American Samoa Part B

State Systemic Improvement Plan

Phase III Report

April, 2017

INTRODUCTION

Section A: SSIP Phase III Summary

American Samoa's Special Education Division's (division) Phase III of its State Systemic Improvement Plan (SSIP) derives from the implementation of its evaluation plan as laid out in the state's Phase II submission.

In this submission, 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.

The analysis of each of these components are inter-connected to describe activities that American Samoa implemented to measure progress on its SIMR.

American Samoa's evaluation plan is organized to measure both the progress on the implementation of the SSIP (a formative component of the evaluation) and to measure progress on the improvement of the State-identified result for students with disabilities (a summative component of the evaluation). The evaluation activities are organized into short and long term objectives, accordingly. The logic model of the activities details input, outputs and short-, mid-, and long-term outcomes.

A detailed update on the progress of the implementation of the SSIP is in Section B of this document as shown in a table format where all formative evaluation questions from Phase II evaluation plan are addressed. The progress on the improvement of the SIMR is also explained in this same section, when appropriate, but mainly on Section C, where we addressed the summative questions from the Phase II evaluation plan. The progress on the improvement of the SIMR is explained and summarized with data and shown in Section C as well.

Overall, the core of American Samoa's SSIP has been implemented as planned and it is already showing results as demonstrated by improvements to the SIMR (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 Dual Language Program for students with disability). The baseline for the school year 2014-2015 was 0%, the target for the school year 2015-2016 was set at 1%. American Samoa actual target data is 50% for the SY 2015-2016 reading proficiency for students with disabilities in the three pilot schools.

Theory of Action

In the Theory of Action component of phase 1, the division identified and described its improvement strategies and their intended outputs and outcomes with five activity strands. The activity strands are: Materials, Professional Development, Collaboration, Parent Support/Involvement and Accountability & Quality Standards.

In phase II, the division changed the 'Materials' strand to 'IEP Goals and Objectives' because the dual language program provided the materials and resources needed by SPED teachers to implement the program in the schools. The dual language program has also included SPED to be part of the development of future materials. The information on the former "materials" strand is now part of the Professional Development strand of the revised Theory of Action.

During Phase II activities, the division felt that it was important to include IEP Goals and Objectives as a separate strand in the revised Theory of Action because this can impact the SIMR through aligning IEP goals and objectives to the dual language curriculum.

Logic Model

To ensure the alignment of the evaluation plan to the Theory of Action the American Samoa SSIP Core Team organized the improvement strategies (infrastructure development and supports for schools to implement evidence-based practices) into a logic model.

The logic model shows the rationale of how implementing the improvement strategies will increase the states capacity to lead to meaningful changes to students with disabilities in the three pilot schools. The relationship between the improvement strategies and their intended outputs and outcomes were carefully planned and organized to yield positive results.

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

a. How do the activities or strategies to be evaluated relate to the theory of action?

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 also involved in the implementation of the SSIP.

b. Why are these strategies/activities important for evaluating progress toward the SiMR?

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 dual language program, with its set of recommended Evidence-Based Practices, and to improve the quality of IEP, specifically IEP goals and objectives.

c. What are critical benchmarks or decision-points for each outcome?

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.

d. How do activities, outcomes and/or strategies relate to a component of a systems-framework?

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 (3rd grade) on the three pilot schools that are implementing the Dual Language Program for students with disability. Therefore, one main focus of the evaluation is to evaluate the use of the Dual Language program to improve the results for reading. The Dual Language model is based on research, theory, and practices. The division has integrated the framework of the department to align with our Dual Language plan to improve the SIMR. We are evaluating the infrastructure activities for the implementation of the Dual Language Program as well as other activities that support the implementation of evidence-based practices.

The Phase III SSIP reports on the progress of the implementation of the SSIP.

a. Which timelines were met for implementation?

American Samoa has met most of its timeline on activities proposed in its infrastructure on page 13 of the Phase II plan. Although timeline has been met, some activities are continually being implemented throughout the school year and are still on-going.

b. Which timelines were revised and why?

Two activities have not met the timeline as described in activities numbers 14 and 15 of Phase II Plan, and are described below.

Activity 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).*

The communication strategies were developed however implementation was difficult due to the timing we deployed our plan last year.

On the original plan the communication strategies have been scheduled to start in June during the summer and we realized that we should start the communication strategies

before school got out in May. This is an area that we plan to modify on our plan so we can start working with the DL program staff before the summer break.

Activity 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)?*

The letter of commitment was a formalization of the involvement of schools, DL program, office of curriculum and instruction, and special education division to participate on SSIP activities. Although it was not formalized in a letter, there was actual commitment from everyone especially the schools to participate in the pilot program, and even schools that were not involved, wanted to participate on the pilot as well. However, there is an existing agreement between DL program and SPED teachers of the three pilot schools called the "Employment Agreement".

On the original plan the timeline for this activity is for the school year 2016-2017 and although the school year is not over, we are planning on formalizing this agreement before the new school year 2017-2018 commences in August 2017.

Evidence-based Practices that have been implemented to date

The Dual Language 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 dual language strategies
    b. Use of first language to teach lessons

The Dual Language program describes the times for medium of instruction from K-12th 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)

The dual language 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, etc) in Samoan

These instructional materials have been disseminated to teachers of the 8 pilot schools 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 dual language program has unit tests implemented by teachers to monitor progress of their students. That data is then analyzed after the post-test.

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

The Phase III report is 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

There were no changes to the implementation of improvement activities except for the two revised timelines for activities number 14 and 15 as described in the previous page.

Section B: <u>Progress in Implementing the SSIP</u>

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 activities as planned with the exception of meeting the timelines for activities 14 and 15 as described below:

Activity 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).

The communication strategies were developed however implementation was difficult due to the timing we deployed our plan last year.

On the original plan the communication strategies have been scheduled to start in June during the summer and we realized that we should start the communication strategies before school got out in May. This is an area that we plan to modify on our plan so we can start working with the DL program staff before the summer break.

Activity 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)?*

The letter of commitment was a formalization of the involvement of schools, DL program, office of curriculum and instruction, and special education division to participate on SSIP activities. Although it was not formalized in a letter, there was actual commitment from everyone especially the schools to participate in the pilot program, and even schools that were not involved, wanted to participate on the pilot as well. However, there is an existing agreement between DL program and SPED teachers of the three pilot schools called the "Employment Agreement".

On the original plan the timeline for this activity is for the school year 2016-2017 and although the school year is not over, we are planning on formalizing this agreement before the new school year 2017-2018 commences in August 2017.

SSIP activities started in August 2016 with a four-day training on the revised IEP manual, IEP rubric, classroom accommodations for instruction and assessments of students with disabilities and the writing of the SMART IEP goals and objectives. Also in August, was orientation week where DL staff held trainings for all teachers (sped and regular) of the DL program (pilot schools). There were also ongoing activities implemented throughout the school year where it was done by district. Some activities were implemented in each of the three pilot schools or at the DL office. Our most recent activity was a stakeholders' meeting that was held on March 24th, 2017 (evaluation survey results mentioned in chart below). All milestones were achieved according to the plan.

The table below shows the 20 planned SSIP activities (organized under the formative evaluation questions) for this school year and as appropriate, they will be implemented yearly after that. We include data analysis methods and procedures to evaluate the implementation and the outcomes of the SSIP to describe the extent to which we carried out its planned activities with fidelity, what has been accomplished, what milestones have been met, and whether the intended timeline has been followed. Included are the intended outputs that have been accomplished as a result of the implementation activities and expected outcomes (two columns on the right).

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

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. These strands were identified and determine during the implementation of Phase I of the SSIP (and adjusted on Phase II). For each strand, strategic activities have been identified to be implemented. Each activity within these strands was expected to have impacts on improving the reading proficiency of students with disabilities (SIMR) as described in the Logic Model developed on Phase II.

When developing the Logic Model, during Phase II development of the SSIP, inputs and outputs needed were also identified and listed to support the implementation of each strategic activity. The evaluation plan was derived from the logic model. To evaluate each Theory of Action strand activities, a list of short, mid, and long term expected outcomes are to be meet. These strategies, inputs, outputs, short, mid, and long term outcomes were determined from data analysis of Phase I and formed in Phase II. The Logic Model and consequent evaluation plan ensures the alignment of the SSIP evaluation plan to the five activity strands (ASDOE SSIP 2015, Pg. 35).

Using the logic model to draft the evaluation plan, during Phase II of the SSIP we developed two sets of evaluation questions. First was a set of formative questions which were developed to measure the extent to which we implemented SSIP activities and what was the consequent output (what we produced) from implementing these activities and second, a set of summative questions that were developed measure the outcomes we achieved from what we produced.

To report Phase III progress in achieving outputs, we use the set of formative and summative evaluation questions from the evaluation plan as presented on Page 40 and Page 46, respectively, of the SSIP Phase II as a basis to describe our progress in implementing the SSIP.

On the two tables that follow, we first describe in detail the activities implemented and the outputs that have been achieved in 2016. And on the second table, we describe the short-term and mid-term outcomes achieved.

Please note that most activities in our SSIP are annual and ongoing activities, therefore, they do reflect an iterative process of continuous improvement (Plan, Do, Study, Act - PDSA). That means both formative and summative evaluation questions are reflecting a degree of accomplishment, even when we meet annual implementation milestones. That is, we can report here we achieved almost all milestones and short-term and mid-term outcomes. However, we know we have to continue this effort every year, with adjustments as deemed necessary for improvements, and we plan to report these same tables next year, hopefully with yet more progress on achieving milestones and outcomes.

