



JUL 11 2013

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

July 10, 2013

Ms. Ivalee Sinclair, Chair  
Special Education Advisory Council  
919 Ala Moana Blvd., Room 101  
Honolulu, HI 96814

Dear Chair Sinclair:

On July 1, 2013, the Hawaii State Department of Education (Department) received the Special Education Advisory Council (SEAC) Annual Report for School Year 2012-2013. The Department appreciates SEAC's shared commitment to improving the educational outcomes for all students with disabilities. SEAC's strength as a broad based constituency group provides valuable input to the Department as we embark on educational reforms that achieve the goals set forth in the Department's Strategic Plan, and promote college-and-career readiness and post-school success for all students. The Department also looks forward to SEAC's continued support and contributions as we redesign key areas of the Department's implementation of IDEA requirements.

The Acting State Director of Special Education, Shari Dela Cuadra-Larsen, will be the point-of-contact for ongoing collaboration on behalf of the Department. As such, the State Director of Special Education is tasked with relaying priority focus areas identified by the Department's leadership to which SEAC can be most instrumental in providing recommendations for implementation. We will take into consideration information provided in the SEAC Annual Report. The priority focus areas will be shared during the SEAC Meeting in August 2013. In order to make informed recommendations for the priority focus areas, the State Director of Special Education is also tasked with providing SEAC members with context via presentations by Department staff regarding the Department's initiatives. Further, at SEAC's request, the State Director of Special Education will be able to facilitate a discussion with the Board of Education members, or individuals from various offices within the Department.

It is my understanding that you and the State Director of Special Education are developing the processes for information sharing and continued collaboration. Thank you for your continued commitment to providing a free appropriate public education for all students with disabilities in Hawaii. Should you have any questions, please contact Shari Dela Cuadra-Larsen, Acting Director, at (808) 586-3428 or [shari\\_dela\\_cuadra@notes.k12.hi.us](mailto:shari_dela_cuadra@notes.k12.hi.us).

Very truly yours,

A handwritten signature in black ink, appearing to read "K. Matayoshi", written over a horizontal line.

Kathryn S. Matayoshi  
Superintendent

KSM:cwj

c: Ronn Nozoe, Deputy Superintendent  
Shari Dela Cuadra-Larsen, Acting Director, Special Projects, Office of Deputy Superintendent

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

**SPECIAL EDUCATION ADVISORY COUNCIL**

**SCHEDULE OF MEETINGS  
2013-2014 SCHOOL YEAR**

August 9, 2013

September 13, 2013

October 11, 2013

November 8, 2013

December 13, 2013

January 10, 2014


February 14, 2014

March 14, 2014

April 11, 2014


May 9, 2014

June 2014  
No meeting



## **Department of Education's Report for August 2013 SEAC Meeting**

Leila Hayashida, Acting Assistant Superintendent, OCISS  
Lyndsay Pinkus, Deputy's Chief of Staff  
Shari Dela Cuadra, Acting Director, Special Projects



### **Agenda Items for DOE Report**

1. Superintendents' Priorities for the 2013-14 SY
2. Big Picture: OSEP Leadership Conference, RDA, and SSIP (Indicator 17)
3. Update on ESEA Waiver Implementation
4. SPIN/SEAC Contract
5. Update on Request for Notice to Parents Re: Adverse Events

## Priorities for the 2013-2014 School Year

Letter from Superintendent Matayoshi

To: SEAC Chairperson and Members

Dated: August 5, 2013

- Provided brief description of Department's initiatives (will be discussed in ESEA Waiver info)
- Two Activities Requested of SEAC

3

## Priorities for the 2013-2014 School Year

Activities (page 2 of letter)

### **1. Response to Focus Areas**

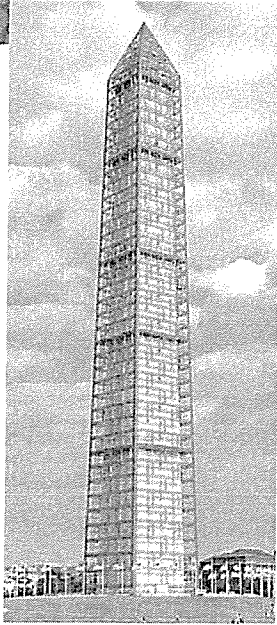
- List of parent and community groups, and differences among and between groups.
- Recommendations for how the Department can reach out to new parents.

