIDOE's StratP (approved December 6, 2016) was updated to include an increased emphasis on students' community participation, cultural awareness and career readiness. Although the three original state initiatives identified in the Six Priority Strategies will be ongoing, between SY 2017 and 2020, key statewide initiatives aimed at closing the achievement lag experienced by high needs students and achieving equity will be:

- Well-Rounded Education: Research-Based and Evidence-Based Education
- Inclusive Practices: Equity in Education
- Transitions: 9th Grade Students on Track to graduate
- Whole Child: Social Emotional Learning

Work toward accomplishing the SSIP outcomes in the area of Inclusive Practices have started and will continue. DESs, who ensure that the needs of SWD are met, continue to be included in the CA CAST as "ongoing capacity builders". In addressing "Inclusive Practices", the StratP says, "Experience and research show that inclusive practices are best for high-needs students. Students who are most severely impacted by our achievement gap, including those receiving special education services and English Learners, deserve high-quality education in a regular classroom setting." This commitment has been made in the plan to provide statewide training and support to further this initiative and reflects the continued integration of special education and general education instruction. This infrastructure change is included in the updated StratP and the HIDOE will continue efforts to increase progress toward full implementation of the EBPs at all levels (See Appendix D: Hawaii State Department of Education & Board of Education Strategic Plan 2017-2020).

State resources have, and will continue to be provided to CAs and schools to address the goal of Staff Success in the revised StratP (which will lead to Student Success), especially Objective 1b, which states, "Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners." The plan also states that "Statewide training and support will be provided for inclusion in classrooms that is balanced with specialized supports" when addressing the needs of students with disabilities. (See Appendix D: Hawaii State Department of Education & Board of Education Strategic Plan 2017-2020)

Examples of professional development opportunities that have been and continue to be provided to support teachers as they address the SIMR include:

- Building Foundational Reading Skills: Research-based knowledge and skills to teach beginning reading effectively
- Enhancing Core Reading Instruction (University of Oregon): Evidence-based reading instruction which describe and model how to use instructional routines in the delivery of core reading instruction (pilot)
- Multi-Sensory/Orton Gillingham Training
- Response to Intervention (RTI) for Struggling Readers
- Project GLAD: Tier One Training

- Designing Effective Instruction
- Teaching Strategies Gold
- Positive Classroom Management and Instructional Strategies
- Instructional Mentoring
- Using Data to Inform Instruction
- K12 Writing Articulations
- Technology Integration and Online Application
- New SPED Teacher and SSC Training
- Art Everywhere!
- Twenty-First Century Classrooms

Some of these sessions included follow-up visits and observations to support the implementation of these EBPs. Funding for substitutes for teachers to attend professional development sessions was also provided.

Programs that include evidence-based practices have also been provided and include:

- Sonday and Orton-Gillingham (multisensory approaches)
- Achieve 3000
- Read Naturally
- Imagine Learning
- Project GLAD (Guided Language Acquisition Design)

Research-based instructional approaches, including Universal Design for Learning, Differentiating Instruction, and Marzano's 9 (Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework practice, nonlinguistic representation, using cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and providing cues, questions, and advance organizers) were also covered.

E.1.b Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects

The outcomes in Phase II primarily emphasized the identification and provision of EBPs, which has been accomplished as described above. This is the first year that there has been a more defined focus on implementation and evaluation of their usage, which occurs in the schools and is within the timeline proposed in Phase II. HDOE provided resources for early literacy and EBPs to CAs who were able to select and use those resources, depending on the needs of both the students and staff in their area schools. CAs also used their own allocated resources to address their areas' identified needs. Based on CAST discussions, the resources provided included (but were not limited to) on-going professional development sessions, technological equipment, funding for additional staff, contracted providers, instructional tools, and release time for school staff planning. OCIS developed modules and tools which included evidence based

practices and posted them for statewide usage. It is the intent of the Department to continue to develop modules with a more defined focus on early literacy needs for these students.

Currently, based on survey information, the data collected indicates that schools are using EBPs. In Phase II, 2016-2017, OCISD provided information, selected EBPs and offered professional development. Schools are implementing evidence-based programs and practices and those selected to be used were based on a variety of methods such as comprehensive needs assessments of the students, attending conferences, research, faculty consensus, recommendations, the Iris Center, What Works Clearinghouse, guidance from the state and districts.

Ongoing professional development is being provided by coaches, mentors, and curriculum coordinators at school and CA levels. Coaches perform a variety of functions including facilitating data teams, planning with teachers, providing direct training, participated in walkthroughs and observations, assisting administrators in monitoring classroom activities, debriefing with teachers, modeling lessons and leading PLCs. Coaching is a support area that requires an increased amount of emphasis. In order for teachers to implement a strategy with fidelity, being trained once is insufficient; support must be ongoing if there are to be meaningful results. Coaching should occur on a one-to-one basis, which means additional time, flexibility, and resources will be required in the coming years.

It is too early in the implementation process to determine whether EBPs are being implemented with fidelity or whether particular EBPs are having the desired impact. While individual schools collect student data HDOE is in the process of developing a means to gather these data.

E.1.c Outcomes regarding progress toward short-term and long term objectives that are necessary steps toward achieving the SIMR

The following responses are based on the short-term objectives and outcomes (2015-2016) and partially on the intermediate objectives and outcomes (2016-2017) in the Evaluation Plan.

Infrastructure

HDOE has developed and utilized PLC's, as a System of Support to assess, plan and increase knowledge in the use of EBPs, at the Leadership, OCISD and DES and CA levels. These PLCs meet on a monthly basis. The Leadership PLC focused on working collaboratively to build the capacity and supporting the CAs statewide in the implementation of their plans and providing opportunities and resources to initiate and scale up efforts as well as removing barriers that may hinder the implementation process. Based on the needs of the CAs, the CAST, including the DES, responded to and offered direct support by identifying EBPs resources (both programs and practices), requesting training experts, and developing modules and tools. Subsequently, the DES PLC discussed results of data from their complex schools and shared expertise, discussed EBPs resources, including professional development experts, programs and tools that have been effective with teachers and students, and planned future actions.

At the CA and school levels, PLCs were convened both by role groups and across role groups, including administrators and related service individuals to ensure a common understanding of the needs, available resources, and actions to be taken to address early literacy of special education students. In the review of schools' AcFns, special education is included in actions planned by the schools.

HIDOE's long-term outcomes will have to be more deliberate and intentional in developing systemic practices that improve early literacy skills that address the SSIP target population as well as improving academic achievement of all students. Although progress has been made, HIDOE seeks to continue to increase the attention and practice of the collaboration between special education and general education programs, staff, and students in all plans and actions at the State, complex and school levels.

Evidence Based Practices

In accordance with the findings of Implementation Science, the HIDOE recognized that certain conditions in the infrastructure (implementation drivers) need to be in place and "can routinely change and improve practitioner behavior related to the implementation of EBPs." [Fixen et al. (2005)]. HIDOE's objectives and outcomes focused on improving alignment, planning, and the provision of resources, including identifying and providing EBPs and professional development sessions as previously described.

The stocktake meetings were held by the Deputy Superintendent with the CASs during Leadership meetings and reviewed CA planning documents to identify whether the early literacy needs of SPED students were addressed. In addition, these meetings were used to determine whether resources and additional supports were required or whether there were system barriers to be addressed.

CAs or individual schools selected EBPs based on identified student needs, then determined the actions and timelines necessary to result in full implementation. Some have just started this process, while others are further along, which is still within the timeline proposed in Phase II. Schools reported that the following evidence-based practices, among others, are being used:

- Direct instruction on phonemic awareness, alphabet knowledge, fluency, vocabulary, comprehension, and phonological awareness
- Story sequencing
- Teacher modeling
- Repeated practice
- Spatial and graphic organizers
- Peer mediation
- Explicit instruction
- Classroom learning strategies including summarization, self-monitoring, and note taking
- Mnemonic strategies
- Teacher modeling
- Marzano's 9 research
 - Identifying similarities and differences

- o Summarizing and note taking
- o Reinforcing effort and providing recognition
- o Homework practice
- o Nonlinguistic representation
- o Cooperative learning
- o Setting objectives and providing feedback
- o Generating and testing hypotheses
- o Cues, questions, and advance organizers

Resources and supports were identified and provided to address early literacy for special education students. Training and coaching on EBPs are provided by and to complexes and schools. These state resources will continue to be provided to CAs and schools to address the goal of Staff Success in the StratP, especially Objective 1b which states, “Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.” The plan also states that “Statewide training and support will be provided for inclusion in classrooms that is balanced with specialized supports” (See Appendix D: Hawaii State Department of Education & Board of Education Strategic Plan 2017-2020) when addressing the needs of students with disabilities. Examples of professional development and training sessions provided to support the implementation of EBPs were identified above in B.1.a.

With the identified needs of the infrastructure (provision of resources and alignment using PLCs) in place, as described above, the focus on the use of EBPs in the schools has started and is expanding. Schools, under the leadership of the principal, are aligning their action plans to the revised StratP based on the strengths and needs of their students and community. The CAs provide support to schools’ needs, as identified in the schools’ plans.

Consistent with the timeline proposed in Phase II, although EBPs are currently being used in schools, a systematic data collection process is required to determine the impact on both teacher use and practice and student results.

HIDOE has provided resources to support the goals of increasing both student achievement and the staff’s knowledge and skills regarding EBPs, in order to achieve the SIMR targets, a more deliberate and intentional effort is required to address the early literacy needs of students with disabilities as well as the expertise of the staff that works with them.

As part of an ongoing Formative Assessment initiative (one of the Six Priority Strategies), school teams have been analyzing student data, but will now be disaggregating results of students identified by the SIMR, to learn if the use of EBPs is making a difference in their performance. Evaluation must focus on the use of EBPs, training, coaching and mentoring, fidelity-of-implementation assessment, and the collection and analysis of data. Then, as part of the Formative Assessment process, the extent teachers’ instructional practices were modified based on the impact of the analysis of student achievement data needs to be determined. Longitudinal data for these students will need to be collected and analyzed.

Based on the updated StratP, this initiative is a HIDOE priority and the effort will be sustained. The next phase of implementation will involve the development of a process to systematize the provision of resources and ensure that the impact makes a positive difference for the staff and student outcomes.

Stakeholder Engagement

Relevant stakeholders have been involved during the development and implementation of the SSIP. The development of Phase I involved the analysis of data, the identification of the SIMR, and the setting of annual targets for the SIMR. In collaboration, the entire HIDOE Leadership Team, the Complex Area Superintendents (CAS), state and complex level staff and various school level administrators and teachers, and members of the Special Education Advisory Council (SEAC) accomplished this task.

During the development and implementation of the Phase II plan, a SSIP Core Team comprised of selected DESs and a SSIP Working Group, comprised of special education classroom teachers, district resource teachers and administrators worked with the HIDOE Leadership to develop the plan. This group again worked with selected members of SEAC and representatives of the CCC to explore the LbC framework to engage stakeholders.

As the plan continued to be implemented, the relevant stakeholders were extended to participants who were those responsible for conducting the activities both in the complexes and the schools, rather than at the state level, and included district resource and classroom teachers, district and school administrators, parents, and community members. Meetings involved combinations of these individuals, depending on the agenda. As implementation continues, a clear and specific communication process between and among stakeholders must be established; tools and initiatives to measure progress in determining the fidelity of engagement have not yet been developed, the tools developed by the NCSI team will be explored.

At the complex level, following the LbC process, PLCs convened to (1) ensure that special education improvement strategies were integrated into all of the Six Priority Strategies, (2) discuss and determine the EBPs to recommend and/or provide to the schools or complexes, (3) assess the needs of the students and teachers in each complex or district to determine the appropriate types and intensity of professional development needed, and (4) to discuss other issues, as necessary. Concurrently, schools conducted their own PLCs with their relevant stakeholders, who included administrators, teachers, SCC members, and district staff (as needed), to develop their own AcFns. The SCC consist of stakeholders (principal, school staff, students, parents and community members) who make decisions about the school's AcFn based on the needs of the school. This plan delineates the areas of focus, the activities planned, and the resources to be used that affect the instructional program of the school. A key purpose of the SCC is to provide a voice for major stakeholders.

HIDOE is continuing to explore alternate sources of data as well as existing data sources, such as the school AcFns, that will provide information that can be used with confidence to determine fidelity of stakeholder engagement.