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

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?	This activity was implemented according to plan. Below are the training dates: August 23-24, 2016 @ Tafuna Elementary School SY 2016-2017 Orientation week (all three pilot schools attended). The timeline for this training has been met and will be ongoing.	➢ Training curriculum: The DL's training curriculum is based on the general education's standards and benchmarks as prepared by Office of Curriculum and Instruction. The DL has made available curriculum booklets for K5, L1, and L2. At the time of this training the curriculum booklets for L3 were distributed to the teachers. They are now working on translating L4's standards and benchmarks and is due to be available in the Fall of 2017.	➢ Both Regular & SPED teachers in the DL program were able to acquire new knowledge and skills in learning how to use the DL curriculum. ➢ Staff required to attend were present at the training. ➢ SPED was able to work collaboratively with the DL office. ➢ Training Attendance: The DL's ASDOE 4th Quarter Report (July, August, September 2016) states that 72 teachers, 2 Asst. Directors, 7 Education Specialists, and 5 principals participated in this training. ➢ Of the 72 teachers-13 SPED teachers were trained, 3 RS's and 3 SPED staff were also part of this training. The special education teachers who are teaching

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
			IEP students from Levels K5-L3 in the three pilot schools as well general education teachers teaching DL sessions from these schools (Coleman, Pavaiai and Tafuna Elementary) all participated in this training. ➢ The DL office also provided records of regular education teachers teaching the DL program from their 8 pilot schools also participated in this training.
2. Did the Dual Language Program provide training (regular and special education) to use lesson plan book?	This activity was implemented according to plan. August 23-24, 2016 @ Tafuna elementary school on week of orientation Oct. 18, 2016- DL training for central district (Coleman included) Oct 19, 2016- DL training for West and Mid-west (Pavaiai &	➢ Training lesson plan book The DL staff gave out lesson plan books for co-planning and co-teaching to all 3 SPED pilot school teachers as well as regular ed teachers. ➢ Training Invitation Announcement for August were made in ASDOEs weekly bulletin via email, ASDOE's school year 2016-2017 calendar, on the local evening news, local	➢ The DL training helped teachers develop meaningful instructional and appropriate lesson plans for sped students. ➢ Regular Ed teachers who were trained in the use of the DL lesson plan books before this training were encouraged to work closely with SPED teachers who will be co teaching in the same DL session.

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	Tafuna elementary) The timeline for this training has been met and will be ongoing	newspaper, radio stations, and emails to all DOE divisions by DL Asst. Director ➢ Trainings for October by districts were in DLs yearly calendar, ASDOE's school year calendar, and invitations through emails by the DL office. ➢ Agenda including dates, presenters, and list of training participants are all available.	➢ Teachers continue to use the lesson plan book to complete lesson plan on a weekly basis ➢ Staff required to attend were present at the training ➢ Training Attendance: The DL's ASDOE 4th Quarter Report (July, August, September 2016) states that 72 teachers, 2 Ass. Directors, 7 Education Specialists, and 5 principals participated in this training. ➢ Of the 72 teachers-13 SPED teachers were trained, 3 RS's and 3 SPED staff were also part of this training. ➢ The DL office also provided records of regular education teachers teaching the DL program from their 8 pilots schools also

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
			participated in this training. ➢ Training attendance for Oct. 18, 2016 (Coleman): 13 teachers (regular & special education teachers) attended the DL program training on the use of lesson plan book. ➢ Training attendance for Oct. 19, 2016 (West & Mid-west): 28 teachers (regular and special education teachers) attended the DL program training on the use of the lesson plan book.
3. Were the teachers trained (regular and special education) on the pre and post assessment tests for dual language program instruction?	This activity was implemented according to plan. Below are the training dates: August 23-24, 2016 @ Tafuna Elementary School	➢ Training pre and post assessments DL uses the SEPVT, SPVT and SBA for progress monitoring on an annual basis. Pre tests for SEPVT and SPVT are at the beginning of the semester and post at the end of semester in April.	➢ Pre assessment tests (DL) utilized & submitted on timely matter. ➢ DL staff provided SSIP team with pre testing log on schools tested, grade levels tested and how many students were tested

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	SY 2016-2017 Orientation week LK-5 Pavaiai elem: September 12 @ 8am Tafuna elem: September 13 @ 8am Coleman elemn: September 15 @ 8am L1-L3 Pavaiai elem: September 19 @ 8am Tafuna elem: September 20 @ 8am Coleman elem: September 22 @ 8am The timeline for this training has been met and will be ongoing	➢ Training Invitation are through emails from DL as reminders, but are also in ASDOE's 2016-2017 school year calendar ➢ Training Dates available and SSIP team's hands on training was on the task. For instance the pre assessment hands on training occurred same time while DL was testing the students ➢ Post assessment schedule also now available which is slated from the week of April 3rd-April 15th, 2017. Hands on training will also be available.	from all their pilot schools ➢ Staff require to attend were present at the training including SSIP team ➢ Pre and post test scores for school year 2015-2016 are also available for DL and SPED teachers as well as SSIP team to track progress of students. ➢ DL Pre-Assessment schedule is available ➢ DL calendar of activities SY 2016-2017 is available
4. Did DL staff train resource specialists to become coaches and mentors for teachers implementing the dual	This activity was mentioned and discussed in the trainings but not fully implemented according to the plan. Below are the training dates in which this	➢ Training for teachers (reg & sped) of the DL program to become coaches and mentors was done in the beginning of the school year.	➢ RS complete training and begin coaching and mentoring with still room for improvements ➢ Feb 14 & 17, 2017 training participants: Only 1 resource

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
language program?	activity was covered: Aug 2016- Orientation week @ Tafuna elementary school Feb 14 & 17, 2017- DL office The timeline for this activity has been met and will be ongoing.	➢ Although trainings were not entirely focused on RS's becoming coaches and mentors but it was discussed. There was also another refresher training in February 2017 @ DL office for all old and new teachers (reg & sped) in the DL program. Again the focus was not entirely on becoming coaches and mentors, therefore a revision is needed for this activity. ➢ Training Invitation and training attendance are available	specialist attended these trainings however all three resource specialists need to be coaches and mentors for teachers implementing the dual language program
5. Did the Resource Specialists coach and mentor teachers in the implementation of dual language program?	This activity was implemented according to plan. Below are the training dates: Oct 18, 2016: West and Mid-west schools include Tafuna Elementary and Pavaiai	Observation log is available Survey of teachers is available	➢ Teachers received training on coaching and mentoring from RS's on implementation of DL program ➢ Peer or administrator observations were done by DL staff

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	Oct 19, 2016: Central district schools including Coleman elementary March 24, 2017 Stakeholders meeting The timeline for this activity has been met and will be ongoing.		➢ Teachers require to attend were present at the training ➢ The evaluation survey indicated that 100% of teachers (both regular and sped) agreed with the statement that the resource specialists coach and mentor them in the implementation of dual language program.
6. Were the teachers (regular and special education), principals, resource specialists, parents trained on the revised IEP manual?	This activity was implemented according to plan. Below are the training dates: Aug. 01, 02, 05 & 09, 2016 @ SPED conference room Aug 23 & 24, 2016: Professional Development by PD's per district March 24, 2017 Stakeholders meeting The timeline for this activity has	➢ The revised IEP manual was created to be user friendly, easy to follow requirements and procedures as well as what's to be expected in an IEP meeting. ➢ Training invitation and agenda are all available with dates ➢ Training Attendance is also available SPED teachers from the 3 pilot schools, RS's and PD's were trained on Aug. 01, 02, 05 & 09, 2016 @ SPED conference room	➢ Training on revised IEP manual completed ➢ Staff required to attend were present at the training. ➢ The evaluation survey indicated that 100% of the participants (regular and special education, principals, resource specialists, parents) agreed with the statement that they were trained on the revised IEP manual.

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	been met and will be ongoing.	➢ Program Directors trained their district RS's and teachers on the revised IEP manual	
7. Was training held for teachers (regular and special education), principals, resource specialists on using the IEP rubric?	This activity was implemented according to plan. Below are the training dates: Aug 1, 2, 5 & 9: @ Sped conference room Aug. 23, 2016: West & Mid-west district Professional development by PD's @ Tafuna elementary Aug 24, 2016: Central district professional development by PD for teachers @ old election office March 24, 2017 Stakeholders meeting The timeline for this activity has	➢ Training on IEP rubric is available ➢ Training Invitation, agenda and list of participants are all available	➢ IEP rubric available & utilized ➢ Staff require to attend were present at the training ➢ On a recent visitation by SSIP team members to the three pilot schools it was identified that all three schools are using the IEP rubrics to evaluate the quality of their IEPs. However, in one of the schools not all teachers were using the rubrics as recommended. The SSIP core team identified this as one of the areas for improvement so all teachers are familiar with the IEP rubric. ➢ The evaluation survey indicated that 56% of the participants agreed with the statement

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	been met and will be ongoing.		that there was training held for them on using the IEP rubric.
8. Were the teachers (regular and special education), principals, resource specialists trained on classroom accommodations for instruction and for assessment of students with disabilities in the dual language program?	This activity was implemented according to plan. Below are the training dates: Aug 01, 01, 05 & 09, 2016 @ Sped conference room Aug 23-24, 2016: Professional Development by PD's per district March 24, 2017 Stakeholders meeting The timeline for this activity has been met and will be ongoing.	➢ Training accommodations manual is available ➢ Training Invitation, Agenda and list of training participants are available	➢ Accommodations manual available & used in classrooms ➢ Staff required to attend accommodations training were present in the training ➢ The evaluation survey indicated that 89% of the participants agreed with the statement that they were trained on classroom accommodations for instruction and for assessment of students with disabilities in the dual language program.
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 according to plan. Below are the dates: Aug 01, 02, 05 & 09, 2016 @ sped conference room Aug 23-24, 2016: Professional	➢ Observation log is available ➢ Survey of teachers are available	➢ SMART IEP goals & objectives written by teachers in IEP summary ➢ Staff required to attend were present at the training ➢ The evaluation survey indicated that 71% of the participants

