



**American Samoa Part B**  
**State Systemic Improvement Plan**  
**Phase III Report – Year 4**

**March, 2020**

# American Samoa State Systemic Improvement Plan Phase III, Year 4

## INTRODUCTION

### **Section A: Summary of Phase III Year 4**

This submission describes the fourth year of implementation of American Samoa Department of Education, Special Education Division's State Systemic Improvement Plan (SSIP). Please note, on this report American Samoa, the Division, and Special Education are used interchangeably to describe the American Samoa Department of Education, Special Education Division, and may also be described in the first person.

American Samoa will describe the implementation of its evaluation plan as organized in the following components: progress in implementing the SSIP, data on implementation and outcomes, data quality issues, progress toward achieving intended improvements and plans for next year.

These components are inter-connected, therefore there will be some overlap and cross-citation as this report describe activities American Samoa implemented and are in alignment with the theory of action described in the reports of Phases I and II as well as Phase III Years 1, 2 and 3 of the SSIP.

*American Samoa's SIMR is to increase the percentage (%) of students with disabilities who will be proficient in reading as measured by Standard Base Assessment (SBA) in the third grade (3<sup>rd</sup> grade) on the three pilot schools that are implementing the Dual Language Program for students with disability.*

As explained in Phase II, the baseline and targets were established with the help of our stakeholders. The baseline was set in school year 2014-2015 when the SIMR was at 0%. For school year 2015-2016 the target was at 1% with our SIMR performance at 50%. The target for school year 2016-2017 was at 2% with SIMR performance was 0%. In SY 2017-2018 the target was set at 3% and our SIMR performance was 0%. In SY 2018-2019 the target was 4% and the SIMR performance was 69.2%.

**Table A1: American Samoa Part B SSIP SIMR Data, SY 2014-2015 to SY 2018-2019**

<b>Baseline SY 2014- 2015</b>	<b>Target SY 2015- 2016</b>	<b>Target SY 2016- 2017</b>	<b>Target SY 2017- 2018</b>	<b>Target SY 2018- 2019</b>	<b>Target SY 2019- 2020</b>
<b>0%</b>	<b>1%</b>	<b>2%</b>	<b>3%</b>	<b>4%</b>	<b>5%</b>
<b>Proficient</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>	<b>69.2%</b>	
<b>Basic</b>	<b>83.3%</b>	<b>50%</b>	<b>87.5%</b>	<b>23.1%</b>	
<b>Below Basic</b>	<b>16.4%</b>	<b>50%</b>	<b>12.5%</b>	<b>7.7%</b>	

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Because the State Performance Plan (SPP) was extended for another year, American Samoa organized a stakeholders meeting to discuss the new targets for the SPP, including the target for the SSIP. Stakeholders reviewed data on all results indicators, including the SIMR of the SSIP, and provided input on the target for SY 2019-20, the last year of the current State Performance plan (SPP).

Phase III Year 4 of the SSIP implementation included another Plan Do Study Act (PDSA) activity, where American Samoa studied the SIMR data and all other data on progress of implementation of the SSIP. Looking at the SIMR only, we understand the small numbers of students generate variation on the SIMR, therefore we also used data from the implementation of the SSIP (dual language program data, fidelity checks, summary of previous SSIP evaluation data, questions they stakeholders had on student portfolios). The PDSA activities are documented on this report.

The learning taking place within the organization, the changes taking place on how American Samoa works with schools and with general education, the focus on outcomes for students with disabilities would not have been possible if it wasn't for the SSIP implementation. We implemented new structures, support staff is more engaged with the pilot schools and with individual special education teachers.

With this more structured approach American Samoa was able to surpass its target (4%) for SY 2018-2019 with a proficient level at 69.2% as shown on Table A1.

### **Key Milestones Achieved**

American Samoa and its stakeholders met its target for the SY 2018-2019. Progress on all milestones are reported on Section B. The following are some highlights of changes that impacted student outcomes, which American Samoa considers key milestones achieved through the SSIP implementation.

- American Samoa was able to scale up and add two more schools to its SSIP pilot program. Although these schools are not officially reported on this SSIP (not included in the SIMR) they are included in all SSIP activities in the last several months of this reporting period, including all SSIP stakeholder meetings. Since the Dual Language (DL) program is piloting 8 schools in which 3 schools are piloted by special education, we had a pool of five more schools to consider. To make a decision on what schools would join the SSIP Pilot Program, we looked at the IEP counts of each school for each level from K5-L3 (we were looking for larger schools that can include the largest possible number of students in the SSIP Pilot to improve data oscillations resulting from the small numbers of students in our SIMR population). We also considered the commitment of principals, resource specialists, and the parent involvement on the candidate schools in our decision-making process.
- The SIMR data shown on Table A1 indicates the SY 2018-2019 shows the highest proficient level since the implementation of the SSIP. During the SBA

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testing (statewide assessment) the core team collaborated with the OTEA (Office of Testing, Evaluation, and Accountability) as they followed up and organized make up test dates for students that did not participate on the original testing date. Although our small numbers result in data oscillations from year to year, these data reflect the amount of SSIP related work invested on these schools.

- Pilot school resource specialists, vice-principals, special education teachers and general education teachers participated in the 2019 Pacific Entities Learning Collaborative meeting held in Guam in October 2019 and brought back to American Samoa SSIP pilot schools valuable resources and new strategies.
- Pilot schools resource specialists, vice-principals, special education teachers and general education teachers participated in the NCSI Learning Collaborative meeting sponsored by OSEP in Phoenix, Arizona in December 2019. The participation of pilot schools staff on national meetings with experts and peers from across the nation helped them understand the context and importance of their work, as well as helping them apply new concepts in their classrooms.
- National Center for Systemic Improvement (NCSI) TA providers were on site in the early part of SY 2019-2020, facilitated an SSIP stakeholders meeting where the three pilot schools had a chance to discuss their progress and receive direct answers from their questions and feedback from their efforts.
- NCSI staff visited the three pilot schools and, together with American Samoa staff, interviewed Principals and school staff and reviewed IEP documents and the SSIP student portfolios.
- The American Samoa Department of Education extended the Five-Year Strategic Plan. Therefore, the Dual Language (DL) program, a key strategy for the SSIP, was also extended.

Besides information described on Section B of this report, these accomplishments are documented throughout this report, including testimonials from stakeholders and decisions made by suggestion or with support of stakeholders. Some of these recommendations are reported below as next steps, some are reported on the evaluation section, and some are reported on the stakeholder engagement section of the report.

### **Immediate Next Steps (Key Milestones to be Achieved)**

As mentioned in the key milestones achieved, the SSIP Core Team is already working with two new schools as part of its scaling up initiative. These new schools will eventually be part of the American Samoa SSIP (when their data will be included in the SIMR, and American Samoa will calculate a new baseline). The two new schools were invited and attended the last two SSIP stakeholder meetings and all other SSIP activities. The new schools are also being trained on the Dual Language program, the SSIP

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strategies and tools, and data collection procedures. To continue the scaling up of the SSIP Pilot schools is one of the key milestones to be achieved.

Please note that American Samoa will suspend school activities as a preventive measure to COVID-19. Although the Special Education Office will remain open, depending on how long the school closure remains in effect, the SSIP will be impacted directly because the Office of Testing, Evaluation, and Accountability is expected to suspend activities as well and all students, pilot schools included, will likely not be tested (statewide assessment, SBA) in the current school year (SY 2019-2020), which is the SIMR data for SSIP Phase III Year 5, the final year of the current SSIP period.

Below are some immediate next steps for the SSIP on Phase III Year 5, taking into consideration schools will likely close during the Coronavirus outbreak:

- The SSIP team will follow OSEP guidelines as presented on the “Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak” and any other updated guidelines.
- The SSIP team will share the OSEP guidelines and questions and answers document with the pilot schools (as well as all American Samoa schools).
- The SSIP core team will plan the SSIP next steps based on the guidelines and on anticipation of when schools reopen.
- The SSIP core team will visit the schools in the Pilot Program (SIMR) when schools re-open after the COVID-19 emergency closures end.

### **The State's evaluation plan is aligned to the theory of action and other components of the SSIP.**

The American Samoa Theory of Action is composed of strategies and activities subdivided into five strands: IEP Goals and Objectives, Professional development, Collaboration between Special and General Education, Parent support/involvement, and Monitoring and Accountability. While each activity within these strands will have some impact on improving the reading proficiency of students with disabilities (SIMR), the entire set of activities are included in the implementation of the SSIP.

American Samoa has designed a set of activities to improve its infrastructure and through that infrastructure build the support for schools' implementation of evidence-based practices. This involves professional development activities related to the DL program, with its set of recommended Evidence-Based Practices, and to improve the quality of IEP, specifically IEP goals and objectives.

Among the activities there are also proposed improvements to general and special education collaboration, improvements to parent/support and involvement, and monitoring and accountability. These strands of activities are mutually enhancing with the ultimate purpose of supporting schools in the implementation of evidence-based practices that will lead to improved reading proficiency for students with disabilities.

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American Samoa's goal for the SIMR is to increase the percentage (%) of students with disabilities who will be proficient in reading as measured by Standard Base Assessment (SBA) in the third grade (3<sup>rd</sup> grade) on the three pilot schools that are implementing the DL Program for students with disability. Therefore, one main focus of the evaluation is to evaluate the use of the DL program to improve the results for reading. The DL model is based on research, theory, and practices. The special education division has integrated the framework of the department to align with our DL plan to improve the SIMR. The Division is evaluating the infrastructure activities for the implementation of the DL Program as well as other activities that support the implementation of evidence-based practices.

### **The SSIP Phase III, Year 4 reports on the progress of the fourth year of the implementation of the SSIP.**

During Year 4 of the Implementation of the SSIP the American Samoa team and stakeholders have met all the SSIP timelines on all activities proposed in its infrastructure, as described on the evaluation table on page 8 of the Phase II plan. All activities are continually being implemented throughout the school year and are still on-going.

### **Evidence-based Practices that have been implemented to date**

The DL program continues to use and promote the following practices to impact student learning in the program.

#### **1) Teacher Training (quarterly and extended school year)**

- a. Train with DL strategies
- b. Use of first language to teach lessons

The DL program describes the times for medium of instruction from K-12<sup>th</sup> grade. For early years, K3-K5: 95% in Samoan and 5% in English, Level 1: 90% Samoan and 10% English, Level 2: 80% in Samoan, 20% in English, Level 3: 70% in Samoan and 30% in English.

#### **2) Thematic Units in Lesson Planning**

- a. Units based on ASDOE content standards and benchmarks for each level
- b. Integration of content areas

Foundational skills described in the ASDOE content standards and benchmarks on literacy are based on the building blocks of literacy- concepts of print, letter recognition, phonological awareness, phonics and phonemic awareness, fluency, vocabulary, and comprehension.

#### **3) Lesson plan formatted in Constructive Model**

- a. I do (Teacher Model)
- b. We do (Guided practice)
- c. You do (Individual practice)

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The DL program includes this modeling practice in their lesson plan booklets for teachers to follow.

### **4) Instructional Materials in Native Language**

- a. Unit and lesson plans in Samoan language
- b. Standards and benchmark book in Samoan language
- c. Curriculum Guide
- d. Reading materials (books, poems, nursery rhymes) in Samoan

These instructional materials have been disseminated to teachers of the 8 pilot schools (3 of these schools are the SSIP special education pilot program) and are currently using them during for lesson preparation and implementations.

### **5) Assessment in Pre-Post Testing**

- a. Vocabulary Tests in English and Samoan Language (Samoan English Picture Vocabulary Test-SEPVT, Samoan Picture Vocabulary Test-SPVT)
- b. Standard Based Test

The DL program has unit tests implemented by teachers to monitor progress of their students and which we started incorporating in the SY 2017-2018 with the “Individual Student Progress Data Portfolio and Teacher Learning and Teacher Support Assessment”.

### **6) Individual Student Progress Data Portfolio and Teacher Learning and Teacher Support Assessment**

In School Year 2017-2018 the student portfolios were implemented and continued in SY 2018-2019. Pre- and post-assessment and progress data were included in 56.5% of the individual student portfolios in Phase III Year 4 of the SSIP.

### **Brief overview of the year’s evaluation activities, measures and outcomes**

The Phase III Year 4 report is a progress report of the implementation of Phase III and continued to be organized around the formative and summative questions of the SSIP evaluation plan. All evaluation formative and summative questions, which are also organized in short- and long-term objectives, have been addressed and are explained in detail on the next section of this report.

### **Highlights of changes to implementation and improvement strategies**

A key change to implementation of the SSIP in Phase III Year 4 is the selection and inclusion of two new schools in the set of SSIP Pilot Schools. Although their data is not included on the SIMR of this SSIP period, school staff for these two new schools have been invited and are participating on all SSIP activities.

### **Section B: Progress in Implementing the SSIP**

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### 1. Description of the State’s SSIP implementation progress

#### 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.

American Samoa has implemented all of its 20 activities as planned and described in Phase II of the SSIP.

#### **Progress on Implementation of SSIP Activities (based on Formative Evaluation Questions)**

The following table shows the 20 planned SSIP activities (organized under the formative evaluation questions) for this school year. All activities are continually being implemented throughout the school year and are still on-going. The table describes the formative evaluation questions, extent to which activities were accomplished, outputs and outcomes for each activity. The table below only includes the updates on implementation during Phase III Year 4.

