

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT:
PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities
Education Act**

**For reporting on
FFY 2021**

Hawaii



PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

The Hawaii State Department of Education (Department) SiMR is the improvement of English Language Arts (ELA)/Literacy outcomes for students with disabilities (SWD) identified in the categories of Other Health Disability (OHD), Specific Learning Disability (SLD), and Speech or Language Disability (SoL) in grades 3 and 4. The Department's key measure (proficiency) for the State Systemic Improvement Plan (SSIP) is the percentage of 3rd and 4th-grade students, combined, with eligibility categories of OHD, SLD, and SoL who are proficient on the Smarter Balanced Assessment (SBA) for ELA/Literacy.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

Indicator 17 subset of students includes those identified as OHD, SLD, and SoL in grades 3 and 4 attending Hawaii public schools, including those in public charter schools.

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

https://drive.google.com/file/d/10OQ6m3nt067y6LmZtkvgA9dw_GX92if_/view?usp=sharing

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2014	8.33%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	50.00%	50.00%	50.00%	50.00%	50.00%

FFY 2021 SPP/APR Data

The number of 3rd and 4th grade students combined, with eligibility categories of OHD, SLD, and SoL who are proficient on the SBA for ELA/Literacy	The total number of 3rd and 4th grade students, combined with eligibility categories of OHD, SLD, and SoL who took the SBA for ELA/Literacy	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
202	1,785	10.54%	50.00%	11.32%	Did not meet target	No Slippage

Provide the data source for the FFY 2021 data.

Department SY 2021-2022 Smarter Balanced Assessment (SBA)

Please describe how data are collected and analyzed for the SiMR.

The SBA data is collected through the Department's Longitudinal Data System (LDS). The LDS provides reports and dashboards where teachers and administrators can access student academic progress and performance data.

The data demonstrates the proficiency of 3rd and 4th grade students combined (eligibility categories of OHD, SLD, and SoL) who took the SBA for ELA/Literacy in FFY 2020 was 10.54%. The data also demonstrates the proficiency of 3rd and 4th grade students combined (eligibility categories of OHD, SLD, and SoL) who took the SBA for ELA/Literacy in FFY 2021 was 11.32%. An analysis of the difference in proficiency levels between FFY 2020 and FFY 2021 reveals an increase in proficiency in FFY 2021 of 3rd and 4th grade students combined (eligibility categories of OHD, SLD, and SoL) of 0.78%.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

YES

Describe any additional data collected by the State to assess progress toward the SiMR.

The additional data collected to assess progress toward the SiMR is the Median Growth Percentile (MGP) of 4th grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy. The MGP is calculated by taking the individual Student Growth Percentile (SGP) for each student, then ordering them from lowest to highest, and identifying the middle score. The MGP provides a more sensitive analysis of student progress, and the state target is sixty (60). The Department's statewide MGP of 4th grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy for FFY 2021 is 32. Although the Department did not meet the MGP target set at 60, Complex Areas and schools continue to work toward this aggressive target.

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

<https://drive.google.com/drive/folders/1aZCSLhMuHaMwKeRDmyPZrL0-Rw2oWK3s>

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

All SSIP infrastructure improvement strategies are designed to support the tri-level system of the Department. Typically, the Department State Office (i.e., the Exceptional Support Branch [ESB]) works to build the capacity and knowledge of Complex Area (CA) leaders, who, in turn, strive to build the capacity of educators and administrators within their CA. Occasionally, the Department will work collaboratively and simultaneously with both CA and school-level leaders. This approach has been elevated to intentionally engage all tri-level stakeholders in collaborative engagement and participation. The Department strives to systematically provide infrastructure improvement strategies in targeted areas for all CAs. In addition, the Department State Offices provides tailored technical assistance for CA based on specific requests for support. The following infrastructure improvement strategies are examples of the tri-level systems of support implemented to address ELA proficiency of the SiMR:

Speech-Language Pathologist (SLP) and 619 Coordinators PLCs

The ESB is committed to starting with our youngest children to build strong foundational skills for early learners. Knowing that there is a strong reciprocal relationship between the development of oral language and the acquisition of reading and writing, monthly PLCs with Speech Language Pathologists (619) and preschool resource teachers (619) focused on professional development that demonstrated the need for explicit, targeted language and literacy instruction. Teams were also involved in reviews of evaluation findings and IEPs to determine if goals and the provision of services were aligned with student needs. Professional development needs were planned and outlined based on review findings.