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	Development by PD's per district March 24, 2017 Stakeholders meeting The timeline for this activity has been met and will be ongoing		disagreed with statement that the program directors, resource specialist coach and mentor teachers in the writing of the SMART IEP goals and objectives.
10. Did training occur for parents on awareness regarding the SSIP and the Dual Language Program?	This activity was implemented according to plan. Below are the dates: Nov 17, 2016: Tafuna elementary Dec 13, 2016: Coleman elementary Feb 23, 2016: Pavaiai elementary The timeline for this activity has been met and will be ongoing	➢ Parent SSIP & DL awareness training log is available ➢ Training Invitation, agenda and list of participants are available ➢ Awareness training on SSIP and DL program for parents took place in the three pilot schools	➢ At the stakeholders meeting held on March 24, 2017 a questionnaire was given to parents that participated ➢ The evaluation survey indicated that 80% of the responding parents agreed with the statement that training occur for them on awareness regarding the SSIP and the Dual Language program.
11. Were Parents invited to attend other professional development activities regarding IEP development? (see above)	This activity was fully implemented according to plan. Below are the dates: Nov. 17, 2016: Tafuna elementary	➢ Parent training for IEP development is available ➢ Training Invitation, Agenda and list of participants are available	➢ Parent training for IEP development attendance log ➢ Parents invited to attend were present at the professional development for all 3 schools

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	professional development Dec 13, 2016: Coleman elementary Feb 23, 2017: Pavaiai elementary The timeline for this activity has been met and will be ongoing		➢ At the stakeholders meeting held on March 24, 2017 a questionnaire was given to parents that participated ➢ The evaluation survey indicated that 100% of the responding parents agreed with the statement that they were invited to attend other professional development activities regarding IEP development.
12. Did General and special education staff participate together, on all (DL) professional development activities?	This activity was fully implemented according to plan. Below are the dates: Nov17, 2016: Tafuna elementary professional day @ Tafuna elementary school Dec 13, 2016: Coleman elementary professional day @ Coleman elementary school	GenEd & Sped participated in all DL professional development including their own pilot school professional development Training Invitation, Agenda and list of training participants are available	➢ GenEd & Sped DL professional development continuous and ongoing ➢ Staff require to attend and be present at the professional development were present ➢ The evaluation survey indicated that 72% of general and special education staff agreed with the statement that they participated together on all (DL)

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	Feb 23, 2017: Pavaiai elementary professional day @ Pavaiai elementary school The timeline for this activity has been met and will be ongoing.		professional development activities.
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?	This activity was fully implemented according to plan. Below are the dates: Nov 17, 2016: Tafuna elementary professional day @ Tafuna elementary school Dec 13, 2016: Coleman elementary professional day @ Coleman elementary school Feb 23, 2107: Pavaiai elementary professional day @ Pavaiai elementary school	Technical support on IEP manual, IEP rubric and student accommodations were all provided. Training Invitation, Agenda and training attendance are available Staff require to attend and be present at the professional development were present.	➢ Teachers indicated technical support on IEP manual, IEP rubric and student accommodations were provided by both general ed and special ed staff in their schools. ➢ The evaluation survey indicated that 72% of the general education agreed with the statement that special education staff collaborate with them to provide ongoing technical support on professional development for IEP manual, IEP rubric, and student accommodation.

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
	The timeline for this activity has been met and will be ongoing		
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).	This activity was implemented according to plan. Below are the dates: Aug 23, 2016 @ Tafuna elementary school SY 2016-2017 Orientation week Oct 03, 2016: Coleman elementary Oct. 06, 2016: Pavaiai elementary Oct 12, 2016: Tafuna elementary The timeline for this activity has been met and will be ongoing	Professional Learning Community participant listing is available The developed communication protocol and procedures have been implemented Meeting Attendance is available Staff require to attend and be present at the communication development strategies were all present	➢ Professional Learning community developed ➢ The communication strategies were developed however implementation was difficult due to the timing we deployed our plan last year. ➢ On the original plan the communication strategies have been scheduled to start in June during the summer and we realized that we should start the communication strategies before school got out in May. This is an area that we plan to modify on our plan so we can start working with the DL program staff before the summer break. ➢ The evaluation survey indicated that 56% of professional Learning Community around the DL program agreed

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
			with the statement that special education develop communication strategies among them (pilot schools, SSIP core team, DL program staff, office of curriculum, and special education staff).
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)?	This activity has yet to be done in a formal writing (letter). However, there was actual commitment from the schools and the offices of OCI, DL and Sped to participate on SSIP activities	Commitment between DL program, three pilot schools, OCI, SPED is not available in a form of a letter thus everyone has been committed to participate Letter of Commitment is not available and will be soon	➢ The letter of commitment was a formalization of the involvement of schools, DL program, office of curriculum and instruction, and special education division to participate on SSIP activities. Although it was not formalized in a letter, there was actual commitment from everyone especially the schools to participate in the pilot program, and schools that were not involved, wanted to participate as well. However, that an agreement signed between DL program and SPED teachers of the 3 pilot schools in a form called the

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
			"Employment Agreement". ➢ The evaluation survey indicated that 94% of the participants agreed to the statement that an agreement signed between DL program and SPED teachers of the 3 pilot schools in a form called the "Employment Agreement". ➢ However, a formal agreement must be made between the offices of DL, pilot schools, OCI
16. Did the SSIP Core Team manage the implementation of the SSIP activities?	This activity was implemented through out the year according to plan and will be ongoing.	➢ Implementation of the SSIP activities has been ongoing during the year ➢ Evaluation and survey for implementation of each activity are available.	➢ Participation logs ➢ Administrator observations ➢ Ongoing trainings and professional development by the SSIP team to continue managing the SSIP activities ➢ The evaluation surveys indicated that 100% of the participants agreed with the statement that the SSIP core team manage the

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
			implementation of the SSIP activities.
17. Did the SSIP Core Team evaluate the implementation of the SSIP Activities?	This activity was implemented according to plan. Below are the dates of some overall evaluation activities performed by the SSIP core team (the DL program evaluated several other activities as well): Oct 03, 2016: Coleman elementary Oct 06, 2016: Pavaiai elementary Oct 12, 2016: Tafuna elementary March 24, 2017: Stakeholders meeting @ ECE conference room The timeline for this activity has been met and will be ongoing	Survey for all three pilot schools are available	➢ Regular Ed and Sped teachers: Two schools have answered yes to this question and the other school provided recommendations. Parents have also expressed ➢ The SMART IEP goals and objectives training have helped them in writing achievable goals for their students. In co-planning their lessons, they are able to pin point area that student needs help on and tailor lesson to make sure the goals of the IEP students are met. ➢ Based on their own in class evaluations such as worksheets, quizzes and tests, student progress and performance have improved in their students using the dual language approach. They have seen the difference of student responses in the use of both English and

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
			Samoan during instruction. When using the English language some students respond by one or two words. However in Samoan, they are able to respond in complete sentences and students comprehend the task on hand. ➢ One school had stated that although they are given evaluations after a professional development they would still like to see follow up trainings. They want the team to be more involved in classroom observation as they implement their lessons. ➢ All parents that presented commended on the existence of the program as they have seen improvements in their children's academic performance. They have developed close relationships with their children's teachers and have commended them for the work that they

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
			do everyday. They feel that things are going as planned as the program is working for their children. One parent expressed more parent involvement in parent awareness training in their school.
18. Did the Dual Language Program evaluate the effectiveness of teaching practices as well as progress of student achievement against established standards?	This activity was fully implemented according to plan. Below are the dates: Oct 3-12, 2016 Nov 7, 2016 The timeline for this activity has been met and will be ongoing	DL program surveys are available SY 2015-16 student outcomes (pre-post assessments, etc.) are also available with the DL staff. DL students will be tested for SY 2016-17 post assessments on the week of April 03-20, 2017.	➢ Students show progress on assessments measuring achievement on reading fundamentals and to the SIMR (when applicable) ➢ Classroom observation form from DL program was used to evaluate the teachers on the effectiveness of teaching practices as well as progress of students achievement against established standards. ➢ All three schools have answered that they were evaluated by the DL on the effectiveness of teaching practices used. The DL program have expressed a staff

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
			shortage from their office and is reaching out to SPED to have a representative to evaluate SPED teacher performance in using the DL program as well as being involved in their school visitations. All schools are well versed on the pre- and post-tests used by the DL as well as the DL version of the SBA test. The schools are also provided with student scores on the pre- and post-tests from the previous school year
19. Did the SSIP Core Team analyze the results of the evaluation and will draft an evaluation report?	This activity was implemented according to plan. Below was the date of implementation: This report is a summary of the results of the SSIP evaluation.	DL program results are available	➢ This report is summarizing the results of our evaluation. ➢ The evaluation survey indicated that 100% of the participants agreed with the statement that the SSIP core team analyze the results of the evaluation and will draft an evaluation report.
20. Did the SSIP Core Team	This activity was fully implemented	➢ Invitation and Agenda were sent out	➢ Log of Stakeholders :

Formative Evaluation Questions	Extent to Which this was Accomplished (1a)	Outputs (1b)	Outcome
gather stakeholders to share the evaluation results and gather their feedback for adjustments to the SSIP implementation as appropriate?	according to plan. Below was the date of implementation. March 24, 2017 for all stakeholders and 3 pilot schools @ ECE conference room from 9-11am	to all stakeholders via email by Sped interim supervisor ➢ Meeting Attendance is also available through a sign-in sheet with attendees names, titles, school and contact #/emails ➢ Survey: A survey was given to all stakeholders of the March 24, 2017 meeting to share the evaluation results and gather their feedbacks for adjustments to the SSIP implementation	A sign in sheet of all participants, their role, contact number and email address is available ➢ On Section F of this report we summarize the activities we plan to improve, modify based on feedback from stakeholders, evaluation results and anticipated barriers. We also identify in areas of need or additional technical support. ➢ The evaluation survey indicated that 94% of the participants agreed with the statement that the SSIP core team gather stakeholders to share the evaluation results and gather their feedbacks for adjustments to the SSIP implementations as appropriate.