For a complete list of all activities implemented since the implementation of the SSIP (Phase III Years 1, 2 and 3), please follow the links to GRADS360 where you will located the previous reports: [Phase III Year 1](#), [Phase III Year 2](#), and [Phase III Year 3](#)

**Table B1. Implementation Progress**

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
1. Did the Dual Language Program provide training for teachers (regular and special education) to use the DL curriculum?	<p>This activity has been implemented as planned and is a continuing ongoing process. Below are the dates of the training events provided to the Pilot Schools.</p> <p>August 2019 at the Pilot Schools – ASDOE Teacher orientation.</p> <p>September 2019 at the Pilot Schools - DL team monthly visitation to schools.</p> <p>September 26, 2019 at the SPED office.</p>	<p>The DL team administered training for new and current teachers since the school year started. Both the Sped and Gen. Ed. teachers obtained and refreshed their knowledge on the DL Curriculum.</p> <p>After trainings, observations were made in the classrooms by DL staff throughout the</p>	<p>All 8 pilot schools participated in the curriculum training by the DL and continue to refresh, gain and acquire knowledge on the curriculum. Both GenEd &amp; SpEd teachers in the DL program were active participants of these trainings.</p> <p>Both GenEd and SpEd Teachers were present at training for testing materials as witnessing how to administer each test to students.</p>



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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
	<p>October 24- 25 2019 at the Pilot Schools - DL team monthly visitation to schools.                      November 19 2019 at the Pilot Schools - DL team monthly visitation to schools; DOE Conference room.                      January 2020 at the Pilot schools - DL team monthly visitation to schools.                      January 27, 2020 at the ECE Conference room.                      February 2020 at the Pilot schools - DL team monthly visitation to schools.                      March 2020 at the Pilot schools - DL team monthly visitation to schools.</p>	<p>school year to monitor teacher use of the curriculum in planning and instruction use.</p> <p>Curriculum of levels K5-3 has been established by DL. Office of Curriculum and Instructions (OCI) is responsible for translating the upper levels.</p>	<p>100% of the new teachers have been observed and received site coaching through directions of the implementation of the dual language approach.</p> <p>Challenges:                      Shortage of Teachers out in the schools especially with the lower levels.</p>
<p>2. Did the Dual Language Program provide training (regular and special education) to use lesson plan book?</p>	<p>This activity was implemented accordingly as planned with the following dates.</p> <p>September 2019, at the Pilot Schools.                      October 2019 at the Pilot Schools.                      November 2019 at the Pilot Schools.                      January 2020 at the Pilot schools.                      February 2020 at the Pilot schools.                      March 2020 at the Pilot schools.                      The timeline for this training has been met</p>	<p>Training for new teachers through observation, lesson demonstration, and site coaching at the school sites done by DL Team.</p> <p>Training Invitation was done through emails; visitation to principals and administrators; Program Directors to remind specialists and SpEd teachers to take part in these training.</p>	<p>Ongoing classroom visitation was done by DL team monitoring DL teachers on the use of lesson planning booklet which is included in the translated curriculum.</p> <p>Providing Teachers with resources and instructional materials for all new teachers and SpEd teachers.</p> <p>Preparation as issuing Materials in hard copies and the reset were given electronic copies via email (Standard Book,</p>

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
	and still an ongoing process.		<p>Unit and Lesson Plan Book, LSP template).</p> <p>DL Team also provide teachers an update research with regards to DL Language study to encourage and motivate them about the importance of this approach.</p> <p>Principals and DL Team consistently make observation whether the lesson plan components are met.</p>
3. Were the teachers trained (regular and special education) on the pre and post assessment tests for Dual Language program instruction?	<p>The timeline for this training has been met and will be an ongoing process. Training dates follow.</p> <p>September 11 – 27, 2019 at the pilot schools.            October 24-25, 2019 at the Pilot schools.            January 2020 at the pilot schools.            March 2020 at the pilot schools.</p>	<p>Professional training on SBA, SPVT and SEPVT Testing Materials done by the DL Team.</p> <p>Electronic copies of the testing materials were given to all teachers, resource specialists and SpEd teachers. The answer sheets for students were also provided during training.</p>	Completing scoring of SBA Essay writing and Clean Up assessments for Post SBA 2019 and Pre SBA this New School Year was done.
4. Did DL staff train resource specialists to become coaches and mentors for teachers implementing	<p>This activity was implemented by the DL Team accordingly as well as the SSIP Team.</p> <p>September 2019 at the Pilot Schools.            October 2019 at the Pilot Schools.</p>	The Resource Specialists were trained to become coaches and mentors for the pilot school teachers.	Attendance records on these trainings are available.

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
the Dual Language program?	November 2019 at the Pilot Schools. January 2020 at the Pilot schools. February 2020 at the Pilot schools. March 2020 at the Pilot schools.		
5. Did the Resource Specialists coach and mentor teachers in the implementation of Dual Language program?	The timeline for this training has been met and still an ongoing process. Through visitations and observations by both the SSIP core team and the DL staff in the classrooms at different points throughout the school year, it is evident that RS's are working with the teachers in coaching and mentoring.  September 2019, at the Pilot Schools. October 2019 at the Pilot Schools. November 2019 at the Pilot Schools. January 2020 at the Pilot schools. February 2020 at the Pilot schools. March 2020 at the Pilot schools.	Calendar of events by the DL team on visitations as well as email correspondences by SSIP coordinator to program directors and resource specialists on coaching and mentoring.	Teachers received training on coaching and mentoring from RS's on implementation of DL program  Peer or administrator observations were done by DL staff and SSIP core team
6. Were the teachers (regular and special education), principals, and resource	This activity was implemented accordingly as planned:  August 27, 2019 at the Teacher orientation Tafuna Elementary School.	The revised IEP manual training is an ongoing training since SSIP implementation.  Hard copies and electronic copies	The PDSA follow up on the revised IEP manual training was done and completed for all teachers both Gen. Ed. and SPED, Administrators as well parents.

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
specialists, parents trained on the revised IEP manual?	November 01, 2019 at the pilot school. November 12, 2019 at the pilot schools. November 15, 2019 at the DOE conference room. November 20- 21, 2019 at the SPED office. November 29, 2019 at the SPED Office. December 12, 2019 at the Coleman Elementary school. December 13, 2019 at the Coleman – PDSA follow up training with teachers	given to resource specialists and teachers during every training opportunity.	Training done by pilot schools including the scale up schools.  Parents were also trained on the revised IEP manual.
7. Was training held for teachers (regular and special education), principals, and resource specialists on using the IEP rubric?	This activity was implemented accordingly as planned. This is an ongoing process.  August 27, 2019 at the Teacher orientation Tafuna Elementary School. November 01, 2019 at the pilot school. November 12, 2019 at the pilot schools. November 15, 2019 at the DOE conference room. November 20- 21, 2019 at the SPED office November 29, 2019 at the SPED Office. December 12, 2019 at the Coleman Elementary school.	Training on the use of the IEP Rubric as a tool to evaluate the PLAAFP writing and the IEP SMART Goals components was implemented and ongoing.  Teachers (both GenEd and special education) in the pilot schools attended this training.  Resource specialist also attended training done at the main office hosted by Data and the SSIP core team.	The IEP rubric is available and utilized in training new teachers being hired in the Special Education program.  Resource Specialists and teacher attending this training were enforced to utilize this IEP rubric to improve IEP writing out in the schools.  Visitation and Monitoring team by the SSIP team conducted file checking using the IEP rubric

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
	December 13, 2019 Coleman – PDSA follow up training with teachers.	Agenda of the training with objectives and expected outcomes were given to participants	
8. Were the teachers (regular and special education), principals, and resource specialists trained on classroom accommodations for instruction and for assessment of students with disabilities in the Dual Language program?	This activity was implemented accordingly as planned. This is an ongoing process. Dates below for this training.  September 2019 at the Pilot Schools. October 2019 at the Pilot Schools. November 2019 at the Pilot Schools. January 2020 at the Pilot schools. February 2020 at the Pilot schools. March 2020 at the Pilot schools.	Ongoing training for all teachers involved as stated in the previous years of implementation.  Each student’s IEP documents information on students accommodations for instructions and assessments as agreed upon by the IEP team.  In the student’s SSIP progress portfolio, this information is also documented for each student.	Outcome consistent with previous years of implementation.  OCI is also notified of student accommodations during the statewide assessment.
9. Did the Program Directors, Resource Specialists coach and mentor teachers in the writing of the SMART IEP goals and objectives?	This activity was implemented accordingly as planned. This is an ongoing process. Dates of training is listed below.  September 2019 at the Pilot Schools. October 2019 at the Pilot Schools. November 2019 at the Pilot Schools.	The Individual Student Progress Data Portfolio & Teacher Learning and Teacher Support  Assessment given to participants as a tool to assist them in tracking student progress Training materials (ppt, and forms)	Pilot school SpEd teachers learning how to track student progress through the use of The Individual Student Progress Data Portfolio & Teacher Learning and Teacher Support Assessment  Teachers learned to write Individualized IEP goals and objectives using the SMART goal model.

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
	<p>January 2020 at the Pilot schools.                      February 2020 at the Pilot schools.                      March 2020 at the Pilot schools.                      April 2020 at the Pilot schools.</p>	<p>given to RS's for further training of their teachers and staff Websites and on-line resources</p> <p>IEP rubric available to all schools to assist in writing quality SMART Goals</p>	<p>Teachers combined the use of the manual and IEP rubric to measure effective goal writing for students</p> <p>Action plan on how to improve pilot schools in writing SMART goals / objectives was in place for Coleman Elementary School.</p> <p>SSIP follow up action plan with the assistant of AD and PD as well as the school administrator.</p>
<p>10. Did training occur for parents on awareness regarding the SSIP and the Dual Language Program?</p>	<p>This Activity was implemented according to plan:</p> <p>September 2019 at the Pilot Schools.                      October 2019 at the Pilot Schools.                      November 2019 at the Pilot Schools.                      January 2020 at the Pilot schools.                      February 2020 at the Pilot schools.                      March 2020 at the Pilot schools.</p>	<p>Parents of all pilot schools received training on the SSIP and the Dual Language Program</p> <p>Log form is available</p> <p>Training invitation agenda and list of participants is available.</p> <p>Evaluation surveys available on their feedback</p> <p>PPT prepared by the DL program was presented to parents entitled “Why Dual Language?”</p>	<p>Educating parents for understanding and awareness of the curriculum and standard of education in helping with their role of support in the classroom and home training them to become teacher aide</p> <p>SSIP core team able to meet with parents of all pilot schools on different dates and we were able to hear first hand their concerns, suggestions and how the DL approach has helped their child learn.</p> <p>At the stakeholders meeting parents were updated with the SSIP, its implementation, their</p>

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
		<p>Data and research shared with parents by the DL through their PPT.</p>	<p>involvement, and student outcomes</p> <p>At the stakeholders meeting parents received training from the DL staff- how students are tested, student outcomes, parents’ role and support in sustaining the program at home</p> <p>The Parent-Teacher aide program hosted by the DL is to train parents to become better teacher aides in the classroom for kindergarten levels, to enhance their knowledge in their role of support in education both in the classroom and at home</p>
<p>11. Were Parents invited to attend other professional development activities regarding IEP development?</p>	<p>This activity was implemented as planned. The following are training dates and venue.</p> <p>September 2019, at the Pilot Schools.            October 2019 at the Pilot Schools.            November 2019 at the Pilot Schools.            January 2020 at the Pilot schools.            February 2020 at the Pilot schools.            March 2020 at the Pilot schools.</p>	<p>A follow up PDSA on parents training pertaining IEP team involvement as writing complete IEP for child was done by the SSIP core team</p> <p>Parents were involved in decision making on areas of the IEP that require their input especially the goals and objectives that connects to the PLAFP writing part of the child’s IEP.</p>	<p>Training was done on time and Parents were involved in developing goals/objectives for their child based on their PLAAFP results</p> <p>SSIP parents were prioritized to work as Teacher Aides in the classrooms of the Pilot schools.</p>

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
		<p>Training Invitation, Agenda and list of participants are available</p> <p>SPED Parent Coordinators presented to parents on the services offered by SpEd and copies of parents' rights were given out</p> <p>PCSN Parent networking led by Sandy Scanlan for parents of children with learning disabilities conducted a professional development to help parents learn more about developing their child's IEP plan.</p> <p>Agenda, objectives and signature logs of meetings available.</p>	
<p>12. Did General and special education staff participate together, on all (DL) professional development activities?</p>	<p>This activity was fully implemented accordingly as planned. Dates and venue of trainings listed below.</p> <p>August 27, 2019 at the Teacher orientation Tafuna Elementary School.</p>	<p>Both GenEd and Special Education teachers attend these professional developments at designated campuses.</p> <p>Training Invitation and Agenda available</p>	<p>This ongoing professional development done by DL team include both the GenEd and SpEd teachers.</p> <p>Every staff requiring to be present during these professional developments were</p>