### **2. Feedback from Presentations**

- Department will provide information regarding Department initiatives and plans.
- Goal: Informed advisory + feedback

4

## OSEP Leadership Conference, RDA, & SSIP



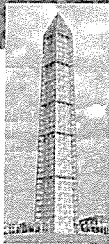
*"We're in the midst of building something better and stronger."*

OSEP Leadership Conference plenary presentations & materials available at:

<http://leadership-2013.events.tadnet.org/>

5

## OSEP Leadership Conference, RDA, & SSIP



### Results Driven Accountability Components

- SPP/APR measures results and compliance
- Determinations reflect State performance on results & compliance
- Differentiated monitoring and technical assistance supports improvements in all States.

6

## OSEP Leadership Conference, RDA, & SSIP

FFY 2004 to FFY 2012	FFY 2013 to FFY 2018
B1. Graduation Rates	B1. Graduation Rates
B2. Dropout Rates	B2. Dropout Rates
B3. Participation and Performance on Statewide Assessments	B3. Participation and Performance on Statewide Assessments
B4. Suspensions/Expulsions	B4. Suspensions/Expulsions
B5. School-age Settings	B5. School-age Settings
B6. Pre-school Settings	B6. Pre-school Settings
B7. Pre-school outcomes	B7. Pre-school outcomes
B8. Parent Involvement	B8. Parent Involvement
B9. Disproportionality – Special Ed. Identification	B9. Disproportionality – Special Ed. Identification
B10. Disproportionality – Six disabilities	B10. Disproportionality – Six disabilities
B11. Child Find (timeline for initial evaluation)	B11. Child Find (timeline for initial evaluation)
B12. Transition C to B	B12. Transition C to B
B13. Post Secondary Transition	B13. Post Secondary Transition
B14. Post School Outcomes	B14. Post School Outcomes
B15. General Supervision	Eliminated: Correction of noncompliance still applicable
B16. Written Complaints Resolved Within Timeline	Eliminated: Table 7 of Section 618
B17. Due Process Hearing Requests Adjudicated within timeline	Eliminated: Table 7 of Section 618
B18. Resolution Session Settlement Agreements	B15. Resolution Session Settlement Agreements
B19. Mediation Agreements	B16. Mediation Agreements
B20. Data (timeliness and validity)	Eliminated: OSEP calculates
	B17. State Systemic Improvement Plan

Table from: WRRRC, Cesar D'Agord

## OSEP Leadership Conference, RDA, & SSIP

### S-SIP – Requires focus on improving results

Year 1 - FFY 2013 Delivered by Feb 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-FFY2018 Feb 2017- Feb 2020
<b>Phase I</b> The foundation of the improvement plan <ul style="list-style-type: none"> <li>• Data Analysis;</li> <li>• Identification of the Focus for Improvement;</li> <li>• Infrastructure to Support Improvement and Build Capacity;</li> <li>• Theory of Action</li> </ul>	<b>Phase II</b> The implementation of the plan <ul style="list-style-type: none"> <li>• Infrastructure Development;</li> <li>• Support for Implementation of Evidence-Based Practices;</li> <li>• Evaluation Plan</li> </ul>	<b>Phase III</b> Evaluation and Revisions to the Plan <ul style="list-style-type: none"> <li>• Results of Ongoing Evaluation</li> <li>• Revisions to the SPP.</li> </ul>

Table from: WRRRC, Cesar D'Agord

## OSEP Leadership Conference, RDA, & SSIP

### S-SIP – Phase I

1. **Data Analysis** - How the State identified and analyzed key data, including data from SPP/APR indicators, to determine the areas for improvement.
2. **Focus for Improvement** – How did the data analysis lead to identification of the improvement outcome?
3. **Infrastructure to Support Improvement and Build Capacity** – How the State analyzed its capacity to support improvement and build capacity to implement, scale-up, and sustain evidence-based practices to improve results. (Governance, fiscal, quality standards, PD, data capacity & accountability.)
4. **Theory of Action** – “IF, THEN” – describe the changes in the State system that must occur to achieve the State-identified, measurable improvement.