E.1.d Measurement improvements in the SIMR in relation to targets

		SY 2015-2016	SY 2016-2017	SYs 2017-2018 to 2019-2020
<u>Measures of Progress Towards SIMR</u>	Growth (MGP)	43	38	50, 55, 60
	Proficiency on Assessments	8.3% (baseline)	9.56%	20%, 35%, 50%
			Gr 3: 8.54% Gr 4: 10.6%	

There has been a small increase in the percentage of SIMR students achieving proficiency on the statewide assessment. The percentage increase has been greater for grade 4 students than for grade 3 students. The MGP, calculated for only grade 4 students, has decreased. It is anticipated that once the implementation efforts are focused and increased at the school level between 2017 and 2020, the proficiency scores and MGP will increase. Secondary data will also be collected, including progress monitoring using our LDS as well as all the implementation data involving EBPs (i.e., professional development and training, fidelity, usage, etc.).

F. Plans for Next Year

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

Phase III of the SSIP was aligned to HIDOE's revised StraP, which was approved on December 6, 2016 by both the HIDOE and the BOE, and to the draft proposal of the CSP under the ESSA. Both plans promote evidence based practices to ensure that students with disabilities are provided with high quality instruction in reading/language arts within the context of all students being successful.

HIDOE will coordinate communication and feedback to monitor the progress of the SIMR, StraP, and CSP through regularly scheduled complex principal meetings, the Leadership PLC meetings, monthly Deputy's Principals Roundtable, Elementary School Principals forum, SSS (formerly CAST) PLC, and DES meetings. Communication to regularly engage with other stakeholders will continue for the SIMR.

The stakeholder groups at the state, CAs, and school levels will have routines in place that facilitate dialogue and action around student outcomes aligned to the SIMR utilizing LbC tools. These routines are focused on achieving measurable success. Teams will analyze whether EBPs and enabling activities are having the desired effects on outcomes, and make decisions based

on the data. Stakeholders are determined at the level of implementation. At the school level, the stakeholders may include the principal; general education, special education, and English Language Learner teachers and parents, while at a system level, stakeholders may include the Deputy Superintendent, and representatives from the SSS, MAC office, OCISS and SEAC.

DEs, the special education strategy experts, are identified as “ongoing capacity builders” of the SSS PLC, will conduct focused discussions around progress toward the SIMR and EBPs at the monthly DES meetings.

The HDOE values the autonomy of the CAs and their schools in determining the appropriate EBPs for the students they serve. Hence, a plethora of EBPs were used throughout the state with an equal variety of data collection/evaluation tools. To mitigate some of the inconsistencies, common evaluation and monitoring tools will be developed and used for all CAs.

The targeted group for implementation, includes students from the three eligibility categories (SLD, OHD, SoL) who are in grades Kindergarten through four (4). The least restrictive environment for most of these students is the general education setting and, because students are generally not identified as SLD in grades K through 3, all K-4 students will be provided with the EBPs in the general education setting. Professional Development on EBPs will continue to be provided to K-4 general education and special education teachers. State office personnel will support CA staff who will, in turn, support school coaches and general/special education teachers in the use of EBPs. CA staff, will monitor the fidelity of usage of EBPs and gather data for all K-4 students, disaggregating data for the SIMR students on at least a quarterly basis.

Required evidence for these activities will be gathered and analyzed.

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

The Evaluation Plan was revised to guide HDOE’s work toward the improving SIMR results. Questions related to the Objectives were added to reflect the information/data that will be collected, analyzed, and used to determine whether the outcomes were met. The stakeholder strategy (both the state and newly-created complex levels) was combined with the Infrastructure and Educational Practice strategies in the Evaluation Plan, creating a single cohesive document.

Progress monitoring will be conducted through regularly scheduled complex principal meetings, the Leadership PLC meetings, monthly Deputy’s Principals Roundtable, Elementary School Principals forum, SSS PLCs, and DES meetings.

At the school level, a baseline will be established for each student in grades K-4 at the beginning of year using the assessment the school currently uses. Students who are identified as not meeting the established criteria will receive selected EBP supports, depending on their area of need. Progress monitoring will be conducted for each of the targeted students including students in the three eligibility categories on a regular basis (6- 8 week intervals) using the tools developed with stakeholder input. As part of this process, data analysis will

determine the extent teachers' instructional practices have an impact on students' learning and whether adjustments are necessary. At least quarterly, the SSS PLC which includes the DESs, will review/analyze the data and provide feedback to schools.

As the results of progress monitoring, it is anticipated that 50-75% of the original targeted group of students will not need continued targeted support by end of SY 2017-18. The three eligibility categories of students will make steady progress, but, if necessary, will continue to be instructed using selected EBPs to sustain and make improvements. The targets for the SSIP in 2020 remains at 60% Median Growth Percentile and 50% proficiency for 4th grade.

Required evidence for these activities will be gathered and analyzed.

F.3 Anticipated barriers and steps to address those barriers

A change in entire leadership team, including the Superintendent, the Deputy Superintendent, all of the Assistant Superintendents, and all of the CASs is anticipated to occur on July 1, 2017. The impact of this change is unknown. However, Special Education Section (SES) in OCISS, and the DESs remain and are committed to implementing the SSIP and will continue to move it forward. Challenges to implementation will occur at the CAS level, as this is the level where leadership for implementation of the activities is critical. This will require a concerted effort by the SSS, MAC, OCISS, SES, and DESs to support the new CASs to ensure that communication and implementation continue at schools and that the necessary supports are available and provided.

HIDOE is identifying existing data to be utilized in the future evaluation, as well as developing a systematic method to collect this data.

SSIP Phase 3 – Summary for Implementation and Evaluation of Strategies and Activities at the State-Level

The strategies chosen are designed to build the capacity of the Department to improve the performance of all students with disabilities such that we will achieve our SIMR targets. The effective interventions have been defined by the Department’s leadership, and various implementation teams are responsible the State, Complex Area, and School. Each strategy, if implemented with fidelity, will build the infrastructure needed in order to improve the educational outcomes for students with disabilities such that we achieve our SIMR targets.

Strategy	Questions	Short-term Outcomes School Year 2015-2016	Short-term Objective School Year 2015-2016	Status	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Status	Long-term Outcome School Years 2017-2018 to 2019-2020	Long-term Objectives School Years 2017-2018 to 2019-2020	Status
Changes to Infrastructure to Achieve SIMR: State Professional Learning Communities (PLC)	Do greater than 75% of the CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs?	Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students.	Integrate SPED strategy expert into CAST PLC (CAST + 1) to review data.	Met	PLCs facilitate integration of EBPs that support SPED students into Complex Area planning and implementation of the Six Priority Strategies.	Continued integration of the SPED strategy expert into CAST PLC to review data and identify SPED student needs.	Met, Ongoing	Improve the quality of teaching and learning for SPED students by ensuring that Complex Areas have EBPs, and the ability to implement them with fidelity, to meet the needs indicated in their Complex Area plan to support early literacy for SPED students.	Formalize PLC for CAS, DES and CAST focused on identifying and scaling up EBPs for advancing achievement of all students with disabilities and in particular, improving early literacy of students with SLD, OHD and SoL.	NA
	Are greater than 75% of the Complex Area staff knowledgeable of EBPs and EBP resources provided by HIDOE?	Begin integration of SPED specific strategies into Six Priority Strategy implementation.	Assistant Superintendent (AS) of OCISS develop mandatory DES meetings into DES PLC.	Met, ongoing	PLCs build their capacity to provide training and coaching of EBPs to CAS and CAIT.	DES PLC focuses on identification and implementation of EBPs to improve early literacy for SPED students. CAS PLC identifies the resources and supports needed by the Complex Areas to implement EBPs to improve the early literacy of SPED students.	Partially Met, Ongoing		Build capacity of CAS and CAIT to provide training and coaching of school administrators and staff on EBPs to advance the provision of EBPs in schools.	

Items that are blue and italicized have been merged into this document from Phase II of the SSIP on page 88.

Items in the red text are newly added for Phase III.

SSIP Phase 3 – Summary for Implementation and Evaluation of Strategies and Activities at the State-Level

The strategies chosen are designed to build the capacity of the Department to improve the performance of all students with disabilities such that we will achieve our SIMR targets. The effective interventions have been defined by the Department’s leadership, and various implementation teams are responsible the State, Complex Area, and School. Each strategy, if implemented with fidelity, will build the infrastructure needed in order to improve the educational outcomes for students with disabilities such that we achieve our SIMR targets.

Strategy	Questions	Short-term Outcomes School Year 2015-2016	Short-term Objective School Year 2015-2016	Status	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Status	Long-term Outcome School Years 2017-2018 to 2019-2020	Long-term Objectives School Years 2017-2018 to 2019-2020	Status
Changes in Educational Practice to Achieve SIMR: State-Level Resources	Do greater than 75% of the Complex Area CAIT members agree that OCISS has established protocols and routines for gathering ongoing feedback from the Complex Area to identify effective EBPs, training and coaching needs of the Complex Area Teams in order to support implementation of the EBPs by the Complex Area?	OCISS provides resources that support early literacy for SPED students.	OCISS evaluates the effectiveness of current early literacy resources and initiatives to meet the early literacy needs of SPED students.	Met, Ongoing	CAS, CAIT, and other Complex Area staff are provided EBP resources to meet the needs of SPED students to improve early literacy of SPED students.	OCISS develops EBPs that support early literacy for SPED students.	Met, Ongoing	Direct state program and fiscal resources towards evidence-based programs that address the needs identified by the CAS in their Complex Area plans to improve teaching and learning and ultimately increase the amount of 3 rd and 4 th grade students with SLD, OHD, and SoL demonstrating proficiency on the ELA and demonstrating high-levels of growth on the ELA in order to narrow the achievement gap.	Utilize PLCs, and other feedback loops to obtain information regarding the resources the CAS need to adopt, implement, and sustain EBPs that advance achievement of SPED students, and in particular, improving literacy of students with SLD, OHD, and SoL.	NA
	Do greater than 75% of the Complex Areas have CAST members who have received professional development from HIDOE in the use of EBPs?	OCISS explores specific EBPs to advance early literacy for SPED students.		Met, Ongoing	Complex Area Teams trained in EBPs.	OCISS offers training and coaching of EBPs to build the capacity of the CAIT.	Met, Ongoing	Improve the quality of the training and coaching of school administrators, teachers and staff conducted by the CAS and CAIT, resulting in an improvement in the quality of teaching to meet the individualized needs of SPED students, and in particular, the needs of 3 rd and 4 th grade students with SLD, OHD, and SoL, thereby increasing the amount of students proficient on the ELA and demonstrating high-levels of growth on the ELA to narrow the achievement gap.	Identify and make available for use by the CAS, CAIT, and other CA staff, EBPs regarding special education strategies, early literacy, and each of the strategies within the Six Priority Strategies that advance achievement of SPED students, and in particular, improving literacy of students with SLD, OHD, and SoL.	NA

Items that are blue and italicized have been merged into this document from Phase II of the SSIP on page 88.

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SSIP Phase 3 – Summary for Implementation and Evaluation of Strategies and Activities at the State-Level

The strategies chosen are designed to build the capacity of the Department to improve the performance of all students with disabilities such that we will achieve our SIMR targets. The effective interventions have been defined by the Department’s leadership, and various implementation teams are responsible the State, Complex Area, and School. Each strategy, if implemented with fidelity, will build the infrastructure needed in order to improve the educational outcomes for students with disabilities such that we achieve our SIMR targets.

Strategy	Questions	Short-term Outcomes School Year 2015-2016	Short-term Objective School Year 2015-2016	Status	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Status	Long-term Outcome School Years 2017-2018 to 2019-2020	Long-term Objectives School Years 2017-2018 to 2019-2020	Status
Changes in Implementation and Effectiveness of the Strategy to Engage Stakeholders	Do the stakeholder meeting rosters demonstrate equitable attendance of a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDEOE leadership)?	<i>Learn to use the Leading by Convening process to increase involvement in the engagement strategy.</i>	<i>Exploration and identification of use of Leading by Convening.</i>	Partially Met	<i>Stakeholders are convened and coalesce around issues.</i>	<i>Convene relevant stakeholders to identify issue(s) and products or initiatives to develop or support through engagement activities to improve SIMR.</i>	Met, Ongoing	<i>Improved engagement of students, parents, and community members in improving early literacy for 3rd and 4th grade students with SLD, OHD and SoL, to demonstrate increased proficiency rates and high levels of growth.</i>	<i>Implementation of the initiative or support provided to improve SIMR.</i>	NA
	Do the data from the stakeholder evaluations indicate agreement that the tools and initiatives increase student achievement in early literacy for the SIMR population?	<i>Motivate relevant stakeholders to participate in process for transformation to improve early literacy for 3rd and 4th grade students with SLD, OHD and SoL to demonstrate increased proficiency rates and high levels of growth.</i>	<i>Initial identification of core team and Key Participants and Advisors roles.</i>	Partially Met, Ongoing	<i>Both the Department and community stakeholders share the commitment to support the products or initiatives chosen.</i>	<i>Identify tools to measure progress towards meeting SIMR, and tools to measure progress towards implementing the determined product or initiative.</i>	Partially Met, Ongoing	<i>Demonstrated improvement in student achievement due to implementation of the initiative or support.</i>	<i>Conduct evaluation of the initiative or support. Report to Deputy and AS regarding progress towards outcomes and objectives. Make recommendations to Deputy and AS regarding changes.</i>	NA
	Do stakeholder (Leading by Convening) meeting minutes document that implementation data have been used to revise strategies to achieve improved outcomes?		<i>Initial discussions between Core Team and Key Participants to determine use of Leading of Convening framework.</i>			<i>Identify tools to measure progress to determine fidelity of engagement.</i>		<i>Leading by Convening is utilized with other initiatives.</i>	<i>Revise implementation of the initiative or support or revise the strategy altogether based upon Deputy and AS decision.</i>	NA

SSIP Phase 3 – Summary for Implementation and Evaluation of Strategies and Activities at the State-Level

The strategies chosen are designed to build the capacity of the Department to improve the performance of all students with disabilities such that we will achieve our SIMR targets. The effective interventions have been defined by the Department’s leadership, and various implementation teams are responsible the State, Complex Area, and School. Each strategy, if implemented with fidelity, will build the infrastructure needed in order to improve the educational outcomes for students with disabilities such that we achieve our SIMR targets.