Progress on Achieving Outcomes (Summative Evaluation Report)

Summative Evaluation Questions	Updates	Observation Notes

1. Did the teachers acquire new knowledge and skills of DL curriculum? (including EBPs)	The August 23rd, 2016 DL training evaluation survey indicated that 80% of teachers agreed with the following statement: "The session was effective in helping me incorporate dual language practices with my students with disabilities"	Due to shortage of the Dual Language Office staff the SSIP core team would like to include Principals & Program Directors to be added to evaluation team using the TPES protocol (classroom observation tool to measure fidelity of implementation of practices). Ongoing implementation of Professional Development
2. Did the teachers (regular and special education) develop meaningful instructional lesson plans using the DL lesson plan book?	The August 23rd, 2016 DL training evaluation survey indicated that 80% of teachers agreed with the following statement: "The session was effective in providing materials that I can use with my students with disabilities"	Program Directors to be added to the evaluation team. Ongoing implementation of Professional Development
3. Did the teachers (regular and special education) implement pre-tests to identify students' weakness and strengths, and post-tests to determine if students mastered the goal?	• In a file review (March 2017) conducted by the SSIP core team on the implementation of this activity, pre tests provided by the DL through its lesson books were used to identify students' weakness and strengths, and post-tests to determine if students mastered the goals on a weekly basis. • Based on results from the DL's Pre, Post, and SBA for school year 2015-2016 in Section E of this document, it shows an increase of performance from the pre tests to the post tests as well as the SBA for grade levels K5-L2.	Program Directors to be added to the evaluation team. Ongoing implementation of Professional Development and IEP Goals and Objectives

4. Did the teachers write quality SMART IEPs? (based on IEP Manual and Rubric)	In a file review and interview (March 2017) conducted by the SSIP core team on the implementation of this activity, most sped teachers are using the IEP manual and rubric to write quality SMART IEPs.	On going implementation of Professional Development, IEP Goals and Objectives, Collaboration and Accountability and Quality Standards
5. Did parents increase their awareness and knowledge of SSIP and Dual Language program?	• During the parent presentations of the March 24th, stakeholders meeting, parents were able to share that through the professional developments by the SSIP team and school based parent awareness trainings, they are able to gain knowledge of the SSIP and DL initiatives.	Ongoing implementation of Professional Development and Parent Support
6. Did the parents participate in the IEP meeting and development?	• In a file review (March 2017) conducted by the SSIP core team on the implementation of this activity, 100% of the files indicate parent participation during IEP development.	Ongoing implementation of Professional Development, IEP Goals and Objectives
7. Did Parents contribute to their child's development of SMART IEP goals/objectives?	• In a file review (March 2017) conducted by the SSIP core team on the implementation of this activity, 100% of the files indicate parent contribution during development of SMART IEP goals/objectives	Ongoing implementation of Professional Development, IEP Goals and Objectives
8. Did general and special education staff co-plan, design joint instructional practice?	• In a file review (March 2017) conducted by the SSIP core team on the implementation of this activity, 100% of the files indicate both general and special education teachers are co planning lessons.	Program Directors to be included in the evaluation team. Ongoing implementation of Accountability and Quality Standards
9. Did the general education staff contribute to the IEP development and implementation, and student accommodation?	• In a file review (March 2017) conducted by the SSIP core team on the implementation of this activity, 20% of regular ed teachers have asked for training on the IEP accommodations manual	Program Directors to be included in the evaluation team. Ongoing implementation of Professional Development, IEP Goals and Objectives
10. Did general and Sped staff gain communication strategy	• A review conducted by the SSIP core team indicates that communication strategies were	Ongoing Collaboration needed between SSIP core team, DL program staff,

among pilot schools, SSIP Core Team, DL Program staff, Office of Curriculum and Instruction?	developed however implementation was difficult due to the timing we deployed our plan last year. On the original plan the communication strategies have been scheduled to start in June during the summer and we realized that we should start the communication strategies before school got out in May. This is an area that we plan to modify on our plan so we can start working with the DL program staff before the summer break.	Office of Curriculum and Instruction, Office of Testing and Evaluation.
11. Was there a MOU between DL & SPED to commit in implementing SSIP activities?	• The letter of commitment was a formalization of the involvement of schools, DL program, office of curriculum and instruction, and special education division to participate on SSIP activities. Although it was not formalized in a letter, there was actual commitment from everyone especially the schools to participate in the pilot program, and schools that were not involved, wanted to participate as well. • An already existing agreement is signed between the DL program and SPED teachers of the 3 pilot schools in a form called the "Employment Agreement". However, a formal agreement must be made between the offices of DL, pilot schools, OCI.	Ongoing Collaboration between SPED and stakeholders

12. Did the SSIP Core Team manage the implementation of SSIP activities?	• In a review conducted by the SSIP core team on the implementation of its improvement activities, it indicates the involvement of the SSIP team in managing the activities.	Ongoing implementation of Collaboration between all stakeholders
13. Did the stakeholders participate in the implementation of SSIP activities?	• In a review conducted by the SSIP core team on the implementation of its activities, it indicates that stakeholders are involved in all activities as appropriate.	Ongoing implementation of Collaboration between all stakeholders
14. Were the stakeholders involved in implementing effective EBP's to impact progress of students towards the SIMR?	• In a review conducted by the SSIP core team on the implementation of its activities, it indicates that stakeholders were involved in all professional development training on Evidence Based Practices.	Ongoing implementation of Collaboration between all stakeholders and Professional Development on EBPs.
15. Did the teachers implement EBP's included in the DL curriculum in the classroom?	• A review of lesson plans and IEPs by the SSIP core team also specified EBPs and teaching methods used by teachers as suggested by the DL program.	Ongoing Professional Development on EBPs, Accountability and Quality Standards
16. Did the teachers implement and develop meaningful instructional lesson plans?	• A review of lesson plans and IEPs by the SSIP core team also specified the implementation and development of meaningful instructional lesson plans	Program Directors to be added to the evaluation team using the TPES evaluation. Ongoing Professional Development & Accountability and Quality Standards
17. Was there co-planning and co-teaching between reg. ed teachers and SPED teachers using the lesson plan book?	• A review of lesson plans books and IEPs by the SSIP core team also specified that there was co-planning and co-teaching between SPED teachers and regular ed teachers	Program Directors to be added to the evaluation team using the TPES evaluation. Ongoing Professional Development, Collaboration

18. Did teachers implement frequent pre- and post- tests?	• A review of lesson plans books and IEPs by the SSIP core team also specified that progress monitoring and reports on formative evaluations used by teachers • DL's pre and post tests are administered once annually during the school year.	Ongoing Professional Development
19. Did the teachers adjust instruction based on results of pre- and post-tests?	• A review of lesson plans books and IEPs by the SSIP core team also specified that progress monitoring and reports on formative and summative evaluations used by teachers as well as instructions needed to improve student performance	Ongoing Professional Development
20. Did teachers implement appropriate, individual instruction to students with disabilities based on the students' IEPs?	• A review of lesson plan books and IEPs by the SSIP core team also specified that instructions are individualized based on student assessments and performance.	Ongoing Professional Development & IEP Goals and Objectives
21. Did teachers measure student progress towards their SMART goals and objectives (IEP)?	• A review of lesson plan books and IEPs by the SSIP core team specified that progress monitoring and reports on formative and summative evaluations used are used to measure progress of student performance	Ongoing Professional Development & IEP Goals and Objectives
22. Did parents uses dual language concepts with their children?	• The evaluation survey indicated that 100% of parents agreed with the statement.	Ongoing Parent Support/Involvement
23. Do the IEPs reflect parents' knowledge of their child?	• A review of lesson plan books and IEPs by the SSIP core team specified that parent contribution during IEP meetings suggest that they have knowledge of student.	Ongoing Parent Support/Involvement Ongoing Professional Development for parents
24. Did parent use effective parenting	• A review of lesson plan books and IEPs by the SSIP core	Ongoing Parent Support/Involvement

practices, to help their children with homework activities, spend more time helping with their child's education?	team specified that parents help and support their children at home on homework activities and their educational needs. • In a presentation made by parents at the March 24th, 2017 stakeholders meeting they shared how they help out their children at home as well as their children enthusiasm to do homework when they get home from school.	Ongoing Professional Development for parents
25. Did general and SPED staff implement lesson plans that accommodate students with disabilities in the dual language instruction?	• A review of lesson plan books and IEPs by the SSIP core team specified that parents help and support their children at home on homework activities and their educational needs.	Ongoing Professional Development & IEP Goals and Objectives
26. Did general and SPED staff use IEPs to deliver instruction to students with disabilities?	A review of lesson plan books and IEPs by the SSIP core team specified that general and sped teachers used IEPs to deliver instructions to students with disabilities	Ongoing Professional Development & IEP Goals and Objectives
27. Did general and SPED staff communicate regularly to discuss their school progress toward improving the dual language program, such as troubleshooting areas that need improvement, exchange success stories?	During the stakeholders meeting on March 24, 2017, teacher representatives (both general and sped) from each pilot school were able to share to the group the benefits of regularly working together and sharing notes to impact student learning in the dual language program.	Ongoing Professional Development & IEP Goals and Objectives, Collaboration
28. Was there clarity of roles and accountability on the implementation of the Dual language program and the SSIP activities?	In a review conducted by the SSIP core team on the implementation of improvement activities it has been determined that roles are clear between the DL program and SSIP activities.	Ongoing Professional Development & Collaboration
29. Were the SSIP activities implemented by SSIP Core Team and	In a review (March 2017) conducted by the SSIP core team on the implementation of its	

the appropriate stakeholders for their respective activities?	improvement activities-it has shown that the SSIP core team and appropriate stakeholders implemented the activities.	
30. Was there improvement/modification of activities for the implementation of the SSIP?	Improvement: In a file review conducted by the SSIP core team, teachers are writing quality IEPs goals & objectives using the rubric. There is more connectivity and collaboration between the DL office and SPED on professional developments and SSIP activities. Modifications: Timeline on two activities have been changed on communication strategies and the formalization of the letter of commitment.	**Notes: Ongoing Professional Development, Collaboration, Accountability & Quality Standards, Parent Involvement
31. Was there improvement/modification of EBPs for improvements to instructional practices?	The office of the DL did not report any modifications but were able to say through an interview with staff that state wide assessment results are showing that what they are doing is working.	Ongoing Professional Development, Collaboration, Accountability & Quality Standards, Parent Involvement
32. Did the students demonstrate progress towards reading proficiency?	The statewide assessment, SBA, has shown student progress on reading proficiency from pre tests to post tests. See Section E of this document.	Ongoing Professional Development, Collaboration, Accountability & Quality Standards, Parent Involvement
33. Was there an increase in participation/ involvement with child's IEP development?	In a file review and interviews conducted by the SSIP core team on the three pilot schools; RS's and sped teachers have shared that there is an increase in parent participation and involvement as evident in IEP meeting participation logs and parent teacher conferences.	Ongoing Professional Development, Collaboration, Accountability & Quality Standards, Parent Involvement

