State Systemic Improvement Plan (SSIP)

Phase III, Year 2 Summary

IDEA Indicator 17 of the Annual Performance Report

RIDE Rhode Island Department of Education

Improving Outcomes for Children with Disabilities

RDA
Results Driven Accountability

SiMR
State-identified Measurable Result

SSIP
State Systemic Improvement Plan

Indicator 17

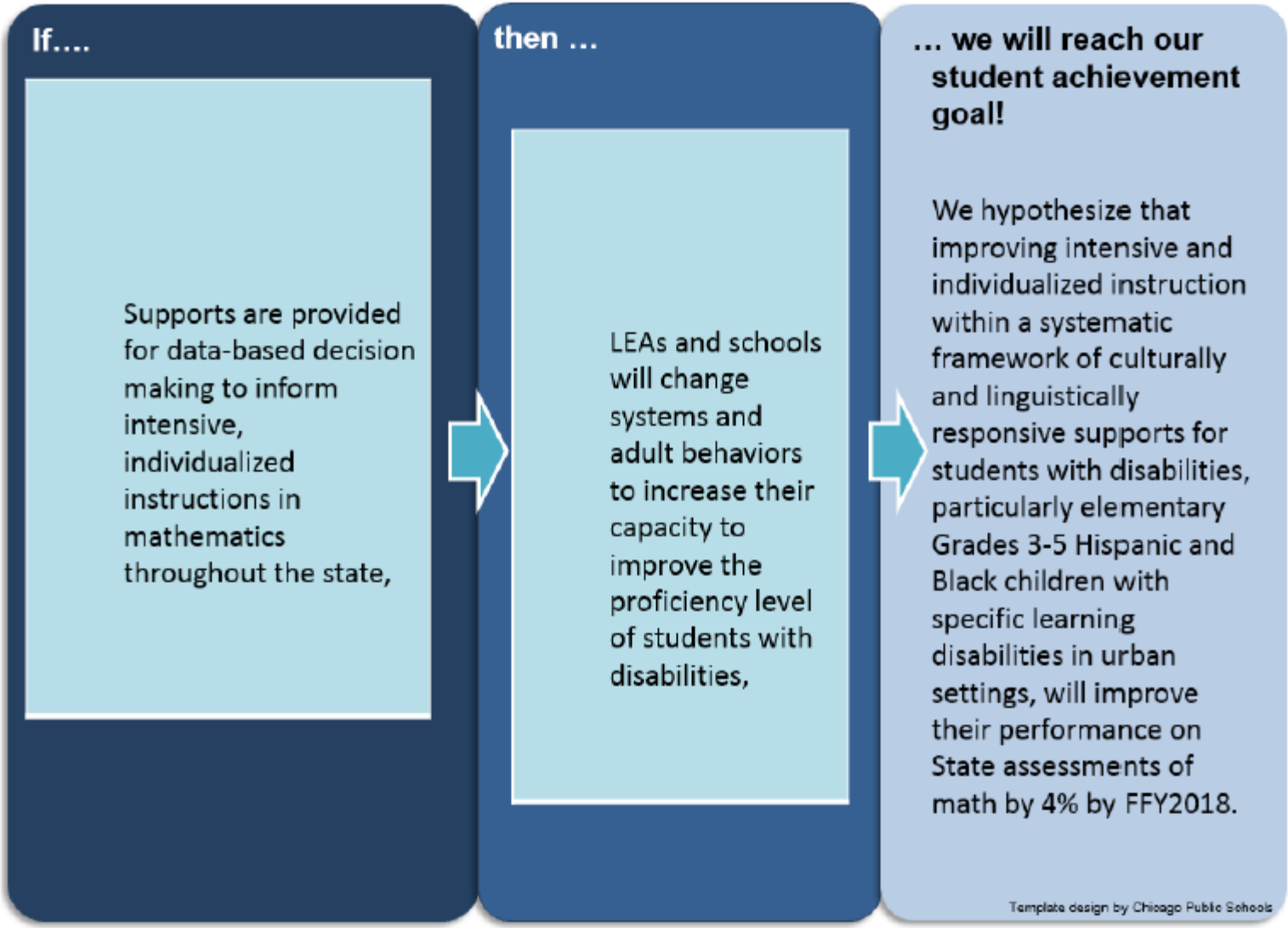
reporting portion of the Annual Performance Report to OSEP which includes SSIP/SiMR data