Form: OSEP Presentation on RDA, available at: <http://leadership-2013.events.tadnet.org/>

## OSEP Leadership Conference, RDA, & SSIP

### S-SIP – Phase I

#### What is the role of SEAC members in Phase I?

*USDOE informed states that stakeholder input is key!*

1. Data Analysis
2. Focus for Improvement
3. Infrastructure to Support Improvement and Build Capacity
4. Theory of Action

## Update on ESEA Waiver Implementation

# Performance System

*Hawaii's New School Accountability and Improvement System*

## Other Updates

- **SPIN/SEAC Contract**
  - Renewed existing MOA; contract ends 12/27/13
  - Deputy Superintendent Nozoe wants to engage stakeholders in visioning services and support in the 21<sup>st</sup> century, and develop an agreement for the rest of the school year and beyond.
- **Update on Request for Notice to Parents Re: Adverse Events**
  - Confirming proposed documents.
  - Next steps: will vet within DOE and stakeholders.



# STRIVE HI

## Performance System

*Hawaii's New School Accountability and Improvement System*

Lyndsay Pinkus

Chief of Staff, Deputy Superintendent

SEAC Meeting - August 9, 2013

## Hawaii's Strategic Plan Sets the Vision



A clear vision for success **grounded in college and career readiness** that establishes a **culture of reflection and improvement** at every level of the system:

- Clear, high **expectations** for students, staff, and schools
- A commitment to using **best tools available** to measure student, staff, and school progress and provide actionable data to stakeholders
- A commitment to provide **customized support** to students, staff, and schools to ensure they succeed in meeting those goals

## USED Approves HI ESEA Flexibility Application & Approves Strive HI Performance System

- Federal NCLB accountability system was outdated, ineffective, and out of sync with Hawaii's Strategic Plan
- USED provided states an opportunity to design a new accountability and improvement system to replace the outdated and increasingly problematic components of the No Child Left Behind Act.
- Hawaii seized opportunity, and with stakeholder input, designed Strive HI Performance System to align with the Strategic Plan and meet needs of Hawaii's students, educators, and schools.
- USODE approval of Hawaii's proposal on Monday, 5/20
- Implementation will begin for School Year 2013-14.