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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
	<p>November 01, 2019 at the pilot school.                      November 12, 2019 at the pilot schools.                      November 15, 2019 at the DOE conference room.                      November 20- 21, 2019 at the SPED office.                      November 29, 2019 at the SPED Office.                      December 12, 2019 at the Coleman Elementary.</p>		<p>evaluated and observed by the DL in the classrooms</p>
<p>13. Did Special Education staff collaborate with General Education to provide ongoing technical support on professional development for IEP manual, IEP rubric, and student accommodation?</p>	<p>This activity was fully implemented as planned. See the dates of training below.</p> <p>September 2019, at the Pilot Schools.                      October 2019 at the Pilot Schools.                      November 2019 at the Pilot Schools.                      January 2020 at the Pilot schools.                      February 2020 at the Pilot schools.                      March 2020 at the Pilot schools.</p>	<p>A support on professional development including the IEP manual, IEP rubric and student accommodations in the IEP form was target on this training as provided by the SSIP core team during training</p> <p>There is room for improvement needed in the area of IEP rubric connection in writing SMART goals and objectives that relates to the PLAAFP baseline of student.                      Invitation on training through emails and agenda is available</p>	<p>Both GenEd and Special Education teachers indicate a consistent schedule of training on IEP manual and rubrics as well as student accommodations.</p>

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
<p>14. Did Special education develop communication strategies among pilot schools, SSIP Core Team, Dual Language Program staff, Office of Curriculum and Instruction, and special education staff (Professional Learning Community around the Dual Language Program)?</p>	<p>This activity was implemented accordingly.                      The following are dates and venues where each training was held.</p> <p>August 2019 at the Pilot Schools – ASDOE Teacher orientation.                      September 2019, at the Pilot Schools - DL team monthly visitation to schools.                      September 26, 2019 at the SPED office.                      October 24- 25, 2019 at the Pilot Schools - DL team monthly visitation to schools.                      November 2019 at the Pilot Schools - DL team monthly visitation to schools.                      November 19, 2019 at the DOE Conference room.                      January 2020 at the Pilot schools - DL team monthly visitation to schools.                      January 29, 2020 at the ECE Conference room                      February 2020 at the Pilot schools - DL team monthly visitation to schools.                      March 2020 at the Pilot schools - DL team monthly visitation to schools.</p>	<p>Since the DL program is under the Office of Curriculum, many meetings and trainings were held that involved communication between pilot schools and other stakeholders specifically the DL office and OCI.</p>	<p>Outcome continuously the same as Year 4 implementation.</p>
<p>15. Was there a commitment</p>	<p>Since this has already been established in the</p>	<p>This activity has been established and</p>	<p>Same agreement as used in previous year</p>

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
<p>between Dual Language program, pilot schools, and office of curriculum and instruction, and special education division to participate on SSIP activities (Letter of Commitment)?</p>	<p>past, there is a mutual understanding between offices on the goals and intentions of the SSIP as well as everyone's role in the project.</p>	<p>agreed upon by the DL office, OCI, and SPED through a mutual understanding.</p> <p>New teachers to the DL program sign a commitment letter or contract conforming to requirements of the DL approach.</p>	<p>Challenge: The ongoing problem of shortage of teachers causes the principals to change DL teacher's assignments without DL knowing.</p>
<p>16. Did the SSIP Core Team manage the implementation of the SSIP activities?</p>	<p>As evident of all the trainings and meetings mentioned in this document of activities; the SSIP core team was involved as well as in collaboration with stakeholders throughout implementation of Phase III Year 4.</p>	<p>Implementation of the SSIP activities has been ongoing during the year.</p> <p>Evaluation and survey for implementation of each activity are available.</p> <p>PDSA on weekly visitations to pilot schools documented through a follow up report sent to principal and RS of school.</p> <p>File checking are done through using the IEP rubric, observations and the TPES evaluation by the school principal</p>	<p>Participation logs</p> <p>Administrator observations/monitoring.</p> <p>Ongoing trainings and professional development by the SSIP team to continue managing the SSIP activities.</p> <p>PDSA follow ups.</p> <p>Action plans created to monitor the correction of file findings.</p>
<p>17. Did the SSIP Core Team evaluate the</p>	<p>See Evaluation section in this submission for further details.</p>	<p>Evaluation surveys available on all activities.</p>	<p>TEPS results 1<sup>st</sup> and 2<sup>nd</sup> Semester.</p>

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
implementation of the SSIP Activities?			<p>Assessment results for SBA statewide and DL SBA.</p> <p>Individual student progress Data Portfolio See Evaluation section in this submission for further details.</p> <p>PDSA model consistently used by SSIP core team for follow up in the schools.</p>
18. Did the Dual Language Program evaluate the effectiveness of teaching practices as well as progress of student achievement against established standards?	Evaluation of effectiveness was done in 1 <sup>st</sup> semester and 2 <sup>nd</sup> semester for pre and post tests by the DL program for their K5-3 SPVT, SEPVT and SBA (DL).	<p>Monthly visitations to pilot schools by the DL program have been documented.</p> <p>DL and OCI also evaluate performance of teachers and teaching practices.</p> <p>Special Education also followed their DL students through the use of the Student Portfolio form.</p>	Results for DL pre and post test is evident in section E and D of the report compared to SBA statewide.
19. Did the SSIP Core Team analyze the results of the evaluation and will draft an evaluation report?	<p>This activity was implemented according to plan.</p> <p>This report details results of the SSIP evaluation in Section B.</p>	This report details results of the SSIP evaluation for Phase III Year 4	This report details results of the SSIP evaluation for Phase III Year 4
20. Did the SSIP Core Team gather	This activity was fully implemented according to plan. Below were	Invitation and Agenda were sent out to all	A log form for stakeholder signatures was available. Each

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<b>Formative Evaluation Questions</b>	<b>Extent to Which this was Accomplished (1a)</b>	<b>Outputs (1b)</b>	<b>Outcome</b>
<p>stakeholders to share the evaluation results and gather their feedback for adjustments to the SSIP implementation as appropriate?</p>	<p>dates of stakeholders meetings.</p> <p>September 26, 2019 at the ECE Conference Room.</p> <p>November 19, 2019 at the DOE Conference Room.</p> <p>January 29, 2020 at the ECE Conference Room.</p>	<p>stakeholders via email by SSIP core team</p> <p>Meeting Attendance is also available through a sign-in sheet with attendees’ names, titles, school and contact numbers and emails</p> <p>Survey: A survey was given to all stakeholders on the last 2 meetings to share the evaluation results and gather their feedbacks for adjustments to the SSIP implementation. Detailed description of evaluation on Section B of this report.</p>	<p>stakeholders signed their roles, contact numbers, and emails for contact purposes. Each stakeholder present and testify on how the DL approach is helpful in progress of program.</p> <p>Section F of this report (Plans for Next Year) summarizes the activities need to be done for improvement. What works? What not? And what needed to work on next?</p>

**2. Stakeholder Involvement in the SSIP implementation**

Stakeholder engagement is an integral part of this plan since its inception on Phase I. Stakeholders are our partners and are engaged at a transformative level (following the Leading by Convening top classification of engagement). As was the case on previous Phase III reports, during Phase III Year 4 stakeholders were engaged in the implementation of the SSIP, decision-making process, the evaluation of the SSIP via surveys and PDSA activities, and in measuring fidelity of implementation. As a result of their engagement, improvements in the quality and intensity of strategies were incorporated into the plan. As an example, a new tool was developed with their assistance on Phase III Year 2, and which was implemented, again with their assistance, during Year 3 and continued on Year 4 of the SSIP implementation.

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Our stakeholders consist of school teams from our three pilot schools (Principals, Special Education Program Directors, Resource Specialists, Special Education Teachers, General Education Teachers, Parents), the DL Program staff, the office of Curriculum and Instruction, the office of Testing, Evaluation and Accountability, the SpEd Advisory council, the office of Integrated Data Services and the SSIP core team.

It is also important to note that although our two new SSIP schools, what we are calling the scale up schools, are not part of the SIMR reporting for this submission, the two new schools, Manulele and Leone Midkiff Elementary schools, have already been part of the stakeholder's meetings on Phase III Year 4.



*Figure 1 Stakeholder Meeting, September 2019*

During Phase III Year 4 there were three main stakeholder meetings that took place on the following dates:

- September 26<sup>th</sup>, 2019: TA providers from NCSI and the PTI center for American Samoa were on site during the stakeholders meeting to discuss SSIP requirements, facilitate discussions on the progress of SSIP activities and to offer technical assistance support. This included a visit to each of the three pilot schools, and a review of data and documents on their implementation of the SSIP. The PTI centers provided training and support to parents of students with disabilities during this week.

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- November 19<sup>th</sup>, 2019: This was a PDSA meeting for all stakeholders. As part of the activities, stakeholders learned from the pilot schools who were part of a national training in Guam (2019 Pacific Entities SSIP Collaborative). The participating teams presented on what they learned in the SSIP Collaborative on evidence-based practices, progress monitoring, coaching and assessments used in the classroom. Stakeholders also learned and reviewed the SBA Reading data reported in the past years, the DL program and its assessment and data. The new schools who were invited to be part of the SSIP, the scaling up schools, were also invited to this meeting. These two new schools learned about the SSIP with an emphasis on RDA (Results Driven Accountability), SSIP phases detailing root cause analysis, SIMR and the Theory of Action. The two new schools participated on all other activities with the three current pilot schools.
- January 27<sup>th</sup>, 2020: Stakeholders received updates and trend data on all indicators of the SPP/APR including the SSIP Indicator 17. Stakeholders were able to provide input on proposed new targets for FFY 2019 results indicators, including the SSIP SIMR targets for Phase III Year 5.

In addition to these three stakeholder meetings, on January 22<sup>nd</sup> - 23<sup>rd</sup>, 2020, a parent-teacher training hosted by the Dual Language program took place. This training focused on helping parents serve as teacher aides in pilot schools, with emphasis on parents of the SSIP Pilot Schools.



*Figure 2 January 22-23rd, Parents of Pilot Schools receiving training to assist in schools*

In addition to these meetings, parents and teachers (SpEd and GenEd) from all pilot schools received training as part of the SSIPs continuous improvement activities. Parent

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training was focused on the overview of the SSIP and IDEA as well as the Dual Language Program. Teachers received training on IEP development and implementation with an emphasis on PLAAFP and SMART goals writing. The American Samoa PTI Center, based in Hawaii, was on island on the week of September 23-27, working with parent groups and providing training and building their capacity.

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

The SSIP activities continuously engage stakeholders in the three SSIP pilot schools and on Year 4, including the two new pilot schools. This group includes principals, teachers (special and general education), and parents on the pilot schools. It also includes the program directors, resource specialists, and SSIP core team at the division. Finally, it includes the DL program staff and staff from other offices within the AS Department of Education, the Integrated Data Service (IDS), the Testing, Evaluation and Accountability office, the AD elementary office, AS advisory council office. The stakeholders are informed about the implementation of the SSIP via face to face meetings, email correspondences, and webinars. They are engaged in implementation activities as well. As described in the plan, the stakeholders are our partners in the implementation of the SSIP, assisting in decision making at all levels of the SSIP, from implementing strategies to the evaluation of SSIP activities. It is their SSIP as well.



Figure 3 Stakeholder Meeting, September 26th, 2019



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Aside from their continuous and ongoing engagement on SSIP activities, three SSIP-specific stakeholder meetings were held during Year 4 of the Phase III. For all these meetings stakeholders were invited via email and letter from the Special Education Director.

The objectives of the meetings were to give the stakeholders the opportunity to describe their contribution to the implementation of the SSIP, contribute ideas for the implementation of the SSIP, and evaluate the accomplishments in the SSIP during Phase III Year 4 as well as provide suggestions on what changes should be made to the implementation of the SSIP in Phase III Year 5 and beyond.

These were the specific objectives for the meeting with respect to being informed (being part) of the ongoing implementation of the SSIP:

- Review, and for new stakeholders learn about the State Systemic Improvement Plan (SSIP);
- Receive and provide progress updates on the implementation of Year 4 of the Phase III;
- Suggests changes, improvements, and help evaluate the progress on the implementation of the SSIP;
- Receive updates on the DL Program implementation
- Introduce the two scale up schools (two new schools to be part of the SSIP pilot program) and their staff to the SSIP core team and stakeholders, including the other three pilot schools.

The SSIP core team presented to the stakeholders a review of the SSIP and its importance. Stakeholders were also able to provide updates on their role in the implementation of the SSIP and receive updates on the implementation of activities from others who were involved in executing these activities and to hear the preliminary outputs and outcomes from each activity.

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

Another objective of stakeholder meetings is to ask stakeholders for their feedback and suggestions for change on the progress of implementation of the SSIP.

Stakeholders participate in the ongoing evaluation and improvement of the American Samoa SSIP. They provide their own updates, when applicable (e.g. pilot schools, DL program), assist with the evaluation of progress of what has been implemented, discuss areas of need, make suggestions and decide on improvements for the next year of activities (Plan, Do, Study, Act). These activities as well as the stakeholders role on the evaluation are reported in more detail on the evaluation session of the SSIP.

These were the specific objectives for the meeting with respect to stakeholder involvement on the implementation of the SSIP:

## American Samoa State Systemic Improvement Plan Phase III, Year 4

- Evaluate the progress on Year 4 of the SSIP
- Offer suggestions for change for Year 5 of implementation.