Participating Sites by Cohort

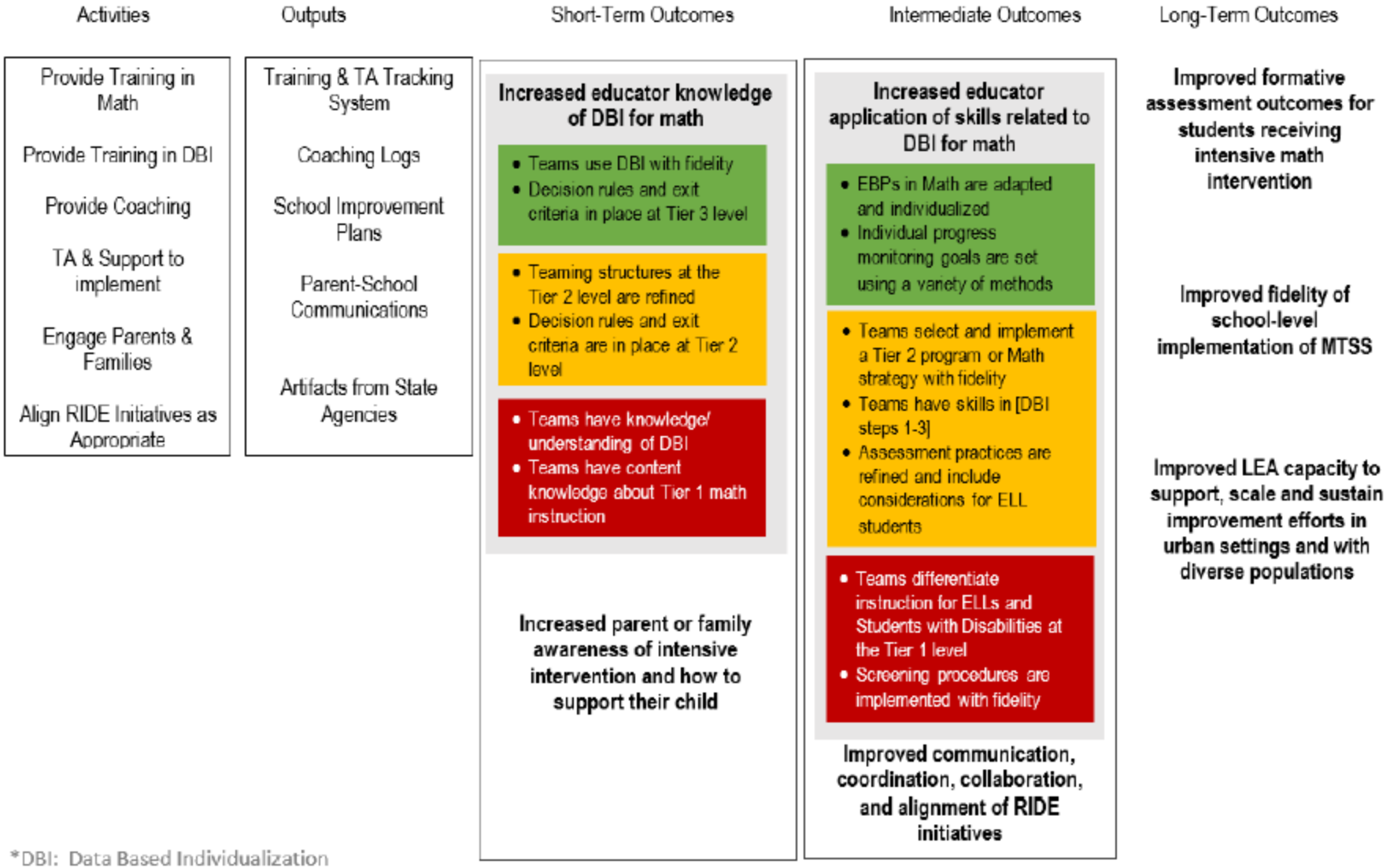
Cohorts	Elementary Sites	Middle School Sites*	TOTAL
Cohort 1 (participation start 2016-2017 school year)	4	2	6
Cohort 2 (participation start 2017-2018 school year)	5	2	7
TOTAL	9	4	13

*Middle school sites in RI often serve students in Grade 5, and many of the students identified in 2014 for the SiMR are now in middle school.

SSIP Theory of Action



SSIP Logic Model



*DBI: Data Based Individualization

RIDE Rhode Island Department of Education

Data sources and Timelines

Measures	Frequency
Needs Assessment	Once per district
End of Year Pulse Check Math Beliefs Survey Data Driven Instruction Survey Universal Screening Data Progress Monitoring Data Stakeholder Engagement Survey State Assessment Data Coordination and Collaboration Survey	Annually
Training evaluation	After each training
Observation/Fidelity Tool Professional Learning Community capacity survey	TBD
RIPIN Parent Interviews	At least 2x year

Action plans prioritize 2-3 goals for the academic year related to increasing knowledge and implementation of common core aligned EBPs in mathematics across the tiers

Table 2. Example Evidence-Based Practices across MTSS Tiers*

Examples of EBPs in Mathematics	Relevance at Tier 1	Relevance at Tier 2	Relevance at Tier 3
Concrete-Representational-Abstract (CRA)	X	X	X
Using Manipulatives in Base 10	X	X	X
Visual Schematic Diagramming (e.g., Frayer Model, place value thinking squares)	X	X	X
Peer Assisted Learning Strategies (PALS) in Math	X	X	
Corrective Math		X	X
Data-based individualization process (includes evidence-based intensification strategies)			X

* EBPs may be added to this list as sites identify additional skill deficit areas that require instruction/intervention

Action plans also

- Include goals related to the structural changes (i.e., teaming processes) required to achieve results.
- Outline the training and coaching activities in which sites will participate.
- Many sites focus training participation at one grade level.
  - General education teachers were the primary audience for all trainings.
  - Many special educators and/or interventionists working across grade levels participated in training activities to ensure instructional alignment across MTSS tiers

Elementary School Trainings

	Instructional Strategies 1*	Instructional Strategies 2*	PALS Math
Date of Training	Spring 2017	Fall 2017	Fall 2017
# of Cohort 1 Participants	29	6	12
# of Cohort 2 Participants	N/A	19	NA

*Both Instructional Strategies trainings included the same content with a focus on number sense and place value

Peer-Assisted Learning Strategies (PALS) (Mathematics)