34. Were families engaged in their child's education?	In a DL and SSIP parent training held at Coleman Elementary on December 13th, 2016, parents have shared their keenness in participating in the program as they have seen performance results for their children. They help out with homework and are involved in student activities at school. Out of 13 DL IEP students at Coleman in December 2016, 13 parents were able to participate in this training.	Ongoing Professional Development, Collaboration, Accountability & Quality Standards, Parent Involvement/Support
35. Was there improvement in the dual language program and instruction delivered by general and special education teachers?	Based on results from the DL's Pre, Post, and SBA for school year 2015-2016 in Section E of this document, it shows an increase of performance from the pre tests to the post tests as well as the SBA for grade levels K5-L2.	The Office of Testing and Evaluation & Accountability to be added to the evaluation team Ongoing implementation of Accountability and Quality Standards
36. Were the SSIP activities implemented in a timely manner?	In a review (March 2017) conducted by the SSIP core team on the implementation of its improvement activities have shown that all activities were implemented in a timely manner.	Ongoing implementation of improvement activities
37. Were all SSIP activities are implemented?	A review conducted by the SSIP core team on the implementation of its improvement activities have shown that all activities have been implemented except for a formal the Letter of Commitment. The letter of commitment was a formalization of the involvement of schools, DL program, office of curriculum and instruction, and special education division to participate on SSIP activities. Although it was not formalized in a letter, there was actual commitment from everyone especially the schools to participate in the pilot program, and schools that were not	Ongoing implementation of improvement activities

	involved, wanted to participate as well.	
38. Was there improvement of effective teaching practices to increase student academic achievement?	Based on results from the DL's Pre, Post, and SBA for school year 2015-2016 in Section E of this document, it shows an increase of performance from the pre tests to the post tests as well as the SBA for grade levels K5-L2.	ongoing professional development on teaching practices

2. Stakeholder Involvement in the SSIP implementation

Stakeholder's involvement is an integral part of this plan since its inception on Phase I. Stakeholders were involved in helping us with the data analysis, identify low performance indicators, root cause analysis for low performance indicators, identifying our SIMR, the improvement strategies. They were also involved in the drafting of the improvement plan and its related evaluation plan during Phase II of the SSIP. Their input is equally of importance in the implementation and the evaluation of the plan in Phase III. Stakeholders continue to be involved in the decision-making process because without them our efforts will not come to fruition.

Our stakeholders consist of school teams from our three pilot schools (Principal, Sped Program Director, Resource Specialist, Sped Teachers, Gen Ed teachers, Parents), the Dual Language Program staff, the office of Curriculum and Instruction, the office of Testing, Evaluation and Accountability, and the SSIP core team.

Different stakeholders were involved at different times during the implementation of our plan, especially in the three pilot schools. However, a broader group of stakeholders met on March 24th, 2017 when the SSIP presented a summary of the progress of the plan.

The data analysis methods to evaluate the implementation of our activities and outcomes have been established in Phase II and we are currently using them to evaluate this plan.

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

The SSIP ongoing activities continuously engage stakeholders in the three SSIP pilot schools. This group includes principals, teachers (special end general education), and parents on these three schools. It also includes the program directors, resource specialists and SSIP core team at the division. Finally, it includes the dual language program staff and staff from other offices within the AS Department of Education. These stakeholders are more than informed about the implementation of the SSIP, they are engaged in the activities described in the plan.

Aside from their continuous and ongoing engagement on SSIP activities, an annual meeting with all the above teams, and a broader group of stakeholders, took place in March 24th, 2017.

This annual meeting serves a fundamental role in the ongoing evaluation and improvement of the America Samoa SSIP, it is a time to evaluate progress from what has been implemented, discuss areas of need, make suggests and decide on improvements for the next year of activities (Plan, Do, Study, Act). For this annual important meeting, all stakeholders were invited via an email invitation by the Special Education Interim Supervisor (Interim Special Education Director).

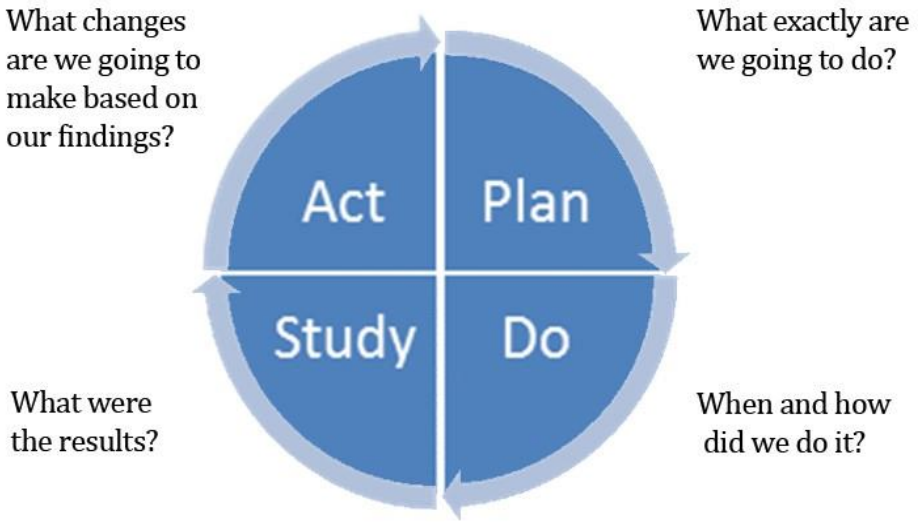


Figure 1. Plan, Do, Study, Act Model

The objectives of the meeting were to give the stakeholders the opportunity to:

- review and learn about the State Systemic Improvement Plan (SSIP)
- receive progress updates on the implementation of the SSIP, first year implementation
- receive updates on the Dual Language Programs third year of implementation

A power point presentation was presented to the stakeholders to review the SSIP and its importance. An overview of the SSIP, procedures used by the SSIP core team to identify root causes, the analysis and the selection of the SIMR were part of this presentation. Stakeholders were also able to receive updates on the implementation of activities, presented by those who were involved in executing these activities and to hear the preliminary outputs and outcomes from each activity. The Dual Language program staff distributed handouts to the stakeholders to follow as they presented on their updates, accomplishments and challenges. Progress data was also presented to stakeholders.

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

The outcome of this meeting was that stakeholders were able to:

- identify support to schools for the implementation of the Evidence Based Practices
- provide recommendations and suggestions on how to proceed in improving reading proficiency for students with disabilities
- provide recommendations and suggestions to adjust implementation of the SSIP based on evaluation results

After the presentations by the SSIP core team and the Dual Language Program each stakeholder that participated in this meeting were given a worksheet on the Formative Questions of our evaluation plan from Phase II. They were to evaluate each activity based on its implementation by those responsible in executing the activity as well as its expected outcomes.

The set up of the meeting was 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, and parents.

After the individual evaluation on the worksheet, time was given to each pilot school to discuss the following questions (below) and present them to the whole group. Representatives presenting information from each group were a regular education teacher, a special education teacher and a parent. The following are their collective responses as written on poster boards and discussed during group presentations.

- Did the SSIP Core Team evaluate the implementation of the SSIP Activities?

Regular Ed and Sped teachers: Two schools have answered yes to this question and the other school provided recommendations. Parents have also expressed:

  - The SMART IEP goals and objectives training have helped them in writing achievable goals for their students. In co-planning their lessons, they are able to pin point areas that student needs help on and tailor lesson to make sure the goals of the IEP students are met.

  - Based on their own in-class evaluations such as worksheets, quizzes and tests, student progress and performance have improved in their students using the dual language approach. They have seen the difference of student responses in the use of both English and Samoan during instruction. When using the English language some students respond by one or two words. However in Samoan, they are able to respond in complete sentences and students comprehend the task on hand.

  - One school had stated that although they are given evaluations after a professional development they would still like to see follow up trainings. They want the SSIP core team to be more involved in classroom observation as they implement their lessons.

  - All parents that presented commended on the existence of the program as they have seen improvements in their children's academic performance. They have developed close relationships with their children's teachers and have commended them for the work that the teachers do everyday. They feel that things are going as planned as the program is working for their children. One parent expressed the need for more parent involvement in parent awareness training in their school.

- Did the Dual Language Program evaluate the effectiveness of teaching practices as well as progress of student achievement against established standard?

  - All three schools have answered that they were evaluated by the DL on the effectiveness of teaching practices used. The DL program have expressed a staff shortage from their office and is reaching out to SPED to have a representative to evaluate SPED teacher performance in using the DL program as well as being involved in their school visitations. All schools are well

versed on the pre- and post-tests used by the DL as well as their version of the SBA test. The schools are also provided with student scores on the pre- and post-tests from the previous school year.

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 second year of Phase III.

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, we 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. When we look at our long term outcomes, FFY 2015 SIMR data indicate American Samoa met and surpassed its target for SY 2015-16. At the same time, we understand this is only a first year of implementation, most of our activities are annual

and ongoing activities, we need to collect more data, and we know there is room for improvement. A lot of work still needs to take place.

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. These strands were identified and determined by stakeholders during the implementation of Phase I of the SSIP (and adjusted on Phase II). For each strand, strategic activities have been identified to be implemented. Each activity within these strands was expected to have impacts on improving the reading proficiency of students with disabilities (SIMR) as described in the Logic Model developed on Phase II.

When developing the Logic Model, during Phase II development of the SSIP, inputs and outputs needed were also identified and listed to support the implementation of each strategic activity. The evaluation plan was derived from the logic model (ASDOE SSIP 2015, Pg. 35). As a result of this alignment, all evaluation measures are also consistent with the Theory of Action and the Logic Model.

b. Data Sources for each key measure

Besides the evaluation data described on Section B, American Samoa uses two other sets of key measures: student progress data, including the 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 (3rd grade) on the three pilot schools that are implementing the Dual Language 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) delivers the assessment to the students and organize the data and submits 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.