More information will be provided on the response of stakeholders to the above question and how they have had a voice on the PDSA process and been involved on the decision-making regarding the ongoing implementation of the SSIP, and even co-creation of tools. This information is covered in the introduction, on the table describing progress of SSIP activities, and under the evaluation section of the SSIP.

### **Section C: Data on Implementation and Outcomes**

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

Together with the stakeholders, making use of the evaluation results, and the Plan, Study, Do, Act model, stakeholders identified several areas for improvement. However, we are glad to report, there is a sense of achieved improvement by all involved on the SSIP and pilot schools. In the fourth year of implementation all activities have been implemented (and are ongoing for the fifth year). Evaluations have been set for teachers; Teacher Performance Evaluation Scoring (TPES), student progress monitoring, teacher and student portfolios and recommendations from DL staff and stakeholders. Comparison of data from the past five years help measure output.

##### **a. How evaluation measures align with the theory of action**

As we explained on Section B, the American Samoa State Strategic Improvement Plan (SSIP) Theory of Action consists of five activity strands: IEP Goals and Objectives, Professional Development, Collaboration, Parent Support and Involvement, and Accountability and Quality Standard.

The evaluation measures were developed based on a logic model which was based on (included) the five strands of the Theory of Action. The evaluation plan is derived from the logic model (ASDOE SSIP Phase II Report, Pg. 35) and as a result of this alignment, all evaluation measures are also consistent with the Theory of Action.

Here are some examples of what we include in our evaluation and which correspond with the Theory of Action.

- For accountability and quality standards, for example, we use the Teacher Performance Evaluation System which evaluates teacher's performance and lesson planning. This is a uniformed observation form used by the American Samoa Department of Education adopted by the DL program.
- For measuring IEP Goals and Objectives, we developed the "Individual Student Progress Data Portfolio Teacher Learning and Teacher Support Assessment Progress"

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which is a tool that monitors interim progress of students with respect to their IEP goals and objectives, as well as DL progress measures.

- For Professional Development and Stakeholder Engagement, an SSIP core team member is Special Education's point of contact with the DL program. Workshops and trainings are done at school level for not only parents but also the DL staff in the schools. All stakeholders are involved in implementing and monitoring for the program.

Each activity within these strands has had impact on improving the reading proficiency of students with disabilities (SIMR) as described in the Logic Model developed on Phase II.

### **b. Data Sources for each key measure**

Besides the evaluation data described on Section B, American Samoa uses three other sets of key measures: student progress data (pre and post assessments); summative progress data (SIMR); and fidelity of implementation of evidence-based practices.

#### **Student Progress Data**

The main measure of the student progress data in the American Samoa SSIP is its State-Identified Measurable Result (SIMR) which is the percentage (%) of students with disabilities who will be proficient in reading as measured by Standard Base Assessment (SBA) in the third grade (3<sup>rd</sup> grade) in the three pilot schools that are implementing the DL Program for students with disability. SIMR data (SBA data) is managed by the Integrated Data System (IDS). The Office of Testing Evaluation and Accountability (OTEA) deliver the assessment to the students and organize the data and submit the data to the IDS who verifies the data.

The Testing Office adheres to the highest standards of testing protocol and operates in compliance with institutional, state, and federal regulations with special regards to test security and student confidentiality. The Testing Office also provides departmental, institutional, and national testing opportunities to students and non-students in an atmosphere that enables examinees to perform to the best of their abilities.

All testing materials are managed through the Office of Testing Evaluation and Accountability (OTEA). Test security is critical to the integrity of the assessment program. The OTEA conducts training workshops, using materials provided by the American Samoa Department of Education on testing protocols and procedures, during the year, prior to test administrations that serve as a vehicle to integrate the state testing process throughout the school system in a consistent manner. The Integrated Data System (IDS) team supports data managers and staff working with data from general and special education and early learning programs at the schools and state office. The IDS supports the SSIP to provide a comprehensive integrated view of children/students, schools, and programs to improve outcomes for children and their families.

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Other key measures are also used to measure student progress toward the SIMR. The DL Program, for example, has developed the use of bilingual assessment materials for IEP students on K-5, Grade 1 and Grade 2. These other assessments include:

- a. pre- and post- vocabulary tests in English and Samoan Language (Samoan English Picture Vocabulary Test – SEPVT, Samoan Picture Vocabulary Test – SPVT); and
- b. SBA - Standard Based Assessment DL (different than the statewide SBA for 3<sup>rd</sup> grade), which is a pre- and post-test, which addresses the standards and benchmarks taught in each level (K - 3).

Kindergarten, grade 1 and grade 2 tests consist of 30 multiple-choice questions. These questions also address the thematic integrated units that were designed for instruction in these levels. The pre-SBA is administered in the beginning of the school year around October and the post-test takes place towards the end of the school year in early May. The SBA test for grade three is designed in content areas (Samoan Language Arts, Mathematics, Science and Social Studies). It is also administered as pre- and post-test like the K to 2. This test also measures the standards and benchmarks for this level and the thematic units taught in the classroom. Samoan Language Arts test includes a writing section, where the student is given a number of prompts and they write a short paragraph about it. The writing is marked according content, development of main idea, mechanics and grammar. It is the expectation that by this level a student should be able to construct a short well-written paragraph.

As described in previous reports, as a result of the Phase III Year 1 and Phase III Year 2 activities, and what we learned from the progress data on the SIMR and via the PDSA process, the stakeholders requested assistance on methods to measure student progress. The SSIP core team, together with stakeholders, developed the “Individual Student Progress Data Portfolio and Teacher Learning and Teacher Support Assessment” tool (Appendix A) which started implementation in Phase III Year 3 and on Year 4 it was fully implemented. All students in the three pilot schools had a portfolio. Progress measures were included in 56.5% of the student portfolios, indicating an area for improvement on progress measures.

This tool uses data teachers already collect, but organizes the data into one document that helps teachers and resource specialists measure student progress towards meeting their IEP goals and objectives and will also, internally (at the school, DL program, and SSIP core team) be used to evaluate progress towards the SIMR. It includes qualitative data that are collected by teachers to measure the IEP student’s progress toward their IEP goals and objectives, guides regular and special education teachers to co-plan and team-teach to help the IEP students to master their SMART goals and objectives in their IEP’s. Teachers used the portfolio, using IEP goals to measure progress for 82.6% of the students in pilot schools.

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This progress measurement tool provide information on how students are performing and hence are providing feedback on areas students need improvement to achieve their full potential in reading proficiency (data-based decision making).

### **Fidelity of Implementation of Evidence-Based Practices**

Another key measure is the level of fidelity of implementation of evidence-based practices by the teachers involved in the DL program at the pilot schools. The DL program monitors fidelity to ensure that the Evidence Based Practice (EBP) is being implemented as intended increasing the likelihood of improved student outcomes. Increased performance can be attributed to the evidence-based practice or performance should the fidelity be high.

The SSIP Core Team measures fidelity of implementation in schools and per student for the “Individual Student Progress Data Portfolio and Teacher Learning and Teacher Support Assessment” tool (Appendix A).

The DL Program assesses fidelity with teacher attendance, classroom environment, student evidence, lesson delivery, teacher interaction with students etc.

- Teacher Attendance – DL teachers understand that teacher absenteeism can affect student achievement.
- Classroom Environment – DL teachers prepare classroom environment as it has a major role to play in classroom learning with alignment to lesson plan.
- Student Evidence – DL teachers check for understanding by asking student to complete a reading task for example.
- Lesson Delivery – DL teachers are equipped with strong lesson plans, and must be delivered with quality. if they are poorly executed, there will not be a positive impact on student learning.
- Teacher Interaction with Students – DL teach curriculum with fidelity by facilitating students’ conversation effectively.

The DL Program uses the Teacher Performance Evaluation Scoring (TPES) tool as a Classroom Observation Evaluation tool. The DL program measures the following teacher performance standards:

1. Planning and Preparing:
  - Lesson plan is complete and visibly available in the classroom.
  - Lesson plan is grade appropriate.
  - Lesson plan addresses a standard/benchmark.
2. Content Knowledge, Skills and Language of the Discipline:
  - Teacher clearly defines language of the of the discipline objectives.
  - Teacher links lesson to unit linked to standard/benchmark/goal/objective.
  - Teacher provides clear explanation/demonstration of the content/concept.
  - Teacher demonstrates resourcefulness in applying skills, knowledge and experience to select and use a wide range of available resources.

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3. Pedagogy:
  - Teacher uses multiple strategies to support learning.
  - Teacher designs activities for extended interaction and engagement.
  - Teacher checks for understanding.
  - Teacher creates a safe and caring learning environment.
  - Teacher teaches students how to be independently resourceful.
4. Learning & Language
  - Teacher uses language learning strategies (bilingual and/or ELL/DL) when appropriate in ways that promote language and learning.
5. Assessment Formative & Summative
  - Teacher clarifies learning expectations.
  - Teacher observes and listens for evidence of learning.
  - Teacher uses evidence of student learning to adjust the lesson.
  - Teacher provides feedback to their students about their learning and how they can improve.
  - Teacher measures student learning at the end of a time period or unit.
  - Teacher maintains current records that clearly reflect student progress.

### Structure of the TPES

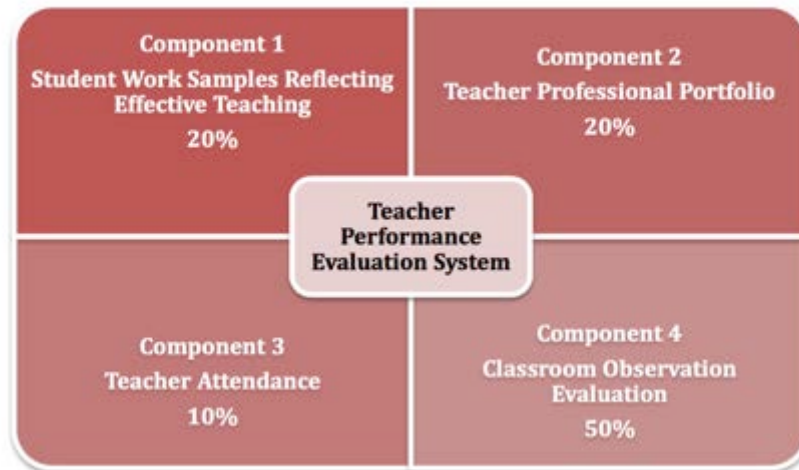


Figure 4 Graphic Representation of Structure of the TPES

The Teacher Performance Evaluation System consists of four comprehensive and integrated components designed to identify teacher strengths and challenges. The Teacher Evaluation Team (TET) determined the four components to be critical factors.

The SSIP Core Team measures fidelity of implementation in schools and per student for the “Individual Student Progress Data Portfolio and Teacher Learning and Teacher Support Assessment” tool (Appendix A).

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Portfolios are evaluated and items are evaluated by the team (whether teachers completed or not the nine main items of the portfolio).

Item	Description
1	Student Info
2	IEP PLAAFP
3	IEP SMART Goals
4	Pre Assessment
5	Post Assessment
6	Progress Measures
7	Statewide Assessment & Accommodations
8	Measuring Student Progress
9	Teacher Learning and Support Assessment

### Teacher Performance Evaluation System Process

Teacher evaluations are conducted two times a school year: First Semester towards the end of the semester; Second Semester towards the end of the semester.

All teachers are evaluated including beginning, midcareer and veteran as well as all subject areas. Teachers are informed about the timing of the evaluation system prior to the beginning of the school year. This allows teachers to create or refine their respective professional portfolios, including: updating resumes, obtaining letters of recommendations/commendations, requesting professional development artifacts (e.g. sign in sheets, certificate of attendance, verification from workshop facilitator or division personnel). Teachers are also informed about the two observations, expectations regarding student work samples and the inclusion of teacher attendance as a component of the TPES.

### c. Description of baseline data for key measures

The table below (next page) describes the baseline and targets for the key measure for American Samoa's SIMR.

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**Table C1: American Samoa Part B SSIP SIMR Data, SY 2014-2015 to SY 2018-2019**

Baseline SY 2014- 2015	Target SY 2015- 2016	Target SY 2016- 2017	Target SY 2017- 2018	Target SY 2018- 2019	Target SY 2019- 2020
0%	1%	2%	3%	4%	5%
<b>Actual Target Data</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>	<b>69.2%</b>	

It measures the progress on achieving American Samoa's SIMR which is to increase the percentage (%) of students with disabilities who will be proficient in reading as measured by Standard Base Assessment (SBA) in the third grade (3rd grade) on the three pilot schools that are implementing the DL Program for students with disability.

The DL program administers its own SBA pre and post assessment. These data are also used, in the three pilot schools, to measure progress toward American Samoa's SIMR.

School Year 2017-18 served as the baseline for the implementation of the Individual Student Progress Data Portfolio and Teacher Learning and Teacher Support Assessment tool. All 23 students in grades K-3 on the three pilot schools had a student portfolio completed.