Data: Source And Methodology	Use of the Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS and CAIT to evaluate implementation and effectiveness of the PLCs to support Complex Area initiatives to advance early literacy for SPED students. Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP. Deputy Superintendent Stocktake with CAS and AS of OCISS to: - Review progress toward meeting yearly SSIP growth and proficiency targets; - Evaluate, and revise if necessary, the implementation and effectiveness of the PLCs; - Evaluate, and revise if necessary, early literacy resources and EBPs available to the Complex Area; and - Identify additional Complex Area needs. Stakeholder PLCs will identify EBPs to increase student performance.	Document review of the Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS and CAIT to evaluate implementation and effectiveness of the PLCs to support Complex Area initiatives to advance early literacy for SPED students. Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. The Longitudinal Data System (LDS) has been enhanced to gather statewide data on student progress on programs using EBPs. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP. Deputy Superintendent Stocktake with CAS and AS of OCISS to: - Review progress toward meeting yearly SSIP growth and proficiency targets; - Evaluate, and revise if necessary, the implementation and effectiveness of the PLCs; - Evaluate, and revise if necessary, early literacy resources and EBPs available to the Complex Area; and - Identify additional Complex Area needs. Stakeholder PLCs will consistently meet, when appropriately, to share the commitment to support the products or initiatives chosen. PDE3 records of EBP training sessions. Review of survey & interview data (e.g teacher satisfaction, implementation of EBPs, etc.). Summary results of coaching & mentoring provided.	Document review of Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS and CAIT. Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school. The Longitudinal Data System (LDS) has been enhanced to gather statewide data on student progress on programs using EBPs. SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP. Deputy Superintendent Stocktake with CAS and AS of OCISS to: - Review progress toward meeting yearly SSIP growth and proficiency targets; - Evaluate, and revise if necessary, the implementation and effectiveness of the PLCs; - Evaluate, and revise if necessary, early literacy resources and EBPs available to the Complex Area; and - Identify additional Complex Area needs. Continued use of PDE3 to record EBP training sessions. Continued review of survey & interview data (e.g teacher satisfaction, implementation of EBPs, etc.). Summary results of coaching & mentoring provided.
Analysis and Evaluation: Criteria for Implementation Fidelity (Are we on the right track?)	SPED strategy expert participates in the CAST PLC review of SPED student performance data to identify SPED student needs. DES meetings developing into PLC with the formation of working groups around compliance issues. CAS PLC considers SPED student performance and needs in Complex Area planning for Six Priority Strategy implementation through the Complex Area plan and CAIT. OCISS offers early literacy training. Stakeholders will select EBPs appropriate to their SPED students' need.	CAST PLC and DES PLC have identified EBPs to support early literacy needs of SPED students. OCISS is providing resources to support early literacy for SPED students (e.g., Smarty Ants, etc.) based on input from the PLCs and CAIT. OCISS is offering training and coaching to CAIT on EBPs. Stakeholders will implement EBPs appropriate to their SPED students' need.	PLCs offer training and coaching of EBPs to the CAS and CAIT. PLCs utilize SPED student performance data to evaluate the effectiveness of EBPs and inform planning, resource development, training and coaching. OCISS provides the resources needed to support the CAS and CAIT in implementing the selected EBPs documented in the Complex Area plan. Stakeholders will continue to implement EBPs appropriate to their SPED students' need.

SSIP Phase 3 – Summary for Implementation and Evaluation of Strategies and Activities at the State-Level

The strategies chosen are designed to build the capacity of the Department to improve the performance of all students with disabilities such that we will achieve our SIMR targets. The effective interventions have been defined by the Department’s leadership, and various implementation teams are responsible the State, Complex Area, and School. Each strategy, if implemented with fidelity, will build the infrastructure needed in order to improve the educational outcomes for students with disabilities such that we achieve our SIMR targets.

Measures of Progress Towards SIMR	Growth (MGP)	43 (baseline)	45	50, 55, 60
	Proficiency on Assessments	8.33% (baseline)	11%	20%, 35%, 50%

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Items in the red text are newly added for Phase III.

SSIP Phase 3 – Summary for Implementation and Evaluation of Strategies and Activities at the Complex Area

The strategies chosen are designed to build the capacity of the Department to improve the performance of all students with disabilities such that we will achieve our SIMR targets. The effective interventions have been defined by the Department’s leadership, and various implementation teams are responsible for implementation fidelity at the State, Complex Area, and School. Each strategy, if implemented with fidelity, will build the infrastructure needed in order to improve the educational outcomes for students with disabilities such that we achieve our SIMR targets.

Strategy	Questions	Short-term Outcomes School Year 2015-2016	Short-term Objective School Year 2015-2016	Status	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Status	Long-term Outcome School Years 2017-2018 to 2019-2020	Long-term Objectives School Years 2017-2018 to 2019-2020	Status
Changes to Infrastructure to Achieve SIMR: Complex Area Implementation Team (CAIT)	Do greater than 75% of the CA CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs?	Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students.	Integrate SPED strategy expert into Complex Area CAST (i.e., CAST + 1) for planning and implementation of SY 2016-2017 Complex Area Plan.	Met	CAS facilitates alignment between/among programs, and encourages use of PLCs.	Continued integration of the SPED strategy expert, and possible addition of other CA staff, to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students.	Met, Ongoing	CAIT supports for planning, and training and coaching are established and welcomed by schools.	CAS establishes and routinely convenes CAIT to address implementation of CA Plan and continues to facilitate alignment between/among programs.	NA
	Greater than 75% of the Complex Area staff knowledgeable of EBPs and EBP resources provided by HIDOE?	Begin integration of SPED specific strategies into Six Priority Strategy implementation.		Met	Complex Area planning addresses the needs of SPED students through collaboration of CAIT members.	CAS and CAIT members attend respective PLCs to gather information and gain knowledge on EBP.	Partially Met	Administrators and teachers trained and coached by CAIT demonstrate progress in student achievement for SLD, SoL, OHD students, and all SPED students.	CAIT members establish routines to collaborate, plan, and train and coach school staff on EBPs that improve early literacy for SPED students using specific strategies for SPED students and general strategies that advance performance of all ESEA subgroups.	NA
					CAIT used for training and coaching of EBP for implementation fidelity.		Partially Met			

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Strategy	Questions	Short-term Outcomes School Year 2015-2016	Short-term Objective School Year 2015-2016	Status	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Status	Long-term Outcome School Years 2017-2018 to 2019-2020	Long-term Objectives School Years 2017-2018 to 2019-2020	Status
Changes in Educational Practice to Achieve SIMR: Complex Area Plan	Do greater than 75% of the Complex Area plans include specific EBP strategies to improve early literacy for SPED students?	Complex Area plans consider the early literacy needs of SPED students in implementing the Six Priority Strategies.	Integrate protocols and routines to identify the specific needs of SPED students to improve early literacy for SPED students in Complex Area planning.	Partially Met	Complex Area plans meet the requirements to include EBPs that support early literacy for SPED students.	Deputy or Deputy’s designee(s) identify required elements of Complex area plans for inclusion in planning templates, protocols, and evaluation(s) of the Complex Area plan to integrate EBPs that support early literacy for SPED students into Complex Area planning.	Partially Met	Complex Area plans integrate improvement strategies for SPED students into comprehensive planning for improved early literacy performance of all ESEA subgroups, and in particular, 3 rd and 4 th grade students with SLD, OHD and SoL.	Complex Area planning integrates EBPs that improve early literacy for SPED students using specific strategies for SPED students into planning of general strategies that improve the performance of all ESEA subgroups through collaborative planning with other federal programs (e.g., ESSA) to create alignment and integration with all Complex Area initiatives.	NA
	Do greater than 75% of the minutes from the quarterly Deputy Superintendent's stocktakes document when and how evaluation findings inform improved implementation of EBPs?	Deputy Stocktakes prioritize a review and analysis of Complex Area actions to address early literacy needs for SPED students.	Utilize Deputy Stocktakes to review how Complex Area Plan addressing early literacy needs for SPED students.	Partially Met	Deputy Stocktakes to serve as a mechanism to identify necessary system interventions to assist CAS with implementation of EBP.	Deputy Stocktakes to evaluate effectiveness of Complex Area Plan by identifying areas of strength, and modifications or State supports necessary to improve implementation or effectiveness of EBP.	Partially Met	Stocktakes will identify Deputy’s decisions on State-level actions necessary to support CAS’ leadership and implementation of their Complex Area Plan and addressing improvement to early literacy performance of all ESEA subgroups, and in particular, 3 rd and 4 th grade students with SLD, OHD and SoL.	Maintain accountability routine through quarterly Deputy Stocktakes to evaluate effectiveness of Complex Area Plan and identify bright spots for scaling-up statewide and barriers requiring state intervention for implementation fidelity.	NA
	Based on PDE3 enrollment, do 50% of the teachers who have taken one EBP training enroll in an additional EBP training?				Increase in the percentage of teachers implementing EBPs.	Provide PD on EBPs.	Partially Met	Increase in the percentage of teachers implementing EBPs.	Teachers continue to receive ongoing PD on EBPs as appropriate.	NA
	As measured by CA staff surveys, are greater than 50% of the school level staff implementing EBPs?				Increase the percentage of teachers using EBPs with fidelity.	Provide PD on fidelity of EBPs.		Increase the percentage of teachers using EBPs with fidelity.	Teachers continue to use EBPs with fidelity.	NA
	Did the proficiency rate for 3rd and 4th grade SPED students meet the annual targets (i.e., 20, 35, 50%)?				Teachers are using EBPs with fidelity.	Increase in the percentage of teachers implementing EBPs.	Partially Met	Teachers modify their use of EBPs based on the monitoring results. SIMR student assessment results improve. Progress monitoring shows growth in reading comprehension and reading fluency.	Student progress monitored on a regular basis.	Ongoing

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SSIP Phase 3 – Summary for Implementation and Evaluation of Strategies and Activities at the Complex Area

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Strategy	Questions	Short-term Outcomes School Year 2015-2016	Short-term Objective School Year 2015-2016	Status	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Status	Long-term Outcome School Years 2017-2018 to 2019-2020	Long-term Objectives School Years 2017-2018 to 2019-2020	Status
<u>Evaluation of Implementation and Effectiveness of the Strategy to Engage Stakeholders</u>	Did the proficiency rate for 3rd and 4th grade SPED students meet the annual targets (i.e., 20, 35, 50%)?				Increase in the number of teachers implementing EBPs with fidelity.	Tools related to support fidelity of implementation are selected.	Partially Met	Teachers are implementing EBPs with fidelity.	The percentage of teachers implementing EBPs with fidelity increases.	Ongoing
	As measured by stakeholder surveys, are greater than 40% of the school level stakeholders (e.g., parents, students, community members) receiving updates on the implementation of EBPs?				Increase in the number of teachers coached and supported.	Coaching and support system developed.		All teachers continue to receive ongoing coaching and support.	Ongoing assistance to teachers related to coaching and support.	Ongoing
	As measured by stakeholder surveys, are greater than 75% of the school level stakeholders (e.g., teachers, parents, students, community members) respondents providing feedback on the effectiveness of professional development activities supporting the implementation of EBPs?				Communication processes are developed and agreed upon that meets the needs of their stakeholder groups.	Complex Areas update stakeholders concerning the relationship between the ESSA, State Strategic Plan and SSIP.	Partially Met	Stakeholders are committed and engaged in the decision making process.	Stakeholders are actively communicating and problem solving issues to reach consensus.	Ongoing
	As measured by stakeholder surveys, do greater than 75% of the responding stakeholders (e.g., parents, students, community members, teachers) agree that stakeholder feedback was considered for revisions to the professional development plans to meet the changing needs of teachers and students?				Professional development plans are established, and if applicable placed within PDE3.	Convene stakeholders to determine the Early Literacy needs of elementary teachers and students and plan professional development.	Partially Met	Professional development plans are fluid and meet the changing needs of teachers and students.	Stakeholders review and revise professional development plans in response to progress monitoring and professional development evaluations.	Ongoing
	Do greater than 50% of the minutes from stakeholder meetings document data-based discussions informing decisions on student progress?				Processes and tools to measure Early Literacy are identified and developed.	Stakeholders convene to identify processes and tools to measure progress towards Early Literacy.	Partially Met	Instructional practices in Early Literacy have improved.	Stakeholders use processes and tools to improve instructional practices towards Early Literacy.	Ongoing
					Progress monitoring and tools are routinely used by stakeholders.	Stakeholders convene to monitor progress.	Partially Met	Improvement in Early Literacy skills are reflected in the SIMR and the achievement gap has decreased.	Routine progress monitoring drives instruction.	NA