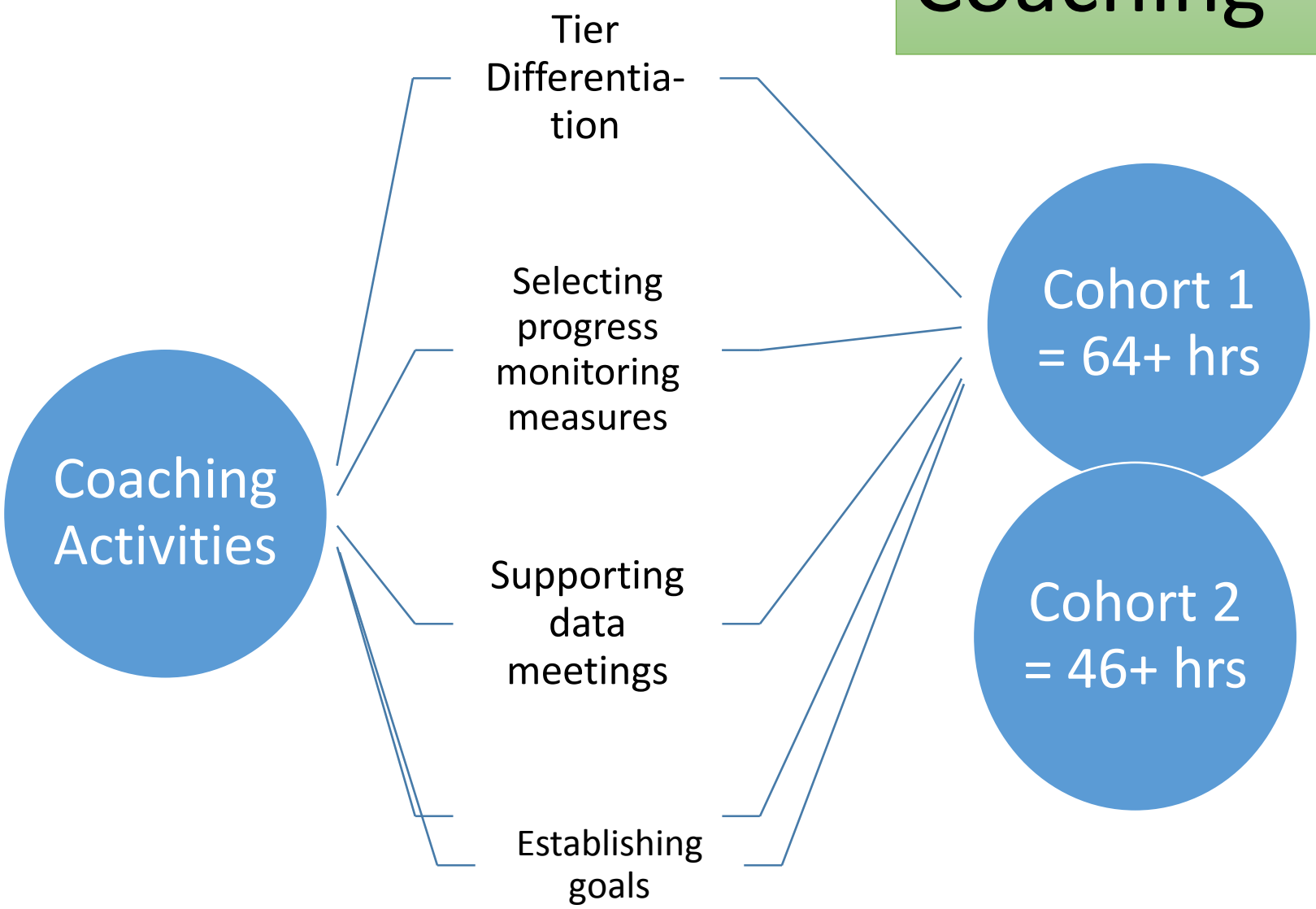
Elementary School

- PALS has strong evidence of effectiveness for elementary school mathematics. The two qualifying studies included in this review showed effect sizes of +0.10 and +0.24.

About PALS

In PALS, children work in pairs to learn mathematical concepts with each other. Children alternate every 15 minutes as tutor and tutee, using specific strategies for correction procedures. PALS is used as a supplement to traditional textbook-based instruction approximately 30 minutes a day, three times a week.

Coaching


Coaching Activities
Tier Differentia-tion
Selecting progress monitoring measures
Supporting data meetings
Establishing goals
Cohort 1 = 64+ hrs
Cohort 2 = 46+ hrs

Math Beliefs Survey

Will be re-administered periodically to assess change in beliefs over time

Administered to 84 educators across cohorts prior to trainings

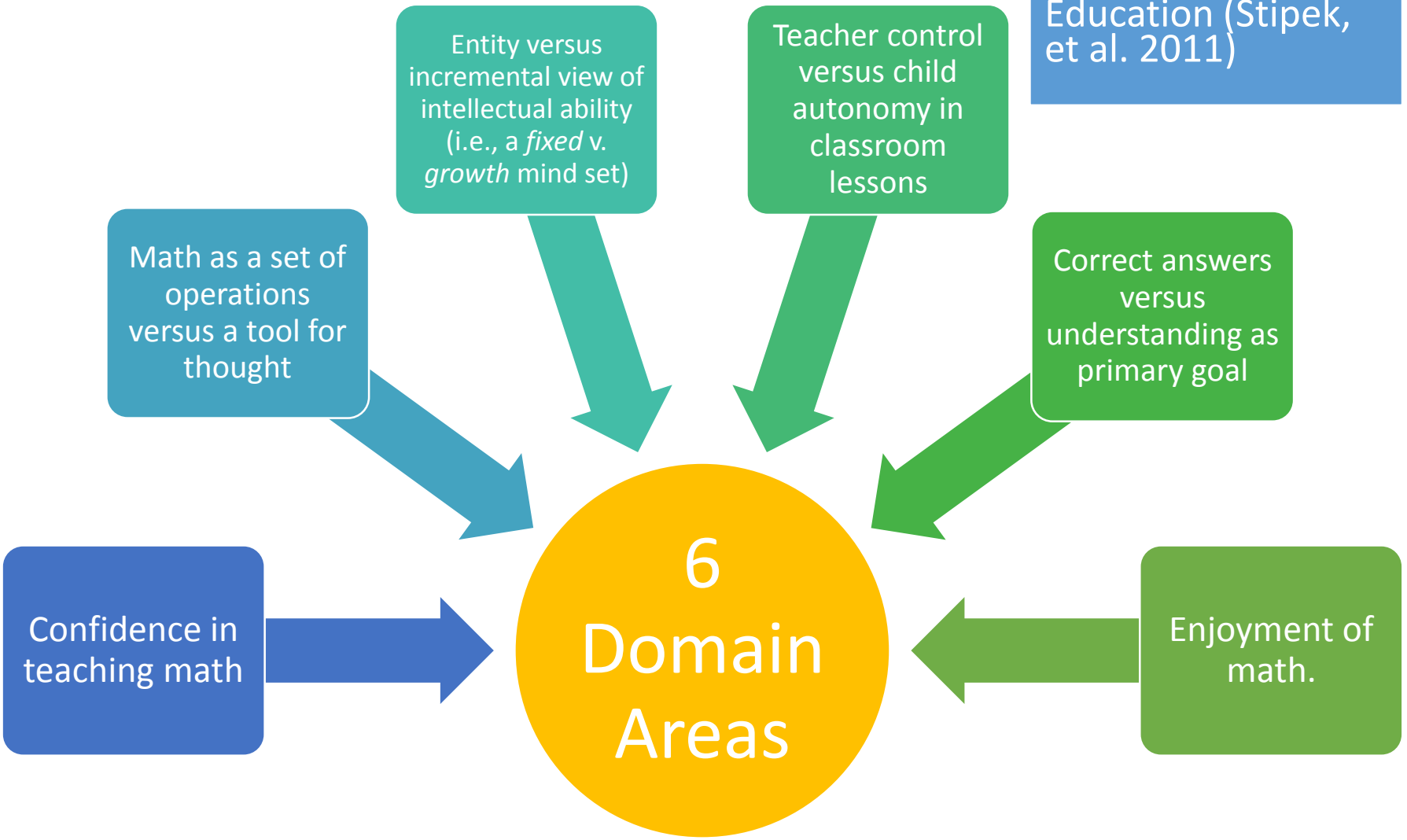
73 responses

39 items

agreement scale of 1 (strongly disagree) to 6 (strongly agree).