**Table C2: Baseline Data for Student Portfolios, Phase III Year 4 - SY 2018-19**

Item	Description	Level of Implementation Phase III Year 4 (Baseline)
1	Student Information	100.0%
2	IEP PLAAFP	100.0%
3	IEP SMART Goals	100.0%
4	Pre Assessment	100.0%
5	Post Assessment	78.3%
6	Progress Measures	56.5%
7	Statewide Assessment & Accommodations	95.7%
8	Measuring Student Progress	82.6%
9	Teacher Learning and Support Assessment	82.6%
Total	All Items, all Portfolios	88.4%
Number of Portfolios / Number of Students		23/23



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(Note: More information on the implementation of this fidelity tool on Section E)

### **d. Data Collection Procedures and associated timelines**

The SBA statewide assessment is collected by the Integrated Data System (IDS). The Office of Testing Evaluation and Accountability (OTEA) deliver the assessment to the students, organize the data and submit the data to the IDS who verifies the data. All testing materials are managed through the Office of Testing Evaluation and Accountability (OTEA). Test security is critical to the integrity of the assessment program. The SIMR data, the 3<sup>rd</sup> grade SBA for reading, is delivered in the spring of each school year.

The DL program administers its own SBA pre and post assessment. The pre-test takes place in September-October every school year. The post-test is conducted annually in April-May. The SBA pre and post results are annually collected measuring K5 – 3 from the pilot schools. OTEA and SSIP core team representative verifies and analyze the data for the DL program.

Once the data has been collected and analyzed, the SSIP core team ensures that the data has been stored on their computers, with a back up hard drive, and saved on a trusted online cloud system. Hard copies of information are stored in their office. This is one of the roles of the SSIP coordinator and data manager in the implementation of the SSIP.

### **e. Sampling Procedures**

No sampling is used in the American Samoa SSIP. All students in the three pilot schools are assessed on all data collections; all involved staff on the three pilot schools participate on all evaluations.

### **f. Planned Data Comparisons**

The SSIP has been designed to only compare year-to-year SIMR progress. That is, we mainly use longitudinal analysis where baseline data are compared to the performance and to the target for each of the SSIP implementation years.

However, for the purposes of improving the analysis of progress, when data is available the SIMR data is also compared to other DL pilot schools who are not part of the SIMR group and all other non-pilot schools. We are also comparing special education to general education data for progress measures. Finally, we also analyze the DL program SBA's pre-and post-assessment data.

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

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We are sharing on this report the results of the evaluation data, which are used in an ongoing basis, the evaluation data collected during the annual stakeholder meetings, our discussions using the PDSA model, the areas of need identified, and the decisions made for improvement.

The student progress and outcome data, as well as teacher observation data, were also used for planning next steps and improvement.

The results of the Teacher Performance Evaluation Scoring (TPES)- Classroom Observation Evaluation tool was used to improve teacher training, determine teacher strategies, determine student performance, improve operations of the program, and determine the continuation of the DL Program.

The results from the implementation of the student portfolios will be used to train teachers and work with Dual Language staff in areas where the fidelity check indicated areas for improvement (especially in what relates to progress data).

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

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

The state has summarized its data from the evaluation results regarding the implementation of the SSIP and the key student outcome measures and learned that there was a great progress made on the SIMR in the SSIP pilot schools. The SSIP core team use these data and others related to student performance, fidelity of implementation of EBPs to continue the work as planned, always fine-tuning improvement activities as indicated by the Plan Do Study Act work with the evaluation results and stakeholder input.

The “Individual Student Progress Data Portfolio and Teacher Learning and Teacher Support Assessment” offers interim student data resulting from the implementation of the DL program which is analyzed throughout the school year, offering a data-based approach for improving or changing interventions provided to students with disabilities based on their academic performance.

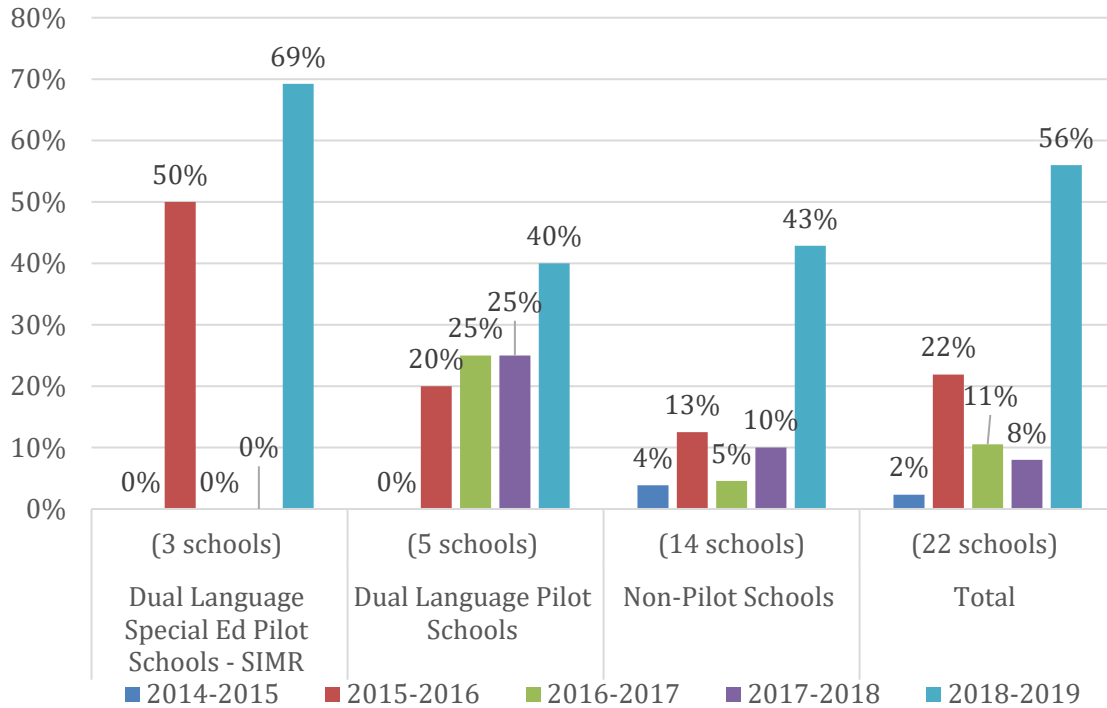
#### **b. Evidence of change to baseline data for key measures**

As explained in the SSIP Phase III, Year 1, 2, and 3, a data analysis issue (being discussed as a quality of analysis issue) is the small number of students with disabilities in the pilot schools. It is not whether the data is correct or not, but how small numbers of students lead to data fluctuation from year to year due to individual student characteristics or other reasons such as school staff changes, and, as a consequence, data on small numbers of students may limit the analysis.

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Chart C1 and Table C3 show the SBA, reading proficiency longitudinal data of pilot schools and other schools, for special education students in the third grade.

**Chart C1 - Special Education Proficiency Rates – Grade 3 – SBA (American Samoa Statewide Assessments)**



In the SY 2015-2016 we had three out of the six students tested in the pilot schools reached a proficient level (please see tables 4, 5, and 6). In SY 2016-2017, we had another group of four students, and of those none were proficient. In SY 2017-2018 we had another group of eight students, and of those none were proficient. However, although not measurable by proficiency rates, progress was observed as students’ performance moved from below basic to basic (87.5% of students in the three pilot schools were at the “basic” level).

In SY 2018-2019 the data shows significant progress, when nine of the 13 students tested proficient in reading in the SBA, the highest performance group among all students tested.

Again, we want to remind the reader to take into consideration that large performance differences from year to year and across groups, showing progress or slippage, as a possible result of the overall small number of students in third grade in American Samoa.

Therefore, we used other data points to gather information on how the three special education pilot schools compared to the other five pilot schools and to non-pilot schools when that information was available.

## American Samoa State Systemic Improvement Plan Phase III, Year 4

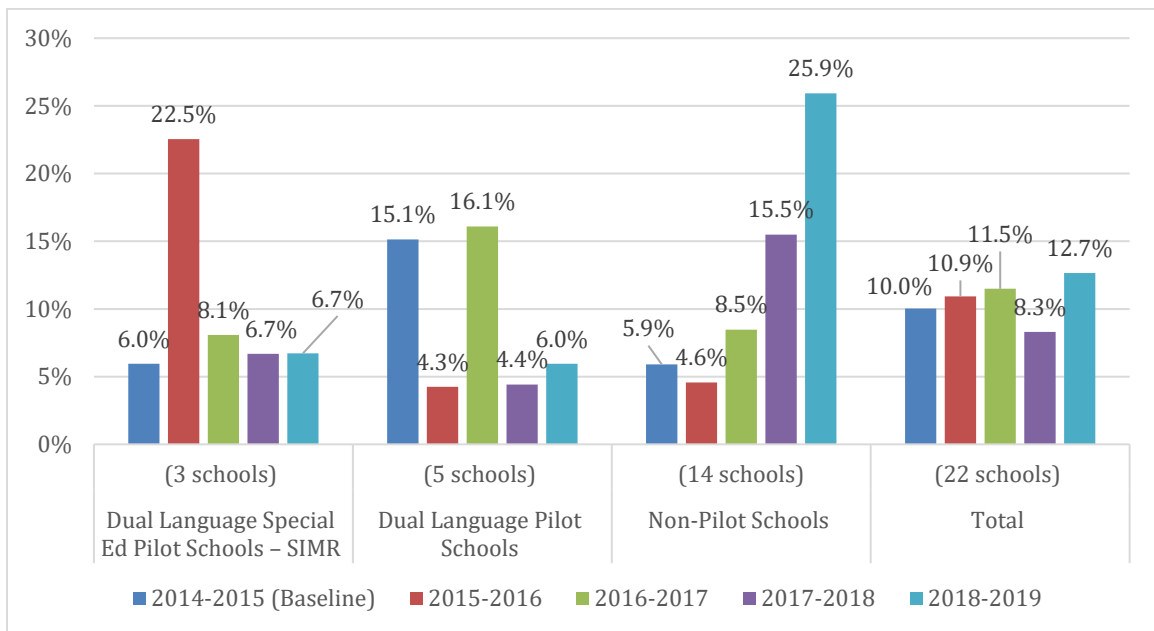
**Table C3 - Special Education Proficiency Rates – Grade 3 – SBA (American Samoa Statewide Assessments)**

Special Education Students	Dual Language Special Ed Pilot Schools - SIMR (3 schools)	Dual Language Pilot Schools (5 schools)	Non-Pilot Schools (14 schools)	Total (22 schools)
2014-2015	0.00%	0.00%	3.85%	2.33%
2015-2016	50.00%	20.00%	12.50%	21.88%
2016-2017	0.00%	25.00%	4.55%	10.53%
2017-2018	0.00%	25.00%	10.00%	8.00%
2018-2019	69.23%	40.00%	42.86%	56.00%

For example, on Chart C2 and Table C4 we examined the general education data for the same SBA data on the three pilot schools who participate on the SSIP. The data depicts a similar pattern, where they had improved in SY 2015-2016 and had a decline in SY 2016-2017 and the decline continued on SY 2017-2018 on the proficiency rates of students in the pilot schools.

In SY 2018-2019 however, the situation changed, all schools and groups of students improved their performance on reading proficiency in the SBA when compared to the previous year’s data. General education students in the 14 non-pilot schools were the overall best performing group of students in reading proficiency in the SBA.

**Chart C2 - General Education Proficiency Rates - Grade 3 SBA (American Samoa Statewide Assessments)**



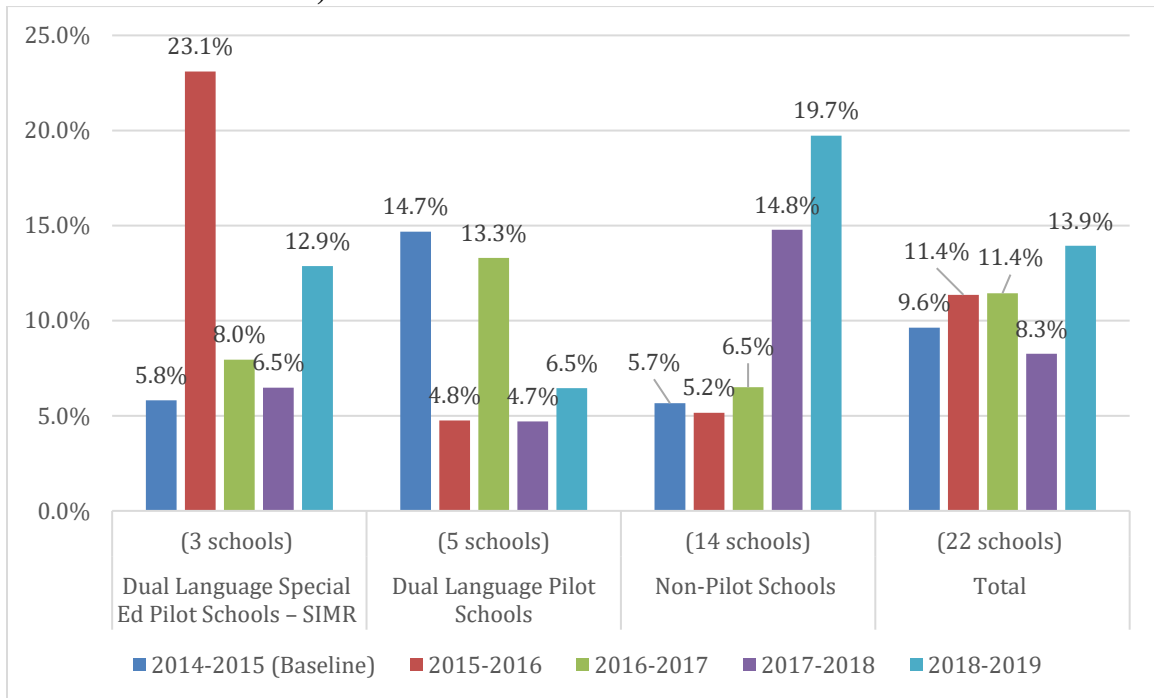
## American Samoa State Systemic Improvement Plan Phase III, Year 4