Other key measures are also used to measure student progress toward the SIMR. The Dual Language 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 (different than the statewide SBA for 3rd 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 each 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.

Student progress towards meeting their IEP goals and objectives are also used to evaluate progress towards the SIMR. Qualitative data are data that are collected by teachers to measure the IEP student's progress toward their IEP goals and objectives. Regular and special education teachers co-plan and team-teach to help the IEP students to master their SMART goals and objectives in their IEP's. Progress data are measured through student portfolios. Student portfolios are the student's work, which includes test results, quizzes, homework and classroom assignments. Teachers keep a logbook of class discussions and teacher observations. Progress is measure every week by testing the students on what was taught during the week. Progress reports are provided twice a semester.

These assessments and progress measurement provide information on how students are performing and hence are providing feedback on areas that need improvement to achieve their full potential in reading proficiency.

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 dual language program at the pilot schools. The Dual Language program monitors fidelity to ensure that the 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 Dual Language Program assesses fidelity with teacher attendance, classroom environment, student evidence, lesson delivery, teacher interaction with students etc.

- Teacher Attendance – Dual Language teachers understand that teacher absenteeism can affect student achievement.
- Classroom Environment – Dual Language teachers prepare classroom environment as it has a major role to play in classroom learning with alignment to lesson plan.
- Student Evidence – Dual Language teachers check for understanding by asking student to complete a reading task for example.
- Lesson Delivery – Dual Language 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 – Dual Language teach curriculum with fidelity by facilitating students' conversation effectively.

The Dual Language Program uses the Teacher Performance Evaluation Scoring (TPES) tool as a Classroom Observation Evaluation tool. The Dual Language 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.
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/dual language) 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.

c. Description of baseline data for key measures

The baseline data for key measures will be shared on item 2 of this section of the report, where we will post the comparisons between baseline data (SY 2014-15) and current data (SY 2015-16) whenever data is available or such comparisons are applicable.

d. Data Collection Procedures and associated timelines

SIMR data (SBA data) is collected by the Integrated Data System (IDS). The Office of Testing Evaluation and Accountability (OTEA) delivers the assessment to the students, organizes the data and submits 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 3rd grade SBA for reading, is delivered in the Spring of each school year.
All other student assessment data (pre and post) is administered by the dual language program. OTEA and SSIP core team representative verifies and analyze the data for the DL program.

All student assessment data (pre and post) is administered by the dual language program. OTEA and SSIP core team representative verifies and analyze the data for the DL program. Pre-and post-assessments are annually collected measuring K5 – 3 for the pilot schools. The Dual Language SBA for K5-3 is also annual. All students were assessed with the pre-test on September-October every school year. The post-test is conducted annually in April-May.

Student portfolios and other qualitative data are collected by teachers who keep a logbook of class discussions and teacher observations. Progress is measured every week by testing the students on what was taught during the week. Progress reports are provided twice a semester.

The Teacher Observation data is collected quarterly. Teacher Training data is collected quarterly. New Dual Language Teacher recruits are collected monthly.

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

Our original plan was to only compare year-to-year SIMR progress (baseline against targets for each of the SSIP years).

However, we have organized the SIMR data to be comparable to other dual language pilot schools (not part of the SIMR group – not a focus on special education students) and all other non-pilot schools. We are also comparing special education to general education data.

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

We are sharing on this report the results of the evaluation data, which are used in an ongoing basis and on the annual stakeholder meetings using the PDSA model to look for areas of need and to gather input and their assistance on decisions for improvement.

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

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

We will discuss the evaluation results, the data analysis and the related decisions in terms of going forward with the SSIP, which are stakeholder-based, on the next session of this report.

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 presented to stakeholders. Further evaluation data were collected during the stakeholders meeting, incorporating their final recommendations. This information has since been summarized and organized in this report.

The evaluation results, the stakeholders input, and the SIMR data, which are organized in this report will be shared with the stakeholders and public.

This report will also be shared with the Dual Language Program staff when we will be planning the next round of training events which will take place at the beginning of the next school year.

We anticipate the positive student outcome results, which were recognized by the parents and stakeholders present at the stakeholder meeting, can be used as a way to show incentive to new teachers being trained in this upcoming school year, to show how students are learning, and how successful the DL program (and the SSIP pilot shcools in particular) has been thus far.

b. Evidence of change to baseline data for key measures

The key measure for the SSIP is its 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 Dual Language Program for students with disability. The baseline for the school year 2014-2015 was 0%, the target for the school year 2015-2016 was set at 1%. American Samoa actual target data is 50% for the SY 2015-2016 reading proficiency for students with disabilities in the three pilot schools, hence surpassing the anticipated target.

We are reporting here the SBA data based on

- Year to year comparison: Baseline (14/15) to first year of target (15/16)
- Pilot schools (three schools) compared to non-pilot schools
- Pilot schools (three schools) vs other pilot dual language schools (other five schools which do not have the special education emphasis – are not on the SIMR)
- Pilot schools (three schools) special education vs pilot schools general education students (three schools)
- Pilot schools special education vs general education vs all other special education and general education students

Table 1 - 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 (Baseline)	0.00%	0.00%	3.85%	2.33%
2015-2016	50.00%	20.00%	12.50%	21.88%

Table 1 and Chart 1 clearly shows how the three schools which are SSIP Pilot Schools performed better than the other groups, including the other five schools which are Pilot Schools, but which are not providing the emphasis to special education students and receiving the support the SSIP pilot schools are receiving. However, it should be noted, all special education students on both sets of pilot schools showed more progress when compared to all non-pilot schools.

Also, it should be noted, as we compare to Table 1 to Table 2, special education students, overall, performed better than general education students in the proficiency in reading on the SBA for 3rd grade.

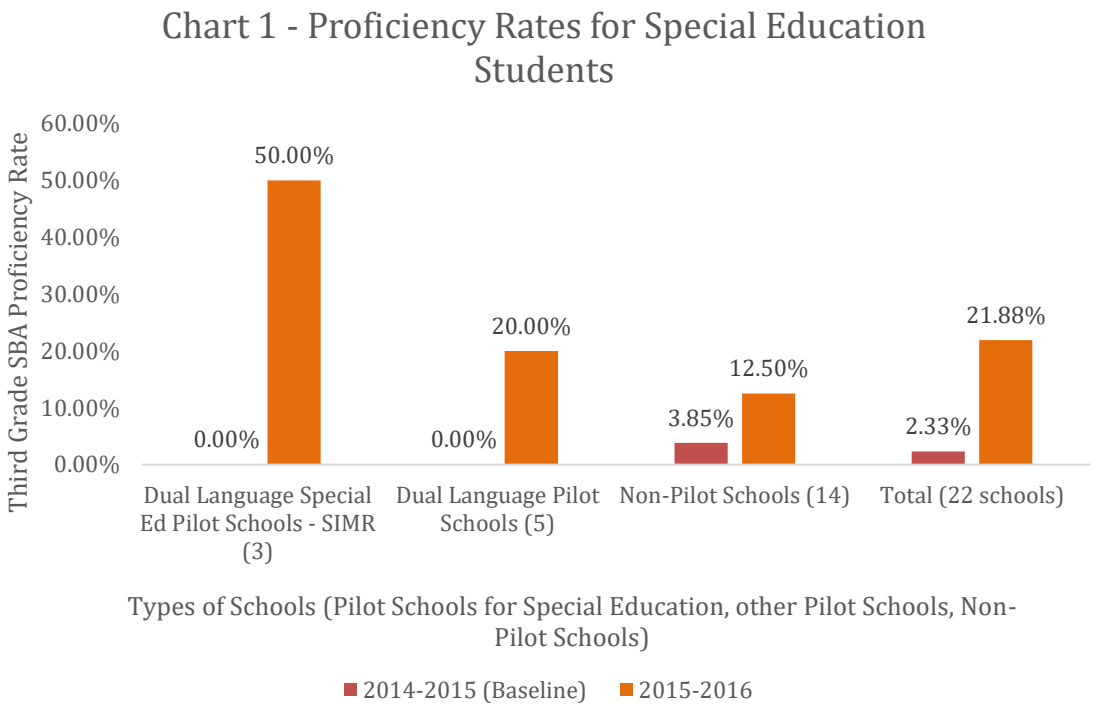


Table 2 - General Education Proficiency Rates – Grade 3 – SBA (American Samoa Statewide Assessments)

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%

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

All 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)	5.81%	14.68%	5.66%	9.63%
2015-2016	23.10%	4.75%	5.16%	11.36%

Overall data indicate the three SSIP pilot schools performed better than the five non-SSIP pilot schools and all the non-pilot schools.

However, as it will be explained in the data limitations portion of these report, the number of students with disabilities participating in the pilot schools, which are in third grade is small (Tables 4, 5 and 6).

The SIMR does not include the students on K5, Grade 1 and Grade 2 who are part of the group of students receiving the benefits of the Pilot Program and the SSIP support.