3

## Strive HI Performance System replaces components of NCLB accountability system

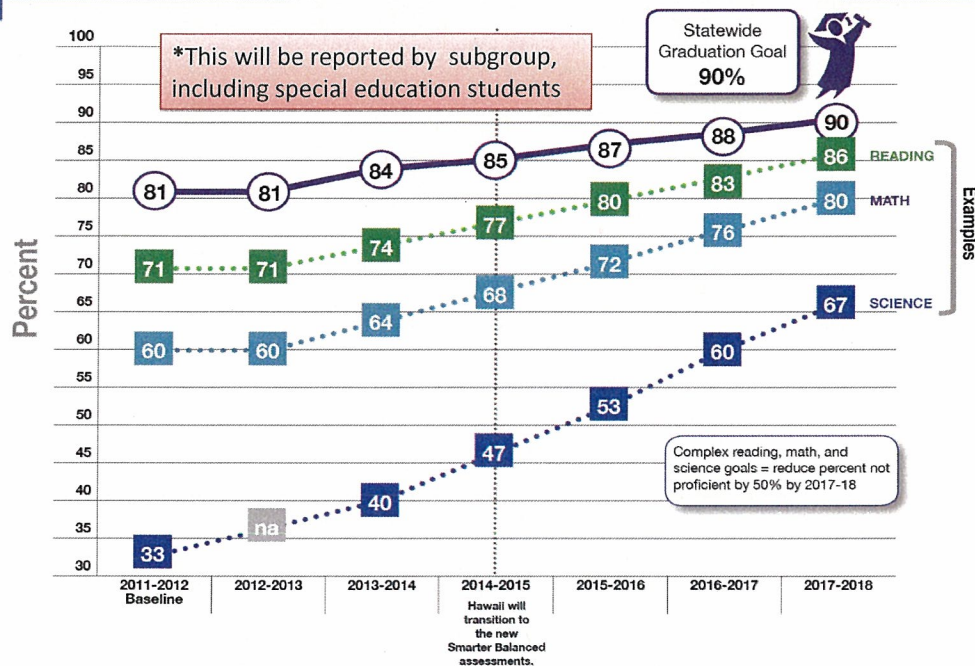
	No Child Left Behind (2002-2012)	Strive HI Performance System (2013 - )
Who designed the system?	The <u>federal government</u> designed the system based on an outdated approach to school reform	<u>Hawaii stakeholders</u> designed the system to align to the BOE/DOE State Strategic Plan's 2012 vision of success
What is the system's focus?	<u>Proficiency</u> in reading and math	<u>Readiness for college and careers</u>
How is school performance measured?	<u>Adequate Yearly Progress (AYP)</u> measures school performance based mostly on one test, the Hawaii State Assessment (HSA) <u>reading and math scores</u> in grades 3-10	The <u>Strive HI performance Index</u> measures school <u>performance and progress, using multiple measures</u> of student achievement, growth and readiness for success after high school, including: HSA reading and math scores; end-of-course science assessments; chronic absenteeism; 8 <sup>th</sup> and 11 <sup>th</sup> grade ACT scores in reading, English, math and science; high school graduation rates; and college enrollment
How are school performance targets set?	All schools are held accountable to meeting <u>one national, aspirational target</u> , regardless of current challenges	Each school is held accountable to meeting <u>ambitious and attainable goals that are customized</u> to each school complex (a high school and its feeder schools), based on current performance
Which students are schools held accountable for?	All schools are held accountable for the performance of <u>student subgroups that do not fully reflect Hawaii's student population</u>	All schools are held accountable for the performance of <u>all of Hawaii's students</u> and student subgroups that reflect the state's student population
How are schools supported for improvement?	Schools are required to use <u>federally-designed, one-size-fits-all interventions</u>	Based on the <u>5 Strive HI Steps</u> , schools receive customized rewards, support and interventions that have proven successful in Hawaii's schools

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## New Goals & Targets

*aspiring to Strive HI with ambitious and attainable goals*



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## Strive HI Performance Index

*multiple measures to understand school performance and progress*

Schools receive a total score out of 400 points

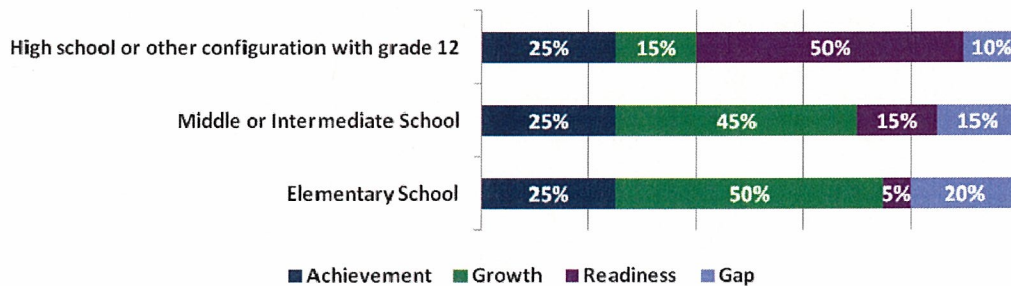
ACHIEVEMENT (0-100 PTS)		Reading (0-40 pts)	Math (0-40 pts)	Science (0-20 pts)
GROWTH (0-100 PTS)		Reading (0-50 pts)		Math (0-50 pts)
READINESS (0-100 PTS)	ELEM	Chronic Absentee Rate (0-100 pts)		
	MIDDLE	8th Grade ACT (0-100 pts)		
	HIGH	11th Grade ACT (0-45 pts)	On-Time Graduation Rate (0-50 pts)	College-Going Rate (0-5 pts)
ACHIEVEMENT GAP (0-100 PTS)		Gap between high needs students and non-high needs students (current year) (0-50 pts)		Reduction in gap between high needs students and non-high needs students (multi-year) (0-50 pts)