**Table C4 – General Education Proficiency Rates – Grade 3 – SBA (American Samoa Statewide Assessments)**

General Education Students	Dual Language Special Ed Pilot Schools – SIMR (3 schools)	Dual Language Pilot Schools (5 schools)	Non-Pilot Schools (14 schools)	Total (22 schools)
2014-2015 (Baseline)	5.95%	15.14%	5.91%	10.03%
2015-2016	22.54%	4.25%	4.57%	10.93%
2016-2017	8.08%	16.09%	8.47%	11.49%
2017-2018	6.69%	4.42%	15.49%	8.31%
2018-2019	6.72%	5.95%	25.93%	12.65%

The same trend occurs when looking at the overall (general and special education) student data as depicted on Chart Cr and Table C5. All SSIP pilot schools showed improvement in the reading proficiency as measured by the SBA in the SY 2018-2019. The best performing schools, for all students, in SY 2018-2019 were the non-pilot schools. Although the special education students, in the three SSIP pilot schools, remain, in SY 2018-2019, the best performing group on all years of the SSIP (see Chart 1 and Table1)

**Chart C3 - All Students Proficiency Rates - Grade 3 SBA (American Samoa Statewide Assessments)**



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**Table C5 – All students Proficiency Rates – Grade 3 – SBA (American Samoa Statewide Assessments)**

All Students	DL Special Ed Pilot Schools – SIMR (3 schools)	DL Pilot Schools (5 schools)	Non-Pilot Schools (14 schools)	Total (22 schools)
2014-2015 (Baseline)	5.81%	14.68%	5.66%	9.63%
2015-2016	23.10%	4.75%	5.16%	11.36%
2016-2017	7.95%	13.30%	6.50%	11.44%
2017-2018	6.48%	4.70%	14.78%	8.26%
2018-2019	12.87%	6.45%	19.73%	13.94%

To better contextualize the data, Tables C6, C7 and C8 below show the number of students in each of the groups being analyzed.

**Table C6 – Number of Third Grade Special Education Students with Valid Scores**

Special Education Students	DL Special Ed Pilot Schools – SIMR (3 schools)	DL Pilot Schools (5 schools)	Non-Pilot Schools (14 schools)	Total (22 schools)
2014-2015 (Baseline)	6	11	26	43
2015-2016	6	10	16	32
2016-2017	4	12	22	38
2017-2018	8	4	17	29
2018-2019	13	5	7	25

**Table C7 – Number of Third Grade General Education Students with Valid Scores**

General Education Students	DL Special Ed Pilot Schools – SIMR (3 schools)	Dual Language Pilot Schools (5 schools)	Non-Pilot Schools (14 schools)	Total (22 schools)
2014-2015 (Baseline)	252	350	186	788
2015-2016	284	306	197	787
2016-2017	260	317	189	766
2017-2018	239	294	213	746
2018-2019	119	336	216	671

In conclusion, using the SIMR data as a comparison basis, and considering the small number of students, we learned the special education students in the pilot schools were the best performing group of students in the 3<sup>rd</sup> grade SBA for reading proficiency in SY 2018-2019.

To continue the analysis, was looked at the DL SBA data. The DL Program uses a pre- and post-assessment data to measure student learning during the school year. These data are only available in the eight pilot schools (the three special education (SSIP) pilot

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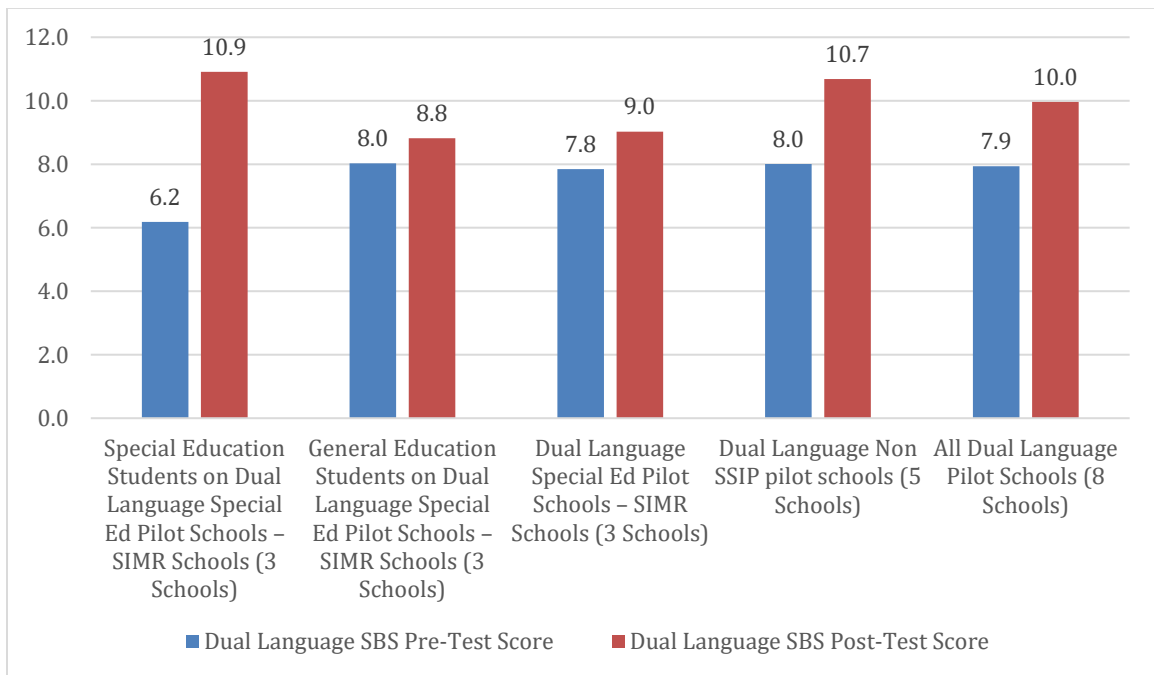
schools and the other five pilot schools) and it is aggregated in terms of general and special education students, but it is available from K5 to Grade 3.

**Table C8 – All Third-Grade General Education Students with Valid Scores**

	DL Special Ed Pilot Schools – SIMR (3 schools)	DL Pilot Schools (5 schools)	Non-Pilot Schools (14 schools)	Total (22 schools)
All Students				
2014-2015 (Baseline)	258	361	212	831
2015-2016	290	316	213	819
2016-2017	264	329	211	804
2017-2018	247	298	230	775
2018-2019	132	341	223	696

The analysis of these pre and post data indicates all participating schools showed progress between pre- and post-assessment (Chart C4). Please note that the SSIP target group of students, the special education students on third grade on the three pilot schools, were the group of students who started, on average, at the lowest level of performance on pre-tests and ended with the highest post score average. Therefore, it was also the group with the highest gain in the period (SY 2018-19).

**Chart C4 – Dual Language Pre and Post SBA Test Average Scores SY 2018-2019**



These results indicate the three pilot schools performed the best when compared to all other groups, which corroborates with the analysis performed with the SIMR data.

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### **c. 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**

In the previous SSIP reports, when the SSIP core team and stakeholders learned none of the SSIP pilot school students were proficient in SY 2016-17 (Phase III Year 2), and that the three pilot schools under-performed when compared to all other schools and the other five pilot schools, the group took action.

The team engaged in the study of the issue, learned of needs of teachers in the pilot schools and, as a result of this planned new activities for SY 2017-18 (Phase III Year 3). Feedback from teachers indicated the areas in need for more training or more support from AS DOE staff and staff from the DL program. Other stakeholders indicated they want more involvement of the SSIP core team in the pilot schools, more training events. At that time the team has also worked with the three pilot schools on the development of a data-base decision-making tool (see Appendix A, DL Program Individual Student Progress Data Portfolio and Teacher Learning and Teacher Support Assessment) and the fidelity check on the implementation of the data-based decision-making tool.

In Phase III Year 4 we start to see the results of the efforts. The SSIP core team and stakeholders can celebrate the success achieved so far, and continue to observe a strong commitment of the three pilot schools, the DL program staff, with the intent of improving services provided to students with disabilities. In Phase III Year 4, to expand and scale up activities, and eventually improve the data analysis (when their data will be included on the SMR calculation), two new schools have been included in the pilot program,

### **3. Stakeholder involvement in the SSIP evaluation**

The stakeholders not only were informed but participated on the overall evaluation of the SSIP. Their participation includes providing information and input on the ongoing evaluation and improvement of the American Samoa SSIP. During stakeholder meetings we share the data on the SIMR data for the three pilot schools. The stakeholders had a chance to evaluate progress from what has been implemented, discuss areas of need, gather suggestions for improvement and decide on improvements for the next year of activities (Plan, Do, Study, Act).

During Phase III Year 4 there were 3 main stakeholder meetings that took place on the following dates, with the November and January meetings having an SSIP evaluation component, where the PDSA was implemented:

- September 26<sup>th</sup>, 2019: TA providers from NCSI and the PTI center for American Samoa were on site during the stakeholders meeting to discuss SSIP requirements, facilitate discussions on the progress of SSIP activities and to offer technical assistance support. This included a visit to each of the three pilot



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schools, and a review of data and documents on their implementation of the SSIP. The PTI centers provided training and support to parents of students with disabilities, together with teachers and resource specialists from each school during this week.

- November 19<sup>th</sup>, 2019: This was a PDSA meeting for all stakeholders. As part of the activities, stakeholders learned from the pilot schools who were part of a national training in Guam (2019 Pacific Entities SSIP Collaborative). The participating teams presented on what they learned in the SSIP Collaborative on evidence-based practices, progress monitoring, coaching and assessments used in the classroom. Stakeholders also learned and reviewed the SBA Reading data reported in the past years, the DL program and its assessment and data. The new schools who were invited to be part of the SSIP, the scaling up schools, were also invited to this meeting. These two new schools learned about the SSIP with an emphasis on RDA (Results Driven Accountability), SSIP phases detailing root cause analysis, SIMR and the Theory of Action. The two new schools participated on all other activities with the three current pilot schools.
- January 27<sup>th</sup>, 2020: Stakeholders received updates and trend data on all indicators of the SPP/APR including the SSIP Indicator 17. Stakeholders were able to provide input on proposed new targets for FFY 2019 results indicators, including the SSIP SIMR targets for Phase III Year 5.

### **a. How stakeholders have been informed of the ongoing evaluation of the SSIP**

The stakeholders are part of the evaluation team. During each of these meetings stakeholders work on the SSIP, provide feedback and evaluate the progress of the implementation of the SSIP using the PDSA approach. However, the PDSA itself was conducted on the November meeting and for some aspects of the SSIP, continued in the January meeting.

For Phase III Year 4 implementation, the stakeholders were informed through the November 19<sup>th</sup>, 2019 and January 29<sup>th</sup>, 2020 meetings. Information and data charts were shared with them. They were able to see the SIMR baseline and targets for each year starting from SY 2014-2015, and the dual language SBA pre- and post-data. The performance of each year was detailed to them and for SY 2018-2019, where data indicated the highest proficient level of pilot schools since the implementation of the SSIP. It was also noted that this accomplishment was due to their collaboration and support as stakeholders. The team did encourage that the work must continue and there is always room for improvement.

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*Figure 5 Staff from Pavaiai, one of the schools who attended the Pacific Entities SSIP Collaborative in Guam, sharing what they learned while at the Guam meeting to their peers at the November stakeholder meeting.*

These were the accomplished outcomes of the November 2019 and January 2020 stakeholders meeting and evaluation:

- Pilot schools learned about the SSIP, the sequence of SSIP training events being planned by the ASDOE, contributed with what content they want covered on future training events
- Pilot schools reviewed SBA Reading data in the SSIP for the past 4 years
- Pilot schools discussed the DL program, its assessment used and data from the past 4 years
- Pilot schools learned from Pavaiai and Coleman, the two pilot schools that attended the 2019 Pacific Entities SSIP Collaborative in Guam what they learned about evidence-based practices, progress monitoring, coaching and assessments used in the classroom—including any challenges and setbacks they may have experienced
- Participating schools engaged discussions about the SSIP improvement activities
- With assistance from stakeholders, ASDOE-SPED was able to extend indicator targets for the FFY 2018 APR (including Indicator 17-SSIP)
- With assistance from stakeholders, ASDOE-SPED was able to identify SSIP support to schools for the implementation of the Evidence Based Practices

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- With assistance from stakeholders, ASDOE SPED updated the evaluation survey based on parent feedback

After the presentations by the SSIP core team, the DL Program, and two Pilot Schools, the participants were engaged in an activity on the Plan, Do, Study, Act model.