Table 4 - Number of Third Grade Special Education Students with Valid Scores

Special 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)	6	11	26	43
2015-2016	6	10	16	32

Table 5 - Number of Third Grade General Education Students with Valid Scores

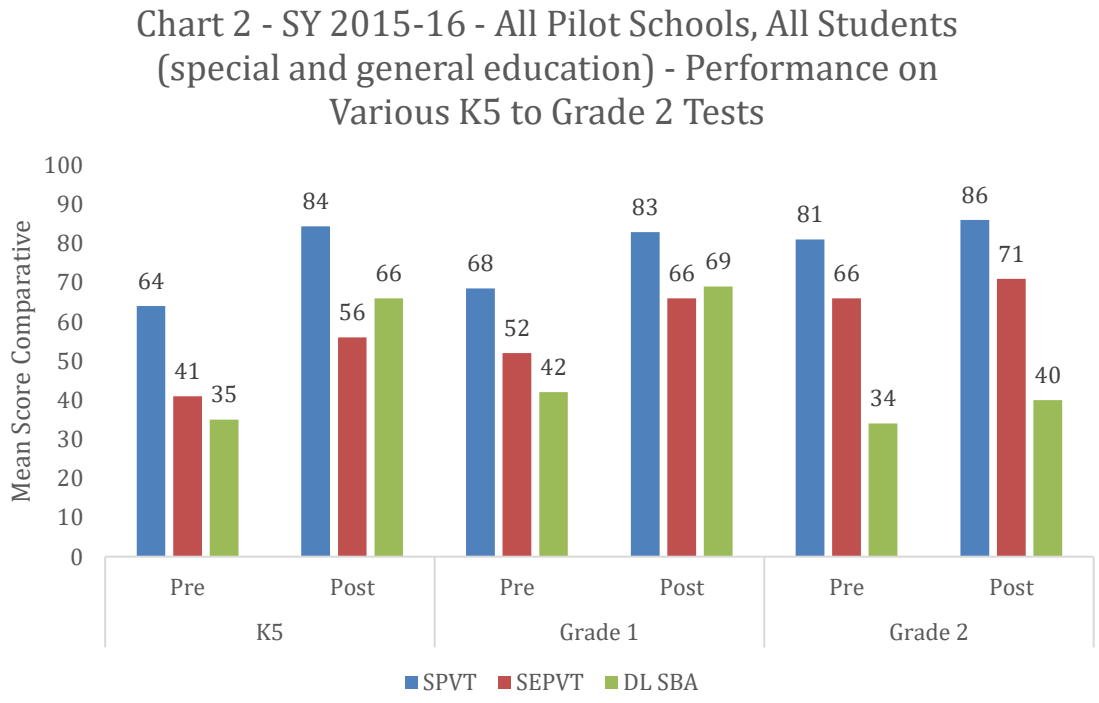
General Education Students	DL Special Ed Pilot Schools - SIMR (3 schools)	Dual Language Pilot Schools (5 schools)	Non-Pilot Schools (14 schools)	Total (22 schools)
2014-2015 (Baseline)	252	350	186	788
2015-2016	284	306	197	787

Table 6 - All Third-Grade General Education Students with Valid Scores

All 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)	258	361	212	831
2015-2016	290	316	213	819

Therefore, we want to analyze more data, as a next set of students are entering the third grade, before we celebrate this success.

The analysis of the DL program on its three assessment tools are used to report progress or results of the student's in the DL program who are on K5, Grade 1 and Grade 2 and provide us with an idea of how they are progressing through the pilot program. The three assessment tools are the Samoan Picture Vocabulary Test (SPVT), Samoan English Picture Vocabulary Test (SEPVT) and the Standard Based Assessment test. The SPVT and SEPVT are administered twice a year to levels K5 to levels 3 as pre-test and post-test. Pre-test are administered in September and October of every school year and post-test are administered in April and May of every school year. The purpose of the Samoan Picture Vocabulary Test (SPVT) and the Samoan English Picture Vocabulary Test (SEPVT) is to measure the students level and span of vocabulary words.



According to the Dual Language Data for school year 2015-2016 growth is seen for the Pre and Post Assessment for SPVT, SEPVT and DL SBA. The words used in the DL report are predominantly in the Samoan language.

The statistics for SY 2015-2016 specifies that there were 8 participating DL schools. There were 57 teachers and 1,182 students participating in the program (395 K5, 440 L1, & 347 L2). Each grade level has 19 classes each. There were 40 students with disabilities reported to be included in this school year.

Data collected by the Dual Language Program indicates that there has been progress seen from the pre-test to the post-test and SBA. The grade levels K5, 1 and 2 all demonstrate an increase in scores using the SPVT, SEPVT and DL SBA. Therefore, we hope this progress data will also translate into the next group pf special education students already participating on the 3rd grade in SY 2016-17.

It should be noted that these other progress measure data are not broken down by general and special education and for the three or five pilot school programs. That is another data limitation issue, and this one we plan to address in this coming year.

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

The current SIMR data and other key measures indicate we are on the right path. We will continue our work as planned, fine-tuning improvement activities as indicated by the Plan Do Study Act work with the evaluation results and stakeholder input.

For example, we have, from the evaluation results, feedback from teachers indicating the areas they identified as in need for more training or more support from AS DOE staff and staff from the Dual Language program. They are: lesson plan training, coaching and mentoring, IEP training. We plan to improve these areas going forward for the next round of training events.

We also have areas for improvement identified by the dual language classroom observations, and their own analysis of what needs to be improved on their program.

What is important is that we can observe a strong commitment of all stakeholders in the three pilot schools, and the dual language program staff to improve services provided to students with disabilities.

The positive data is encouraging to all involved in the SSIP, from teachers to parents to the dual language program staff!

3. Stakeholder involvement in the SSIP evaluation

As mentioned in previous sessions, stakeholders are an intrinsic partner on our SSIP implementation, which includes their participation in the evaluation of the SSIP. We explained the PDSA before, we will incorporate that session here as well.

Aside from the stakeholders continuous and ongoing engagement on SSIP activities, an annual meeting with all stakeholders, took place in March 24th, 2017.

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

The stakeholders not only were informed but participated on the overall evaluation of the SSIP. The annual meeting served a fundamental role in the ongoing evaluation and improvement of the America Samoa SSIP, as it the time to evaluate progress from what has been implemented, discuss areas of need, make suggests and decide on improvements for the next year of activities (Plan, Do, Study, Act). For this annual important meeting, all stakeholders were invited via an email invitation by the Special Education Interim Supervisor (Interim Special Education Director).

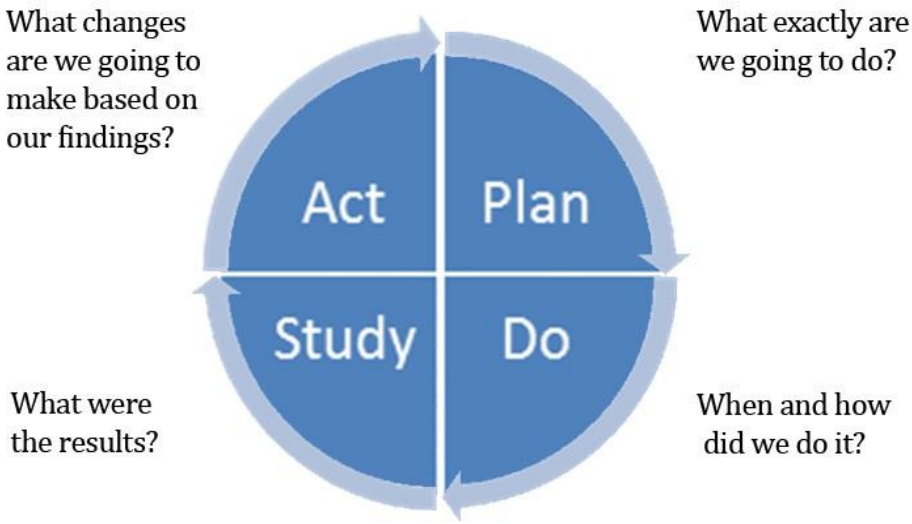


Figure 1. Plan, Do, Study, Act Model

The objectives of the meeting were to give the stakeholders the opportunity to:

- review and learn about the State Systemic Improvement Plan (SSIP)
- receive progress updates on the implementation of the SSIP, first year implementation
- receive updates on the Dual Language Programs third year of implementation

A power point presentation was presented to the stakeholders to review the SSIP and its importance. An overview of the SSIP, procedures used by the SSIP core team to identify root causes, the analysis and the selection of the SIMR were part of this presentation. Stakeholders were also able to receive updates on the implementation of activities,

presented by those who were involved in executing these activities and to hear the preliminary outputs and outcomes from each activity. The Dual Language program staff distributed handouts to the stakeholders to follow as they presented on their updates, accomplishments and challenges. Progress data was also presented to stakeholders.

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

The outcome of this meeting was that stakeholders were able to:

- identify support to schools for the implementation of the Evidence Based Practices
- provide recommendations and suggestions on how to proceed in improving reading proficiency for students with disabilities
- provide recommendations and suggestions to adjust implementation of the SSIP based on evaluation results

After the presentations by the SSIP core team and the Dual Language Program each stakeholder that participated in this meeting were given a worksheet on the Formative Questions of our evaluation plan from Phase II. They were to evaluate each activity based on its implementation by those responsible in executing the activity as well as its expected outcomes.

The set up of the meeting was 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, and parents.

After the individual evaluation on the worksheet, time was given to each pilot school to discuss the following questions (below) and present them to the whole group. Representatives presenting information from each group were a regular education teacher, a special education teacher and a parent. The following are their collective responses as written on poster boards and discussed during group presentations.

- Did the SSIP Core Team evaluate the implementation of the SSIP Activities?

  Regular Ed and Sped teachers: Two schools have answered yes to this question and the other school provided recommendations. Parents have also expressed:

  - The SMART IEP goals and objectives training have helped them in writing achievable goals for their students. In co-planning their lessons, they are able to pin point areas that student needs help on and tailor lesson to make sure the goals of the IEP students are met.

  - Based on their own in-class evaluations such as worksheets, quizzes and tests, student progress and performance have improved in their students using the dual language approach. They have seen the difference of student responses in the use of both English and Samoan during instruction. When using the English language some students respond by one or two words. However in Samoan, they are able to respond in complete sentences and students comprehend the task on hand.

  - One school had stated that although they are given evaluations after a professional development they would still like to see follow up trainings. They want the SSIP core team to be more involved in classroom observation as they implement their lessons.

  - All parents that presented commended on the existence of the program as they have seen improvements in their children's academic performance. They have developed close relationships with their children's teachers and have commended them for the work that the teachers do everyday. They feel that things are going as planned as the program is working for their children. One parent expressed the need for more parent involvement in parent awareness training in their school.

- Did the Dual Language Program evaluate the effectiveness of teaching practices as well as progress of student achievement against established standard?

- All three schools have answered that they were evaluated by the DL on the effectiveness of teaching practices used. The DL program have expressed a staff shortage from their office and is reaching out to SPED to have a representative to evaluate SPED teacher performance in using the DL program as well as being involved in their school visitations. All schools are well versed on the pre- and post-tests used by the DL as well as their version of the SBA test. The schools are also provided with student scores on the pre- and post-tests from the previous school year.

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 second year of Phase III.