Math Beliefs Survey

Based on the research conducted at the UCLA Graduate School of Education (Stipek, et al. 2011)



Math Beliefs Survey Baseline

- Lack of confidence in their knowledge of math content
- Have more “fixed” mindsets
- Believe in more “traditional” approaches to assessing student learning

I don’t enjoy doing math.

Math ability is something people have a certain amount of and there isn’t much they can do to change it.

I can improve my math skills but I can’t change my basic math ability.

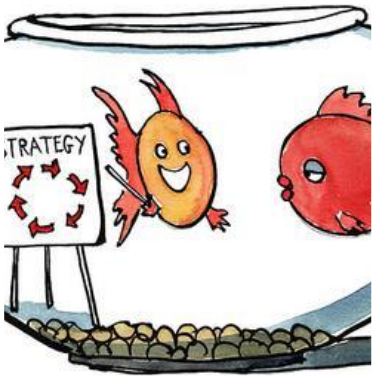
The best way to understand math is a lot of problems.

Data-Driven Instruction Beliefs

- Data-Driven Instruction Survey includes nine items related to data efficacy and data-use.
- Baseline with 41 responses

- Fairly high belief on the part of educators at the Cohort sites, with average scores of "4" and above for each the items.
- Suggests that educators believe they are using data to drive their instruction.

Training Evaluations



"The training provided me with something (e.g., strategy, process, resource) that I can apply in my work was analyzed to determine the percentage of agreement."

95.8% of educators agreed with the statement.

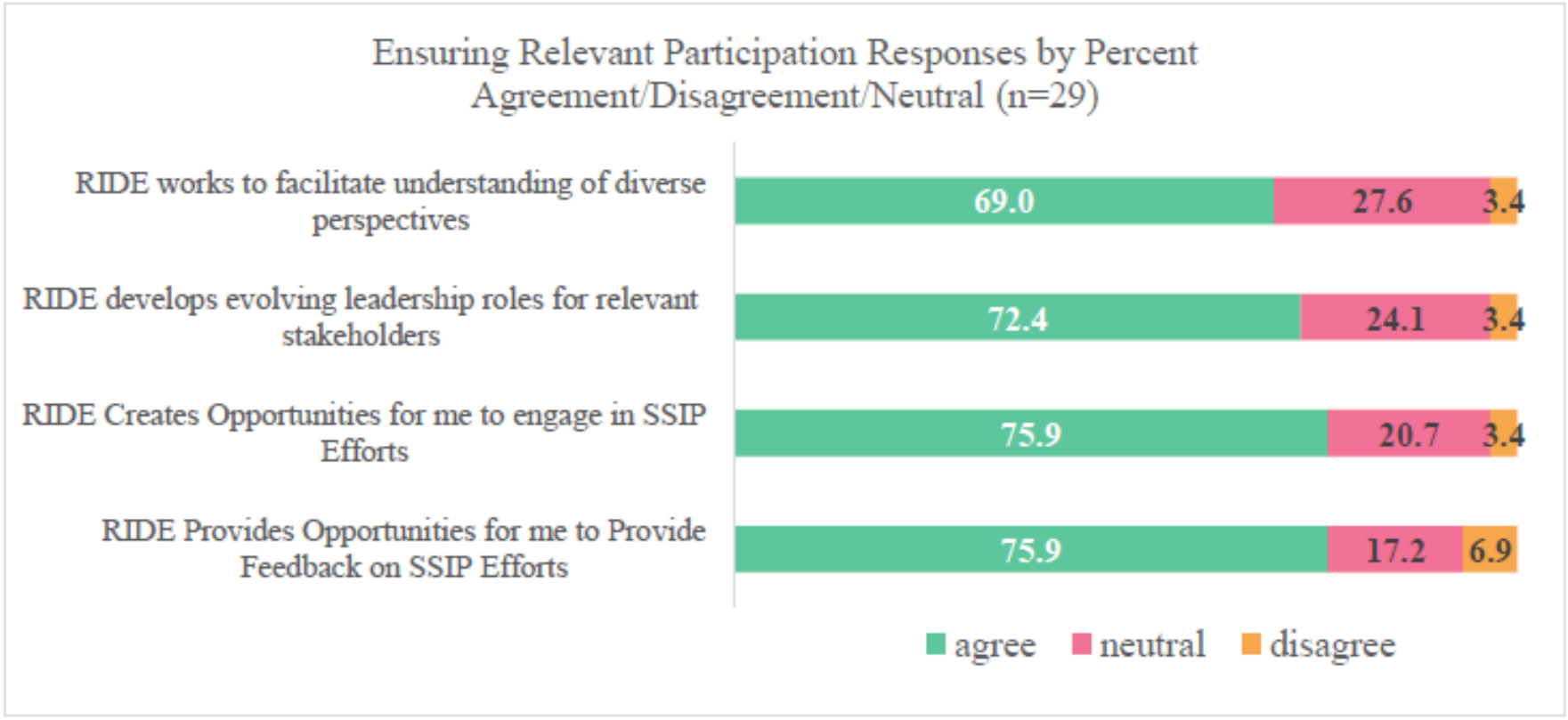
an overall agreement percentage was calculated by aggregating the item responses of strongly agree and agree for each of the professional learning sessions

Evaluations of **stakeholder engagement** and SSIP **collaboration across RIDE initiatives**

- To determine the degree to which stakeholders were *informed and involved in decision making* regarding the project.
- Developed a survey contextualized to the project

- Peripheral stakeholders have a broad interest in/awareness of SSIP, but *may not work closely with implementation*
  - Special Education directors and leaders from the Rhode Island Special Education Advisory Committee (RISEAC).
- 76% of peripheral stakeholders agreed that RIDE creates opportunities to engage and provide feedback on efforts in the state related to the SSIP.