Use of Individuals with Disabilities Education Act (IDEA) Part B Funds, American Rescue Plan Act of 2021 (ARP) Funds, Elementary and Secondary School Emergency Relief (ESSER) ESSER III Funds

The ESB implemented a CA fiscal planning process to ensure CA IDEA Part B, ARP, and ESSER funds were used to address PD and implementation of literacy EBPs. CAs identified personnel, projected timelines of completion, and measurement instruments to improve student outcomes in the areas listed below:

- Professional Learning opportunities on Foundational Reading Instruction for Students with Disabilities.
- Professional Learning opportunities on the development and implementation of specially designed instruction.

-Determine fidelity of implementation of specially designed instruction (SDI) and evidence-based interventions.
-Provide ongoing coaching to support school-wide efforts to support all teachers in need of additional guidance.
In addition, CAs used ARP and ESSER funds to provide summer learning opportunities to mitigate the negative effects of COVID in regards to ELA..

Inclusive Practices

The ESB is committed to serving all students in inclusive environments. Over the past five school years, the ESB, in collaboration with Stetson and Associates conducted inclusive practices implementation training and consultation to schools statewide in the initiative titled "Hui Pu Project." In FFY 2021, the ESB implemented several scale up strategies to support CA training to ensure all teams have the skills to support schools in effective implementation of inclusive practices. In FFY 2021, the ESB hosted a statewide inclusive practices conference and established 5 inclusive practices demonstration sites. The ESB hosted monthly Professional Learning Network meetings with CAs to develop plans to scale up the initiative across the CA. The ESB also hosted several professional development and modeling opportunities for CA teams.

DES Meetings

Seven (7) meetings were held throughout the school year. The meetings provided the DESs with opportunities to share strategies implemented to improve academic and functional outcomes for SWDs during FFY 2021. The specific topics covered to help DESs build the capacity of their CA staff regarding the SiMR was the introduction of the Language and Literacy Initiative, high leverage practices, and introduction to the foundations of specially designed instruction. The meetings also provided ESB with the opportunity to support DESs to refine their Project Plans to include staff and activities to directly support improved literacy outcomes for their SiMR population. Rosters and meeting notes are available.

Focused Technical Assistance for CAs

The ESB provided direct and personalized technical assistance (TA) to each CA to assist them in the process of identifying the root causes of proficiency rates in ELA and Math for the SiMR population in their CAs. CAs were taught how to use the Root Cause Analysis Template to determine areas of need and ESB met with each CA monthly as they completed their templates.
https://docs.google.com/document/d/1FtkM4nJJYf7_FpykIDjNBAIgL0AhBlg_/edit

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

The following is a description of the short-term or intermediate outcomes achieved for each infrastructure activity.

Speech-Language Pathologist (SLP) and 619 Coordinators/Preschool RT PLCs.

100% of SLP and preschool resource teacher (PSRT) teams met monthly. Learning focused on the critical oral language and literacy foundational skills required to become proficient readers. Participants completed the professional development Language Essential for Teachers of Reading and Spelling (LETRS) for Early Childhood curriculum. Teams established relationships with seven preschool classroom teachers and principals across the state. The purpose was to provide PSRT/SLP teams the opportunity to practice language and literacy strategies on selected students to ensure quality standards.. Outcome: participants had the opportunity to practice and develop their own skills with implementation of focused and targeted language and literacy skills, and explore building teacher/coach relationships. Participants used the Early Learners Assessment Tool to review assessment reports and IEPs of early learners. Suggestions for use of the tool were submitted to improve ease of use. Outcome: Tools helped participants focus and identify language and literacy areas that were/were not addressed in assessments and/or IEPs and appropriateness of provision of services in preschool environments.