### Figure 8. Plan, Do, Study, Act Model

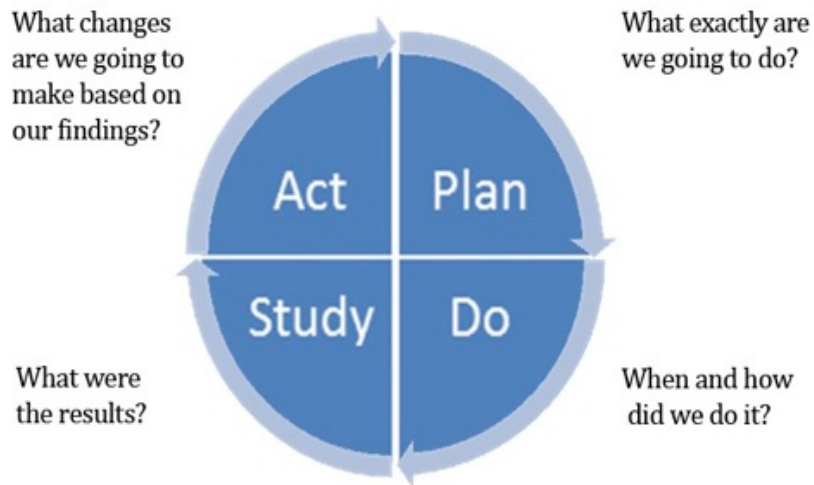


Figure 6 - Plan Do Study Act Graphic

### Overall questions asked during the November and January meetings:

The SSIP core team explained the model to stakeholders with the following questions to be discussed in their school based teams:

- a) Study: What did you learn from the data presented so far?
- b) Act and Plan: What other data is important to know to make decisions about improving practices?
- c) Plan and Act: Based on the available data, what improvements do you plan to discuss in your school during this school year?
- e) Plan: What are areas of need in your school?

During the meeting each pilot school and their school teams were seated in their own tables. Each table consisted of the school principal, program director, the resource specialist, regular education teachers, special education teachers, member from the SSIP core team and parents.

A group discussion was followed for each group to discuss the questions. In addition to the discussion an evaluation survey distributed and collected mirrored answers provided by each participant per their roles during the discussions.

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Discussion Question #1:

Study: What did you learn from the data presented so far?

Teachers and Resource Specialists

- There is always room for improvement
- Teachers cannot do the work alone
- Collaboration of all involved is important
- Progress monitoring of students at certain points make a difference
- The use of IEP rubric was very helpful
- Receiving training on teaching strategies and evidence based practices helped them along the way
- IEP students have improved and the data that was provided supported the achievement.
- The trainings are diverse and effective resulting in a big improvement in student academic progress.
- Innovative solutions, empowered networking, are just a few of great accomplishment through SSIP implementation. Student focus and teacher's role capabilities have strengthened through workshop and training

Principals and Program Directors

- It opened their eyes on ways to look at data for all students in their schools
- Comparison of student performance between SpEd and GenEd as well as non-pilot schools gave them an idea of where students are in their respective schools.
- The Plan, Do, Study, Act model has proven effective in student performance in the classroom.
- The presence of the SSIP core team to follow up work has proven effective
- As the SSIP students from each schools are only a handful—tracking their work and seeing progress throughout the school year contributed to reading proficiency of the students.
- Understanding the purpose of the SSIP and its fundamental role in student success has helped strengthen teacher core capabilities.
- Collaboration with DL, Regular and Special Education, and Parents, has increased the outlook for student progress.
- The SSIP implementation has helped a variety of departments to reach out to one another for resources and it has become such a great help. The ability to track and view student progress and success throughout each grade level has been possible due to the SSIP implementation.
- There has been more progress made with students with disabilities in the activities.

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*Figure 7 - Stakeholders at the January PDSA meeting*

- Participation and support from the different stakeholders as well as the collaboration between Special Education and Regular Education has become more solid in the classroom.

### Parents

- Transparencies or clear communication with Teachers, Principals, and RS' regarding policies and child's progress have greatly improved and is shown through the data
- Through the SSIP implementation workshop and trainings, there has been a gain of vast knowledge of the programs provided.
- Child's academic progress and success has brought overall joy due to SSIP implementation. SSIP workshop has increased level of awareness of services provided from the different departments.
- There has been more involvement in school activities as well as ongoing progress monitoring for their child.

### Discussion Question #2:

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Act and Plan: What other data is important to know to make decisions about improving practices?

### Teachers and Resource Specialists

- The DL pre and post scores have helped in making decisions on practices
- The student progress portfolios in documenting progress monitoring charts have helped track progress on a weekly or monthly basis
- Parent involvement helps them to know what is going on at home and if its affecting school work
- SBA scores of all schools be accessible to teachers and not just administrators
- A sample of SSIP portfolio for the scale up schools to view

### Principals and Program Directors

- The departments Territory Report Card issued annually has helped them in managing data for their schools
- SBA data helps principals on their school student standing
- Some principals were not aware that SPED's SPP/APR are posted online annually
- Monitoring RS/special education teachers and reviewing data to improve services
- Networking and collaboration of all departments making sure that transparency is lucid.
- SSIP implementation is a learning process and its goal is a moving target towards success.
- SSIP workshop has increased the level of awareness within both Regular and Special Education. SSIP implementation has helped teachers and principals set student goals following the SMART Goals/PLAAPF.

### Parents

- Working closely with teachers and schools on ways to improve student achievements
- Participating more on stakeholders meetings
- They have noticed student improvement in reading but need to know more about what and how data works
- Attending IEP meetings regularly
- Understanding more about their rights as parents especially parents of students with disabilities

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*Figure 8 On the first plane, Leone Mitkiff elementary school, one of the new pilot schools (scale up school) participating in the January stakeholder meeting, including parent, principal, and teachers*

### Discussion Question #3:

Plan and Act: Based on the available data, what improvements do you plan to discuss in your school during this school year?

#### Teachers and Resource Specialists

- Offer more strategies for teachers to help students
- How to manage data and act accordingly to what data is saying
- IEP trainings conducted regularly to their teachers
- Involvement of non-pilot schools can help when students transfer from one school to another.
- Continue training and implementation of progress monitoring in all schools.
- Involving regular ed teachers in IEP trainings
- Offer more parent trainings throughout school year
- SSIP core team for resources on evidence based practices

#### Principals and Program Directors

- Presenting data regularly to teachers and staff members

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- Utilizing all data available from the divisions of DOE and making them accessible to teachers
- Supporting principals on IEP and SSIP trainings
- Working with community and government in reading programs to help students

### Parents

- Being more involved in school activities for their children
- Inquiring schools for reading programs for their children
- A parent center on campus with computers available for parent use

### Discussion Question #4:

Plan: What are areas of need in your school?

- SSIP core team should continue to hold more workshops and trainings (every other month/ quarterly) to meet with stakeholders to monitor student performance and improvement.
- Stakeholders should be active and involved
- TA should be provided for teachers to aid students.
- Collaboration, networking, and continued trainings and workshop are a great way for the SSIP core team to continue to do as part of the SSIP implementation. This will help improve teacher performance and help analyze data collection.

American Samoa continues to value the input of its stakeholders as established in Phase I of this plan continued on Phase II and III and we look forward to their engagement on the fifth year of Phase III.

Below are a sample of the decisions made together with stakeholders, based on the latest data review, SSIP evaluation, discussions during this meeting and the other ongoing activities with stakeholders:

- The SSIP core team will hold more workshops and trainings. Stakeholders suggested workshops every other month/quarterly, meeting with stakeholders in the three pilot schools (and two new schools) to assist with student performance, measures and to evaluate, update, accomplishments and improvement. This action plan will maintain in effect as we move forward with the pilot schools.
- Due to the fact that some teachers were newly hired, they never had any trainings/workshops on DL or on the SSIP. The SSIP core team will be consistent in conducting more trainings/workshops for newly hired teachers in all pilot schools to better prepare them to assist students with disabilities.



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### Section D: Data Quality Issues

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

Overall, we do not have any major data limitation, either on the student progress data or evaluation data, implementation progress has been achieved. However, we want to continuously improve and there are opportunities for improvement.

##### a. Concerns or limitations related to the quality or quantity of the data used to report progress or results

Perhaps the most important concern, as mentioned on the previous section and previous reports, is the small number of students with disabilities who are third graders in the three pilot schools. It is not an issue of quality of data, in the sense of whether the data is correct or not, but one of the quality of the analysis of the data. The small number of third grade students with disabilities in the three SSIP pilot schools in the DL program limits the scope of analysis. American Samoa is preparing two new schools to be included on the SIMR data analysis. These two new pilot schools were selected based on two main criteria, one of them being the highest number of students to improve the potential of year to year analysis.

Previous concerns regarding the qualitative data (from previous SSIP Phase III submissions) regarding the IEP evaluation rubric to measure the quality of the IEPs of the pilot school students have started being addressed during Year 2 of the SSIP implementation. A key element of this process is the development of the “Individual Student Progress Data Portfolio Teacher Learning and Teacher Support Assessment” (See Appendix A) that is fully implemented on Phase III Year 4.

##### b. Implications for assessing progress or results

When we scale up the SSIP initiative to other schools we will have more students participating and hence more data to better measure progress. While we are not ready to scale up, we are improving our data-base decision-making systems, including how we measure students’ interim progress and qualitative assessments of participating schools’ performance. As mentioned on item a. above, American Samoa is already working on two new schools to be included in the SSIP pilot program.

##### c. Plans for improving data quality

As explained in previous section, our main issue is not data quality, but the quality of the analysis that can be drawn from the data we collect from the small number of special education students who are in third grade in the SSIP pilot schools.

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As we start collecting more interim progress data, and more qualitative data, and establish these methods as an improved data-based decision-making process, and are ready to scale up, we are certain we will have the data that will improve how we measure student outcomes progress, especially in the area of our SIMR. Meanwhile, two new schools are being prepared to join the pilot program and be part of the SSIP SIMR analysis.

### **Section E. Progress Toward Achieving Intended Improvements**

We are very glad to report progress on achieving intended improvements.

#### **a. Infrastructure Changes**

The most important infrastructure change is the incorporation of special education into the ongoing DL program. We are very glad to report that special education has an individual working with the DL program. The main person of contact is one of the SSIP Core Team staff, a Program Coordinator for Special Education, who has been planning, delivering and providing trainings (parents, staff, stakeholders) for each piloted school in coordination with the DL Program.

The SSIP has allowed us to collect important evaluation data and individual student outcomes data which are much needed and used for planning improvements to the pilot program. In other words, the DL program also appreciates the role the SSIP core team and other stakeholders play in the implementation of the DL program in American Samoa.

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

On the next two pages there are data from two fidelity check tools. On the next page you will find the results of the classroom observation tool that has been used by the DL program to measure the implementation of evidence-based practices. We know there are other practices that need to be improved, but these data show we are collecting new information, and this information will be used, together with evaluation results, on the planning of the next set of training events for the next school year.

On the following page is the fidelity measure of the implementation of the Student Portfolios, where we measure how teachers implement the portfolio, what items of the portfolio they completed, and used.

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**Table E1 - Fidelity Check – Classroom Observation on the Three Pilot Schools  
Phase III Years 3 and 4**

Teacher Observation questions	SY 2016-17		SY 2018-19	
	Total Teachers	Avg	Total Teachers	Avg
1. The lesson plan is available and visible in the classroom	8	3.75	6	3.83
2. The lesson plan is grade appropriate	8	3.75	6	3.83
3. The lesson plan addresses a standard/benchmark	8	3.75	6	3.83
4. The teacher clearly defines content/learning/concept development objectives	8	3.6	6	3.85
5. The teacher clearly defines language of the discipline objectives	8	3.5	6	3.67
6. The teacher links lesson to unit linked to standard/benchmark/goal/ objective	8	3.8	6	3.33
7. The teacher provides clear explanation/demonstration of the content/concept.	8	3.6	6	3.5
8. The teacher demonstrates resourcefulness in applying skills knowledge and experience to select and use a wide range of available resources (people, environment, technology, books – including textbooks) to support content learning and practical skill development.	8	3.4	6	3.33
9. The teacher uses multiple strategies to support learning (e.g. inquiry-based learning, direct instruction, manipulatives, technology).	8	3.4	6	3.5
10. The teacher designs activities for extended interactions and engagement.	8	3.4	6	3.33
11. The teacher checks for understanding	8	3.6	6	3.67
12. The teacher creates a safe and caring learning environment	8	3.9	6	3.33
13. The teacher teaches students how to be independently resourceful.	8	3	6	3.33
14. The teacher uses language learning strategies (bilingual and/or ELL/dual language) when appropriate in ways that promote language and learning	8	3.8	6	3.5
15. The teacher clarifies learning expectations	8	3.6	6	3.67
16 The teacher observes and listens for evidence of learning	8	3.8	6	3.5
17 The teacher uses evidence of student learning to adjust the lesson	8	3.75	6	3.75
18 The teacher provides feedback to students about their learning and how they can improve	8	3.7	6	3.5
19. The teacher measures student learning at the end of a time period or unit	8	3.8	6	3.8
20. The teacher maintains current records that clearly reflect student progress.	8	3.6	6	2

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**Table E2 - Fidelity Check - Implementation of the Student Portfolio Per School - SY 2018-19**

Fidelity Item	Pilot Schools		
	Pavaiai Elementary	Coleman Elementary	Tafuna Elementary
	Percent Implemented		
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%
4	100%	100%	100%
5	91%	60%	100%
6	73%	40%	50%
7	100%	100%	50%
8	73%	90%	100%
9	91%	70%	100%
Total	92%	84%	89%

**Table E 3 - Portfolio Items (fidelity check items)**

Item	Description
1	Student Info
2	IEP PLAAFP
3	IEP SMART Goals
4	Pre Assessment
5	Post Assessment
6	Progress Measures
7	Statewide Assessment & Accommodations
8	Measuring Student Progress
9	Teacher Learning and Support Assessment

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

## **American Samoa State Systemic Improvement Plan Phase III, Year 4**

As we reported on Sections B and C, our outcomes are indicating progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR. We look forward to continued progress, as most of our activities are annual and ongoing, and which, through the PDSA, we look to continue improving.