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 continuous 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, is the small number of students with disabilities who are third graders in the three pilot schools. There is nothing we can do about it, though, except to perhaps collect more information from these students and get ready for eventually scaling up the SSIP activities. More on that later.

Other concerns that we can improve right away are related to the breakdown of the student progress data collected by the Dual Language Program. We will be working to separate special education and general education data as it becomes available, although we understand some of the K5- grade 2 students are actually general education students, some are at risk students who may not be identified as special education students until 3rd grade. However, we hope to collect more special education information from the three SSIP pilot schools and also the other five pilot schools.

Concerns regarding the qualitative data are also being considered. Not all special education teachers are equipped to use the IEP evaluation rubric to measure the quality of the IEPs of the pilot school students. We plan to address this issue as part of the improved training events for the pilot schools for this next school year.

There also have been questions raised by the special education teachers regarding whether the qualitative data for DL IEP student's are age appropriate or whether it has been specifically design according to the student's need.

b. Implications for assessing progress or results

As explained already, the number of IEP students in K5 – Level 3 at the three pilot schools is small, therefore, this issue poses a limitation, where performance changes for one student may largely impact the outcome (SIMR).

Another implication that may affect assessing progress or results is some IEP. Students in DL are not on level compared to their regular peers. However, some IEP students change their performance to on level before the end of the School year.

c. Plans for improving data quality

We will address what we can, what is within our reach. We can not increase the number of special education students who are in third grade in the three pilot schools, but we plan to collect more information on these students performance.

For improving data quality for IEP students, we plan to provide more training for Special education teachers including ore training in using the IEP evaluation rubric, understand and be knowledgeable about the importance of using the IEP for decision making, using the evaluation rubric to guide the writing of SMART goals and objectives for IEP for DL students.

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 was the incorporation of special education into the ongoing dual language program. We are very glad to report that special education is nor solidly involved in the dual language program and not only that, but the dual language program staff, and the pilot school staff have now asked us to be yet more involved on the planning and delivery of training events.

The SSIP has allowed us to collect important evaluation data and student outcomes data which are much needed and used for planning improvements to the pilot program. In other words, the dual language program also appreciates the role the SSIP core team and other stakeholders play in the implementation of the dual language 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 page there is a sample of one of the classroom observation tools that has been used by the dual language 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.

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

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

As presented on section C, there was an increase in the percentage (%) of students with disabilities who are 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 Dual Language Program for students with disability. The baseline for the school year 2014-2015 was 0%, the target for the school year 2015-2016 was set at 1%. American Samoa actual target data is 50% for the SY 2015-2016 reading proficiency for students with disabilities in the three pilot schools, hence surpassing the anticipated target.

Table 1 - 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 (Baseline)	0.00%	0.00%	3.85%	2.33%
2015-2016	50.00%	20.00%	12.50%	21.88%

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

Example of Fidelity Check – Classroom Observation on Pilot Schools

Teacher Observation questions	Teachers (rating 5 = exemplary, 1 = needs work)				Avg
	School 1	School 2	School 3	Total	
1.The lesson plan is available and visible in the classroom	4	3	4	11	3.67
2. The lesson plan is grade appropriate	4	3	4	11	3.67
3. The lesson plan addresses a standard/benchmark	4	2	4	10	3.33
4. The teacher clearly defines content/learning/concept development objectives	4	3	4	11	3.67
5. The teacher clearly defines language of the discipline objectives	4	2	4	10	3.33
6. The teacher links lesson to unit linked to standard/benchmark/goal/ objective	4	2	4	10	3.33
7. The teacher provides clear explanation/demonstration of the content/concept.	4	2	4	10	3.33
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.	4	2	4	10	3.33
9. The teacher uses multiple strategies to support learning (e.g. inquiry-based learning, direct instruction, manipulatives, technology).	4	4	3	11	3.67
10. The teacher designs activities for extended interactions and engagement.	4	3	3	10	3.33
11. The teacher checks for understanding	4	3	3	10	3.33
12. The teacher creates a safe and caring learning environment	4	3	3	10	3.33
13. The teacher teaches students how to be independently resourceful.	4	3	3	10	3.33
14. The teacher uses language learning strategies (bilingual and/or ELL/dual language) when appropriate in ways that promote language and learning	4	3	3	10	3.33
15. The teacher clarifies leanring expectations	4	3	3	10	3.33
16 The teacher observes and listens for evidence of learning	4	3	3	10	3.33
17 The teacher uses evidence of student learning to adjust the lesson	4	3	3	10	3.33
18 The teacher provides feedback to students about their learning and how they can improve	4	3	3	10	3.33
19. The teacher measures student learning at the end of a time period or unit	4	3	3	10	3.33
20. The teacher maintains current records that clearly reflect student progress.	4	3	3	10	3.33
	80	56	68	204	68

F. Plans for Next Year

As discussed above we have already experienced preliminary success in the SIMR. However, it is too soon to consider this progress to be sustainable at this point. One issue is that the number of students being assessed in 3rd grade for the SIMR in the three pilot schools is too small to really consider this a sustainable progress, as well as this is only one year of data.

Based on the evaluation of the implementation so far, four important items were brought to our attention: 1) stakeholders from the pilot schools (special and general education teachers) want more training and more presence of training staff in their schools; 2) the Dual Language program staff recognized this need and has reached out to the SSIP core team to have a more active participation on the delivery of training to schools; 3) resource specialists want more mentoring and coaching training so they can improve their role as mentors and coaches to teachers in their schools; and 4) more schools want to participate in the pilot program activities.

Based on the four items above, we know there is momentum to continue and expand the pilot program, based on the dual language program. However, we need to make sure we achieve a more sustainable balance before we are ready to scale up. That is, we want to expand the SSIP staff presence on the pilot schools, partnering with the dual language program staff in more activities, and improve the role the resource specialists play as mentors and coaches to the special and general education teachers in these schools before we can think about including more schools in the pilot program. Because other schools have shown interest, they have participated on some of the pilot program activities. However, they know they will not receive specific support from the SSIP team at this time.

We will reevaluate this position next year, and every year following next, when we will have more data on the progress of the implementation of the SSIP and its anticipated outcomes.

For this year, our plans is to continue as planned, to intensify our collaboration with general education staff and the dual language program, especially in what is related to improving the training for the teachers in the three pilot schools.

At this point we are celebrating the preliminary success in the implementation of the SSIP and we look forward to continue progress, along with our stakeholders, on the implementation of the SSIP.

Appendices
(Sample of Evaluation Instruments)

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 Dual Language 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 dual language 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.

_____
_____
_____
_____

Special Education Stakeholders Meeting
March 24th, 2017

Evaluation, Feedback and Suggestions

1. What is your role?

( )	Special Education Teacher	( )	Special Education Resource Specialist
( )	General Education Teacher	( )	Special Education Division
( )	Parent	( )	American Samoa Department of Education
( )	School Principal	( )	Other: _____

2. In your role- do you feel you are actively involved in trainings conducted by the dual language program?

( ) Yes
( ) Somewhat Involved
( ) No

3. In your role- do you feel you are actively involved in trainings conducted by the special education program?

( ) Yes
( ) Somewhat Involved
( ) No

4. Please indicate the extent you agree or disagree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The special education stakeholders meeting met my expectations					
The special education stakeholders meeting helped me understand about the AS DOE State Systemic Improvement Plan					
The special education stakeholders meeting helped me understand about the AS DOE Dual Language initiative					
As a stakeholder I was able to contribute to the AS DOE State Systemic Improvement Plan					
The presenters were clear and informative in their sessions					
Overall, the quality of the meeting was excellent					
Overall, my experience was excellent					

5. Please provide suggestions for content you would like covered on a future stakeholders meeting:

SSIP STAKEHOLDERS MEETING
MARCH 24, 2017

PLEASE CIRCLE ONE: TEACHER SPED TEACHER PARENTS RS PD PRINCIPAL OTHER_____

EVALUATION QUESTIONS	ANSWER
1. Was the Dual Language *curriculum training* adequate?	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
2. Was the Dual Language *lesson plan book* training adequate?	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
3. Was the Dual Language training for the *pre and posts assessments* test concise and clear?	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
4. Was the Dual Language training of *resource specialists to become coaches and mentors* effective?	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
5. Did the Resource Specialists coach and mentor teachers in the implementation of dual language program efficiently in a timely manner?	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
6. Were the teachers (regular and special education), principals, resource specialists, parents trained on the revised IEP manual effective?	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
7. Did Special Education staff collaborate with General Education to provide ongoing technical support on professional development for IEP manual, IEP rubric, and student accommodation?	Agree, Somewhat Agree, Somewhat Disagree, Disagree

LOCATION ECE CONFERENCE ROOM

SSIP STAKEHOLDERS MEETING
MARCH 24, 2017

8. Was training held for teachers (regular and special education), principals, resource specialists on using the IEP rubric?	Yes or No
9. Were the teachers (regular and special education), principals, resource specialists trained on classroom accommodations for instruction and for assessment of students with disabilities in the dual language program?	Yes or No
10. Did the Program Directors, Resource Specialists coach and mentor teachers in the writing of the SMART IEP goals and objectives?	Yes or No
**11. Did training occur for parents on awareness regarding the SSIP and the Dual Language Program?	Yes or No
**12. Were Parents invited to attend other professional development activities regarding IEP development? (see above)	Yes or No
13. Did General and special education staff participate together, on all (DL) professional development activities?	Yes or No
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).	Yes or No
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)?	Yes or No
16. Did the SSIP Core Team manage the implementation of the SSIP activities?	Yes or No

SSIP STAKEHOLDERS MEETING
MARCH 24, 2017

17. Did the SSIP Core Team analyze the results of the evaluation and will draft an evaluation report?	Yes or No
18. **Did the SSIP Core Team gather stakeholders to share the evaluation results and gather their feedback for adjustments to the SSIP implementation as appropriate?	Yes or No
19. Did the SSIP Core Team evaluate the implementation of the SSIP Activities?	Yes or No
If No explain:	
20. Did the Dual Language Program evaluate the effectiveness of teaching practices as well as progress of student achievement against established standard?	Yes or No
If No explain:	