Use of Individuals with Disabilities Education Act (IDEA) Part B Funds, American Rescue Plan Act of 2021 (ARP) Funds, Elementary and Secondary School Emergency Relief (ESSER) ESSER III Funds

One-hundred percent (100%), or 15 of 15, CAs developed a CA Project Plan which addressed fiscal management and accountability, utilization of staff, and services that are redesigned to directly support improving literacy outcomes for their SiMR population. The CA Project Plans included activities such as (a) provide teachers with professional development on foundational reading instruction, (b) use ongoing assessment tools such as iReady, Imagine Learning, Lexia Core 5, STAR, etc., (c) ensure fidelity of implementation of foundational reading instruction and evidence-based interventions, (d) provide ongoing coaching to support school-wide efforts to support all teachers in need of additional guidance. Each activity includes a measurement instrument, identified lead personnel, projected timeline, and ongoing status updates. The CA Project Plans were developed in FFY 2021, and continue to be implemented in FFY 2022 and the upcoming years. To address the changing needs of the CA, CA Project Plans are reviewed and updated not less than annually.

Inclusive Practices (IP)

The FFY 2021 least restrictive environment (LRE) is 52.54% of SWD ages 6 through 21 are in the general education class 80% or more of the day. This is a 1.83% increase from FFY 2020 baseline. Nineteen (19) Online Inclusive Practices Courses, which include training on classroom accommodations and differentiated instruction are available through the Department PD platform (PDE3). Each CA has a Professional Learning Network (PLN) member to continue providing support to schools to ensure statewide capacity building efforts are maintained. Thirty-three PLN members have completed their training and are certified to present Step by Step Inclusive Training to Schools. Participating schools increased from 167 to 209 schools. Rosters and meeting notes are available.

DES Meetings

One-hundred percent (100%), or 15 of 15, developed a CA Project Plan which addressed fiscal management and accountability, utilization of staff, and services that are redesigned to directly support improving literacy outcomes for their SiMR population. The DES meeting covered topics such as the introduction of the Language and Literacy Initiative, high leverage practices, and introduction to the foundations of specially designed instruction. These topics helped the DESs design and refine their CA Project Plan regarding improving ELA performance. Rosters and meeting notes are available.

Focused Technical Assistance

To investigate root causes of ELA proficiency and Math scores for their SiMR population, One-hundred percent (100%), or 15 of 15 CAs used the Root Cause Analysis Template to assist in identifying the areas of need in the following: a) Personnel Capacity, b) Policy and Procedures, and c) Curriculum and Instruction.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Speech Language Pathologist (SLP) and 619 Coordinators PLCs

Using the LETRS for Early Childhood Educators as the foundational model, the next step will focus on strategies to improve language and literacy based on the Science of Reading. Participants will also participate in the LLI training on effective coaching professional development. The anticipated outcome will be that 100% of SLP and 619 coordinators will use coaching strategies to address instructional practices with teachers and/or parents when developing student needs, IEP goals, and provision of interventions in naturally occurring environments and activities.

Use of Individuals with Disabilities Education Act (IDEA) Part B Funds, American Rescue Plan Act of 2021 (ARP) Funds,

Elementary and Secondary School Emergency Relief (ESSER) ESSER III Funds

Successful implementation of activities and impact on student outcomes for each CA's FFY 2021 Project plan will be assessed to determine areas for needed improvement. The anticipated outcome will be that use of this assessment will be used to course correct and/or adjust planning as needed so that the next step can be taken whereas the Department effectively directs funds to identified areas of need.

Inclusive Practices (IP)

Each CA PLN member will continue to provide support and training to schools to ensure statewide capacity building efforts that were instituted by Stetson and Associates are maintained. The next steps will include regularly scheduled meetings with PLN members to provide updates, share resources, and provide guidance. The ESB will continue to augment the Inclusive Practices online resource bank with resources for PLN members, the public, DOE leaders, and educators. These resources include free PDE3 non-credit courses, a public-facing Inclusive Practices website that houses the Inclusive Practices Conference Recordings, Parent Resources, and information on Spotlight Schools. Additionally in FFY 2022, ESB will host a series of Statewide learning opportunities for teachers and Educational Assistants as well as free credited Inclusive Practices courses on PDE3. The anticipated outcome will be that schools will continue to meet and/or exceed LRE targets set by the state.

DES Meetings

Monthly DESs meetings will continue to provide professional learning on topics identified as areas of needed support in the field. Topics will include the Science of Reading, identifying the root cause of students' learning gap, development of effective specially designed instruction, expanding stakeholder engagement, delivery of high quality preschool instruction. The anticipated outcome will be that DESs will have increased knowledge and skills in the selected topic areas to successfully provide guidance and TA to the special education providers.