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Data: Source And Methodology	Continued use of the Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS and CAIT to evaluate implementation and effectiveness of the PLCs to support Complex Area initiatives to advance early literacy for SPED students.	Continued use of the Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS and CAIT to evaluate implementation and effectiveness of the PLCs to support Complex Area initiatives to advance early literacy for SPED students.	Six Priority Strategy implementation rubrics, ART process, and self-assessments by CAS.
	Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school.	Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school.	Progress monitoring of K-4 student literacy development by CAS and CAIT through ART process at the Complex Area and Data Team and Formative Instruction process at the school.
	SPED student performance data on statewide assessment for ELA, and specifically 3 rd and 4 th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4 th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP.	SPED student performance data on statewide assessment for ELA, and specifically 3rd and 4th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP.	SPED student performance data on statewide assessment for ELA, and specifically 3 rd and 4 th grade proficiency rates of students with SLD, OHD, and SoL, and the median growth percentile of students in 4 th grade with SLD, OHD, and SoL provided by Data Governance Office (DGA) to measure progress toward meeting yearly proficiency and growth targets set forth in the SSIP.
	Review of Complex Area plan by Deputy, AS of OCISS, et.al. Deputy Superintendent Stocktake with CAS and AS of OCISS to: Approve, and revise if necessary, Complex Area plan; Evaluate, and revise if necessary, implementation of CAIT and Complex Area plan utilizing evaluation tool. Review progress toward achieving yearly proficiency and growth targets for 3rd and 4th grade students with SLD, OHD and SoL set forth in the SSIP. Stakeholder PLCs will identify EBPs to increase student performance.	Review of Complex Area plan by Deputy, AS of OCISS, et.al. Deputy Superintendent Stocktake with CAS and AS of OCISS to: Approve, and revise if necessary, Complex Area plan; Evaluate, and revise if necessary, implementation of CAIT and Complex Area plan utilizing evaluation tool. Review progress toward achieving yearly proficiency and growth targets for 3rd and 4th grade students with SLD, OHD and SoL set forth in the SSIP. Stakeholder PLCs will consistently meet, when appropriately, to share the commitment to support the products or initiatives chosen. PDE3 records of training sessions. Review of survey & interview data (e.g stakeholder satisfaction, implementation, etc.) Summary results of coaching & support provided.	Review of Complex Area plan by Deputy, AS of OCISS, et.al. Deputy Superintendent Stocktake with CAS and AS of OCISS to: Approve, and revise if necessary, Complex Area plan; Evaluate, and revise if necessary, implementation of CAIT and Complex Area plan utilizing evaluation tool. Review progress toward achieving yearly proficiency and growth targets for 3rd and 4th grade students with SLD, OHD and SoL set forth in the SSIP. Continued Stakeholder PLCs will continue to consistently meet, when appropriately, to share the commitment to support the products or initiatives chosen. Continued use of PDE3 to record training sessions. Continued review of survey & interview data (e.g stakeholder satisfaction, implementation, etc.) Continued review of summary results of coaching & support provided.

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Analysis and Evaluation: Criteria for Implementation Fidelity (Are we on the right track?)		SPED strategy expert participates in the CAST PLC review of SPED student performance data to identify SPED student needs. SPED strategy expert assists in identifying strategies to support SPED students for inclusion in the Complex Area plan. CAS has begun to explore additional members to the CAIT to further strengthen Six Priority Strategy implementation that meets the needs of SPED students. Stakeholder PLCs will identify EBPs to increase student performance.	Plan identifies a focus area for improvement that targets early literacy for all students based on data and needs assessment. Plans include evidence-based practices (EBP) to support students with disabilities. The Complex Area utilizes disaggregated student performance data and progress monitoring data in evaluating the effectiveness of the Complex Area plan through the ART process. The CAIT is involved in the development, implementation and evaluation of the Complex Area plan and selected EBPs. The CAIT is providing training and coaching to support implementation of the Complex Area plan. Stakeholder PLCs will consistently meet, when appropriately, to share the commitment to support the products or initiatives chosen. Stakeholders will implement EBPs appropriate to their SPED students' need.	CAIT provides planning, training and coaching to support the implementation of the Complex Area plan and chosen EBPs. CAIT utilizes SPED student performance data and progress monitoring data in the ART process to evaluate effectiveness of EBPs and inform Complex Area planning. School academic plans are aligned with the Complex Area plan to improve SPED student performance on statewide assessment for ELA. Continued Stakeholder PLCs will continue to consistently meet, when appropriately, to share the commitment to support the products or initiatives chosen. Stakeholders will continue to implement EBPs appropriate to their SPED students' need.
Measures of Progress Towards SIMR	Growth (MGP)	43 (baseline)	45	50, 55, 60
	Proficiency on Assessments	8.33% (baseline)	11%	20%, 35%, 50%

Hawaii's SSIP Phase III
Operational Evaluation Plan (State)

	Questions	Short-Term Outcomes	Short-Term Objectives	Evidence 1	Evidence 2	Evidence 3	Intermediate Outcomes	Intermediate Objectives	Evidence 1	Evidence 2	Evidence 3
		School Year 2015- 2016	School Year 2015- 2016	School Year 2015- 2016	School Year 2015- 2016	School Year 2015- 2016	School Year 2016-2017	School Year 2016-2017	School Year 2016-2017	School Year 2016-2017	School Year 2016-2017
Changes to Infrastructure to Achieve SIMR: State Professional Learning Communities (PLC)	Do greater than 75% of the CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs?	Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students.	Integrate SPED strategy expert into CAST PLC (CAST + 1) to review data.	CAST PLC roster: Greater than 40% of the Complex Area rosters include SPED strategy experts	Complex Area Planning: Greater than 40% of the Academic Financial plans include EBP SPED strategies	CAIT PLC notes: greater than 40% of the CAST PLC notes include SPED content and data pertaining to the implementation of EBPs	PLCs facilitate integration of EBPs that support SPED students into Complex Area planning and implementation of the Six Priority Strategies.	Continued integration of the SPED strategy expert into CAST PLC to review data and identify SPED student needs.	CAST PLC roster: Greater than 60% of the Complex Area rosters include SPED strategy experts	Complex Area Planning: Greater than 60% of the Academic Financial plans include EBP SPED strategies	CAIT PLC notes: greater than 50% of the CAST PLC notes include SPED content and data pertaining to the implementation of EBPs
	Are greater than 75% of the Complex Area staff knowledgeable of EBPs and EBP resources provided by HIDOE?	Begin integration of SPED specific strategies into Six Priority Strategy implementation.	Assistant Superintendent (AS) of OCISS develop mandatory DES meetings into DES PLC.	DES PLC minutes and sign-in sheets confirm creation of DES PLC.			PLCs build their capacity to provide training and coaching of EBPs to CAS and CAST.	DES PLC focuses on identification and implementation of EBPs to improve early literacy for SPED students.	DES PLC meeting minutes: DES PLCs document identification of EBPs to improve early literacy for SPED students	DES PLC Trainings list: DES PLCs document training and coaching schedule to support implementation of EBPs to improve early literacy for SPED students	CAST PLC meeting notes: Greater than 50% of the CAIT members received training and coaching of early literacy EBPs through their PLCs
Changes in Educational Practice to Achieve SIMR: State-Level Resources	Do greater than 75% of the Complex Area CAIT members agree that OCISS has established protocols and routines for gathering ongoing feedback from the Complex Area to identify effective EBPs, training and coaching needs of the Complex Area Teams in order to support implementation of the EBPs by the Complex Area?	OCISS provides resources that support early literacy for SPED students.	OCISS evaluates the effectiveness of current early literacy resources and initiatives to meet the early literacy needs of SPED students.	Count and listing of PDE3 course offerings pertaining to early literacy and EBPs.	% of K-4 SPED teachers enrolled in at least one PDE3 early literacy/EBP course.		CAS, CAIT, and other Complex Area staff are provided EBP resources to meet the needs of SPED students to improve early literacy of SPED students.	OCISS develops EBPs that support early literacy for SPED students.	EBP resource list: HIDOE documents the menu of available EBP resources to improve the early literacy of SPED students	Count of web access "hits": Greater than 50% of CAS, CAIT, and other Complex Area staff access EBP resources to improve the early literacy of SPED students	Academic Financial Plan - PD rosters: Greater than 50% of the Complex Area staff knowledgeable of EBPs resources to improve early literacy of SPED students provided by HIDOE
	Do greater than 75% of the Complex Areas have CAST members who have received professional development from HIDOE in the use of EBPs?	OCISS explores specific EBPs to advance early literacy for SPED students.		Confirmation of "Teaching Strategies for Students with Specific Learning Disabilities" (TSSSLD) document posted for access by HIDOE staff.	Count of web access "hits" of TSSSLD.		Complex Area Teams trained in EBPs.	OCISS offers training and coaching of EBPs to build the capacity of the CAST.	EBP Trainings List: OCISS documents the menu of available EBP training and coaching to improve the early literacy of SPED students	Count of web access "hits": Greater than 50% of CAS, CAST, and other Complex Area staff access EBP resources to improve the early literacy of SPED students	PDE3 data: Greater than 60% of the Complex Areas have CAST members who have received professional development from HIDOE in the use of EBPs

Hawaii's SSIP Phase III
Operational Evaluation Plan (State)

	Questions	Short-Term Outcomes	Short-Term Objectives	Evidence 1	Evidence 2	Evidence 3	Intermediate Outcomes	Intermediate Objectives	Evidence 1	Evidence 2	Evidence 3
		School Year 2015- 2016	School Year 2015- 2016	School Year 2015- 2016	School Year 2015- 2016	School Year 2015- 2016	School Year 2016-2017	School Year 2016-2017	School Year 2016-2017	School Year 2016-2017	School Year 2016-2017
Changes in Implementation and Effectiveness of the Strategy to Engage Stakeholders	Do the stakeholder meeting rosters demonstrate equitable attendance of a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDOE leadership)?	<i>Learn to use the Leading by Convening process to increase involvement in the engagement strategy.</i>	<i>Exploration and identification of use of Leading by Convening.</i>	Confirmation in meeting minutes of Children's Community Council (CCC) and Special Education Advisory Council (SEAC) piloting Leading by Convening process.	SEAC meeting minutes in 2015-16 Leading by Convening as model for 2016-17 meetings.		<i>Stakeholders are convened and coalesce around issues.</i>	<i>Convene relevant stakeholders to identify issue(s) and products or initiatives to develop or support through engagement activities to improve SIMR.</i>	Stakeholder Meeting minutes: Stakeholders recommend the processes and tools to be used to measure progress toward early literacy	EBP training list: HIDOE creates a schedule for establishing processes and developing tools	CAST meeting notes: Complex Areas distribute information about the processes and tools to measure progress towards early literacy
	Do the data from the stakeholder evaluations indicate agreement that the tools and initiatives increase student achievement in early literacy for the SIMR population?	<i>Motivate relevant stakeholders to participate in process for transformation to improve early literacy for 3rd and 4th grade students with SLD, OHD and SoL to demonstrate increased proficiency rates and high levels of growth.</i>	<i>Initial identification of core team and Key Participants and Advisors roles.</i>	Identification of SEAC as the core team including community advocates, parents, other state agencies, as well as HIDOE leadership, OCISS, CCCO, MAC representation			<i>Both the Department & community stakeholders are sharing the commitment and leadership to achieve successful engagement.</i>			Stakeholder meeting rosters: stakeholder meeting rosters demonstrate equitable attendance of a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDOE leadership)	Stakeholder meeting rosters: stakeholder meeting rosters demonstrate equitable participation by a diverse group of stakeholders, including people with authority/ influence over other stakeholders or expertise/ experience in the issues (e.g., parents, students, community members, HIDOE leadership)
	Do the data from the stakeholder evaluations indicate agreement that the tools and initiatives increase student achievement in early literacy for the SIMR population?		<i>Initial discussions between Core Team and Key Participants to determine use of Leading of Convening framework.</i>	Confirmation in meeting minutes of Children's Community Council (CCCO) and Special Education Advisory Council (SEAC) piloting Leading by Convening process.	SEAC meeting minutes in 2015-16 Leading by Convening as model for 2016-17 meetings.		<i>Both the Department and community stakeholders share the commitment to support the products or initiatives chosen.</i>	<i>Identify tools to measure progress towards meeting SIMR, and tools to measure progress towards implementing the determined product or initiative.</i>			SEAC, CCCO, and SCC rosters: Greater than 50% of the respondents confirm a commitment to contribute toward the successful implementation of the tools and supports selected.
	Do stakeholder (Leading by Convening) meeting minutes document that implementation data have been used to revise strategies to achieve improved outcomes?							<i>Identify tools to measure progress to determine fidelity of engagement.</i>	Stakeholder Meeting minutes: Stakeholders recommend the processes and tools to be used to measure progress toward early literacy.	Academic Financial Plans: Complex Areas create a schedule for establishing processes and developing tools.	CAS PLC notes: Complex Areas distribute information about the processes and tools to measure progress towards early literacy.