Special education students are included the "high-needs" student group

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# Strive HI Performance Index Weights

*Weighting indicators appropriately based on K-12 spectrum*



7

## Strive HI Steps

*targeting proven rewards and supports to schools*

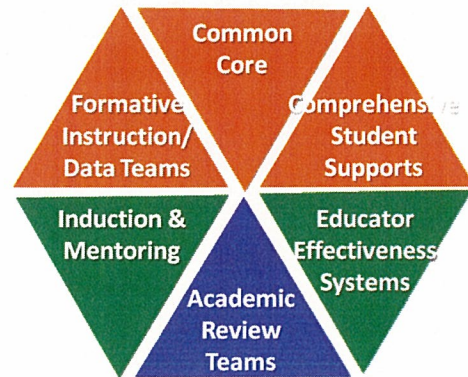
Based on Index, schools are placed on a Step.

		STATE INTERVENTIONS AND INVOLVEMENT
(1) RECOGNITION	<b>TOP 5% OF SCHOOLS</b> Only the highest-performing and highest-growth schools in achievement, graduation rates, and achievement gaps are eligible.	Very Low
(2) CONTINUOUS IMPROVEMENT	<b>MAJORITY (75-85%) OF SCHOOLS</b> Remainder of schools following identification of Priority, Focus, and Recognition Schools	Low
(3) FOCUS	<b>NEXT LOWEST 10% OF SCHOOLS</b> Low achievement, low graduation rates, or large within school achievement or graduation rate gaps	High
(4) PRIORITY	<b>LOWEST 5%</b> Persistently low achievement, persistently low graduation rates, or schools in School Improvement Grants (SIG) Program	Very High
(5) SUPT'S ZONE	Deputy Superintendent, as Chief Academic Officer, designates a subset of Priority schools into Superintendent's Zone based on persistent inability to meet performance targets over time.	Extremely High

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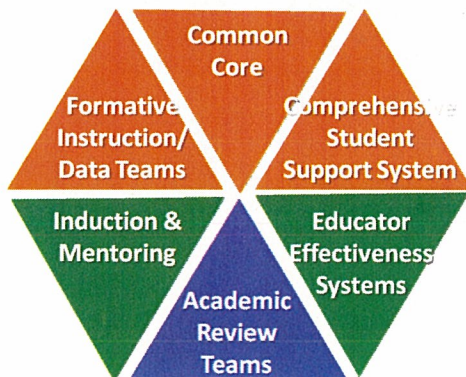
# Improvement Strategies



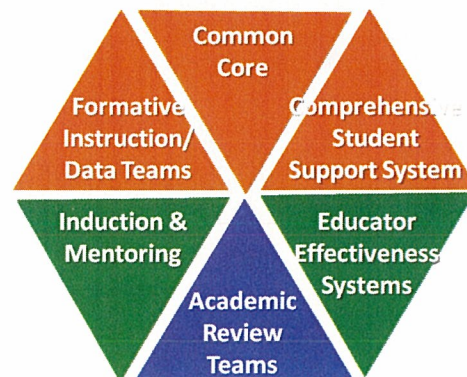
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# Support Structure

State Support Team



Complex Area Support Team





## **Potential Items for Future Briefings and Collaboration**

- The 6 Priority Strategies
- Results of the Strive HI system
  - ✓ School View Data Portal
- Common Core parent & community outreach and public campaign

11



## **Q&A**

12