Focused Technical Assistance

The ESB will continue to provide targeted support to meet the unique needs of each CA. Trends identified from the data collected from the Root Cause Analysis will be addressed. PLCs will be in full implementation in FFY 2022 as part of the Department's General Supervision universal support with a continued focus on student outcomes in language and literacy. The anticipated outcome is through the PLCs, the CA will be better informed to plan for the use of their IDEA funds, prioritize and leverage CA initiatives, and support schools with their academic and fiscal planning.

List the selected evidence-based practices implement in the reporting period:

The following evidence-based programs were implemented. These evidence-based programs addressed the Science of Reading components which are language comprehension and word recognition:

Read 180/System 44

Achieve 3000

Enhanced Core Reading Instruction (ECRI)

LETRS Professional Learning for Teachers

Lindamood Phoneme Sequencing Program

Fountas and Pinnell Leveled Literacy Intervention

Lexia PowerUp Literacy

Reading Plus

Success for All

Sound Partners

The following evidenced-based practices were implemented:

Multi-sensory language instruction
Dialogic Reading
Guided Repeated Reading
Self-Regulatory Strategy Development
Summarization Strategies
Explicit vocabulary instruction
Systematic Phonological Awareness Training
Peer Assisted Learning Strategies (PALS)

Provide a summary of each evidence-based practices.

Evidence-Based Programs (EBPs)

Read 180:

Blended learning reading intervention program for students in grades 4-12.

System 44:

Intervention program targeting foundational reading skills for students in grades 3-12.

Achieve 3000:

Supplemental online literacy program that provides nonfiction reading content to students in grades preK–12; focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.

Enhanced Core Reading Instruction (ECRI):

Multi-tiered program (Tier 1 and Tier 2) that targets teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first, and second grade.

LETRS Professional Learning for Teachers:

Blended professional learning model for teachers to develop knowledge and application of effective language and literacy instruction.

Lindamood Phoneme Sequencing Program:

Intervention program that teaches students the oral-motor movements of phonemes and to verify the identity, number, and sequence of sounds in words.

Fountas and Pinnell Leveled Literacy Intervention:

One-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2.

Lexia PowerUp Literacy:

Adaptive, blended learning model that provides explicit, systematic instruction to address gaps in foundational literacy skills.

Reading Plus:

Web-based literacy program for grades 3-12 that includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation.

Success for All:

K-5 reading curriculum that focuses on phonemic awareness, phonics, comprehension, and vocabulary development, beginning with phonetically-controlled mini-books in grades K-1.

Sound Partners:

One-to-one tutoring program that uses paraprofessionals as tutors. Students receive tutoring 30 minutes a day, 4 days a week, for 18-20 weeks focusing on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts.

Evidenced-Based Practices

Multi-sensory language instruction:

The use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of language.

Dialogic Reading:

The process of having a structured dialogue with children about the text they are reading.

Guided Repeated Reading:

Reading fluency intervention in which students orally read a single passage multiple times (with error correction) in order to reach a certain accuracy rate or criterion, or to complete a prescribed number of readings.

Self-Regulatory Strategy Development:

Intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills.

Summarization Strategies:

Strategies to help students determine the most important ideas in a text passage and to consolidate supporting details.

Explicit vocabulary instruction:

Vocabulary instruction that provides students with both definitional and contextual information about a word, offers multiple exposures to the word, and engages students in active practice that fosters deep processing about a word's meaning and use.

Systematic Phonological Awareness Training:

Various activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration.