Hawaii's SSIP Phase III
Operational Evaluation Plan (Complex Area)

	Questions	Short-Term Outcomes School Year 2015-2016	Short-Term Objectives School Year 2015-2016	Evidence 1 School Year 2015-2016	Evidence 2 School Year 2015-2016	Evidence 3 School Year 2015-2016	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Evidence 1 School Year 2016-2017	Evidence 2 School Year 2016-2017	Evidence 3 School Year 2016-2017
Changes to Infrastructure to Achieve SIMR: State Professional Learning Communities (PLC)	Do greater than 75% of the CA CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs?	Complex Area planning and implementation of the Six Priority Strategies reflect and address the needs of SPED students.	Integrate SPED strategy expert into Complex Area CAST (i.e., CAST + 1) for planning and implementation of SY 2016-2017 Complex Area Plan.	Memo: Complex Area Support Team (CAST) Structure and School Improvement Supports 12/28/16: Superintendent's authorization of additional complex area positions to support EBP and inclusive practices.	HR records of positions filled: Greater than 80% of the SPED strategy expert positions are filled by 9/1/16		CAS facilitates alignment between/among programs, and encourages use of PLCs.	Continued integration of the SPED strategy expert to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students.	HR records of positions filled: Greater than 80% of the SPED strategy expert positions are filled by 9/1/16	CAIT meeting minutes and rosters: Greater than 60% of the Complex Area PLCs include SPED strategy experts	Complex Area specific EBP planning, training, coaching documents: Greater than 50% of the CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs
	Greater than 75% of the Complex Area staff knowledgeable of EBPs and EBP resources provided by HIDOE?	Begin integration of SPED specific strategies into Six Priority Strategy implementation.						Addition of other CA staff to further develop the CAIT for aligned planning, training, and coaching of EBPs to support SPED students.	Memo: Complex Area Support Team (CAST) Structure and School Improvement Supports 12/28/16: Superintendent's authorization of additional complex area positions to support EBP and inclusive practices.	HR records of positions filled: Greater than 80% of the EBP strategy expert positions are filled by 6/30/17	CAIT meeting minutes and rosters: Greater than 60% of the Complex Area PLCs include EBP SPED experts

Hawaii's SSIP Phase III
Operational Evaluation Plan (Complex Area)

	Questions	Short-Term Outcomes School Year 2015-2016	Short-Term Objectives School Year 2015-2016	Evidence 1 School Year 2015-2016	Evidence 2 School Year 2015-2016	Evidence 3 School Year 2015-2016	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Evidence 1 School Year 2016-2017	Evidence 2 School Year 2016-2017	Evidence 3 School Year 2016-2017
Changes in Educational Practice to Achieve SIMR: State-Level Resources	Do greater than 75% of the Complex Area plans include specific EBP strategies to improve early literacy for SPED students?	Complex Area plans consider the early literacy needs of SPED students in implementing the Six Priority Strategies.	Integrate protocols and routines to identify the specific needs of SPED students to improve early literacy for SPED students in Complex Area planning.	Use of School AcFn Interview with Deputy or EA?			Complex Area planning addresses the needs of SPED students through collaboration of CAIT members.	CAS and CAIT members attend respective PLCs to gather information and gain knowledge on EBP.	CAIT meeting rosters: Greater than 80% of the Complex Area PLC meetings are attended by EBP/SPED experts	CAIT meeting minutes and rosters: Greater than 50% of the CAST PLC minutes include SPED content and data pertaining to the implementation of EBPs	CA Training rosters: Greater than 50% of the Complex Area staff knowledgeable of EBPs and EBP resources provided by HIDOE
	Do greater than 75% of the minutes from the quarterly Deputy Superintendent's stocktakes document when and how evaluation findings inform improved implementation of EBPs?	Deputy stocktakes prioritize a review and analysis of Complex Area actions to address early literacy needs for SPED students.	Utilize Deputy stocktakes to review how Complex Area Plan addressing early literacy needs for SPED students.				CAIT used for training and coaching of EBP for implementation fidelity.		CA Training rosters: Complex Areas document menu of EBP coaching supports for teachers	CAST PLC: Complex Areas document recruitment strategy for matching teachers with EBP coaching supports	CAST PLC: Greater than 50% of the Complex Area EBP experts report an increase in the number of teachers receiving coaching and support to implement EBPs with fidelity
	Do greater than 75% of the Complex Area planning documents include EBPs that support early literacy for SPED students?						Complex Area plans meet the requirements to include EBPs that support early literacy for SPED students.	Deputy or Deputy’s designee(s) identify required elements of Complex area plans for inclusion in planning templates, protocols, and evaluation(s) of the Complex Area plan to integrate EBPs that support early literacy for SPED students into Complex Area planning.	School level Academic Financial plans: Required elements of Complex Area planning, templates, protocols, and evaluation(s) are communicated to Complex Area staff	OCISS rosters: Complex Areas receive technical assistance on documenting EBP integration	Complex Area Planning: Greater than 60% of the Complex Area plans integrate EBPs that support early literacy for SPED students
	Do greater than 75% of the Deputy Superintendent's stocktakes document when and how evaluation findings inform improved implementation of EBPs?	Complex Area plans consider the early literacy needs of SPED students in implementing the Six Priority Strategies.	Integrate protocols and routines to identify the specific needs of SPED students to improve early literacy for SPED students in Complex Area planning.	Interview with Deputy or EA?	CAS Leadership meeting notes: Greater than 40% of the CAS Leadership meetings include discussions about strategies to improve early literacy for SPED students.		Deputy stocktakes to serve as a mechanism to identify necessary system interventions to assist CAS with implementation of EBP.	Deputy stocktakes to evaluate effectiveness of Complex Area Plan by identifying areas of strength, and modifications or State supports necessary to improve implementation or effectiveness of EBP.	CAS Leadership meetings: stocktake agendas specify assessment of Complex Area's implementation of EBP	CAS Presentations: Greater than 80% of the Complex Area stocktake presentations include assessments of EBP implementation within the Complex Area	CAS Leadership meeting notes: Greater than 50% of the minutes from the quarterly Deputy Superintendent's stocktakes document when and how evaluation findings inform improved implementation of EBPs
	Based on PDE3 enrollment, do 50% of the teachers who have taken one EBP training enroll in an additional EBP training?						Increase in the percentage of teachers implementing EBPs.	Provide PD on EBPs.	PDE3 data: EBP courses are available to teachers	PDE3 data: Teachers enroll in EBP courses	CAS Leadership meeting notes: Greater than 50% of the Complex Area Superintendents report an increase in the percentage of teachers implementing EBPs
	As measured by CA staff surveys, are greater than 50% of the school level staff implementing EBPs?						Increase the percentage of teachers using EBPs with fidelity.	Provide PD on fidelity of EBPs.	PDE3 data: EBP courses are available to teachers	PDE3 data: Teachers enroll in EBP courses	CAS Leadership meeting notes: Greater than 50% of the Complex Area Superintendents report an increase in the percentage of teachers implementing EBPs
	Did the proficiency rate for 3rd and 4th grade SPED students meet the annual targets (i.e., 20, 35, 50%)?						Teachers are using EBPs with fidelity.	Increase in the percentage of teachers implementing EBPs.	PDE3 data: EBP courses are available to teachers	PDE3 data: Teachers enroll in EBP courses	CAS Leadership meeting notes: Greater than 50% of the Complex Area Superintendents report an increase in the percentage of teachers implementing EBPs

Hawaii's SSIP Phase III
Operational Evaluation Plan (Complex Area)

	Questions	Short-Term Outcomes School Year 2015-2016	Short-Term Objectives School Year 2015-2016	Evidence 1 School Year 2015-2016	Evidence 2 School Year 2015-2016	Evidence 3 School Year 2015-2016	Intermediate Outcomes School Year 2016-2017	Intermediate Objectives School Year 2016-2017	Evidence 1 School Year 2016-2017	Evidence 2 School Year 2016-2017	Evidence 3 School Year 2016-2017
Changes in Implementation and Effectiveness of the Strategy to Engage Stakeholders	Did the proficiency rate for 3rd and 4th grade SPED students meet the annual targets (i.e., 20, 35, 50%)?						Increase in the number of teachers implementing EBPs with fidelity.	Tools related to support fidelity of implementation are selected.	PDE3 data: EBP courses are available to teachers	PDE3 data: Teachers enroll in EBP courses	CAS Leadership meeting notes: Greater than 50% of the Complex Area EBP experts report an increase in the percentage of teachers implementing EBPs with fidelity
	As measured by stakeholder surveys, are greater than 40% of the school level stakeholders (e.g., parents, students, community members) receiving updates on the implementation of EBPs?						Increase in the number of teachers coached and supported.	Coaching and support system developed.	CAST PLC: Complex Areas document menu of EBP coaching supports for teachers	CAST PLC: Complex Areas document recruitment strategy for matching teachers with EBP coaching supports	CAS Leadership meeting notes: Greater than 50% of the Complex Area EBP experts report an increase in the percentage of teachers implementing EBPs with fidelity
	As measured by stakeholder surveys, are greater than 75% of the school level stakeholders (e.g., teachers, parents, students, community members) respondents providing feedback on the effectiveness of professional development activities supporting the implementation of EBPs?						Communication processes are developed and agreed upon that meets the needs of their stakeholder groups.	Complex Areas update stakeholders concerning the relationship between the ESSA, State Strategic Plan and SSIP.	SQS data and SCC data: Parent satisfaction and participation rates	School websites, email and text blasts: Complex Areas document communication strategy for updating stakeholders of federal and state initiatives	Websites, newsletters, email blasts: Complex Areas document and publicize communications to stakeholders
	As measured by stakeholder surveys, do greater than 75% of the responding stakeholders (e.g., parents, students, community members, teachers) agree that stakeholder feedback was considered for revisions to the professional development plans to meet the changing needs of teachers and students?						Professional development plans are established, and if applicable placed within PDE3.	Convene stakeholders to determine the Early Literacy needs of elementary teachers and students and plan professional development.	Stakeholder Meeting minutes, SCC data, Academic Financial plans: Stakeholders document the professional development needs of elementary teachers to support the development of early literacy	Academic Financial Plans: Complex Areas document professional development plans to support early literacy of SPED students	PDE3 data: Greater than 60% of the elementary teachers within the Complex Area enroll in PDE3 courses according to the professional development plan.
	Do greater than 50% of the minutes from stakeholder meetings document data-based discussions informing decisions on student progress?						Processes and tools to measure Early Literacy are identified and developed.	Stakeholders convene to identify processes and tools to measure progress towards Early Literacy.	Stakeholder Meeting minutes: Stakeholders recommend the processes and tools to be used to measure progress toward early literacy Progress Monitoring tools	CA PLC: Complex Areas create a schedule for establishing processes and developing tools	CA PLC: Complex Areas distribute information about the processes and tools to measure progress towards early literacy
							Progress monitoring and tools are routinely used by stakeholders.	Stakeholders convene to monitor progress.	CA PLC: Complex Areas distribute information about the processes and tools to measure progress towards early literacy Progress Monitoring Tools	CA PLC: Complex Areas create a schedule for monitoring the use of processes and tools	CA PLC: Greater than 60% of the monitoring records indicate the routine use of processes and tools by stakeholders

SIMR Calculation for each Complex Area:
Proficiency Rate on Statewide Assessment for English Language Arts
SY 2015- 2016