Evaluations of **stakeholder engagement** and SSIP **collaboration across RIDE initiatives**

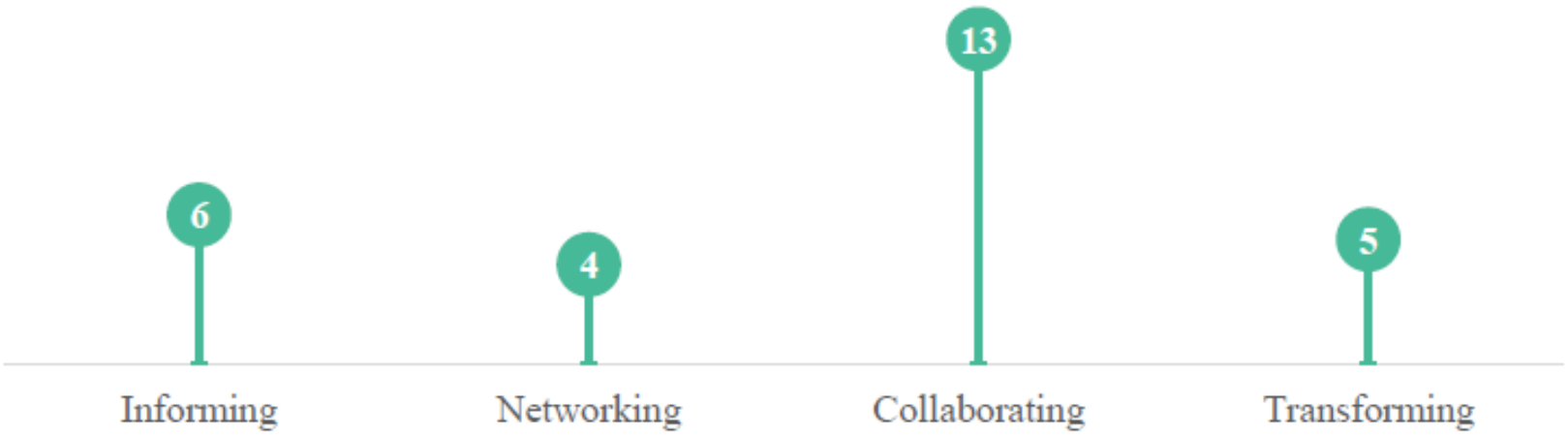


Representatives from LEAs, charter schools, state schools, disability organizations, and staff from TA projects (excluding project staff) and centers

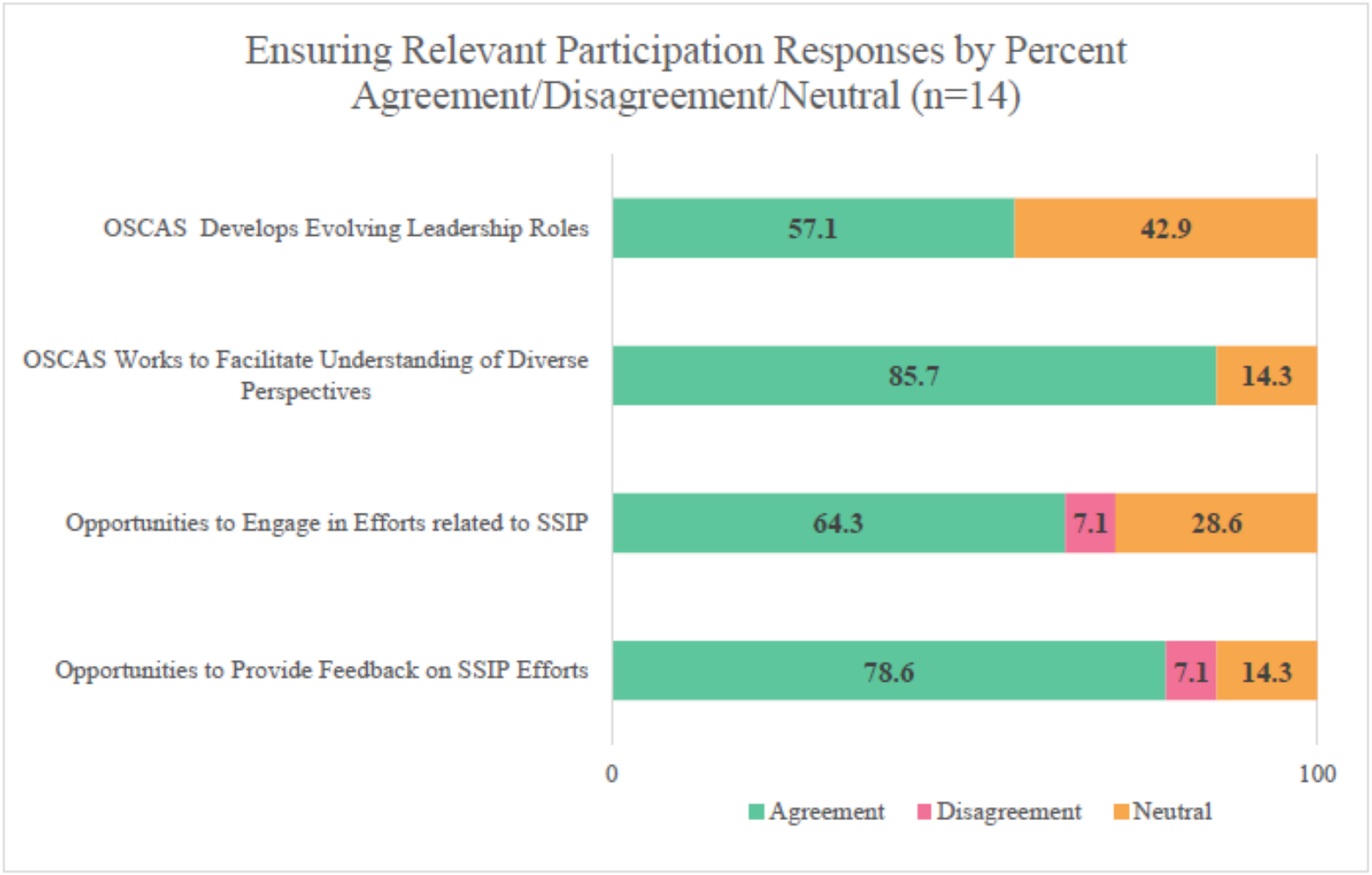
Evaluations of **stakeholder engagement** and SSIP **collaboration across RIDE initiatives**

Perception of Engagement Level by Number of Responses (n=28)

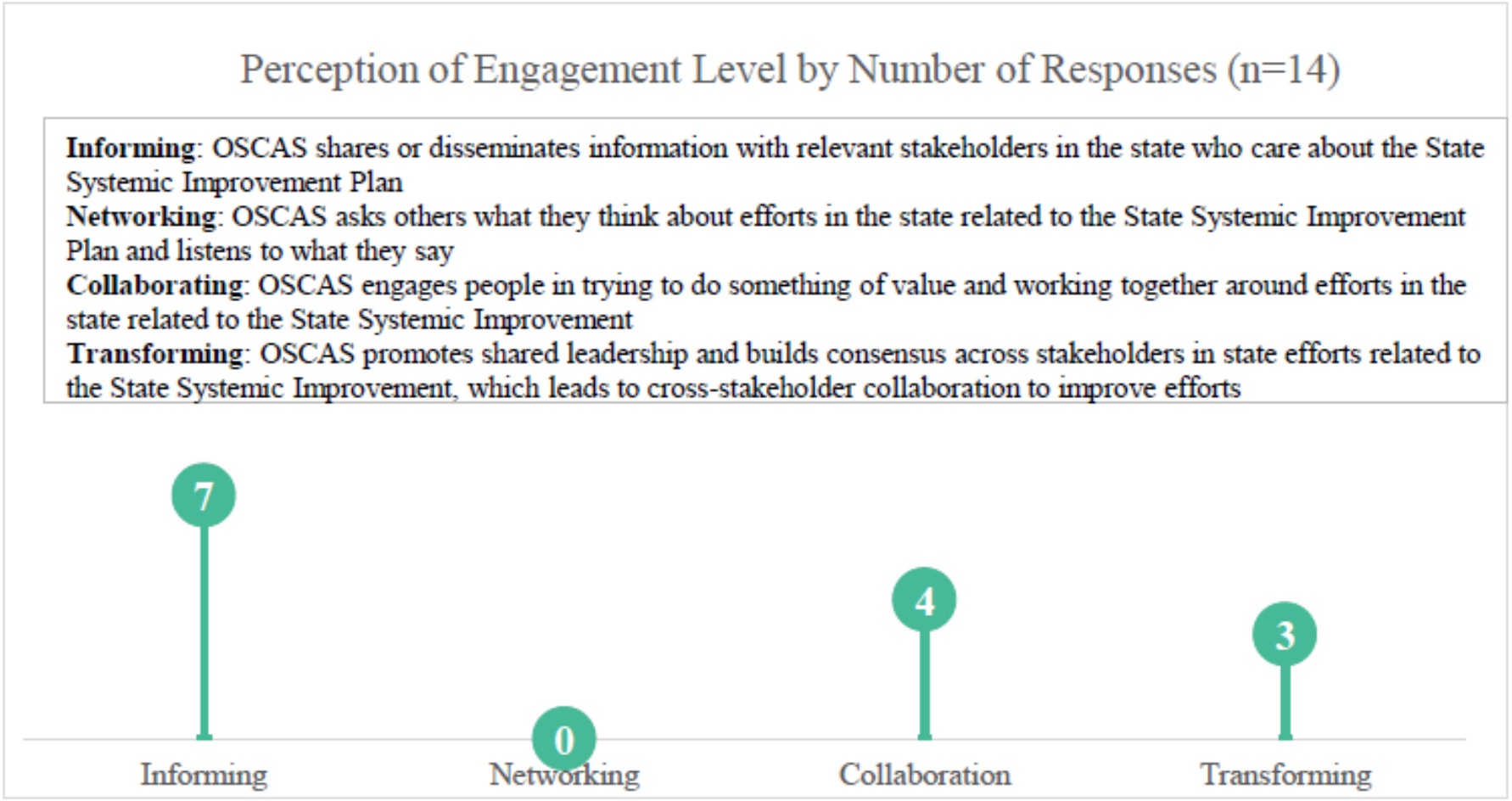
Informing:
RIDE shares or disseminates information with relevant stakeholders in the state who care about the SSIP
Networking:
RIDE asks others what they think about efforts in the state related to the SSIP and listens to what they say
Collaborating:
RIDE engages people in trying to do something of value and working together around efforts in the state related to the SSIP
Transforming:
RIDE promotes shared leadership and builds consensus across stakeholders in state efforts related to the SSIP, which leads to cross-stakeholder collaboration to improve efforts



Evaluations of **stakeholder engagement among** *RIDE personnel* and SSIP **collaboration across RIDE initiatives**

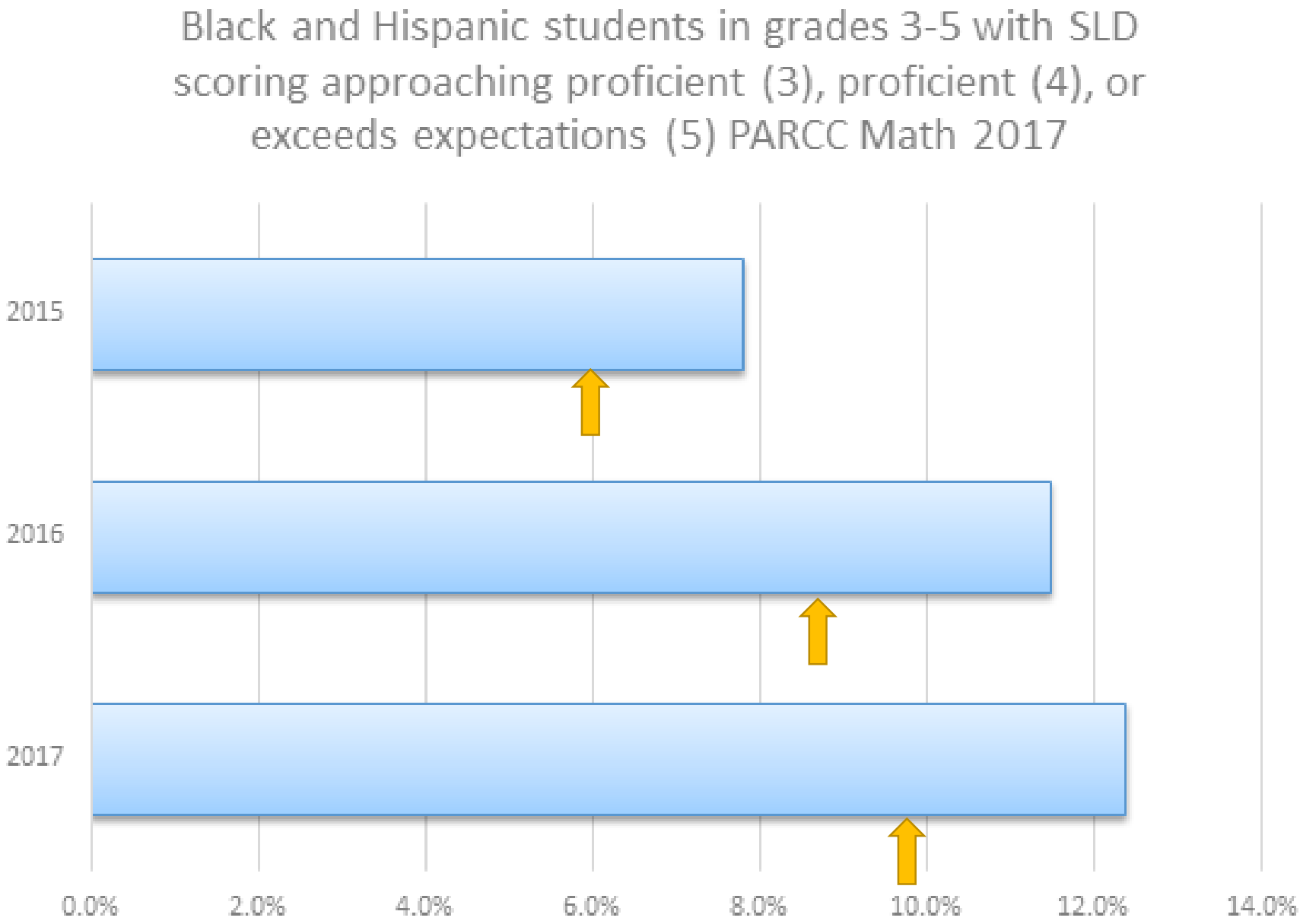


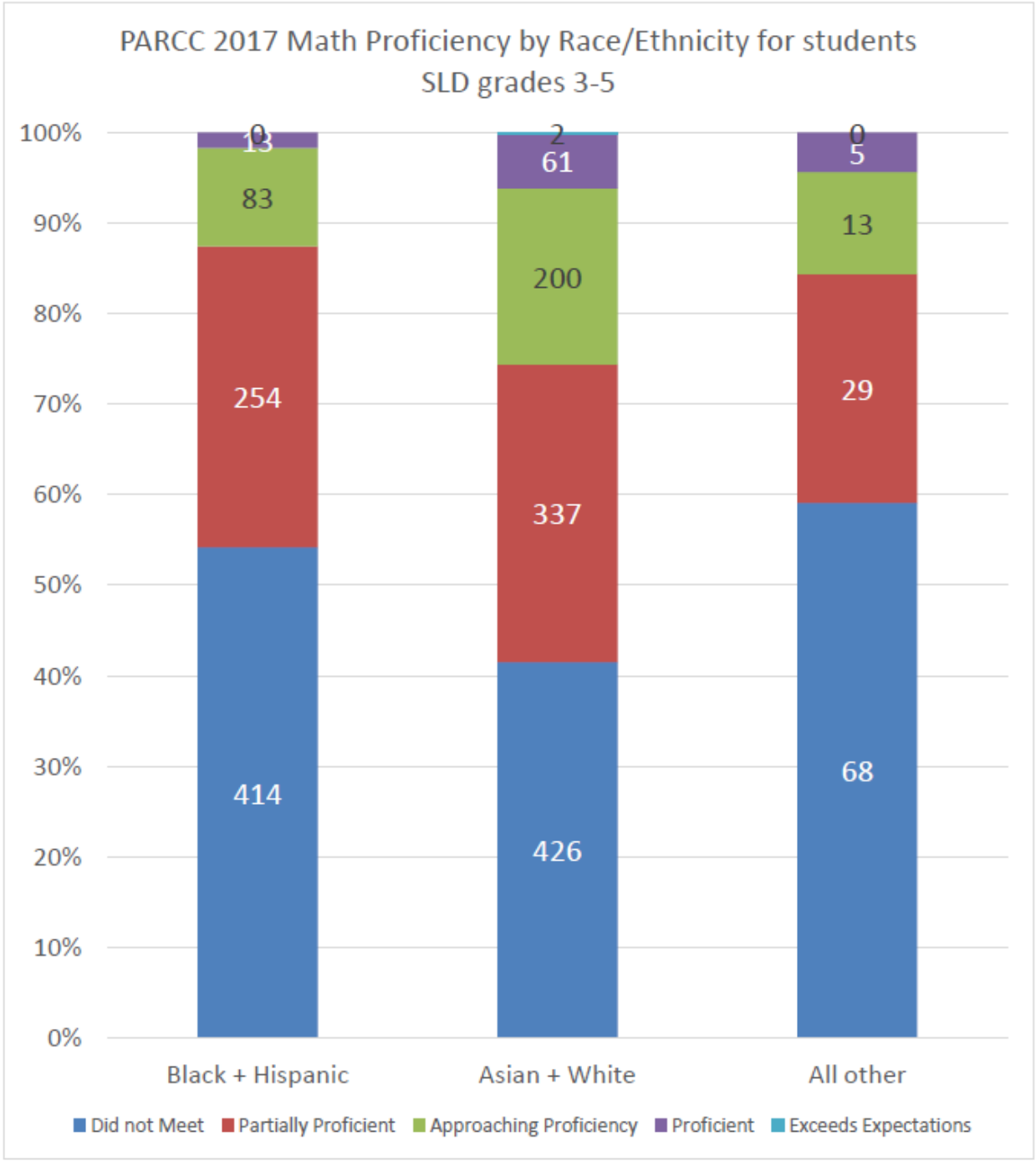
Evaluations of **stakeholder engagement** and SSIP **collaboration across RIDE initiatives**



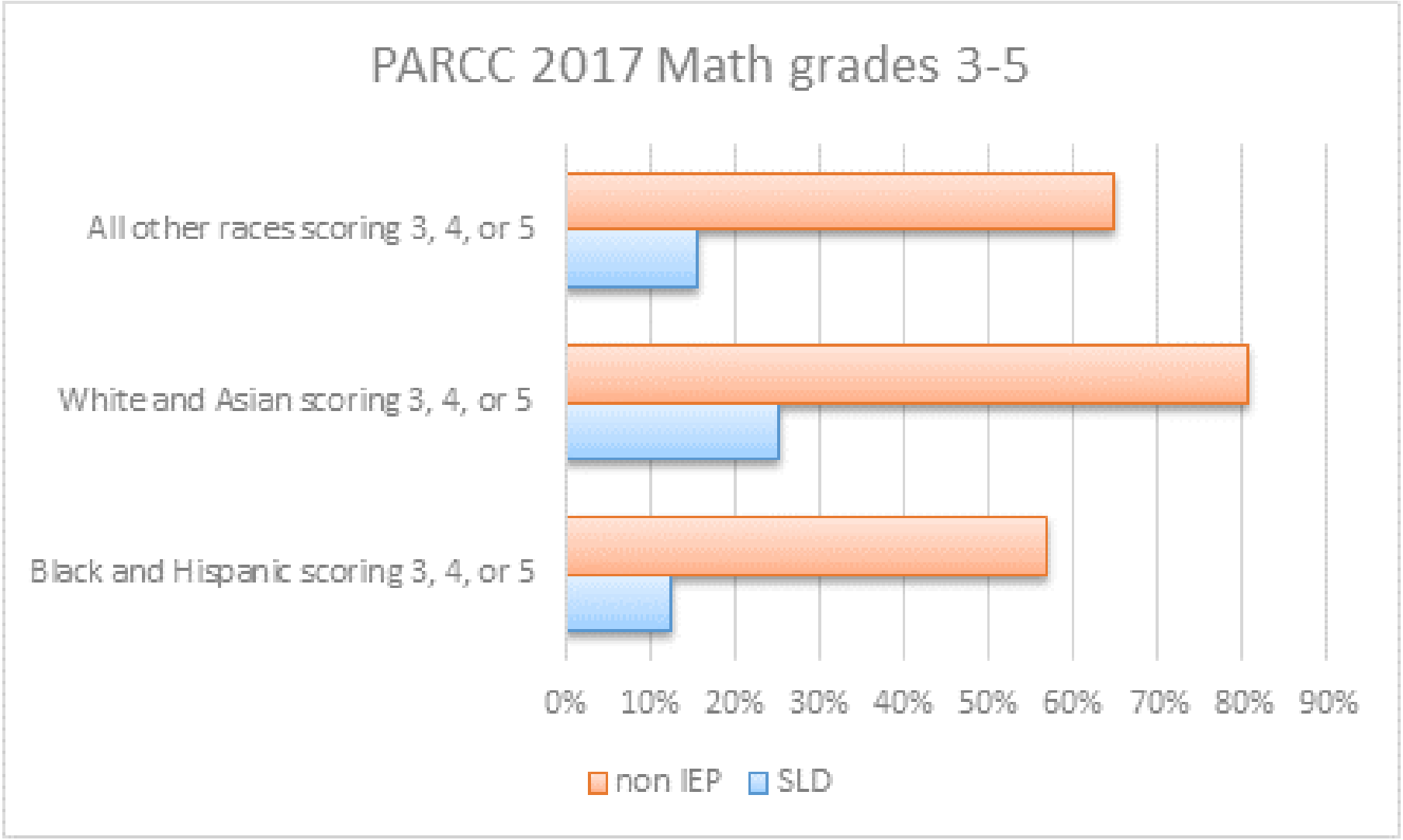
25 personnel from several departments within RIDE, including OSCAS, where the SSIP work is housed

SiMR Data has exceeded targets to date.




PARCC 2017 Math Proficiency by Race/Ethnicity for students
SLD grades 3-5
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0
13
83
254
414
2
61
200
337
426
0
5
13
29
68
Black + Hispanic
Asian + White
All other
Did not Meet
Partially Proficient
Approaching Proficiency
Proficient
Exceeds Expectations

Comparisons by race and by disability status



Test change and planned data comparison

- Assessment scores from students at each of the cohort sites will be compared annually; both formative (i.e., screening/benchmarking measures) and summative (i.e., PARCC, RICAS)

- Data on individual students who are tracked through the case-study approach using the DBI process will be compared over time to determine if students are making progress toward intervention goals.

- Since data from the 2017 administration of PARCC provides 3 years of continuous test data, those comparisons are currently underway and will be available to report in next year's SSIP submission

Monitoring fidelity

Currently developing and piloting—in collaboration with the trainer and site-level personnel—an observational tool that can be used to support with monitoring the fidelity of implementation of learned strategies

PALS-Math has fidelity monitoring tools included with the teacher handbooks

Fidelity to student-level plans (e.g., implementation logs), and to the DBI process more generally (e.g., end of year pulse check) will be included as another measure as DBI case-studies are developed

Next steps

Recruit Cohort 3 – some new schools, some expansion in existing district cohorts, completing readiness/needs assessments and action plans

Continued collaboration with existing OSCAS work, curriculum work and RIDE SUM training

Deliver year differentiated training and coaching through blended learning to all cohorts 2018-19

Reset baseline and targets with RICAS data; discuss district formative data to help bridge the gap

Expand stakeholder feedback opportunities to include Math Advisory Board