Peer Assisted Learning Strategies (PALS):

Peer-Assisted Learning Strategies (PALS) is a peer-tutoring instructional program that supplements the primary reading curriculum. Two pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

Although schools reported using evidenced-based programs and evidenced-based practices, the data indicated there was minimal impact on the SiMR. It is evident that there needs to be changes to teacher/provider practices which include targeted and systematic approaches to address literacy issues based on the Science of Reading. In order to impact the SiMR, it is necessary for the Department to provide multiple means of support for multiple groups across the tri-level system (e.g., CA leaders, school-level leaders, teachers, specialized providers, administrators, parents, advocates, etc.). To make a significant impact on student performance, the Department will focus its efforts on building knowledge in the identification of individual student needs and use of strategies and activities that address individual interventions. This includes a focus on training, use of the universal screener, data analysis, and development of specially designed instruction in the areas of language and literacy development.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

The data collected to monitor fidelity of implementation to assess practice change was inconsistent. There was minimal evidence on the use of assessment data to identify which component regarding language comprehension and word recognition is lacking and the root cause of the deficit. This should then drive the discussion and determination of the specific intervention or EBP to address student specific language and literacy needs. In addition, observation checklists were used sporadically and therefore did not yield reliable data to assess teacher practice change to improve student academic performance. Therefore, in the next FFY, the Department will focus its efforts on providing effective teacher support such as coaching to ensure teachers understand how to assess, determine specific literacy needs, identify the appropriate EBP, and implement it to fidelity. This systemic approach should result in change in teacher practices which includes on-going data collection, use of evidence practices and changes in teacher/provider practices as a result of the intervention.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

NA

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

The next steps for each evidence-based practice is that data will be collected by the participating Language and Literacy Initiative Literacy Coaches on foundational language and literacy skills. Activities will include training in the Science of Reading, analysis of data to determine what area of reading instruction needs to be targeted in instruction, development of specially designed instruction and observation of teacher practices. The anticipated outcome is that Literacy Coaches will demonstrate implementation fidelity of 90% or better on the EBPs aligned to the Science of Reading prior to conducting classroom teacher observations. Implementation fidelity of effective language and literacy instruction, and effective coaching strategies are core components of the Language and Literacy Initiative's evaluation plan. Additional data will be collected to measure the following anticipated short term outcomes for the next reporting period as follows:

Short Term Outcomes (FFY 2022)

- Increased knowledge of effective language and literacy instruction and assessment for the Literacy Coaches.
 - Data Source: Pre-Post LETRS Assessments, LETRS formative assessments
- Increased Literacy Coaches understanding of effective coaching strategies.
 - Data Source: Coaching Strategies Assessments

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

NO

If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.

Although schools reported using evidenced-based programs and evidenced-based practices, the data indicated there was minimal progress, a 2.99% increase from the 2014 baseline of 8.33% to 11.32% (FFY 2021) over a seven year period. To make a significant

impact on student performance, the Department will focus its efforts on building knowledge of the Science of Reading and fidelity of implementation of EBPs. Activities, strategies and timelines will include the implementation of the Language and Literacy Initiative (LLI). There is strong evidence when young preschool age children are provided with appropriate oral language and literacy interventions, reading and writing challenges are minimized. Therefore, the SiMR will be expanded to include all LLI cohort students.

In order to assist teachers/service providers to deliver appropriate and targeted interventions, the assessment tool will be switched from the Smarter Balanced Assessment to universal screening tools. PD will include the systematic collection of universal screening data and using data to determine the areas of language and literacy instruction that needs to be targeted in order to develop specially designed instruction. The ESB will expand the LLI to ultimately provide this targeted support for all 15 CAs within the next five years. Therefore the SSIP will be modified in FFY 2022.

Language and Literacy Initiative (LLI) Description

LLI is a cohort program where dedicated Literacy Coaches participate in a two year training focused on language and literacy instructional practices, identification of areas of need based on assessment data and coaching. After the Literacy Coaches have demonstrated implementation fidelity, they will be prepared to observe and train their CA elementary teachers. Additionally, In order to increase understanding and application of evidence-based language and literacy instruction the CA elementary teachers will complete the Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning curriculum*, the Lively Letters™ which is a supplemental evidence based program designed to address the language and literacy needs of a wide range of PK-2 students with learning differences, receive embedded coaching, and ongoing individualized classroom support from the Literacy Coaches. Professional learning will be based upon extant research on effective professional learning (Darling-Hammond, Hyler, Gardner, 2017) and will be monitored and evaluated using coaching fidelity tools developed by the National Center for Systemic Improvement.

By implementing evidence-based language and foundational literacy strategies with fidelity, improving parent and child language and literacy interactions, and establishing a sustainable system to achieve this, it is intended there will be improved student proficiency on language and literacy assessments. Assessments, observations, and fidelity checklists will be used to evaluate teacher performance and expected outcomes for the new SiMR population.