Complex Area	3rd and 4th grades combined- ELA Proficiency					3rd Grade ELA Proficiency					4th Grade ELA Proficiency				
	OHD	SLD	SoL	SIMR	# of Students Tested	OHD	SLD	SoL	SIMR	# of Students Tested	OHD	SLD	SoL	SIMR	# of Students Tested
AMR	19.61%	7.76%		13.14%	175	14.29%	1.79%			89	26.09%	13.33%		17.44%	86
BKM	11.48%	2.11%		6.25%	160	16.67%	5.00%			72	6.45%	0.00%		3.41%	88
Cam-Kap	6.06%	3.92%		4.41%	136	13.33%	4.17%			64	0.00%	3.70%		2.78%	72
Cas-Kah	18.18%	2.82%	21.05%	9.76%	123		0.00%	18.18%		54	20.83%	5.41%		13.04%	69
Charter	7.41%	5.81%		6.14%	114		7.32%			48	5.00%	4.44%		4.55%	66
FKK	12.50%	11.22%		11.54%	130	15.00%	7.14%			62	8.33%	14.29%		13.24%	68
HKKK	14.81%	4.84%		7.69%	91	17.65%	0.00%			46	10.00%	8.57%		8.89%	45
HLLM	0.00%	10.00%		7.27%	55		10.53%			28		9.52%		7.41%	27
HW	14.29%	4.04%	25.00%	6.61%	121		5.56%			67		2.22%		5.56%	54
Kauai	6.25%	3.28%		6.25%	80		0.00%			42		7.14%		13.16%	38
KK	19.05%	10.00%		14.77%	88	18.18%	10.71%			44	20.00%	9.38%		13.64%	44
KKP	0.00%	7.32%		5.08%	59		12.50%			34		0.00%		0.00%	25
KMR	20.00%	9.68%		12.31%	130	19.05%	9.80%			73	21.43%	9.52%		12.28%	57
LMW	22.22%	10.56%	60.00%	17.26%	226	10.71%	6.90%	46.15%	11.72%	128	41.18%	14.86%		24.49%	98
NW	13.64%	0.00%		3.45%	87		0.00%			45	21.43%	0.00%		7.14%	42
PC-W	7.69%	7.45%		8.59%	128	7.69%	8.70%			64	7.69%	6.25%		7.81%	64
State	13.62%	6.55%	33.33%	9.56%	1903	12.13%	5.56%	29.09%	8.54%	960	15.15%	7.53%	40.00%	10.60%	943

SIMR Calculation for each Complex Area:
Proficiency Rate on Statewide Assessment for English Language Arts
SY 2014- 2015

Complex Area	3rd and 4th grades combined-					3rd Grade ELA Proficiency					4th Grade ELA Proficiency				
	OHD	SLD	SoL	SIMR	# of Students Tested	OHD	SLD	SoL	SIMR	# of Students Tested	OHD	SLD	SoL	SIMR	# of Students Tested
AMR	15.91%	6.25%	50.00%	10.98%	164	22.22%	5.56%	80.00%	14.29%	77	11.54%	6.90%		8.05%	87
BKM	3.33%	2.70%		2.87%	174	5.88%	2.08%		3.57%	84	0.00%	3.17%		2.22%	90
Cam-Kap	6.98%	3.61%		6.20%	129	6.67%	2.13%		6.25%	64	7.14%	5.56%		6.15%	65
Cas-Kah	2.94%	8.45%	27.78%	9.76%	123	4.35%	8.82%	12.50%	7.69%	65	0.00%	8.11%	40.00%	12.07%	58
Charter	11.11%	1.39%		4.04%	99	18.18%	2.86%		6.52%	46	6.25%	0.00%		1.89%	53
FKK	17.14%	9.57%		11.63%	129	8.33%	10.20%		9.84%	61	21.74%	8.89%		13.24%	68
HKKK	3.03%	9.68%		9.09%	99	0.00%	16.00%		16.22%	37	4.17%	5.41%		4.84%	62
HLLM	7.14%	9.09%	0.00%	7.94%	63	16.67%	5.88%		8.00%	25	0.00%	11.11%		7.89%	38
HW	7.69%	3.30%		3.70%	108	0.00%	2.22%		1.92%	52	10.00%	4.35%		5.36%	56
Kauai	5.26%	3.57%		5.19%	77	0.00%	0.00%		3.13%	32	7.69%	6.25%		6.67%	45
KK	14.29%	8.16%	57.14%	14.29%	77	22.22%	3.57%		14.63%	41	8.33%	14.29%		13.89%	36
KKP	0.00%	0.00%		2.70%	37	0.00%	0.00%		0.00%	19	0.00%	0.00%		5.56%	18
KMR	10.81%	4.35%		6.11%	131	0.00%	4.65%		3.39%	59	18.18%	4.08%		8.33%	72
LMW	19.51%	8.70%	73.33%	15.98%	194	15.00%	7.94%	77.78%	16.30%	92	23.81%	9.33%	66.67%	15.69%	102
NW	11.54%	4.69%		6.67%	90	15.38%	0.00%		5.88%	34	7.69%	6.98%		7.14%	56
PC-W	17.39%	5.83%		8.46%	130	20.00%	2.33%		7.02%	57	15.38%	8.33%		9.59%	73
State	10.06%	5.75%	40.26%	8.33%	1824	10.05%	4.92%	45.65%	8.40%	845	10.07%	6.47%	32.26%	8.27%	979

Cells highlighted in blue have a population of under 10 students and will not be displayed.

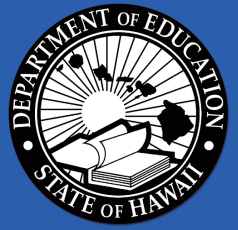
Appendix D:

HAWAI'I STATE DEPARTMENT OF EDUCATION & BOARD OF EDUCATION

Strategic Plan

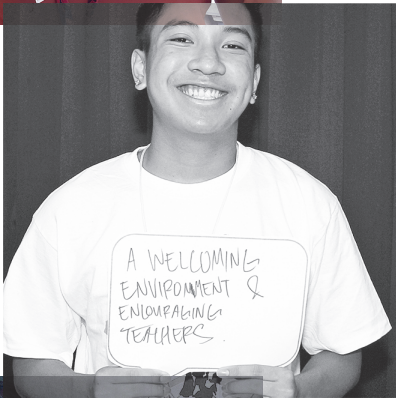
Approved by the BOE on December 6, 2016

2017-2020



Hawai'i's students are educated,
healthy, and joyful lifelong learners
who contribute positively to our
community and global society.

Superintendent's Message



Our Strategic Plan centers on the students who entrust their education and their futures to the State's public schools. When the Department of Education (DOE) and Board of Education (BOE) embarked on their first ever joint Strategic Plan in 2012, we anchored the plan to our primary goal of Student Success. We came together this year to review our progress, reflect on lessons learned, and make necessary changes to achieve our ambitious goals for all of our students. We began with input from our students. How do they define "success," and how can we best support them? We are inspired by the hundreds of students who shared their ideas at focus groups, participated in design thinking workshops, took online surveys and submitted photos and stories. Their aspirations and hopes are the backbone for the significant shifts and ambitious goals in this Strategic Plan.

The DOE and BOE worked with partners to expand our student focus groups into a statewide listening tour with educators, parents, community members, and peer organizations. People gave generously of their time and helped us find common ground for a community-based definition of Student Success that includes:

- ✓ Giving back to the community, environment, and world;
- ✓ Discovering and pursuing their passions so they can reach their full potential;
- ✓ Demonstrating strong academic and life skills (General Learner Outcomes), and showing an ability to think critically, solve problems, and apply knowledge to new situations or contexts;
- ✓ Being prepared for life after high school, including setting clear goals and developing short-term and long-term engagement in learning;
- ✓ Exhibiting strength, confidence, and resilience in their everyday lives, and being generally healthy and happy; and
- ✓ Gaining a strong sense of cultural understanding and appreciation for Hawai'i.

We are heartened by how much these community priorities align with growing initiatives and investments within the DOE and public education in Hawai'i. A new statewide career readiness initiative for strengthened career pathways complements the DOE's college and community readiness partnerships. The establishment of the DOE's Office of Hawaiian Education and BOE's adoption of Nā Hopena A'o in 2015 support all of us in applying the Hawaiian values and knowledge that will make us better leaders, learners, and community contributors. The hard work of our teachers, leaders, and staff in carrying out the 2012 Strategic Plan resulted in an infrastructure to support teaching and learning that did not exist statewide previously. Now we can build on that solid foundation to support community-led pathways in this Strategic Plan toward success for all students in our public schools.

Our students have high hopes for their future, and they deserve every support we can give them. The future of our special island home depends on them—and all of us, together—to go beyond what we believed was possible. Mahalo nui loa for supporting the future of Hawai'i's keiki and our island home.

KATHRYN MATAYOSHI
Superintendent

Strategic Plan session, Hawai'i Education Summit, July 2016. Pictured near left: Supt. Kathryn Matayoshi with her predecessor, Supt. Patricia Hamamoto.



I. About the Strategic Plan

Every student, school, and community is unique with its own strengths, aspirations, assets, and challenges, but the Strategic Plan describes shared objectives for equity and excellence for every child across Hawai'i's nearly 300 public schools, including our public charter schools and Hawaiian language medium schools.

The Strategic Plan provides a common foundation of expectations and supports for *all students* in Hawai'i's public schools and recognizes both of Hawai'i's official languages. Many schools will aspire to achieve all of the Strategic Plan's Student Success objectives while some schools may already meet these objectives and will focus on further advancing success for all of their students and sharing their learning with others.

The Strategic Plan is a compact between the

BOE, DOE and community about the state's goals for public education and the support and investment necessary to achieve the goals. It will inform implementation plans within DOE state offices, Complexes and schools, education budget requests to the legislature, state office initiatives, Complex Area supports, and community partnerships. The plan will also inform the Hawai'i State Public Charter School Commission and public charter schools by providing reports about schools' progress, supporting priorities for federal programs, impacting legislative funding for schools, and providing policy direction from the BOE.

The Strategic Plan will also guide planning to leverage any new flexibility in the federal Every Student Succeeds Act (ESSA), which President Barack Obama signed into law in December 2015. ESSA is the education law

that replaces No Child Left Behind and provides many of the federal requirements for K-12 education.

In April 2016, Governor David Ige convened an "ESSA Team" to create an aspirational Governor's Education Blueprint. The combined efforts of the Governor, BOE, and DOE provided unprecedented opportunities for public conversation about education in 2016.

Multiple rounds of meetings held throughout the state by both the BOE and Governor's ESSA Team engaged thousands of residents in discussions. BOE and DOE meetings focused on developing a near-term Strategic Plan for K-12 education that aligns with the Governor's Education Blueprint, which is long-range and addresses education broadly including early childhood, higher education and workforce development.

II. Our Journey

Our belief in the ability and potential of each and every child in our public schools led the BOE and DOE to set clear statewide standards linked to high expectations for all students. In a rapidly changing world, we cannot know what our entering kindergarteners will one day dream of achieving when they graduate from high school or the opportunities and challenges that they will address as they grow into leadership locally and globally. Our job is to equip these students with the knowledge and capabilities to succeed at their chosen path in life.

The establishment of the first joint DOE/BOE Strategic Plan in 2012 built upon reforms we began 10 years ago in response to critical challenges: Hawai'i's student achievement lagged nationally, and students who struggled to meet proficiency in core subjects were unable to progress successfully through their K-12 journey. Too many of our high school graduates were not meeting the entry requirements for workforce, college, apprenticeship programs, or military service options. We focused our efforts on ensuring students had the skills, values, and supports necessary

for their next steps in life.

To best support students' goals in 2012, we implemented comprehensive statewide supports. We focused on rigorous standards-based instruction and ensuring the quality of the high school diploma. We continued to invest heavily in collecting, reporting and supporting use of transparent, real-time data so we could better understand and mobilize around students' needs and progress. We established statewide teacher induction and mentoring, and focused professional development and feedback on improving teachers' professional

practice. These initiatives provided a common foundation for educators to support students—including a common language and high expectations for teachers’ professional practice and student learning. With this new infrastructure in place, and a great deal of hard work on the part of educators, students, families, and key community partners, Hawai‘i was one of two states that led the nation in overall gains in national math and reading proficiency over 10 years.¹

Building on an improved foundation in math and reading, a statewide “P-20” effort—from early childhood education through life-long learning—has helped us work with early education and higher education partners to increase students’ career, college, and community readiness. Advanced course-taking and

early college programs in which high school students earn college credit have both increased substantially.

Lastly, as we look to the future, we know that part of the legacy of our special island home is to support the community relationships, culture, values, and sense of place that enables students to thrive. Since the launch of the 2012 Strategic Plan, the BOE passed policies establishing the Office of Community Engagement and the Office of Hawaiian Education (OHE). These new offices are a crucial component to support all students becoming career, college, and community ready.