### **d. Measurable improvements in the SIMR in relation to targets**

One of the limitations of our data is the small number of students in the pilot schools. As a result, small variation in the individual student performances generate large changes in the SIMR which may or not reflect the activities being implemented. For example, in SY 2015-16 we moved from a baseline of 0% students proficient in the SBA to 50% student proficient in the SBA in SY 2015-2016. In SY 2016-17 the reading proficiency for the students dropped to 0%. In SY 2017-2018 there is still no change however changes are seen in Table A1 for students performing below basic to basic.

For SY 2018-2019 we have 13 students in the third grade of the three pilot schools, which provided us with more information to gauge our progress. In SY 2018-2019 students showed the greatest improvement on the SIMR data (proficiency rate of 69.23%).

For more detail on measurable improvements, please go to **Section C – Data on Implementation and Outcomes** of the report.

### **F. Plans for Next Year**

As mentioned in the introduction of this report, the SSIP Core Team is already working with two new schools as part of its scaling up initiative. These new schools will eventually be part of the American Samoa SSIP (when their data will be included in the SIMR, and American Samoa will calculate a new baseline). The two new schools were invited and attended the last two SSIP stakeholder meetings and all other SSIP activities. The new schools are also being trained on the Dual Language program, the SSIP strategies and tools, and data collection procedures. To continue the scaling up of the SSIP Pilot schools is one of the key milestones to be achieved.

Please note that American Samoa will suspend school activities as a preventive measure to COVID-19. Although the Special Education Office will remain open, depending on how long the school closure remains in effect, the SSIP will be impacted directly because the Office of Testing, Evaluation, and Accountability is expected to suspend activities as well and all students, pilot schools included, will likely not be tested (statewide assessment, SBA) in the current school year (SY 2019-2020), which is the SIMR data for SSIP Phase III Year 5, the final year of the current SSIP period.

Below are some immediate next steps for the SSIP on Phase III Year 5, taking into consideration schools will likely close during the Coronavirus outbreak:

## **American Samoa State Systemic Improvement Plan Phase III, Year 4**

- The SSIP team will follow OSEP guidelines as presented on the “Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak” and any other updated guidelines.
- The SSIP team will share the OSEP guidelines and questions and answers document with the pilot schools (as well as all American Samoa schools).
- The SSIP core team will plan the SSIP next steps based on the guidelines and on anticipation of when schools reopen.
- The SSIP core team will visit the schools in the Pilot Program (SIMR) when schools re-open after the COVID-19 emergency closures end.

## Appendix A: Dual Language Program Individual Student Progress Data Portfolio Teacher Learning and Teacher Support Assessment

The Individual Student Progress Data Portfolio is a data-based decision-making process organized around a student's IEP. It serves two main purposes: To improve the quality of the foundation of the IEP's data elements (PLAAFP, Goals & Benchmarks, and Progress Measurement towards the Student's Goals); and to connect the student progress to the classroom instruction, with a focus on the literacy measures (through the implementation of the DL program) leading to the state's SIMR. It also connects student progress to other aspects of classroom instruction, such as teacher's training, professional development, coaching received, fidelity of implementation and supports.



### Data-based decision making

The IEP as the hub for decisions that will improve the student's literacy skills, leading to improvement in the State Identified Measurable Result (literacy proficiency)

## American Samoa State Systemic Improvement Plan Phase III, Year 4

### Student Portfolio:

Complete one of these Individual Student Progress Data Portfolio for each student with disability in the schools at the DL Program (Coleman, Tafuna and Pavaiai).

School	Student	ID#	Gender	Grade	Disability	SpEd Teacher	Reg Teacher

### IEP Data - PLAAFP and SMART Goals

Enter on the table below all Present Level of Academic performance (baseline) and goals for the student.

P/G	Description	Baseline	Target

### Dual Language Program

Work with the DL program staff to determine what will be the pre- and post- assessment given to students. Describe the assessment and enter the date of the pre-assessment and the pre- score on the table below.

Pre and Post Assessment Measures (describe)	Pre Score (October 2017)	Post Score (May 2018)

Work with the DL program to establish at least three progress measures between the pre- and post- assessments for at least one or all pre- and post- assessments. The progress measures do not need to be an equivalent to the entire pre/post assessment. It can be a partial assessment, an assessment of particular areas the student needs improvement based on results of pre-assessment, IEP, etc.

DL Progress Measures (describe measure and frequency)	Progress Measure 1 (Nov)	Progress Measure 2 (Jan)	Progress Measure 3 (Mar)

### Statewide Assessment (SBA)

From the IEP, describe here the type of assessment the student will participate on. If the student requires accommodations, these accommodations should be applied to the SBA, to the classroom instruction, and all progress measures. Once the student completes the statewide assessment, and the information is made available, enter the score on this table, at the appropriate row.

Type of Assessment (information collected from IEP)		Score
	Regular Ed without Accommodations	
	Regular Ed with <b>accommodations.</b> Describe what are this student's accommodations	
	Alternate Assessment	



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### IEP Measuring Student Progress

Develop one chart for each goal, enter the progress measure dates (when student will be evaluated), track student progress. Use data to make decisions about the instruction student is receiving, classroom instruction, teacher supports and parent involvement.

Student: enter here the student name
Goal 1:
Measure (edit the measurement column on the left of the chart to reflect the appropriate score scale):

120										
110										
100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
Progress	Score (baseline)	October	November	December	January	February	March	April	May	Goal
Date of evaluation										

## Data-based Decision Making

**Teachers (general and special education) and resource specialists' observations and decisions after each progress measure:** After each student assessment, the teachers (general education and special education) and the resource specialist get together and discuss the student's progress and make decisions with respect to classroom instruction, the goals themselves, strategies for parent involvement, and training areas.

**Score Date 1 – assessing student progress** (complete one of these sheets after each progress evaluation)

**Date of meeting:** \_\_\_\_\_ **Participants:**

Is student's progress data indicating the student is on track to meet his/her goals?	<i>Yes or No? Some goals / All Goals?</i>
If yes, do you have enough information to consider revising the student's goal (higher or different goal?)	<i>Yes, change goal(s) to:</i>
If no progress, would you consider revising instruction strategies, accommodations, and frequency of progress measure?	<i>Yes, describe changes to progress measure for each or all goals:</i>
Or would you consider lowering the goal	<i>Describe the rationale for lowering a goal:</i>
Informed Parent of student's progress?	<i>Yes or No?</i>
Describe how parent can assist in the student's progress	<i>Describe how parent can assist</i>

## Teacher Learning and Support Assessment

Describe the training events you attended this year, so far	Training events:
Describe how this training event(s) have helped you provide instructional practices to this student	Description:
Has the student responded positively to instruction delivered to him?	Yes / No
If no, what are the areas you need to receive support on so you are able to positively impact this student's education?	Potential areas: <ul style="list-style-type: none"> <li>• Teacher collaboration</li> <li>• Inclusion</li> <li>• IEP development</li> <li>• Differentiated instruction</li> <li>• DL strategies</li> <li>• Accommodations</li> <li>• Etc.</li> </ul>
Have you received input from your principal on <b>classroom observations (teacher protocol)</b> ?	Yes / No
If Yes, please describe what recommendations or areas of need were identified	Areas of need or for improvement:
Have you received input from parents on how they are working with their child at home?	Yes / No
If not, how can you assist parents to engage in the education of their child?	How do you plan to work with parents?

**American Samoa State Systemic Improvement Plan Phase III, Year 4**

**Appendix B - American Samoa Department of Education-Special Education  
Division Dual Language Presentation**

Instructions: This form will be used to assist with improving the quality and performances of instruction of this session as well as methods of instruction used to teach students with disabilities in the DL program. Please circle the appropriate description of each skill that closely describes the training that you have just received.

Date:

Your role/school:

The session was effective in helping me incorporate DL practices with my students with disabilities.

Agree                  Somewhat                  Disagree                  Not Applicable

The session was effective in helping me implement literacy best practices with my students with disabilities.

Agree                  Somewhat                  Disagree                  Not Applicable

The session was effective in providing teaching methods that I can use with my students with disabilities.

Agree                  Somewhat                  Disagree                  Not Applicable

The session was effective in providing materials that I can use with my students with disabilities.

Agree                  Somewhat                  Disagree                  Not Applicable

The session was effective in helping me understand methods I can use to measure progress of my students with disabilities in achieving reading proficiency.

Agree                  Somewhat                  Disagree                  Not Applicable

Please indicate other areas in which you would like to receive training to support your work with special education students.

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Appendix C: SSIP STAKEHOLDERS MEETING EVALUATION  
MARCH 18, 2019

PLEASE CIRCLE ONE:

TEACHER   SPED TEACHER   PARENTS   RS   PD   PRINCIPAL   OTHER:

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EVALUATION QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. Did the Dual Language Program provide training for teachers (regular and special education) <b>to use the DL curriculum?</b>	SA	A	N	D	SD	NA
2. Did the Dual Language Program provide training (regular and special education) <b>to use lesson plan book?</b>	SA	A	N	D	SD	NA
3. Were the teachers trained (regular and special education) on <b>the pre and post assessment tests</b> for Dual Language program instruction?	SA	A	N	D	SD	NA
4. Did DL staff train <b>resource specialists to become coaches and mentors for teachers</b> implementing the Dual Language program?	SA	A	N	D	SD	NA
5. Did the <b>Resource Specialists coach</b>	SA	A	N	D	SD	NA

<b>and mentor teachers</b> in the implementation of Dual Language program?						
6. Were the teachers (regular and special education), principals, resource specialists, parents trained on the revised <b>IEP manual</b> ?	SA	A	N	D	SD	NA
7. Was training held for teachers (regular and special education), principals, resource specialists on using the <b>IEP rubric</b> ?	SA	A	N	D	SD	NA

<b>EVALUATION QUESTIONS (CONTINUED)</b>	<b>Yes or No (or Not Applicable)</b>		
8. Were the teachers (regular and special education), principals, resource specialists trained on <b>classroom accommodations for instruction and for assessment of students with disabilities</b> in the DL program?	Y	N	NA
9. Did the Program Directors, Resource Specialists coach and mentor teachers in the writing of the <b>SMART IEP goals and objectives</b> ?	Y	N	NA
10. Did training occur for parents on awareness regarding the SSIP and the Dual Language Program?	Y	N	NA
11. Were Parents invited to attend other professional development activities regarding IEP development?	Y	N	NA
12. Did General and special education staff participate together, on all (DL) professional development activities?	Y	N	NA
13. Did Special Education staff collaborate with General Education to provide ongoing technical support on professional development for IEP manual, IEP rubric, and student accommodation?	Y	N	NA
14. Did Special education develop <b>communication strategies among pilot schools, SSIP Core Team, Dual Language Program staff, Office of</b>	Y	N	NA

<b>Curriculum and Instruction, and special education staff</b> (Professional Learning Community around the Dual Language Program)?			
15. Was there a commitment between dual language program, pilot schools, office of curriculum and instruction, and special education division to participate on SSIP activities (Letter of Commitment)?	Y	N	NA
16. Did the <b>SSIP Core Team manage the implementation of the SSIP activities?</b>	Y	N	NA
17. Did the <b>SSIP Core Team evaluate the implementation of the SSIP Activities?</b>	Y	N	NA
18. Did the <b>Dual Language Program evaluate the effectiveness of teaching practices as well as progress of student achievement against established standards?</b>	Y	N	NA

<b>EVALUATION QUESTIONS (CONTINUED)</b>	<b>Yes or No (or Not Applicable)</b>		
19. Did the <b>SSIP Core Team</b> analyze the results of the evaluation and <b>drafted an evaluation report?</b>	Y	N	NA
If NO, explain:			
20. Did the <b>SSIP Core Team</b> gather stakeholders to share the evaluation results and gather their feedback for adjustments to the <b>SSIP implementation as appropriate?</b>	Y	N	NA
If No explain:			
21. Please describe what do you do in your role (as a teacher, parent, principal, RS, PD, or other) <b>which is different today because of the SSIP implementation.</b>			
22. Please describe what you would like the <b>SSIP core team to continue to do as part of the SSIP implementation.</b>			
23. Please describe what you would like the <b>SSIP core team to do differently to improve the SSIP implementation.</b>			