LLI Implementation Timelines

FFY 2021:

The ESB reviewed applications for the LLI submitted by CAs. A total of four CAs were selected to participate in the LLI Cohort 1. The four Literacy Coaches, one per CA were hired at the end of FFY 2021. During FFY 2021, the ESB planned for the rollout of the LLI in Fall of 2022.

FFY 2022:

The Department will provide PD to the Literacy Coaches on the following:

- How to implement the LETRS curriculum which includes EBPs on language and literacy.
- How to provide job-embedded coaching and effective collaboration between coaches (resource teacher/SLPs) and teachers.

FFY 2023:

- The new SSIP baseline data will be established. The data source is universal screener data (Fall, Winter, Spring) of students who are attending the LLI Cohort 1 CA elementary schools.

The Department will provide PD to the Literacy Coaches on the following:

- Improving parent engagement and the use of resources to support reading at home and encourage the use of language and literacy activities in daily activities.
- Conducting analysis of universal screener/assessment data, selection of intervention targets and development of specially designed instruction.
- How to implement "Lively Letters" an evidence based supplemental program that addresses the critical elements needed to acquire reading and spelling skills.

Cohort 1: Training and observations will be to the selected CA elementary schools. It is anticipated that each CA will have at least two participating schools where the Literacy Coaches will provide the following:

- LETRS curriculum training to their complex area elementary school teachers (teachers).
- Coaching to the teachers which includes data analysis, selection of appropriate interventions, provision of specially designed instructions, modeling, and feedback.
- Conduct classroom observations to ensure teachers are implementing EBPs to fidelity.
- Parent training regarding how to use literacy resources and/or embed language and literacy strategies into naturally occurring daily activities.
- Training on Lively Letters supplemental program to address individual students' needs.

- The ESB will review applications for the LLI submitted by CAs. A total of four additional CAs will be selected to participate in the LLI Cohort 2. The four Literacy Coaches, one per CA will be hired at the end of the end of FFY 2023.

FFY 2024

Cohort 1: Training and observations will be provided to all CA elementary schools. The Literacy Coaches will continue to provide the following:

- LETRS curriculum training to their complex area elementary school teachers (teachers).
- Coaching to the teachers which includes data analysis, selection of appropriate interventions, provision of specially designed instructions, modeling, and feedback.

- Conduct classroom observations to ensure teachers are implementing EBPs to fidelity.
 - Parent training regarding how to use literacy resources and/or embed language and literacy strategies into naturally occurring daily activities.
 - Training on Lively Letters supplemental program to address individual students' needs.
- Cohort 2: The Department will provide the same PD to the Literacy Coaches as indicated in FFY 2022.
 Note: For system change, the ESB will review implementation data, conduct on-going analysis, and make adjustments as needed. It is anticipated that this cycle will repeat until all 15 CA participate in the LLI. It is anticipated that there will be four Cohorts to achieve this.

Data Sources:

- Effective teacher implementation of evidence-based language and literacy instruction and assessment.
 - Data Source: Formal Observations, LETRS application activities
- Teacher alignment of instructional strategy with discrete student needs.
 - Data Source: Formal Observations
- Effective implementation of coaching strategies to improve teacher practice.
 - Data Source: NCSI Coaching Fidelity Assessment
- Improved teacher efficacy and beliefs as evidenced by Improved reading proficiency rates
 - Data Source: Teacher efficacy survey, Third and Fourth grade Universal Screener data (Fall, Winter, Spring) of students in Language and Literacy Initiative CAs

Section C: Stakeholder Engagement

Description of Stakeholder Input

The primary mechanism the Department uses to solicit broad stakeholder input on the SPP/APR targets is through monthly meetings with SEAC and District Educational Specialists using the Leading by Convening framework. The Department participates in quarterly transition meetings with outside agencies where data on Indicators 13 and 14 are shared and feedback on improvement activities is collected. In addition, the Department participates in the Community Children's Councils meetings to engage its members statewide. Annually, in addition to the monthly meetings, the Department and SEAC co-host a culminating meeting on SPP/APR indicators prior to the submission of the Department's SPP/APR. At the culminating meeting, the Department, in partnership with SEAC, invites a broader group of stakeholders to participate. The Department leveraged the expertise of these stakeholders, with their breadth and depth of knowledge, to help inform the development of the FFY 2021 SPP/APR and solicit improvement activities to increase outcomes for our students with disabilities.