With clear goals, Hawai‘i can be a national leader in education by mobilizing the incredible strengths of our diverse communities behind the high standards our students deserve.

2011-2015

- 42%** Increase in the number of students taking Advanced Placement exams.
- 42%** Increase in the number of students passing Advanced Placement exams.
- 74%** Increase in number of students enrolling in Early College to earn University of Hawai‘i credits.
- 30%** Decrease in number of students remediated in Math who are enrolled in the UH System.
- 35%** Decrease in number of students remediated in English who are enrolled in the UH System.



Students, education leaders and Polynesian Voyaging Society crewmembers aboard the Hikianalia at the Marine Education Training Center, Honolulu.

III. Equity and Excellence: The Next Leg of Our Journey

Over the past 10 years, Hawai‘i has achieved steady progress in students’ educational outcomes—whether measuring academic achievement or college enrollment. We are inspired by the growth to date; however, our students are not succeeding equally, and we see persistent gaps in achievement between students. Supporting positive outcomes for all of our students from this point on will require the DOE, charter schools, state agencies, and family and community stakeholders to come together in new ways, and we have therefore made significant changes in this updated and extended Strategic Plan. Since the

Great Recession, a historic shift has occurred in our state. Despite an improving economy and low state unemployment, many families continue to struggle financially — more than 50 percent of Hawai‘i’s public school students are now economically “high needs.” Other high-needs students include English Learners and students receiving special education services. In total, 57 percent of students were high needs in 2015. We must also consider the needs of students in ethnic groups that are historically underrepresented in career, college, and community success metrics; it is important to recognize the role of multiculturalism

and multilingualism in providing a meaningful and equitable education for student achievement. Hawai‘i, like many states across the country, continues to struggle with an “achievement gap” that separates the engagement and achievement of high-needs students from that of their non-high-needs peers. It is of the highest priority that schools address the needs of our struggling students.

As we reviewed the Strategic Plan during the 2016 update with students, educators, and other key members of our community, we focused on building upon our strengthened foundation to close the achievement gap and attain

[1] The United States Chamber of Commerce Foundation, *Laggards to Leaders: How Three States Found Their Way Forward*, (Washington D.C., 2015)

equity and excellence for all students. Our commitment to transparency in reporting student data and establishment of new data tools and partnerships has helped us understand the scope and scale of our achievement gap, and made us national leaders in moving beyond federal categories of high-needs students to create a candid local picture in the best interest of our students and islands. During the first years of the Strategic Plan, implementation of our strategic priorities helped us increase teachers' and leaders' skills and knowledge to make data-informed decisions in the best interest of students. This work will now continue to be complemented by new real-time data resources, focused professional development for classroom, school, and regional strategies to address every student's needs and close the achievement gap to attain equity and excellence. This also requires partnerships with families and the community for student needs that extend beyond the classroom.

The impact of the Strategic Plan depends on the effectiveness of implementation and the extent to which students benefit from our aligned

IV. Vision

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

V. Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

efforts to provide high-quality education and key supports. Schools are supported by 15 Complex Areas that include their regional K-12 schools and by DOE state offices. The BOE and DOE will focus state office resources on transparent and efficient supports for statewide operations and on key statewide strategic initiatives to close the achievement gap and support equity and excellence in student outcomes. Statewide strategic initiatives will work in con-

cert with the updated objectives for our three main goals of Student Success, Staff Success, and Successful Systems of Support to ensure all students and schools are proficient in critical building blocks of learning. We must be steadfast in our mission to develop our keiki so that each student and each graduate is prepared to succeed in their post-high school pursuits of careers, postsecondary education and training, and contributing to our community.

VI. Nā Hopena A'o

We believe that our special island home prepares us to lead globally. Our unique values, sense of place, and strong community relationships are increasingly important here and around the world.

In 2015, the BOE approved policy E-3, Nā Hopena A'o, or HĀ, to help advance our mission: "HĀ is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawai'i. The DOE works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of Belonging, Responsibility, Excellence, Aloha, Total well-being and Hawai'i ("BREATH") in ourselves, students, and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community."

HĀ is being implemented in the DOE through a three-year action plan (2016-2018) developed and led by the Office of Hawaiian Education. Other partner organizations are also adopting HĀ. To learn more about implementing HĀ and OHE, please visit bit.ly/NāHopenaAo.



VII. Student Goals and Aspirations

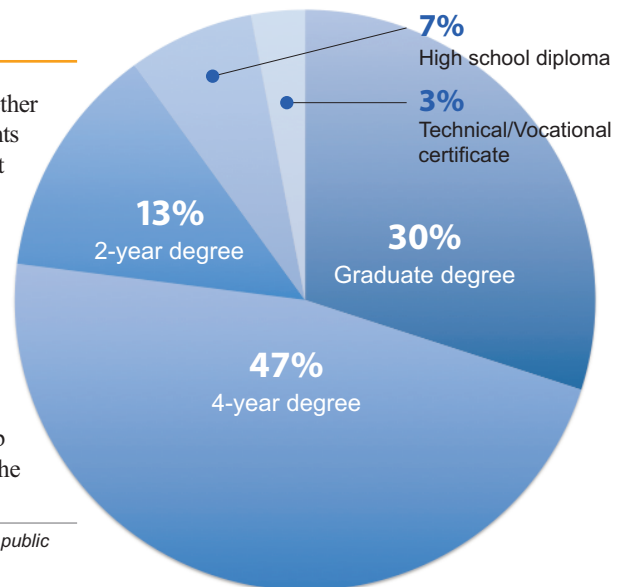
BOE policy 102-15 establishes a Vision of a Hawai'i Public School Graduate that states all graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue postsecondary education and/or careers.

Recent statewide surveys of public school students' aspirations show that 93 percent of all high school juniors hope to pursue additional education or certification sometime

after high school. We must work together with all stakeholders to provide students with the tools and knowledge that allow them to reach their goals and access opportunities. The same rigorous foundation of academic skills, General Learner Outcomes and other "life skills" are needed for a full range of postsecondary aspirations, whether students are pursuing industry certifications, a college degree, military training, on-the-job training, a trade apprenticeship, or the launch of their own enterprise.

SOURCE: ACT Aspirations Survey, Hawai'i public student respondents, 2014-2016



VIII. Goals and Objectives for Achieving Student Aspirations



The three primary goals of the 2012 Strategic Plan continue to serve as an organizing framework: Student Success, Staff Success, and Successful Systems of Support. As we work together to fulfill the community mandate for supporting Student Success, we know that closing our state's achievement gap and achieving equity for all students will require expanded financial and community resources for teachers and lenders. The Strategic Plan objectives under each goal are intended to set a common direction statewide for schools and community partners. These objectives will be implemented in a tailored and customized approach through school- and Complex-level implementation plans, which address existing school and community strengths and challenges.

GOAL 1 STUDENT SUCCESS

All students demonstrate they are on a path toward success in college, career, and citizenship.

OBJECTIVE 1: EMPOWERED. All students are empowered in their learning to set and achieve their aspirations for the future.

K-12 learning opportunities expand students' horizons through a range of topics, solutions, and possibilities for their education and their future. Students' personalized plans, including career, postsecondary, and training goals, are informed by learning opportunities throughout the K-12 continuum. Students are engaged and motivated because learning is relevant and builds on their strengths. Students' voice and curiosity are nurtured, which prepares them to have and exercise positive choices for their learning, their future, and their contributions to family and community.

1a. Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impact our islands and the world.

1b. Ensure that high school graduates demonstrate the General Learner Outcomes (GLOs) and have the abilities, habits, and knowledge to set and achieve their short-term and long-term career, community, and postsecondary education goals. Students can identify the training, certificate, apprenticeship, and/or college degree requirements for their career and community passions, and are equipped with the knowledge and skills to set and achieve their goals.

1c. Throughout their K-12 education experience, students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to succeed. Students have access to high-quality career and college counseling, mentorship opportunities, internships and advanced courses (e.g., Early College) to support their long-term success.

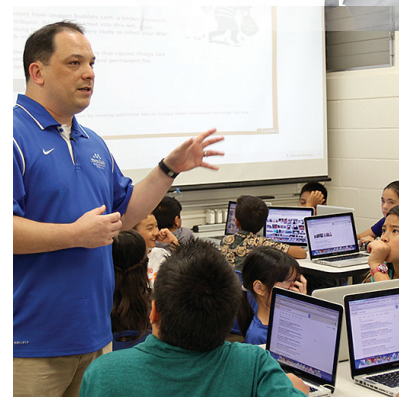
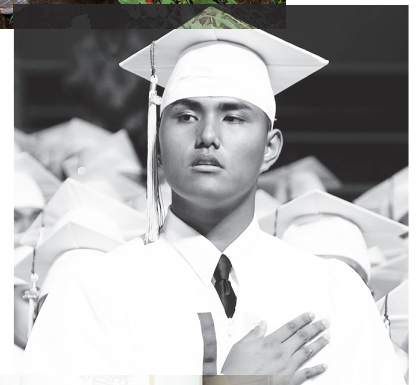
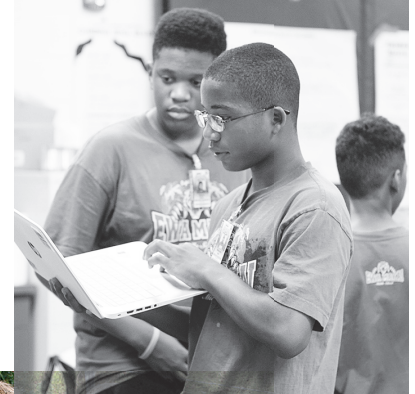
OBJECTIVE 2: WHOLE CHILD. All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

Students' physical, social, mental, emotional, and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students' well-being and health increase their readiness to learn. Students succeed when their individual needs are met and their innate gifts and abilities are nurtured.

2a. Provide students with learning environments that are caring, safe, and supportive of high-quality learning.

2b. Address students' physical, mental, and behavioral health through school programs and partnerships with families, community organizations, and government agencies that support students' well-being.

2c. Cultivate a community and school culture where attendance is valued, encouraged, and supported. Extend this culture of attendance to the home; encourage families to plan for family vacations, travel, and other events during school breaks, holidays and other non-student days.



OBJECTIVE 3: WELL-ROUNDED. All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.

All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic subject areas. In response to long-standing federal accountability law, our schools' curriculum and instruction too often focused narrowly on reading and mathematics. Students should experience the interdisciplinary nature of education, and develop the abilities and skills necessary to have a "breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry..." (BOE Policy E-105). The federal Every Student Succeeds Act requires standardized testing. In addition to federally required tests, schools may choose to assess students to inform planning for learning by teachers, schools and policymakers, and to validate and report students' academic progress to students, their families, lawmakers and the community. This Strategic Plan does not mandate additional testing, and schools should select additional assessments for their value to learning and school improvement in consultation with stakeholders.

- 3a.** Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas.
- 3b.** Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward readiness for success in career, college, and community.

OBJECTIVE 4: PREPARED AND RESILIENT. All students transition successfully throughout their educational experiences.

Students who feel connected to school are more likely to engage and to learn. Students' transitions between schools — whether advancing to middle or high school or transferring between schools — can disrupt their sense of connectedness to school. Intentional planning to support students' transitions can make the critical difference for student success.

- 4a.** Identify and address student strengths and challenges early so students may transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future.
- 4b.** Support students' transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance total well-being.
- 4c.** Create innovative learning options to earn a high school diploma.
- 4d.** Support students who are transitioning between grade levels or transferring to a new school.
- 4e.** Ensure that every high school graduate or completer has an identified next step after high school aligned with their future aspirations.

GOAL 2 STAFF SUCCESS

Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT. Develop and grow employees to support student success and continuous improvement.

Education is a "people business." Research, student feedback, and our own experiences confirm that competent and committed teachers have the greatest influence on student achievement beyond students' families. Our greatest investment and primary strategy to retain teachers is supporting teachers' professional and collegial practice including coaching and mentoring so that they are successful in the classroom with their students. When teachers excel, students thrive.

- 1a.** Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, language development, instructional strategies to address all types of learners, quality classroom assessments). Aim for a constant experience of caring educators and quality instruction to enable students to progress toward becoming ready for career, college, and community.
- 1b.** Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.
- 1c.** Strengthen the teacher, principal and educational leader development pipeline to support shared and effective leadership at all levels.
- 1d.** Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders).



OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT. Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.

Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at every school. Some schools and students are disproportionately affected by vacancies, which impacts our ability to ensure equitable resources in education for all students across the state. Recognizing that there are teacher shortages, especially special education teachers, schools must endeavor to ensure that the most vulnerable students are taught by a highly qualified teacher.

2a. Implement targeted efforts to recruit and place educators for specialized assignments and high demand skills and abilities (e.g., special education, secondary science, career-technical education, deaf and hard-of-hearing, Hawaiian language, multilingual).