The Department uses a standard process across all compliance and results indicators to solicit broad stakeholder input on the final review of SPP/APR indicators. The process includes capacity-building, as it allows the diverse groups of stakeholders to learn about each indicator and review the data prior to providing input. Stakeholders are engaged in the following activities:

- Review indicator data since the establishment of the baseline and determine the Department's progress and/or slippage.
- Compare the Department's performance to the targets.
- Discuss current strategies of improvement.
- Solicit additional ideas for improvement strategies and the development of implementation activities.
- Share out with all stakeholders and receive additional feedback.

In FFY 2021, the Department met with SEAC leadership, and through continuous discussions along the year, it was determined to prioritize stakeholder input on Indicator 13 due to Hawaii's low performance data on this indicator. On November 18, 2022, SEAC and the Department decided to allocate one third of the meeting time to Indicator 13. The Department presented Indicator 13 data since the establishment of the new baseline, including the breakdown of the data across the 8 components of Indicator 13 requirements utilizing the National Secondary Transition Technical Assistance Center (NSTTAC)/National Technical Assistance Center on Transition: The Collaborative (NTACT:C) Indicator 13 Checklist Form B). After the review of the data, the Department engaged stakeholders in soliciting input on improvement strategies, and a few positive outcomes were shared. In addition, during the November 18, 2022 meeting, SEAC and the Department determined that the December 9, 2022 SEAC meeting would be dedicated to a culminating SPP/APR meeting where a broad group of stakeholders would be invited to participate. SEAC and the Department prioritized which indicators they would engage in utilizing the standard capacity-building process (described above) to provide input. Please see this link for the November 18, 2022 agenda: <https://seac-hawaii.org/wp-content/uploads/2022/11/11.18.22-SEAC-Agenda-Page-1-2.pdf>

On December 9, 2022, the Department and SEAC met for the culminating SPP/APR meeting. The Department and SEAC invited a broader and diverse group of stakeholders to participate. For a copy of the invitation, please see this link: <https://drive.google.com/file/d/1DEOmioMcTPv7v6PTDvtzeYkbQL0rhaXr/view?usp=sharing>. For a copy of the materials that were used during this meeting, please visit the Department's website at: <https://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Special-Education-Performance-Report.aspx> and SEAC's website at: <https://seac-hawaii.org/spp-apr-resource-page/>.

In summary, the Department considers the broad input from a diverse group of stakeholders critical to both accountability and decision-making to have genuine and relevant stakeholder engagement. The Department continues to partner with stakeholders to expand both community outreach and engagement opportunities.

Below is a description of key stakeholder groups engaged in the FFY 2021 SPP/APR feedback process and also on other special education related matters.

State Advisory Panel – SEAC

The SEAC is the State-established advisory panel and serves as an advisor to the state-level special education staff regarding the education of all children with disabilities. Membership for our SEAC is an appointment of the Superintendent. The membership is representative of the State population and composed of individuals involved in or concerned with the education of children with disabilities. The majority of members are individuals with disabilities or parents of children with disabilities (ages birth through 26). In the SEAC monthly meetings, family, community, and Department partners come together to address the group's special education priorities. This is done by sharing information, hearing community concerns, and addressing actions for improvement. Meeting agendas and minutes, along with other family resources, can be found on the SEAC website at <https://seac-hawaii.org/>.

SPIN

The SPIN is co-sponsored by the Disability and Communication Access Board and the Department. The Department has a long-standing memorandum of agreement with the Hawaii State Department of Health to fund SPIN to provide support to SEAC. In addition, the SPIN provides training and technical assistance to parent(s)/legal guardian(s) of students with disabilities. This includes the development and maintenance of an informational website and other materials, an annual parent conference, and availability to answer questions from parents via a telephone hotline. The SPIN is guided by an advisory committee made up of parents, professionals, and persons with disabilities and works with the Department to support students and families. Additional information can be found on the SPIN website at <https://spinhawaii.org/>.