2b. Implement targeted recruitment efforts to fill vacancies in locations with consistent shortfalls at the beginning of the school year.

OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE. Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

Local and national trends point to declines in the number of candidates in teacher preparation programs. Partnerships are critical to expanding the number, type, and quality of candidates for educational positions to serve our students. This includes partnerships with public schools to interest young people early on in education as a profession, and support from higher education institutions and community organizations to promote the teaching profession. There will be an emphasis on developing partnerships that result in more Hawai'i-connected educators, as locally connected teachers are more likely to be retained.

3a. Partner effectively with local educator preparation programs to develop qualities and competencies that facilitate Goal 1 Student Success objectives. Educator preparation programs include teacher certification programs and middle and high schools' career pathways programs to develop future teachers.

3b. Partner with appropriate organizations to develop programs to fill gaps in preparing a full range of educator positions (e.g. behavioral analysts, physical therapists, school counselors).

3c. Celebrate the teaching profession in partnership with professional associations and other community organizations to attract more candidates to the teaching profession and public schools as a place of work and service.



GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT

The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

OBJECTIVE 1: INNOVATION. Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.

Meeting the challenges of our students, communities, and world for today and the future requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving. Hawai'i public schools will foster innovation and the expansion of existing public school "Bright Spots," which includes learning from charter schools that were established as innovation labs. Supporting innovation includes making changes based on lessons learned, and providing opportunities for risk taking that are balanced by awareness of the impacts of failure for our students and boundaries of law and collective bargaining agreements.

- 1a.** Identify and scale local public education "**Bright Spots**" through statewide professional networks to best support Strategic Plan objectives and statewide strategic initiatives.
- 1b.** Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, recognition).

OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES. Secure adequate resources to support school and community-based plans for student success.

Analyses of Hawai'i's school funding repeatedly find that resources are distributed equitably but are inadequate for quality public schools. Public education funding has not maintained pace with inflation and has endured budget cuts and restrictions that have required education leaders to maximize available resources and make difficult choices. Additional funds and partnerships are needed to achieve the goals of this Strategic Plan for all schools and every student.

- 2a.** Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, partnerships with state agencies).
- 2b.** Partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, partnerships, etc.).
- 2c.** Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g., through review of base funding in weighted student formula, charter schools' per-pupil funding).

OBJECTIVE 3: EFFICIENT AND TRANSPARENT SUPPORTS. Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Public education's human, social, community, and financial resources must support student learning. State office operational supports will be efficient and transparent to provide a high level of service and accountability.

- 3a.** Enhance support for development, implementation, and reporting of schools' Academic and Financial Plans and expenditures.
- 3b.** Provide timely and user-friendly data to support strategic decision-making and accountability for Student Success.
- 3c.** Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability.

BRIGHT SPOTS

A Bright Spot is a best practice within Hawai'i's public schools that is successfully closing the achievement gap and improving student outcomes. School-based and Complex Area leadership teams share Bright Spots and visit each others' schools to learn how to expand these effective practices.



- 3d.** Strengthen culture of continuous improvement to provide efficient transactions and operations.

- 3e.** Continue to improve communication to promote understanding and engagement of stakeholders.

IX. Implementation

The Strategic Plan influences the educational opportunities and outcomes for all public school students. While local and national goals are shared by schools statewide, there is flexibility in how schools and Complex Areas will develop their implementation plans to meet these goals and objectives because each community has different strengths, challenges, priorities and resources.

Successful implementation of the Strategic Plan requires sound decision making and information sharing throughout the entire organization with particular emphasis on the three main levels of decision making and responsibility within the DOE: school, Complex and state office. Implementation within this “tri-level” structure enables schools, Complexes and state offices to better meet the education

needs of unique learners and communities across the state. Leaders at each of these levels make long term (strategic), short term (tactical) and daily (operational) decisions regularly. These decisions should be in overall alignment with BOE and DOE policies, this Strategic Plan, and state and federal laws and regulations.

This updated Strategic Plan strikes a new balance between maintaining shared expectations for all schools and students, and supporting diverse approaches and community-based objectives. Schools, classrooms, Complex Areas and communities have diverse perspectives about how to define, measure and achieve success. As schools and Complex Areas determine how best to align their implementation and Academic and Financial plans

to the updated Strategic Plan, they will be addressing statewide expectations represented in this Strategic Plan while prioritizing actions and strategies that are meaningful to their students, school, and community. This Strategic Plan increases flexibility in the priorities for school-level implementation to address local strengths, aspirations, assets and needs.

The BOE adoption and approval of this plan will require schools, Complex Areas and state offices to immediately begin key discussions, decisions and implementation plans aligned to this Strategic Plan. Parents, caregivers, community organizations and other education stakeholders and partners are encouraged to participate at each level and support implementation efforts in their local school and Complex Area.

SCHOOL LEVEL

The Principal leads the school's effort to develop an Academic and Financial Plan that aligns to the state Strategic Plan based on the strengths and needs of their students and community. Each school's plans are reviewed by its School Community Council and approved by the Complex Area Superintendent. Public charter schools' plans are approved by their local governing board within the context of each school's performance contract, which is approved by the Hawai'i State Public Charter School Commission. School budgets are primarily funded by the state legislature and allocated based on each school's student enrollment. DOE schools' budgets are further allocated on student characteristics of needs, based on a Weighted Student Formula, as legislatively required by Act 51, Reinventing Education Act of Hawai'i (2004).

COMPLEX AREA LEVEL

Complex Area implementation plans ensure that resources are allocated appropriately within the region. The Complex Area Superintendent provides direct support and oversight for school-level implementation. Many Complexes' schools share common objectives and strategies to provide a seamless experience for students and ensure smooth transitions between the grade levels and between schools when students transfer among schools within a Complex.

STATE LEVEL

There will be statewide implementation plans for efficient and transparent operations of our public schools, and for key statewide strategic initiatives to close the achievement gap and to ensure equity and excellence for our students. The state office coordinates statewide professional learning networks, “Bright Spot” best practices sharing, and innovative partnerships to advance statewide strategic initiatives. Examples of these initiatives include:

Well-Rounded Education

Well-rounded, standards-based education should be engaging and relevant to students and build on their strengths. Statewide training, clear standards in all content areas, learning networks, assessments, and resources will focus on helping students develop the rigorous skills and joy for learning that will serve them throughout their lives.

Inclusive Practices

Experience and research show that inclusive practices are best for high-needs students. Students who are most severely impacted by our achievement gap, including those receiving special education services and English Learners, deserve high-quality education in a regular classroom setting. Statewide training and support will be provided for inclusion in classrooms that is balanced with specialized supports.

K-12 Career Readiness Pathways

K-12 career pathway programs can increase student engagement and support long-term student success through real-world learning opportunities and empowering students to achieve their aspirations. The DOE will be launching a career readiness initiative between business, higher education, and state agencies to improve K-12 career pathways statewide and increase the career and college readiness of high school graduates.

Leadership Institute

DOE leadership practices throughout the education system will support Strategic Plan objectives at school, Complex Area, and state office levels. This includes state-led induction and mentoring, ongoing professional development, and administrator certification to iden-

tify and cultivate leaders — teachers and administrators — who support shared responsibility for instruction. Complex Area and school leadership development will include a special focus on isolated, rural locations and designing education career pathways for middle and high school students.

Transitions

Proactive planning to support student transitions between grade levels makes a critical difference in student success. The DOE will provide data and supports to identify and address student strengths and challenges early and implement holistic best practices at key transition points in a student's educational journey (kindergarten, middle school, high school, and graduation). This includes identifying policies and practices that support innovative ways to earn a high school diploma.

X. Statewide Indicators for Equity and Excellence

To measure progress on the Strategic Plan, the BOE and DOE commit to regular reporting on key statewide success indicators and ensure students achieve the BOE's Vision of a Hawai'i Public School Graduate (Policy 102-15). We strive to increase our graduation rate to 90 percent by 2025. We also strive to ensure that the high school diploma is meaningful and represents career, college, and community readiness as embodied by academic standards and General Learner Outcomes, and to con-

tribute to our state's "55 by '25" goal of more working age adults having a 2- or 4-year college degree.

Data on statewide indicators will be reported regularly to the BOE and the public on a "dashboard" to monitor progress toward equity and excellence. Information for each indicator on Status, Progress, and Equity will be reported at least annually. The data will be analyzed and reported for different groups of students and schools to ensure equity in outcomes and so we

can direct our efforts and resources effectively.

Statewide indicators represent the overall health of public education, focusing on those which have greatest impact on student success, as well as state and federal requirements. They do not comprehensively represent diverse measures of success valued by our state's nearly 300 schools. Schools can address their unique approach to indicators through their Academic and Financial Plans and charter school contracts.

STATEWIDE STUDENT SUCCESS INDICATORS

STATEWIDE STUDENT SUCCESS INDICATORS		2016 BASE	2020 TARGET
1. CHRONIC ABSENTEEISM. <i>Percentage of students who are absent for 15 or more days during the school year. Student attendance is a powerful predictor of student success, even accounting for other factors such as prior academic preparation and poverty. Students need to be in school to achieve and grow. The habit of “showing up” is an important life skill.</i>		15%	9%
2. SCHOOL CLIMATE. <i>Percentage of students reporting positive school climate as measured by the safety dimension of the School Quality Survey. Feedback during the Strategic Plan review identified school climate as key for student success.</i>		73%	79%
3. INCLUSION RATE. <i>Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day. Inclusion is a commitment to success for all students. Research shows that inclusive practices result in better attendance, achievement, referral rates and postsecondary outcomes.</i>		37%	51%
4. THIRD GRADE LITERACY. <i>Percentage of 3rd graders demonstrating reading of “At or Near” or “Above” grade-level expectation on Smarter Balanced Assessment. Reading at grade level by 3rd grade is a critical milestone of student success because literacy is a foundation for future learning.</i>		65%	76%
5. NINTH GRADE ON-TRACK. <i>Percentage of first-time 9th graders promoted to 10th grade on-time. Transitioning successfully into high school is a critical milestone—students who are on-track in 9th grade are more likely to graduate.</i>		90%	94%
6. ACADEMIC ACHIEVEMENT. <i>Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy (ELA), Mathematics, and Science. Our assessments are designed to measure progress toward college and career readiness.</i>	ELA	51%	61%
	MATH	42%	54%
	SCIENCE	43%	64%
7. ACHIEVEMENT GAP. <i>Difference in meeting achievement standard between high-needs students (e.g., economic disadvantage, special needs, English Learners) and non-high-needs students. Statewide assessments measure performance of different student subgroups to reflect whether we have equity in student outcomes.</i>	ELA	32 pts*	TBA*
	MATH	29 pts*	TBA*
8. HIGH SCHOOL GRADUATION. <i>On-time rate based on federal methodology for Adjusted Cohort Graduation Rate of students for earning a diploma within four years. A high school diploma represents rigorous standards of learning and the vision of a Hawai'i public school graduate.</i>		82%	86%
9. CAREER & TECHNICAL EDUCATION CONCENTRATOR. <i>Percentage of 12th graders who complete a CTE Program of Study, which provides opportunities to learn/apply academic and technical skills and knowledge within a career pathway.</i>		38%	50%
10. COLLEGE-GOING GRADUATES. <i>Percentage of high school completers enrolled in postsecondary institutions nationwide (vocational or trade schools, 2- or 4-year colleges) in the fall following graduation. Enrollment in postsecondary education to attain a certification, degree or other career training means a greater likelihood of employment, higher earnings, and health.</i>		56%	62%
11. TEACHER POSITIONS FILLED. <i>Percentage filled as of August 1 each year. Teachers are our greatest investment in the quality of our students’ education. We commit to filling positions with qualified teachers so that each school year begins with classrooms fully staffed, including hard-to-fill positions (e.g., special education, English Learners).</i>		96%	98%
12. TEACHER RETENTION. <i>Percentage of new teachers retained after five years. Continuing employment of qualified and effective teachers results in benefits to students as teachers gain experience, reduces recruitment expenditures.</i>		52%	60%
13. REPAIR & MAINTENANCE BACKLOG. <i>Dollar amount in list of unfunded or deferred major R&M projects. School facilities’ needs in the R&M backlog include infrastructure rehabilitation and structural improvements, among others. Must be accompanied by efforts to build new, state-of-the-art facilities to meet changing demographics and support innovative learning.</i>		\$279M	\$239M
14. FAMILY AND COMMUNITY ENGAGEMENT. <i>Indicator added as an amendment during discussion at the Board of Education Dec. 6, 2016 General Business Meeting (GBM). Metric to be determined with discussion at the Board’s Student Achievement Committee (SAC).</i>		TBA*	TBA*
*indicator added at BOE GBM 12/6/16; metrics to be reviewed at SAC. *2016 base updated 1/24/17			

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