CCCs

The CCCs serve children and families including those with disabilities and mental health needs through collaborative partnerships. The CCCs, led by parent and professional co-chairs, provide assistance to families in coordinating educational and community support and services for their children with disabilities. The CCCs are composed of 17 councils across the state representing each CA's geographic community. Given this structure, the CCCs are an effective venue for the Department to reach the broad and diverse communities across all islands. Additional information can be found on the CCCs website at <https://www.hawaiipublicschools.org/ParentsAndStudents/SupportForParents/Pages/CCC.aspx>.

LDAH

The LDAH is a nonprofit organization working to support and educate parents, families, and professionals to meet the needs of children and youth (ages birth through 26) with any disability. As a Parent Training and Information Center, LDAH and its partners provide information and referral, mentoring and advocacy, and education and training to parents and family members of children with disabilities and the professionals who serve them. Additional information can be found on the LDAH website at <https://ldahawaii.org/>.

DD Council

The DD Council engages communities in advocacy, capacity-building, and systemic change activities that are consistent with the policy in the federal law. The DD Council promotes self-determination for individuals with developmental disabilities and their families by contributing to a coordinated and comprehensive service system that is person-centered and family-directed. Additional information can be found on the DD Council website at <https://hiddcouncil.org/>.

December 9, 2022, the Department in collaboration with SEAC members held a stakeholder engagement meeting where the members reviewed the SSIP improvement strategies, discussed the Language and Literacy Initiative and the UH-Manoa Reading Intervention program. Professional development on language and literacy efforts were also discussed. Current SiMR data was reviewed and input was given on adjusting the SiMR assessment tool from the Smarter Balanced Assessment to universal screeners and expanding the target population to include all eligibility categories.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

The ESB has implemented a variety of strategies to engage Indicator 17 stakeholders during FFY 2021. The ESB has solicited feedback and recommendations from CA DESs in the development of professional learning materials. In addition, to better communicate with classroom teachers, the ESB has created weblinks for several of its programs containing resources and materials to support teachers. The ESB has actively participated in activities of SPIN (parent organization) including participating in their conference planning and facilitating several conference sessions. Members of the ESB also presented at the Pac RIm conference, engaging with the larger disability community.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

Some concerns were raised by our stakeholders during our engagement activities. Stakeholders expressed concern about the assessment tool (Smarter Balanced Assessment) we are currently using to measure the SiMR. Many stakeholders feel that a summative, high-stakes, standardized assessment is not able to capture granular growth of students over time. Other stakeholders shared concerns that not all students are being provided with the explicit phonics instruction needed to improve outcomes in foundation literacy skill. Another concern that was raised by our stakeholders was the need to increase family engagement in school and complex area literacy events.

To address the concerns raised about the lack of explicit phonics instruction for all students, the ESB is providing targeted support and training in explicit language and literacy instruction through our Language and Literacy Initiative. To address the concerns raised about insufficient family engagement in school and complex area literacy activities, the ESB is exploring the provision of virtual events that may be more accessible for families.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

The ESB will continue to collaborate with the Office of Curriculum and Instructional Design (OCID) on their initiatives to provide professional learning on effective language and literacy instruction for all elementary students, including students that comprise the SiMR population. The Department will continue to fund IDEA ARP grants for specific CAs. These grants were developed to support CAs in providing professional learning on effective language and literacy instruction, or to purchase evidence-based supplemental literacy intervention programs.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

The Department's OCID LETRS initiative is ongoing. Expected outcomes of this initiative include improved teacher knowledge and application of effective reading instruction and improved student ELA proficiency. The IDEA ARP funds were released to CAs in Spring 2022. These grants will be funded for three years. Outcomes and activities are dependent upon CA proposals but are expected to support improved ELA proficiency of SWDs in alignment with funding proposal criteria.

Describe any newly identified barriers and include steps to address these barriers.

The Department continued to face staffing shortages for special education teachers and related service providers. The ESB collaborated with the Induction and Mentoring Department to support special education teachers and prevent high attrition rates of special education teachers. The ESB recognized that many special education teachers needed more training on providing intensive reading interventions for struggling readers. To address this issue, the ESB collaborated with the University of Hawaii-Manoa to create a Reading Interventionist Certification program.

Provide additional information about this indicator (optional).

NA

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions