Phase III

A. Summary of Phase III, Year 2

In 2014, the Rhode Island Department of Education (RIDE) established the State-identified Measurable Result (SiMR) to improve mathematics achievement (on the statewide assessment) for Hispanic and Black students with specific learning disabilities in grades 3-5 by 4% by fiscal year 2018-2019. To address the SiMR, Rhode Island awarded the American Institutes for Research (AIR) a contract to support with the State Systemic Improvement Plan (SSIP) implementation and evaluation activities (see previous year's submission for more detailed information regarding the contract award). During this Phase III, Year 2 reporting cycle, AIR engaged in technical assistance activities in 13 schools (see Table 1) from eight districts in Rhode Island.

Table 1. 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.

The following report will detail implementation and evaluation activities involved in the Intensive Math Intervention Project (i.e., Math Project) since the last reporting period and communicate key findings resulting from the ongoing evaluation of the project. It is important to note that formative student assessment data will not be included in this year's submission since these data are not available until the end of the 2017-2018 academic year. A detailed description of our approach to collecting these data is discussed in the section titled: Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR.

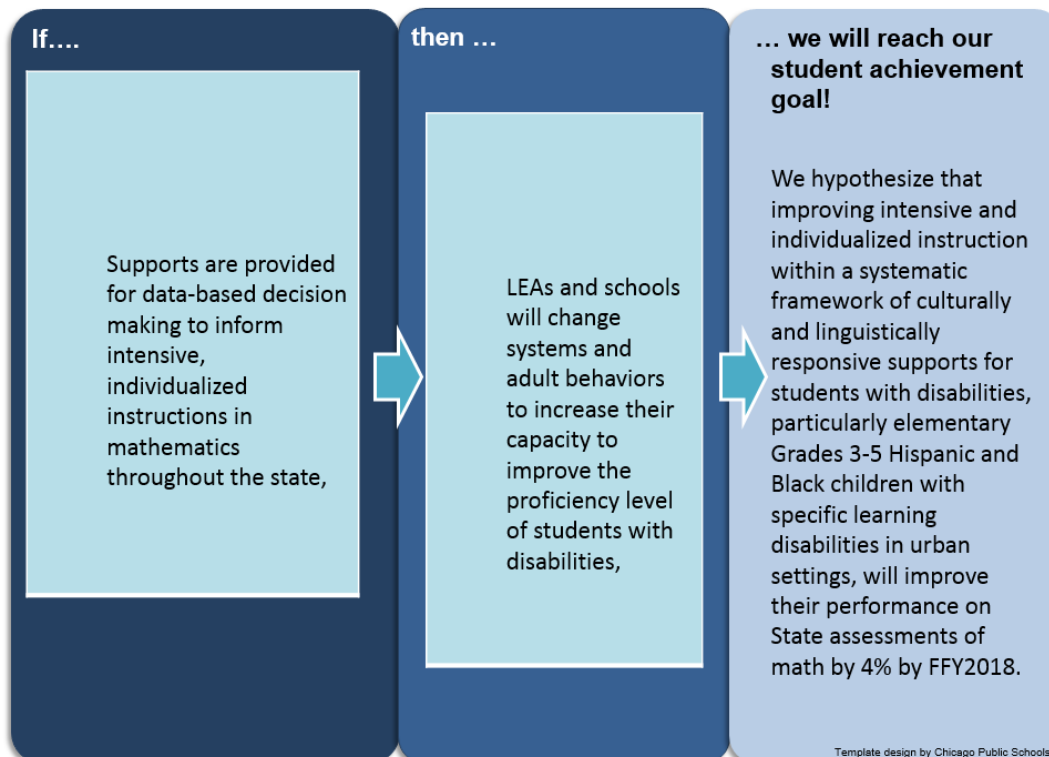### 1. Theory of action or logic model for the SSIP, including the SiMR

For this reporting period, RIDE and AIR collaborated with RIMTSS providers (i.e., State Personnel Development Grantee) and the RI Parent Information Network during a cross-initiative alignment meeting to refine the theory of action and logic model to better represent SSIP implementation and help guide progress toward the SiMR. At the onset of the Math Project, both the theory of action and logic model included language suggesting that facilitating a framework of multi-tiered system of

support (MTSS) was the method to achieve intensive and individualized math instruction. However, upon reflection, a more accurate representation of school level needs is the facilitation of data-based individualization (DBI). DBI provides a systematic, iterative process for using data to intensify and individualize supports for students who are non-responsive to evidence-based math instruction attempted at earlier tiers of an MTSS structure (National Center on Intensive Intervention (NCII), 2013). In this sense, DBI is more reflective of what constitutes evidence-based practice than the broader system of MTSS. However, given that MTSS provides an overarching framework for successful DBI implementation, the Math Project contextualizes DBI within MTSS, with a focus on data-based decision making to inform math instructional practice.

As a result, the refined theory of action (see figure below) guiding the Math Project contends that if supports are provided for data-based decision making to inform intensive, individualized instruction in mathematics throughout the state, there will be a change in adult behavior at the local level, which will help achieve positive outcomes in mathematics proficiency for Black and Hispanic students with learning disabilities in Grades 3–5. The logic model was also refined to reflect a focus on DBI, resulting in changes to the language used in the short-term and intermediate outcomes (i.e., DBI or intensive intervention instead of MTSS). It is hypothesized that the long-term outcome related to improved fidelity of school-wide MTSS will still be attainable, even with the narrowed focus on DBI/intensive intervention, based on previous experiences implementing DBI in RI districts participating in NCII technical assistance. The refined logic model continues to outline the activities and outputs that are expected to help RIDE achieve intended outcomes and the SiMR.
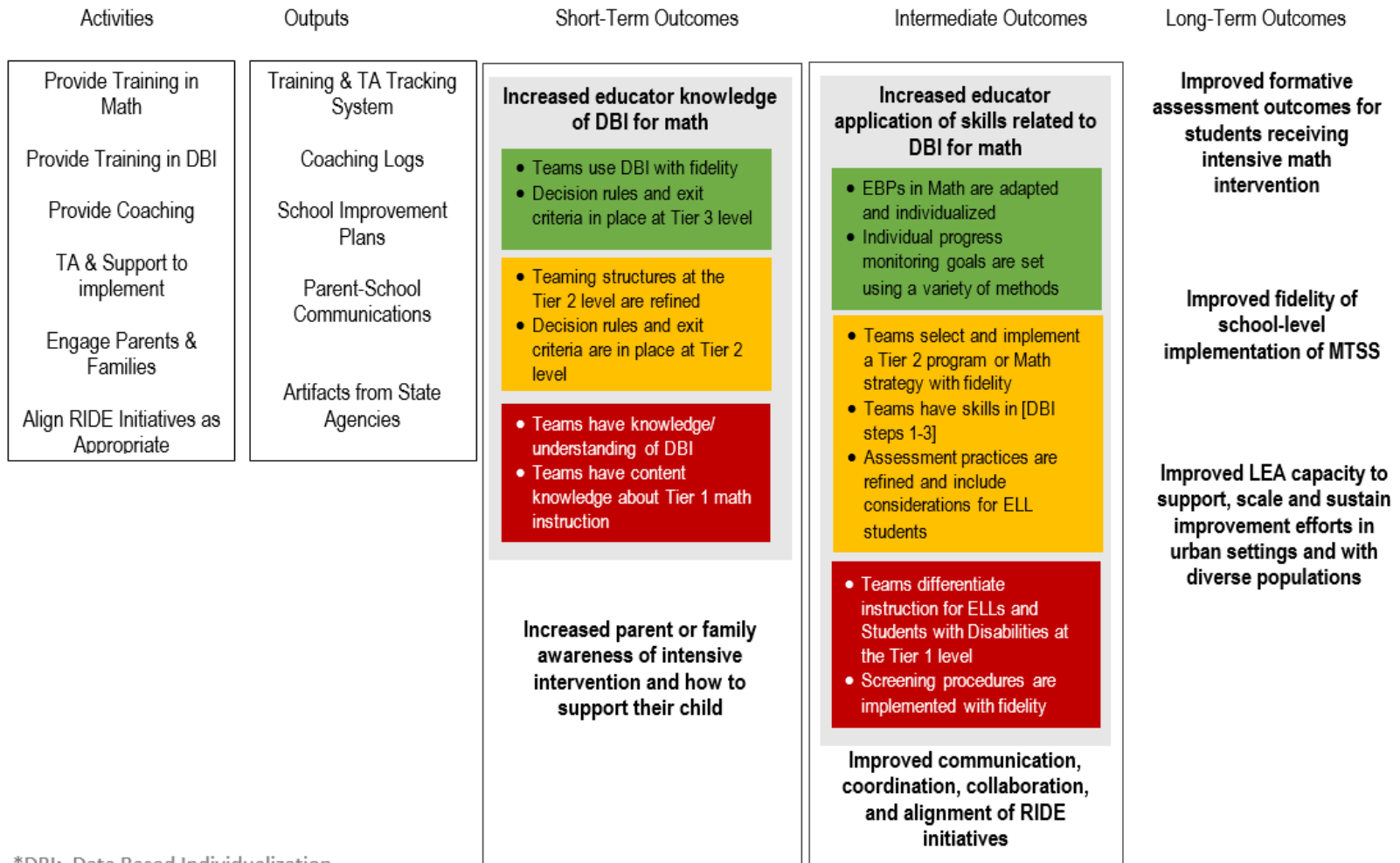
Refined RIDE SSIP Theory of Action

If….	then …	… we will reach our student achievement goal!
Supports are provided for data-based decision making to inform intensive, individualized instructions in mathematics throughout the state,	LEAs and schools will change systems and adult behaviors to increase their capacity to improve the proficiency level of students with disabilities,	We hypothesize that improving intensive and individualized instruction within a systematic framework of culturally and linguistically responsive supports for students with disabilities, particularly elementary Grades 3-5 Hispanic and Black children with specific learning disabilities in urban settings, will improve their performance on State assessments of math by 4% by FFY2018.

Template design by Chicago Public Schools

RIDE — Rhode Island Department of Education

Refined Rhode Island SSIP Logic Model
State-identified Measurable Result: Improve the mathematics achievement for Hispanic and Black students with specific learning disabilities in grades 3-5 by 4% by FFY2018 (2018-2019) on the statewide assessment

Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
Provide Training in Math	Training & TA Tracking System	**Increased educator knowledge of DBI for math**	**Increased educator application of skills related to DBI for math**	Improved formative assessment outcomes for students receiving intensive math intervention
Provide Training in DBI	Coaching Logs	• Teams use DBI with fidelity • Decision rules and exit criteria in place at Tier 3 level	• EBPs in Math are adapted and individualized • Individual progress monitoring goals are set using a variety of methods	
Provide Coaching	School Improvement Plans	• Teaming structures at the Tier 2 level are refined • Decision rules and exit criteria are in place at Tier 2 level	• Teams select and implement a Tier 2 program or Math strategy with fidelity • Teams have skills in [DBI steps 1-3] • Assessment practices are refined and include considerations for ELL students	Improved fidelity of school-level implementation of MTSS
TA & Support to implement	Parent-School Communications	• Teams have knowledge/understanding of DBI • Teams have content knowledge about Tier 1 math instruction	• Teams differentiate instruction for ELLs and Students with Disabilities at the Tier 1 level • Screening procedures are implemented with fidelity	
Engage Parents & Families	Artifacts from State Agencies			Improved LEA capacity to support, scale and sustain improvement efforts in urban settings and with diverse populations
Align RIDE Initiatives as Appropriate		**Increased parent or family awareness of intensive intervention and how to support their child**	**Improved communication, coordination, collaboration, and alignment of RIDE initiatives**	

*DBI: Data Based Individualization

2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies

During this reporting period, RIDE has worked to **align other state-level initiatives** by identifying common goals. Specifically, infrastructural initiatives have been leveraged to ensure the Math Project staff are building on the success of various implementation efforts, including the State Personnel Development Grant focused on MTSS, the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, and the National Center on Intensive Intervention (NCII). The Math Project has made connections across the initiatives to: (a) ensure consistency in how DBI—as a part of an MTSS model—is communicated, (b) revise implementation plans based on lessons learned, (c) connect with key personnel from existing RIDE initiatives on a regular basis, and (d) share ongoing updates with RIDE to facilitate a continuous feedback loop. The SSIP math focus has also fostered increased collaboration between staff at RIDE's Office for Student, Community, and Academic Supports and the Office of Instruction, Assessment, and Curriculum, on not only the Math Project for the SSIP, but also on general education math initiatives and statewide curriculum work. For additional information related to status of collaboration, see the section in this report titled: Description of baseline data for key measures.

Regarding **engaging families** related to the SSIP implementation and evaluation, RIDE has regular meetings with the Rhode Island Special Education Advisory Committee (RISEAC) to facilitate their input and feedback. Staff from the Rhode Island Parent Information Network (RIPIN) are members of the RISEAC and serve as members of the SSIP Core Team and are integral to informing decisions about implementation strategies. In addition, RIPIN has a subcontract award on the Math Project to help achieve the outcomes related to parent and family awareness and understanding of DBI.

3. The specific evidence-based practices that have been implemented to date

To date, there are two cohorts of schools engaged in the Math Project. Cohort 1 includes six schools that began participating in the project during the 2016-2017 academic year and have continued to receive project support through the 2017-2018 academic year. Cohort 2 includes seven schools that joined the project during the 2017-2018 academic year. Current cohorts will continue to participate with the Math Project through 2021, focusing on different aspects of implementation (e.g., learning and implementing DBI, and then scaling and sustaining efforts) in subsequent project years. Before implementation, the sites identified for the Math Project are engaged in a needs-assessment process that drives the development of an action plan for the site. During the needs-assessment phase, key personnel from participating sites are interviewed by Math Project staff using a semi-structured interview protocol that asks sites to identify their current practices related to (a) tiered instruction in mathematics (core, targeted, and intensive), (b) their data-based decision making processes (progress monitoring tools, decision rules, and diagnostic assessments), (c) their approach to parent and family engagement, and (d) their supports for culturally and linguistically diverse students and students with disabilities. All schools across cohorts have completed their needs-assessment interviews.

Areas of need revealed through this process include inconsistent procedures for teaming structures in math to support data-based decision making, a lack of diagnostic tools and processes for struggling

learners, gaps in current instructional delivery processes, as well as an overall recognition of a need to improve the implementation of evidence-based practices (EBPs) in mathematics across the tiers.

To help address the problems, Math Project staff developed site-specific action plans that incorporate feedback from school personnel. Action plans prioritize two to three goals for the academic year related not only to increasing knowledge and implementation of common core aligned EBPs in mathematics across the tiers (see Table 2), but also the structural changes (i.e., teaming processes) required to achieve results. The action plans also outline the training and coaching activities in which sites will participate. These goals align to the short-term and intermediate outcomes in the Theory of Action, as well as to the Logic Model. A summary of goals across sites can be found in Appendix A.

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

Training in Evidence-Based Practices

Site action plans included goals related to improving knowledge and implementation of EBPs in math across the tiers. To support sites with meeting these goals, multiple training opportunities were offered to sites. This submission includes information about trainings that took place between April 2017 and February 2018—to align with the reporting cycle—and to allow for adequate time to analyze and report on training evaluation data. Additional trainings were held in March 2018, but those will be reported on in next year's submission. Two external consultants were identified to deliver training. Dr. Nancy Butler Wolf, adjunct faculty at California State Polytech University, Pomona (Pomona, CA) and supervisor of teacher education at the University of California, Riverside, provided training in Tier 1, evidence-based mathematics instructional strategies that are common core aligned. At Tier 2, Dr. Sarah Powell, Assistant Professor at the University of Texas, Austin, provided training to site personnel in Peer-Assisted Learning Strategies (PALS), an evidence-based, peer tutoring program used to supplement classroom instruction. Six educators from the Segue Institute for Learning (a Cohort 1 site) participated in a Tier Differentiation training, facilitated by project staff (Dr. Gena Nelson).

The content of Nancy Butler Wolf's instructional strategies trainings offered to elementary and middle school educators differed, though all trainings included information about how math skills align with common core standards and progress across grade levels. Because substitute coverage for training and professional development opportunities is a challenge in RI, the elementary instructional strategies training was offered across multiple days to maximize site-level participation. This strategy allowed sites to send more educators than they would be able to if the training was only offered one day. The decision for a multi-day training structure also reflects the Math Project team's responsiveness to stakeholder feedback at the site-level. Because middle schools have a a different structure from elementary schools (i.e., content specialist model, rather than grade level teachers instructing across content areas), the middle school instructional strategy trainings were offered only one day.

Training Participation

To support the alignment of training activities to the SiMR population (i.e., Black and Hispanic students with learning disabilities in grades 3-5), Math Project staff encouraged sites to select educators to participate in trainings from grades 2-5 at the elementary level, and grades 5-8 at the middle school level. Many sites elected to focus training participation at one grade level, and based their decision on screening data, suggesting a need for improvement in core instruction. General education teachers were the primary audience for all trainings. However, many special educators and/or interventionists working across grade levels participated in training activities to ensure instructional alignment across MTSS tiers and to ensure short-term and intermediate project outcomes are achieved.

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

Middle School Trainings

	Instructional Strategies 1*	Instructional Strategies 2*	PALS Math	Tier Differentiation
Date of Training	Spring 2017	Fall 2017	Fall 2017	Spring 2017
# of Cohort 1 Participants	17	0	10	6
# of Cohort 2 Participants	N/A	5	N/A	N/A

*Both Instructional Strategies trainings included the same content with a focus on patterns and algebraic thinking

Coaching to Build Readiness for Tier 3 (DBI) Implementation

Rather than recruiting and training external personnel to serve as coaches, Math Project staff provide coaching supports to all participating sites. One site-level coach is a former math interventionist from RI, who joined AIR as a full-time employee and currently works with 10 sites (five Cohort 1 sites and five Cohort 2 sites). A second site-level coach, with expertise in MTSS and supporting English language learners, works with two sites in the same district, one site from Cohort 1 and the other from Cohort 2. The third coach with expertise in MTSS and DBI is the Project Director who works with one Cohort 2 site. All Math Project staff meet internally to ensure coaching alignment across sites, to discuss challenges and solutions, and to identify any additional training or coaching needs across sites.

Cohort 1 Coaching Activities. During the 2016-2017 academic year, Cohort 1 sites received more than 64 hours of ongoing coaching support from Math Project staff. Coaching support involved providing resources on tier differentiation, supporting data meetings, and selecting progress monitoring measures to support data-based decision making and readiness for DBI implementation. During the 2017-2018 academic year, Cohort 1 sites continued their progress on goals established in their action plans from the prior year. For example, Math Project staff conducted observations of mathematics data team meetings across sites to make recommendations and consult on how to better refine processes.

Cohort 2 Coaching Activities. After the completion of needs-assessment interviews for Cohort 2 schools (completed between August and October 2017), coaching activities began. Activities primarily focused on establishing goals for the academic year (based on needs-assessment findings), as well as helping school teams make connections back to training activities. Cohort 2 schools have received more than 46 hours of ongoing coaching support from Math Project staff so far this school year.

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

In this reporting period, RIDE staff, AIR, stakeholders (RIPIN and MTSS Providers), and the external evaluation team revised the evaluation plan, logic model, and theory of action to better align with achieving the SiMR. The primary goal of the revision process was to ensure that the appropriate measures were being collected to assess each outcome, implement a timeline for collecting those measures, and minimize the risk of potentially burdening school teams and families with evaluation requests.

To achieve these goals, the Math Project evaluation team and RIDE deliberated whether each data source could adequately assess the intended outcomes. The team also considered whether each evaluation task was excessively time intensive for school teams and families. The revised evaluation plan, which aligns to the Theory of Action, is described in detail in Section C.1.b of this report.

Another significant evaluation activity involved conducting training evaluations during this reporting period. After each training, participants were given short surveys to assess their professional development experience. Items on the survey invited participants to rate areas ranging from training relevance to the likelihood of applying acquired strategies in their daily work. The training evaluation includes a common set of questions related to (a) training relevance, (b) how well the training

improved understanding, (c) whether the training provided something the learner could apply, and (d) questions related to the quality of the training (e.g., organization, clear and comprehensible presentation, pace, active participation). In this sense, responses from across trainings, which focused on different content (i.e., Tier 1 strategies, PALS), can be aggregated for a more comprehensive data analysis/comparison.

Finally, the other two other major activities that were conducted during this period were the evaluations of **stakeholder engagement** and SSIP **collaboration across RIDE initiatives**. The evaluation team reviewed *Leading by Convening: A blueprint for authentic engagement* developed by the IDEA Partnership and National Association of State Directors of Special Education. The evaluation team then revised a survey to ensure that questions were contextualized to the project and could easily assess RIDE's level of collaboration and stakeholder engagement.

Stakeholder engagement was assessed to determine the degree to which stakeholders were informed and involved in decision making regarding the project. Peripheral stakeholders—those who broadly have an interest in/awareness of Rhode Island's SSIP, but may not work closely with implementation or evaluation activities—were given a short survey to assess engagement. Relevant peripheral stakeholders include the state's Special Education directors and leaders from the Rhode Island Special Education Advisory Committee (RISEAC). Seventy-six percent of peripheral stakeholders agreed that RIDE creates opportunities to engage and provide feedback on efforts in the state related to the SSIP.

As noted above, **collaboration across RIDE departments and initiatives** was also evaluated with an adaptation of the *Leading by Convening* survey. RIDE received survey responses from 18 personnel in the Educator Excellence and Certification Services office; the Instruction, Assessment and Curriculum office; the College and Career Readiness office; and the Office of Student, Community and Academic Supports (OSCAS). The majority of these leaders rated that the most appropriate description of OSCAS's level of partnership with other departments was Informing— meaning that OSCAS shares or disseminates information with relevant stakeholders in the state who care about the SSIP. Over time, RIDE would like to see increases in cross-departmental collaborations related to SSIP implementation.

Discussion of evaluation data results can be found in section C.1.c. later in this report.

5. Highlights of changes to implementation and improvement strategies

The Math Project's implementation plan was continually refined throughout this reporting period to better align with both the revisions to the Theory of Action and Logic Model. One major highlight is the development of a process to evaluate **family awareness** of DBI and intensive intervention, including how families can support their child. Based on the needs assessment results across Cohorts 1 and 2, the methods of parent and family engagement used by school teams (e.g., sending a letter notifying that a student is receiving intervention) was not leading to meaningful parent and family engagement. Many sites indicated that they would like to learn strategies to better engage parents and families. As a result, AIR worked with the Rhode Island Parent Information Network (RIPIN; SSIP Core Team member and subcontractor on the project) to develop a plan to address this need.

AIR partnered with external stakeholder—RIPIN—to develop an interview protocol with the families of students identified to begin intensive math intervention (i.e., DBI "case-study" students) in the

schools participating in the Math Project. After the interview, the family will be given a toolkit developed by RIPIN, leveraging resources available through NCII. Approximately three months after the initial interview, RIPIN will follow-up to gauge the families' awareness of DBI, the schools' approach to supporting their child, and how they can help at home. The responses from the family interviews will be used to provide feedback to school teams, bolster technical assistance, and systematize the state's efforts to engage parents and families in intensive intervention.

Another change to implementation involves the development of a Professional Learning Community (PLC) for district and building leadership, including interventionists or instructional coaches. Improving LEA capacity to support, scale, and sustain improvement efforts is a long-term outcome in the RIDE logic model and directly aligns to the Theory of Action (i.e., change systems and adult behaviors). The development of a PLC is conceptualized as an additional improvement strategy to make progress towards this outcome. The PLC will focus on the types of supports leaders need to ensure that EBPs in math are implemented with fidelity, educators are supported to implement DBI, as well as additional considerations leaders need to put in place to support tiered math intervention (e.g., pacing guides, opportunities for peer feedback on instructional practice, scheduling time for meetings/trainings/intervention). The PLC is in the initial phase of development, with recruitment activities beginning this spring.

One other area of improvement is the needs assessment process. Alleviating time burden on school teams remains a primary focus for the Math Project team. The existing needs assessment interview process initially took approximately two hours to facilitate, with a subsequent meeting with school teams to discuss findings and prioritize areas of focus. To expedite this process, the Math Project team has partnered with NCII. NCII has established a small working group tasked with improving the initial DBI survey sent to school teams, working to set the survey up through an online format. The survey will incorporate many topics addressed during the former interview process by assessing the degree to which DBI is implemented in the school. The survey will be coupled with a rubric to score the survey responses. Finally, the in-person interview will be sharpened to focus on weak areas of DBI implementation and plans for technical assistance (i.e., school action plans). During the next reporting period, the needs assessments will follow the refined process and will be scored against the new rubric.

In the previous submission, the approach of using "readiness" was described to differentiate the support to sites. At the Math Project's inception, readiness was measured at the district-level by scoring a letter of intent that described district-level context (e.g., demographics, processes and procedures for using data, existing math curriculum and interventions). However, after determining district readiness for intensive math intervention, and then subsequently beginning the work at the school-level, the Math Project team noted discrepancies. For example, in the letter of intent, districts described their curriculum in place. But, when school-level work began, the project staff discovered that while processes/curricula may have been set by the district, they were not being followed by school teams, or school teams expressed a need for additional support with how to implement the district's processes/curricular sequences. As a result, rather than considering the "readiness" at the district-level, as previously done, the project team has used the needs-assessment results to identify the readiness of *school-level* sites, as opposed to the letters of interest from participating districts. However, the involvement of the district in this project supports overall school-level implementation, as the project is seen as more of a priority given the level of involvement. As such, the Math Project elected to work with existing districts from Cohort 1 at the start of this school year to have them identify additional school sites. The project also received letters of intent from two new districts

(urban ring and suburban), from which three additional sites were added. The approach to how readiness informs project activities and outcomes—articulated in Section 4 and in the revised logic model—is responsive to localized contexts to ensure ongoing commitment and buy-in from the districts and schools participating in the Math Project.

Additionally, Math Project staff—in collaboration with RIDE—are revising the current Cohort structure to better address overall site-level readiness. When the project was initially conceptualized, the goal was to have sites begin implementation of the DBI process within the first year of their participation. However, Math Project staff have discovered Cohorts 1 and 2 have foundational deficits (e.g., evidence-based math instruction at Tiers 1 and 2, confidence in teaching math, understanding of data/assessment purposes and use) that need to be addressed through training and coaching activities prior to focusing on DBI implementation. As a result, a two-year implementation structure will become the focus of the project for the next Cohort of sites—the first year will provide support to sites while developing foundational math skills, and the second year will focus on DBI implementation in math. The Math Project intends to bring on one additional Cohort of sites (number to be determined). For the third Cohort, recruitment, needs assessment interviews, and action planning will occur in2018-2019, with the two-year implementation cycle taking place between 2019-2020 and 2020-2021. While the timeline for implementation is shifting from what was initially conceptualized, the improvement strategies will remain the same and will focus on training, coaching, and ongoing technical assistance that address site-specific needs; as a result, there are no anticipated changes to the evaluation plan.

B. Progress in Implementing the SSIP

1. Description of the state's SSIP implementation progress

At the end of the last reporting period, the foundation for major SSIP activities including needs assessments, action plan development, and technical assistance tracking had been established. Presently, progress on the state's SSIP implementation involves building on the foundation established from the prior year by supporting additional sites (Cohort 2), and designing processes to ensure that all intended project outcomes are achieved.

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

The following table captures the state's SSIP implementation progress by the primary implementation areas. Overall, the state carried out its planned activities for fall 2017 with fidelity. The planned activities for Spring 2018 are well underway.

Key accomplishments and milestones include the following:

- Refined theory of action, logic model, and evaluation plan
- Held alignment meeting with RIPIN
- Finalized Memorandum of Understanding and mini-grant process for new Cohort sites
- Scheduled trainings for the academic year
- Conducted site observations of school-team meetings

Overview of April 2017- March 2018 Implementation Progress		
Implementation Area	**Planned Activities**	**Status of Implementation**
Project Planning & Coordination *General Activities necessary for the management of the SSIP*	Refine theory of action, logic model, and evaluation plan	Complete
	Communicate with districts around recruiting sites Cohort 2 cohorts	Complete
	Finalize the MOU and mini-grant process with new Cohort sites	Complete
	Collect universal screening data from sites	Anticipated Spring 2018
	Collect statewide assessment data	Complete
Training *Activities associated with delivering professional development for educators*	Schedule trainings for the academic year	Complete
	Conduct trainings, as scheduled	In Progress
Coaching *Activities associated with technical assistance support*	Develop observation tool to support fidelity of implementation	In Progress
	Develop coaching guides	In Progress
	Book Study (site-specific)	In Progress
	Conduct site observations and team meetings	Ongoing
	Conduct on-site orientation and plan for implementation	Complete
	Develop student level plan template (i.e., DBI case-study)	In Progress
Family Engagement *Activities associated with improving family engagement in intensive intervention*	Collaborate with RIPIN to develop family engagement protocols	Under Review, to be finalized by Summer of 2018
	Develop family engagement timeline for selected case study students	Not Started
	April 6, 2017 Special Education Directors Meeting	Complete
	September 23, 2017 RISEAC Meeting	Complete

Activities involved both peripheral and primary stakeholders	August 15, 2017 Alignment Meeting with Math Project, RI MTSS, RIPIN, and RIDE	Complete
	September 28, 2017 Special Education Directors Meeting	Complete
	November 16, 2017 Special Educator Directors Meeting	Complete
	January 17, 2018 RIDE OSCAS staff meeting (Title I, Title III, 21st Century IDEA, Safe/healthy schools staff)	Complete
	January 18, 2018 RISEAC Meeting	Complete
	Develop and administer stakeholder engagement surveys	Complete
Collaboration Between RIDE initiatives *Activities associated with RIDE collaboration*	Develop and administer collaboration surveys	Complete
LEA Capacity to support diverse students in urban settings *Activities associated with increasing LEA capacity*	Develop Professional Learning Community	In Progress

* Description of stakeholder engagement activities are further described in Sections: 2.a., 2.b., 3.a., and 3.b. later in this report

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

RIDE has made progress in achieving the intended outputs identified in the logic model. All sites have developed implementation/action plans used to document progress toward goals moving forward (see Appendix A). The action plan template was revised from the previous year's submission to support reducing the time burden on school teams. The template now includes a summary of needs-assessment findings, overall strengths, and goals for the work moving forward (see Appendix B). Additionally, project staff developed a technical assistance tracking template and coaching logs that will be used throughout the course of the project as training, coaching, and technical assistance activities occur.

The project has also made progress on improving **family engagement**. The RIPIN collaboration described earlier will provide necessary feedback from families to school teams. The feedback loop between families and schools is intended to build stronger lines of communication, and help parents gain a better understanding of intensive intervention.

2. Stakeholder involvement in SSIP implementation

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

There are two groups of stakeholders associated with SSIP implementation. Primary stakeholders include school staff and DBI core team members who are involved in the ongoing implementation efforts. Peripheral stakeholders, including SSIP Core team members, are those who are not engaged in ongoing implementation efforts, but have a broader interest in statewide intensive intervention.

Primary stakeholders—school staff from implementation sites—participate in the ongoing implementation of the SSIP. These stakeholders play a significant role in determining the course of technical assistance activities by co-developing the final action plans and goals for the academic year. For example, one Cohort 2 site communicated a need related to examining their mathematics scope and sequence prior to focusing on data-based decision making. Given the site's level of readiness (determined through the needs-assessment process), this goal was prioritized in their site-level action plan.

Peripheral stakeholders were provided periodic updates from the RIDE Director of the Office of Student, Community and Academic Supports (OSCAS). The number of schools participating in the technical assistance, along with district-, school-, and classroom-level data from the Math Project have been shared. Stakeholders have expressed their support in continuing the state's efforts with outreach to families and community members. Additionally, the Director of OSCAS meets monthly with the Executive Board and presents regularly at the general membership meetings of the Association of Rhode Island Administrators of Special Education (ARIASE), the RI Special Education Advisory Council, and statewide special education director meetings. At these meetings, the Director presents an update regarding the work of the office, which includes updates on the Math Project. Updates were provided in April, September, November, and January. RIDE also regularly updates its website (http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/SpecialEducationRegulations.aspx) with pertinent information related to the Math Project/SSIP for stakeholders, including resources to support families.

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

Primary stakeholders partner with project staff (i.e., site coaches) to make decisions about which training and coaching opportunities to prioritize during the calendar year. Core team members regularly check-in with project staff to discuss intensive math intervention and communicate concerns. For example, the Math Project experienced turnover in staff and coaching/technical assistance supports were transitioned to new personnel. Leadership at the site and district level were involved in making the decision between two available staff who would serve as the site's primary coach/technical assistance provider. Additionally, the multi-day structure of elementary instructional strategies was developed in direct response to primary stakeholder feedback on training opportunities.

Peripheral stakeholders received updates at various points in time and engaged in a November special education director's meeting. To gain feedback from special education directors across

the state, the project used the "[Wins and Hiccups](#)" resource made available by the National Center for Systemic Improvement (NCSI). RIDE and Math Project staff facilitated a structured activity that sought local directors' perspectives on if the implementation and evaluation activities would provide them with meaningful information to make informed decisions. Directors from participating and non-participating districts were in attendance. Several recurring themes were evident in their feedback. For instance, when asked about the processes or systems that would help determine if educators implement practices learned during professional development sessions, multiple leaders suggested walk-throughs, peer classroom visits, and follow-up observations. In reviewing the feedback with RIDE, project staff determined that presently the project implementation is closely aligned to expectations of local special education directors. One area that the project team will reflect on, especially as sites' technical assistance and coaching are gradually released, is ensuring that there are supports in place for monitoring sustainability of implementation activities after sites are no longer participating, as well as articulating results in meaningful ways to support future implementation activities in the districts.

C. Data on Implementation and Outcomes

1. How the state monitored and measured outputs to assess the effectiveness of the implementation plan

a. How evaluation measures align with the theory of action

As noted earlier, the theory of action articulates that if supports are provided for data-based decision-making to inform intensive, individualized instruction in mathematics throughout the state, there will be a change in adult behavior at the local level, which will help achieve positive outcomes in mathematics proficiency for Black and Hispanic students with learning disabilities in Grades 3–5. The evaluation measures are aligned with the refined theory of action by assessing how educators in schools used data-based decision-making to intensify math intervention.

The following table depicts the alignment across the theory of action and maps the logic model outcomes to key measures and the data sources for each. The data and evidence are collected at various time points in the implementation cycle. For example, all Cohort sites' needs assessments initiate their involvement with the Math Project. Other measures (i.e., surveys and evaluations) are collected either before or after training activities. Formative and summative data are collected at meaningful time points for sites (i.e., after spring benchmarking or statewide assessments are administered). After an initial comparison of data to the baseline, RIDE and Project staff may consider adding in additional benchmarks to compare against short- and long-term outcomes.

Logic Model Outcome	Evaluation Question	Data/Evidence
Increased educator knowledge of DBI for mathematics *(short term)*	To what extent did educator knowledge of DBI change?	Needs Assessment End of Year Pulse Check

Logic Model Outcome	Evaluation Question	Data/Evidence
Increased educator beliefs of DBI for mathematics (short term)	To what extent did educator beliefs about math instruction change?	Math Beliefs Survey Data Driven Instruction Survey
Increased educator application of skills related to DBI for mathematics (intermediate)	To what extent have intensive math intervention and mathematics instructional practice changed adult behavior and practice in participating schools?	Training Evaluation Observational Tool End of Year Pulse Check Training Implementation Survey
Improved formative assessment outcomes for students receiving intensive mathematics interventions (long term)	To what extent have the implementation of intensive math intervention and mathematics instruction practices improved student results?	Universal screening data Progress Monitoring Data on Student Level Plans
Improved fidelity of school-level implementation of DBI in mathematics (long term)	To what extent did schools implement DBI in mathematics with fidelity?	Needs Assessment End of Year Pulse Check Observational Tool
Improved LEA capacity to support, scale, and sustain improvement efforts in urban settings and with diverse populations (long term)	To what extent did LEAs increase their capacity to support, scale, and sustain improvement efforts related to high-quality math instruction?	Professional Learning Community (PLC) capacity survey
Increased parent or family awareness of intensive intervention and how to support their child (short term)	To what extent do families report they are aware of their child's math instruction? To what extent to families report they understand how to support their child's math instruction?	Needs Assessment End of Year Pulse Check Rhode Island Parent Information Network (RIPIN) Family Interviews
Effective communication, coordination, and collaboration among and between RIDE initiatives (short term)	To what extent was communication effective among and between RIDE staff?	Collaboration Survey

Logic Model Outcome	Evaluation Question	Data/Evidence
Improve the mathematics achievement for Hispanic and Black students with specific learning disabilities in grades 3-5 by 4% by FFY2018	To what extent did the intervention improve the mathematics achievement for Hispanic and Black students with specific learning disabilities in grades 3-5 by 4% FF2018 (schools with target population)	Universal Screening data State Assessment data
Stakeholder Engagement (Peripheral)	How have stakeholders been informed and involved in decision making regarding ongoing implementation and evaluation of the project	Stakeholder Engagement Survey
Stakeholder Engagement (Primary)	To what extent do school level stakeholders report feeling engaged in the ongoing implementation and evaluation of the project	End of Year Pulse Check

b. Data sources for each key measure

Data/Evidence	Description
Needs Assessment	The needs assessment is completed during the initial interview that sites undergo with project staff at the beginning of technical assistance. Responses on the needs assessment serve as a pre-test to understand the degree to which the site implements math instruction and data-based decision making across the tiers at the onset of participation.
End of Year (EOY) Pulse Check	The EOY Pulse Check is the annual follow-up from the needs assessment. Responses on the EOY Pulse Check serve as a post-test to explore the changes in DBI implementation at the end of each academic year.
Math Beliefs Survey	The Math Beliefs survey was adapted from the Teacher Beliefs about Math survey developed by Deborah Stipek and colleagues (2001) and is used to assess teacher beliefs or misconceptions about math instruction. Educators receive a pre/post test each academic year.
Data Driven Instruction Survey	The Data Driven Instruction survey is an internally developed source to assess educator beliefs about using data to inform instruction. A variety of sources were used to develop the survey including Nancy Harris's (2011) Data-Driven Instruction Survey. Educators receive a pre/post test each academic year.

Data/Evidence	Description
Training Evaluation	Training attendees evaluate each training with a short survey to assess training quality, relevancy, and the potential to influence educator practice.
Training Implementation Protocols (including an observational tool)	As a follow-up to trainings, implementation protocols will be designed to determine the degree to which educators implemented with fidelity the skills attained during training. Implementation protocols will be developed in the next reporting period*
Universal Screening Data	Screening is conducted to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screening assessments typically are brief and usually are administered with all students at a grade level. Some schools use a gated screening system, in which universal screening is followed by additional testing or short-term progress monitoring to confirm a student's risk status before intervention occurs.
Progress Monitoring Data on Student Level Plans	Progress monitoring is used to assess a student's performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention
Professional Learning Community (PLC) capacity survey	The PLC survey will be designed to assess LEA capacity to support, scale, and sustain improvement efforts. The PLC survey will be developed in the next reporting period*
Rhode Island Parent Information Network (RIPIN) Parent Interviews	RIPIN will interview families to evaluate the extent to which they understand the intensive intervention process and are aware of strategies to support their child. RIPIN interviews will be analyzed during the next reporting period*
Stakeholder Engagement Survey	Leading by Convening: A blueprint for authentic engagement developed by the IDEA Partnership and National Association of State Directors of Special Education was adapted to assess the engagement of peripheral stakeholders
Coordination and Collaboration Survey	Leading by Convening: A blueprint for authentic engagement developed by the IDEA Partnership and National Association of State Directors of Special Education was adapted to assess the coordination and collaboration across RIDE initiatives and departments.
State Assessment	State assessment data is used to monitor progress towards the SiMR.

c. Description of baseline data for key measures

The Math Project team has collected baseline data from site needs assessments, educator beliefs about math and data driven instruction, training evaluations, stakeholder engagement, and

coordination and collaboration across RIDE initiatives. There are no baseline data available for the end of year pulse checks (to be implemented with all Cohort sites Spring 2018, based on implementation cycle) or for student-level data (e.g., screening or progress monitoring data—including DBI case studies and parent interviews). These data are scheduled to be collected at meaningful intervals for sites (i.e., after spring benchmarking or statewide assessments are administered).

Needs Assessment

As part of the support and planning to the Cohort sites, Math Project staff conducted a Needs Assessment with the MTSS teams at each site. The Needs Assessment includes components related to: (1) Screening and Progress Monitoring, (2) Instruction and Intervention, (3) Special Education, (4) Data-based Decision Making, (5) Monitoring Fidelity, and (6) Professional Learning and Development.

At the completion of the needs assessment process, all sites established goals for the academic year (see Appendix A). Several examples of the goals established include:
- Piloting PALS Math;
- Developing a consistent procedure with standardized reporting to support data-based decision making; and
- Drafting a math MTSS Implementation guide outlining decision rules and progress monitoring processes.

Beliefs about Math and Data Driven Instruction

The Mathematics Beliefs and Data Driven Instruction Survey was administered to 84 educators across Cohorts and prior to attending trainings. Seventy-three educators completed the survey, and their responses are summarized below. The survey will be resent to individuals periodically to assess change in beliefs over time.

The Math Beliefs survey includes 39 items designed to assess the level of agreement regarding the educators' mathematics beliefs using an agreement scale of 1 (strongly disagree) to 6 (strongly agree). The survey was designed based on the research conducted at the UCLA Graduate School of Education (Stipek, et al. 2011), and includes items in six domain areas:
- Math as a set of operations versus a tool for thought,
- Correct answers versus understanding as primary goal,
- Teacher control versus child autonomy in classroom lessons,
- Entity versus incremental view of intellectual ability (i.e., a *fixed* v. *growth* mind set),
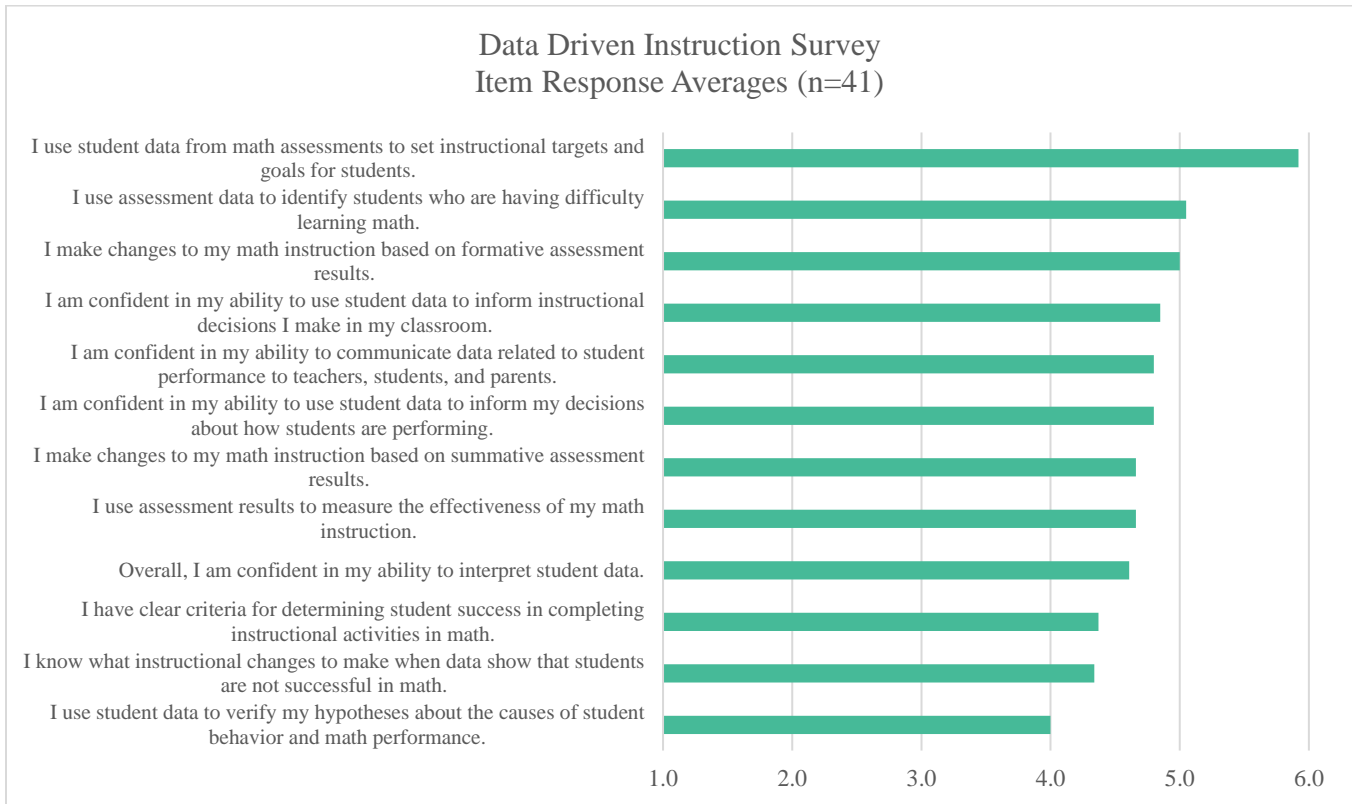- Confidence in teaching math, and
- Enjoyment of math.

Within each of the domains, items varied in terms of whether a positive belief would be reflected in terms of *strong agreement* or *strong disagreement*. For example, within the "enjoyment of math" domain, the item **Math is my favorite subject to teach** would be one for which a *strong agreement* would indicate positive belief, and for the item **I don't enjoy doing math**, *strong disagreement* would indicate positive belief. The summary across these domains for 41 responses is described in the following narrative and tables.

The items with the least positive belief and most positive belief for each domain based on average responses are provided in the table below. Overall, the responses—at baseline—suggest that educators lack confidence in their knowledge of the math content they are teaching, have more "fixed" mindsets, and believe in more "traditional" approaches to assessing student learning (e.g., having students complete assigned tasks rather than observing students and listening to how they arrived at an answer). These responses are consistent with current research and suggest a need for training and ongoing coaching related to math content and evidence-based instructional practices to help educators shift from a fixed mindset to a growth mindset and develop the necessary skills to assess student understanding of mathematical concepts.

Math Belief Survey Item domain	Least Positive Average Belief (among responding educators across Cohort sites)	Most Positive Average Belief (among responding educators across Cohort sites)
Math as a set of operations versus a tool for thought	The best way to understand math is to do a lot of problems.	In math, answers are either right or wrong.
Correct answers versus understanding as primary goal	It doesn't matter whether students get the right answer as long as they understand the math concepts inherent in a problem.	Students who finish their math work quickly understand the material better than students who take longer.
Teacher control versus child autonomy in classroom lessons	Students cannot be counted upon to evaluate their math work accurately. To assess students' math understanding, it is important to observe them while they are working and to listen to their math conversations.	It's important for students to complete assignments exactly as the teacher planned.
Entity versus incremental view of intellectual ability (i.e., a *fixed* v. *growth* mind set)	I can improve my math skills but I can't change my basic math ability.	Math ability is something people have a certain amount of and there isn't much they can do to change it.
Confidence in teaching math	I feel confident that I understand the math material I teach.	I'm good at communicating math content to students.
Enjoyment of math	I enjoy encountering situations in my everyday life (e.g., sewing, carpentry, finances) that require me to use math to solve problems.	I don't enjoy doing math.

The Data-Driven Instruction Survey includes nine items related to data efficacy and data-use. Responses to the Data-Driven Instruction Survey and attributes related to those skills included a set of items on which respondents rated their agreement on a scale of 1(strongly disagree) to 6 (strongly agree). The results indicate a fairly high belief on the part of educators at the Cohort sites, with average scores of "4" and above for each the items. The average scores for each of the survey items are detailed in the chart below. The responses in this section are generally more positive than those in the Math Beliefs survey and suggest that educators believe they are using data to drive their instruction. These baseline results will be compared against results from the same survey at periodic checkpoints to assess change over time. It may be that these results decrease as participants learn new techniques for collecting and analyzing data.

Data Driven Instruction Survey
Item Response Averages (n=41)

Based on the results of the Math Beliefs Survey and the Data Driven Instruction Survey, there is need to both ensure the instrumentation is accurately reflecting the reality of the educators at the Cohort sites and that the results are meaningful and can be used by the Math Project staff supporting the Cohort sites.

For instance, selected educators form the core team that participates in the Needs Assessment process. Consequently, all the survey respondents from each site were not always included in the Needs Assessment process. Therefore, it is difficult to have an accurate, consistent picture of the needs and beliefs at the sites. Overall, there are areas in need of improvement for both math beliefs and data-based instruction, and the data specific to each Cohort site will be used to target the needs and supports required by each.

Training Evaluations

Between March and December of 2017, RIDE/AIR conducted seven professional learning opportunities for general and special educators at the Cohort sites. These included one session on Peer-Assisted Learning Strategies (PALS) focused for grades 2-6; two multi-day sessions with Nancy Butler Wolf that covered an array of evidence-based, core math strategies and included targeted support to two of the sites; and two virtual sessions with one SSIP site that focused on Tier 1 and 2 differentiation and screening vs. progress monitoring. The professional learning opportunities were tailored for site needs.

For each of the professional learning sessions, a common evaluation form was used to collect data on the quality and relevance of the session as well as the extent to which participants gained understanding of the skills addressed in the session and their intent to apply those skills in their daily practices. The survey item:
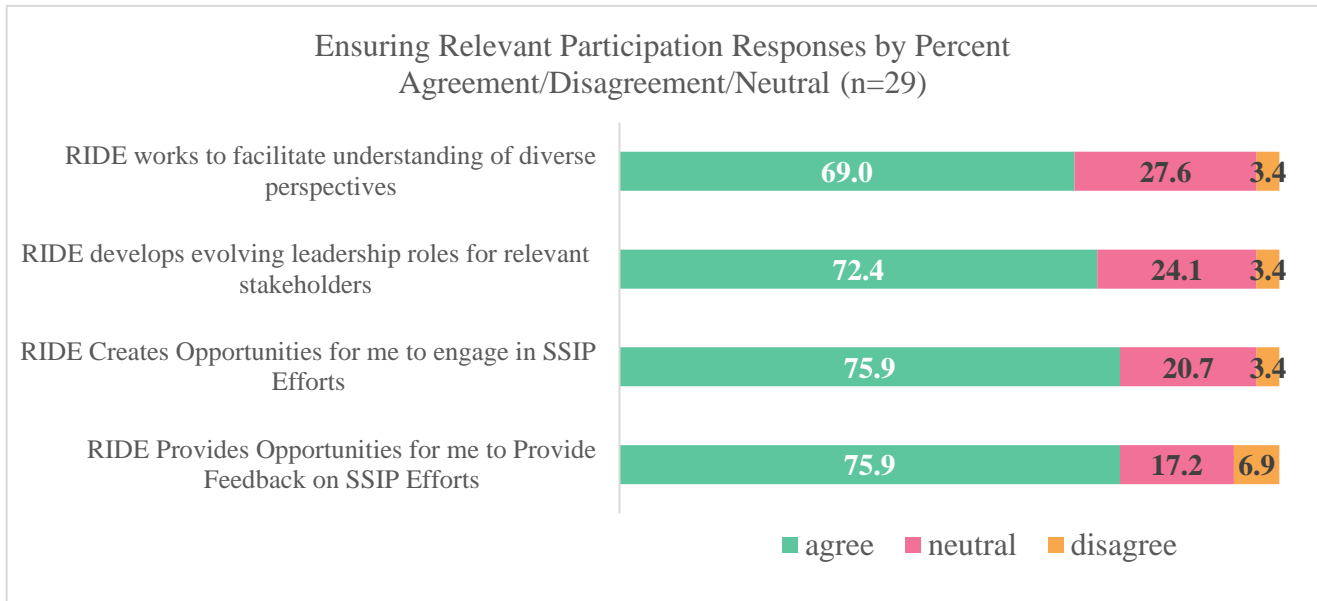
The training provided me with something (e.g., strategy, process, resource) that I can apply in my work was analyzed to determine the percentage of agreement**.** Respondents were asked to rate their level of agreement with the above statement using a scale of *Strongly Agree*, *Agree*, *Disagree*, or *Strongly Disagree*. For the purposes of analysis, an overall agreement percentage was calculated by aggregating the item responses of *strongly agree* and *agree* for each of the professional learning sessions; **95.8%** of educators agreed with the statement. The training evaluation template and evaluation summary data of additional items can be found in Appendix C.
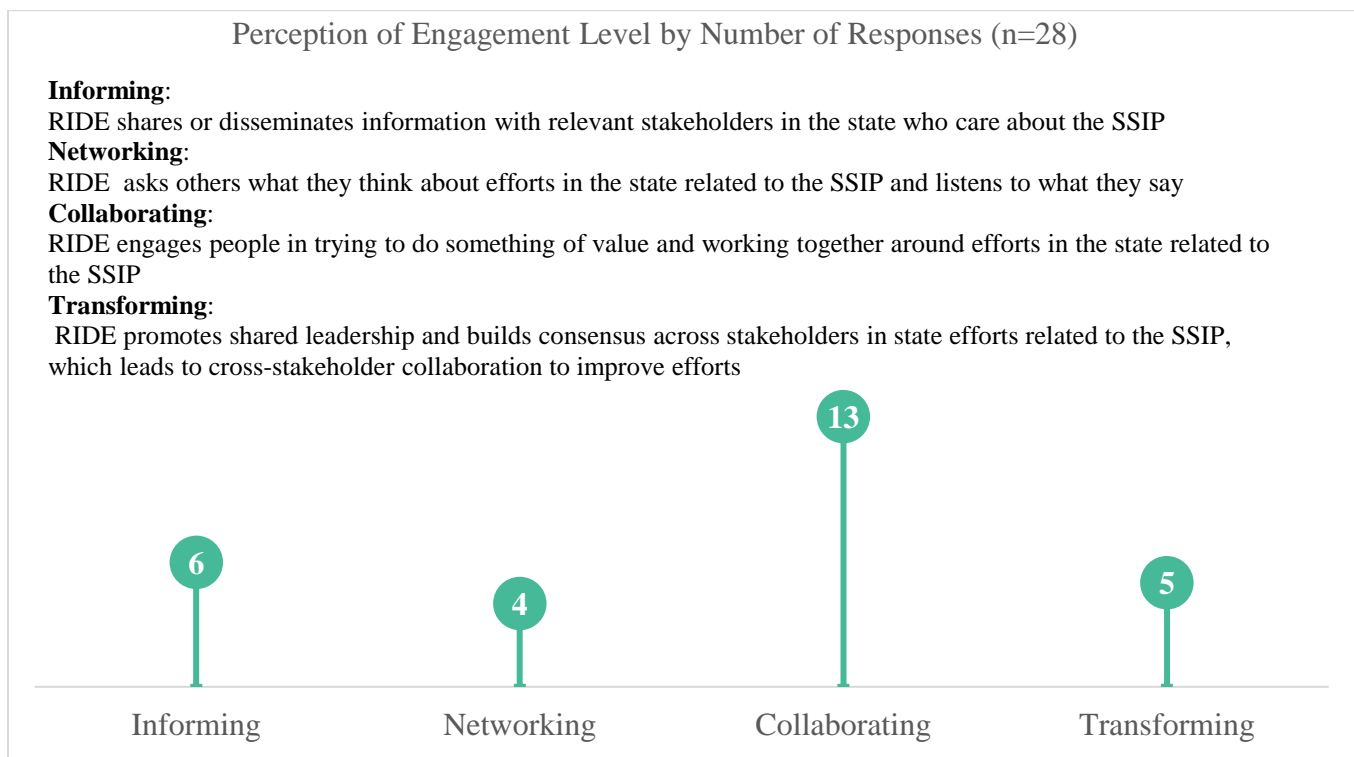
Stakeholder Engagement

Outcome	Performance Measure(s)
• Stakeholder Engagement (Peripheral) • Stakeholder Engagement (Active)	• Increase in Leading by Convening Survey Scores • End-of-Year Pulse Check

While the End-of-Year Pulse Checks were not conducted based on the current implementation cycle, data to inform the performance measure regarding *peripheral* stakeholder engagement was collected via a survey to assess the extent to which RIDE engages relevant stakeholders—those who broadly have an interest in/awareness of the SSIP, but may not work closely with implementation/evaluation activities. The survey was provided to 110 stakeholders in early January 2018 and a total of 29 responses were received, yielding a response rate of 26.4%. Responses were received from representatives from LEAs, charter schools, state schools, disability organizations, and staff from TA projects (excluding project staff) and centers.

A rating scale of *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree* was used for each of the survey items. For the analysis, the ratings of *strongly agree* and *agree* were combined into an overall agreement percentage and the same was done for the disagreement responses. As depicted in the graph below, there was strong agreement that stakeholders were provided opportunities for feedback and engagement (75.9%) as well as agreement that the process included evolving leadership and facilitation of understanding diverse perspectives (72.4% and 69.0%, respectively). While there was little disagreement about the aspects of relevant participation, there were several respondents who indicated *neutral*, which may be an area to investigate as RIDE reviews these results with their stakeholder groups. There may be potential to strategize ways to better or differently provide opportunities for stakeholders to be informed and engage in SSIP activities.

Ensuring Relevant Participation Responses by Percent Agreement/Disagreement/Neutral (n=29)

	agree	neutral	disagree
RIDE works to facilitate understanding of diverse perspectives	69.0	27.6	3.4
RIDE develops evolving leadership roles for relevant stakeholders	72.4	24.1	3.4
RIDE Creates Opportunities for me to engage in SSIP Efforts	75.9	20.7	3.4
RIDE Provides Opportunities for me to Provide Feedback on SSIP Efforts	75.9	17.2	6.9

The stakeholders were asked to rate their perception of the level of engagement related to SSIP activities. The item response options were *informing*, *networking*, *collaborating*, and *transforming*, and these were defined for the respondents. The results for this survey item are displayed in the chart below, as is the definition of each response item.

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

Informing	Networking	Collaborating	Transforming
6	4	13	5

The majority of respondents (13) indicated that the engagement level was *collaborating*, which reflects a positive perception that RIDE is more meaningfully engaging their stakeholders and moving beyond merely providing information and asking for input.
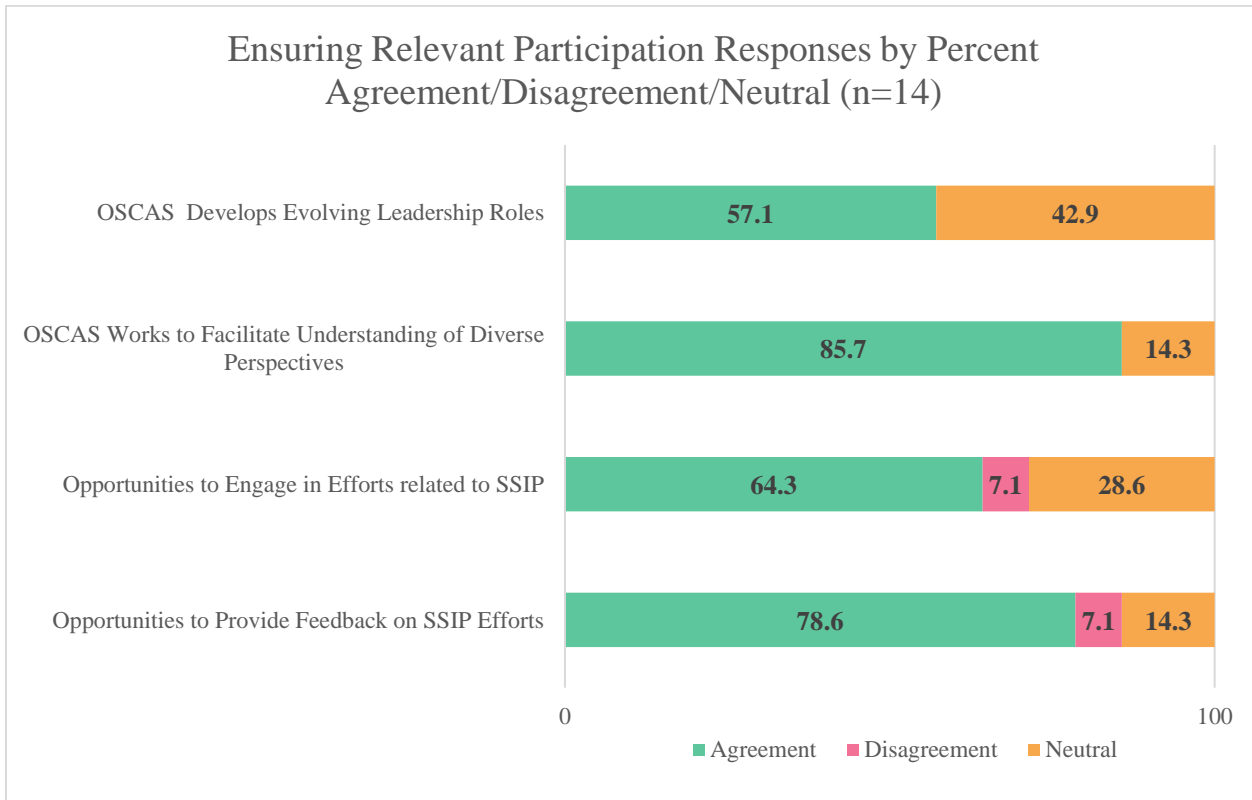
Collaboration

Outcome	Performance Measure(s)
• Effective communication and coordination among and between RIDE initiatives (short term) • Effective collaboration and alignment of RIDE initiatives (long term)	• Increase in agreement scores • Increase in perceptions of engagement

In January 2018, a survey was provided to 25 personnel from several departments within RIDE, including OSCAS, where the SSIP work is housed. Of the 25, 14 staff members completed the survey, yielding a response rate of 56%. The survey was administered to address the performance measure regarding **effective communication and coordination** of SSIP activities and various RIDE initiatives. Details about the departments or organizations represented by respondents and their general roles are provided in the tables below.

Respondents by Department	Total
Office of College and Career Readiness	2
Instruction, Assessment and Curriculum	2
OSCAS	4
RIPIN	1
Other	4
Not indicated	1
Total Responses	14

Respondents by Role	Total
Leadership (i.e., Director, Commissioner)	3
Specialist	7
Other	4
Total Responses	14

The survey also included items addressing the extent to which personnel agreed that they were **informed and engaged in SSIP activities** and the extent to which **an understanding of diverse perspectives and evolving leadership were facilitated** throughout the process. A rating scale of *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree* was used for each of the survey items. For the purpose of analysis, the ratings of *strongly agree* and *agree* were combined into an overall agreement percentage and the same was done for the disagreement responses. As depicted in the graph below, most respondents agreed with these aspects of ensuring relevant participation in the SSIP activities. The highest agreement levels were related to the **opportunities to provide feedback** and that the process included an **understanding of diverse perspectives** (78.6% and 85.7% respectively).
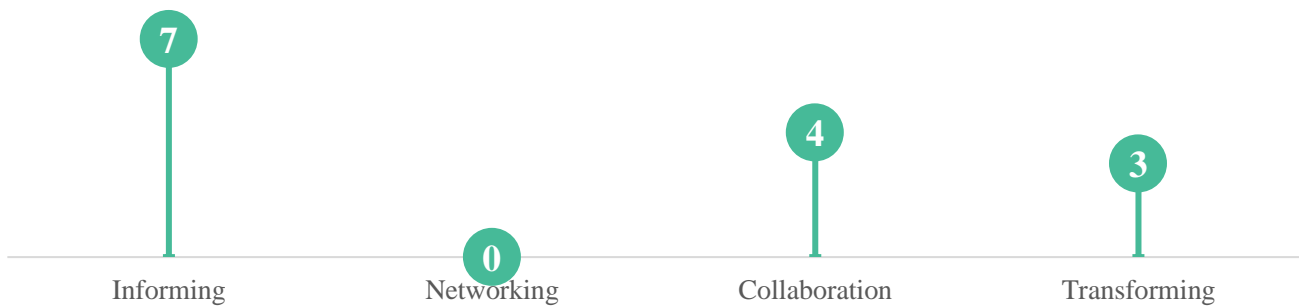
Ensuring Relevant Participation Responses by Percent Agreement/Disagreement/Neutral (n=14)

	Agreement	Disagreement	Neutral
OSCAS Develops Evolving Leadership Roles	57.1		42.9
OSCAS Works to Facilitate Understanding of Diverse Perspectives	85.7		14.3
Opportunities to Engage in Efforts related to SSIP	64.3	7.1	28.6
Opportunities to Provide Feedback on SSIP Efforts	78.6	7.1	14.3

■ Agreement ■ Disagreement ■ Neutral

While the majority of respondents (57.1%) agreed that the process **included development of evolving leadership**, there were a relatively high number of those who selected the *neutral* response (42.9%). This may be due to the stage of implementation for the SSIP activities and perhaps the level of coordination is not suited to more fluid leadership roles across the departments.

Respondents were also asked to rate their perception of the **level of engagement** at RIDE regarding the SSIP activities. The response options were *informing*, *networking*, *collaborating*, and *transforming*, each of which was defined for the respondents. The results are displayed on the graph below, as is the definition for each of the options.

Perception of Engagement Level by Number of Responses (n=14)

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

Informing	Networking	Collaboration	Transforming
7	0	4	3

Most of the respondents (7) indicated that they perceived the level of engagement as *informing*, which seems fitting for the early stages of implementation of the SSIP activities, and may suggest the need for OSCAS to take more of a lead as they make connections from the SSIP to other RIDE initiatives. Of note, four (4) respondents perceived the level of engagement as *collaboration* and three (3) as *transforming*. This is positive, but may demonstrate uneven engagement across RIDE, where some departments are more engaged than others in the SSIP activities. Those who indicated the level of engagement as *transforming* were from OSCAS and therefore have more day-to-day involvement in implementation. Whereas those indicating *informing* were from state-level departments currently not as closely involved in SSIP implementation such as the Office of College and Career Readiness. In the coming year, these results may serve as an opportunity for OSCAS to discuss and strategize with RIDE personnel as they continue to build meaningful collaboration around RI SSIP activities.

d. Data collection procedures and associated timelines

After finalizing the appropriate data sources to assess logic model outcomes, the project team established data collection procedures and timelines. AIR leads the effort to collect all data on a consistent and timely basis. Prior to reporting submissions, the external evaluator supports with aggregating and analyzing data.

Data/Evidence	Timeline
Needs Assessment	Frequency: Once Timeline: Fall
End of Year (EOY) Pulse Check	Frequency: Annually Timeline: April-May

Math Beliefs Survey	Frequency: Pre-Assessment Once/Post-Assessment Annually
	Timeline: Prior to Coaching or Training/Late Spring
Data Driven Instruction Survey	Frequency: Pre-Assessment Once/Post-Assessment Annually
	Timeline: Prior to Coaching or Training/Late Spring
Training Evaluation	Frequency: After each training
	Timeline: Ongoing
Observation/Fidelity Tool	Frequency and Timeline to be determined during the next reporting period
Universal screening data	Frequency: Annually
	Timeline: to be determined during the next reporting period, though anticipated at the end of the school year/early summer
Progress Monitoring Data on Student Level Plans	Frequency: Annually
	Timeline: to be determined during the next reporting period, though anticipated at the end of the school year/early summer
Professional Learning Community (PLC) capacity survey	Frequency and Timeline to be determined during the next reporting period
Rhode Island Parent Information Network (RIPIN) Parent Interviews	Frequency: At least twice a year per selected student undergoing intensive intervention
	Timeline: Varies
Stakeholder Engagement Survey	Frequency: Annually
	Timeline: Winter
Coordination and Collaboration Survey	Frequency: Annually
	Timeline: Fall
State Assessment data	Frequency: Annually
	Timeline: Late Spring

e. [If applicable] Sampling procedures

Regarding the SiMR target population, no sampling procedures are used. Black and Hispanic students with learning disabilities represent a small number of students throughout the state, and the focus on improving their mathematics outcomes remains relevant to RIDE, SSIP implementation sites, and stakeholders. This school year (2017-2018), RIDE will be moving from PARCC to RICAS. RICAS is the new statewide assessment in grades 3-8 with different scale scores and achievement levels, and as such will require a baseline reset. With the shift from

PARCC to RICAS, RIDE does not anticipate any changes to the SiMR population, and is encouraging sites to focus their efforts on positively influencing math achievement for Black and Hispanic students with learning disabilities. At the site level, where the most focused implementation is occurring, Math Project Staff are working with school personnel to identify "DBI Case-Study" students as they begin to learn the DBI process. As possible, sites are encouraged to identify case-study students who reflect the SiMR population to collect additional formative assessment data while the shift in the statewide assessment occurs.

f. [If appropriate] Planned data comparison

At the site level, longitudinal comparison of cohort performance over time will provide for data comparison from the 2015 cohort to the 2016 cohort to the 2017 cohort. Student-level performance on the PARCC assessment will provide for planned data comparison in two ways. First, assessment scores from the SiMR identified in Phases I and II will be compared over time; student performance will allow RIDE to examine if modifications should be made to the target population.

Second, the assessment scores from students at each of the cohort sites will be compared annually; scores on both formative (i.e., screening/benchmarking measures) and summative (i.e., PARCC) assessments will be compared over the course of the project as a way for RIDE to assess the effectiveness of the SSIP implementation activities. 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. Case-study students are currently being identified. 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.

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

As the data are collected and analyzed, the regular structure of SSIP Core Team meetings will support the review of the results and decision-making needs to continue effective implementation of SSIP activities. Student level assessment data are matched with enrollment and IEP census demographics using the SASID – state assigned student identifier – unique ID numbers assigned to all RI public school students. Data analysis begins in the Office of Data and Technology Services in consultation with IDEA staff for creation of data files consistent with those produced in prior years. Data are reviewed and further analyzed by the SSIP Core Team and shared at OSCAS staff meetings and RIDE leadership meetings.

2. How the state has demonstrated progress and made modifications to the SSIP, as necessary

a-e. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR
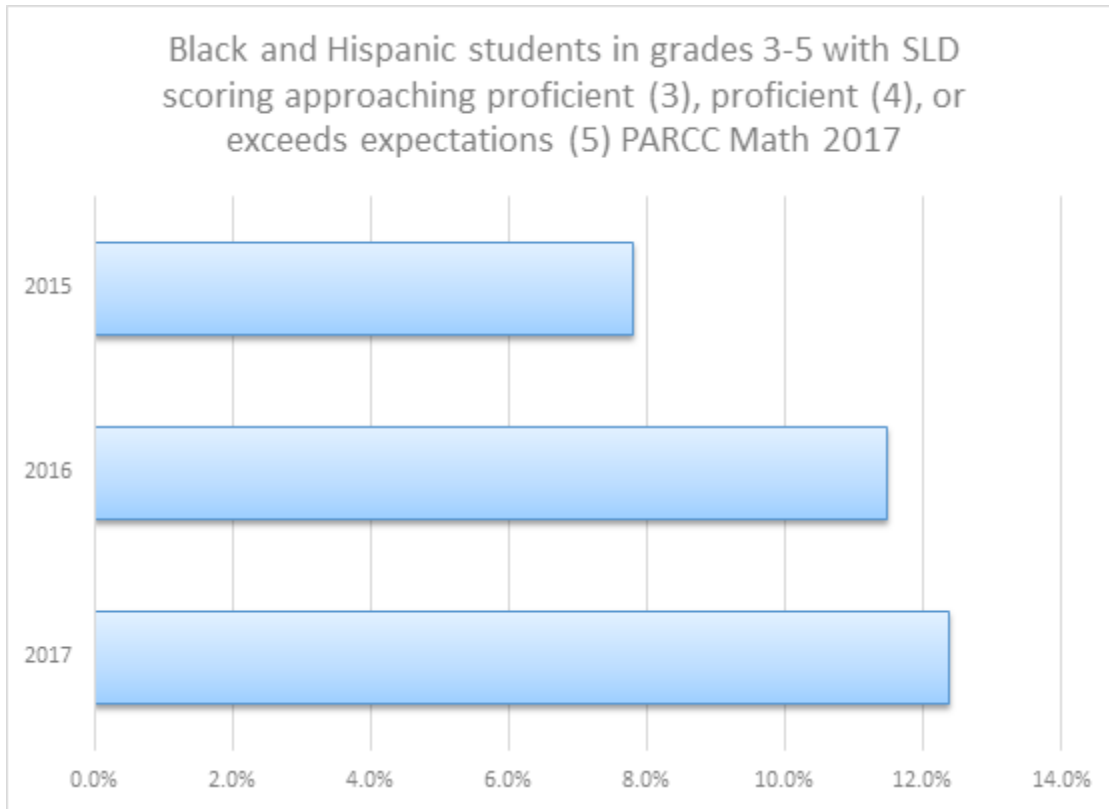
The Indicator 17 submission each year is completed prior to the end of the academic year. Therefore, the State has not completed reviewing key data from the current academic school year to provide evidence regarding progress toward achieving intended improvements to infrastructure and the
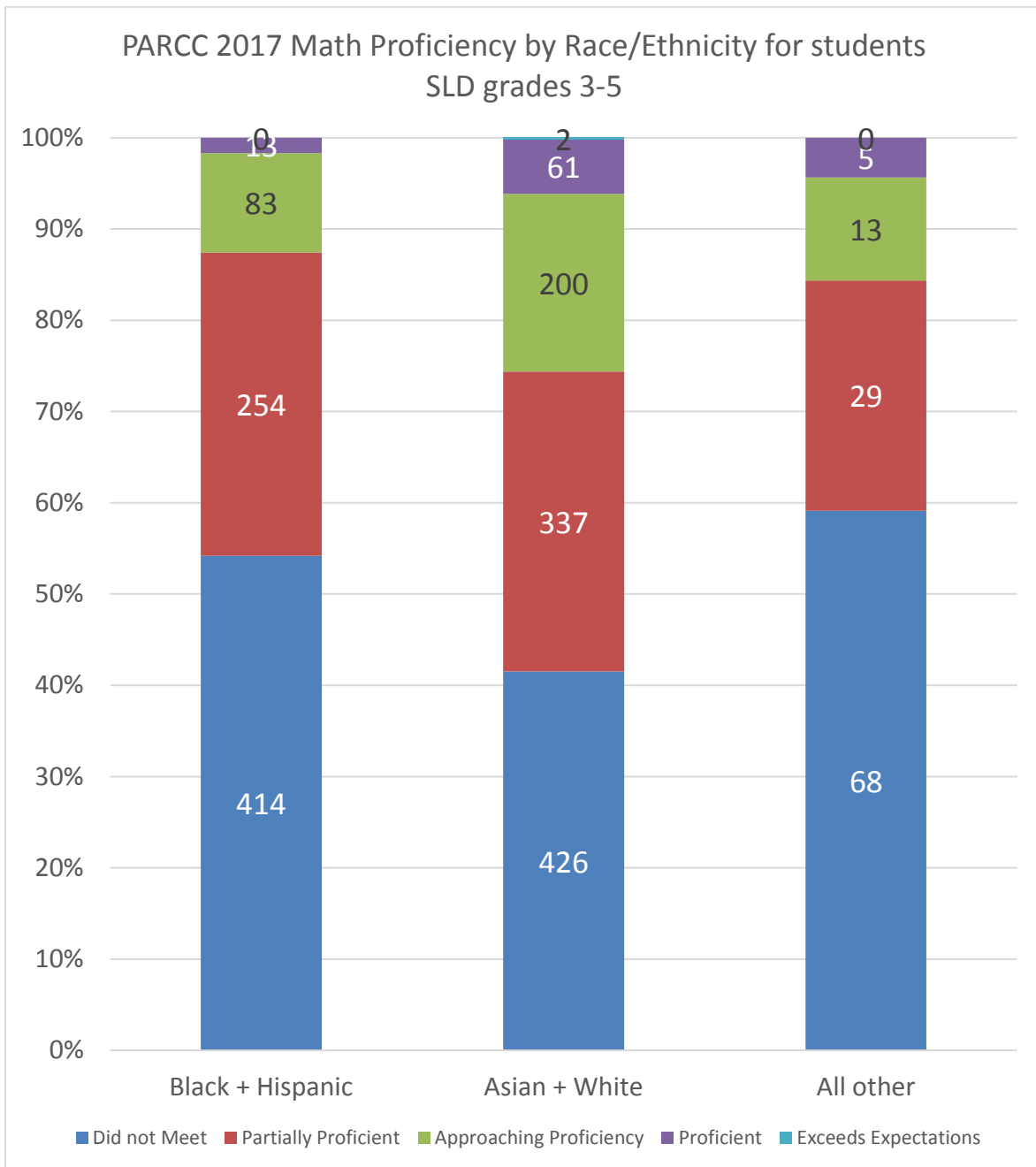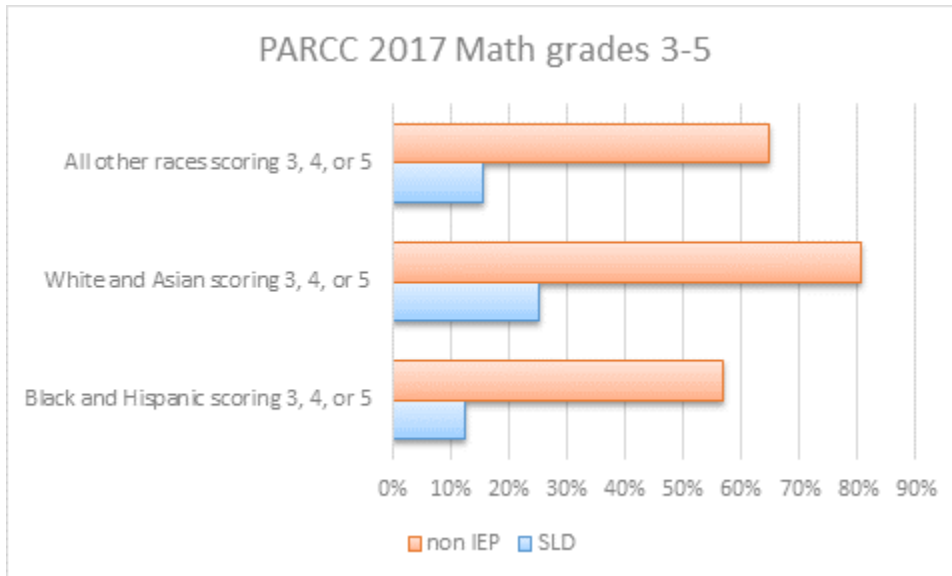
SiMR. However, the state is scheduled to review universal screening data at the end of the current academic year (2017-18). Data will be used to inform changes, next steps, and modifications to the SSIP, as needed. Since the available PARCC state assessment collection period does not align with the reporting period of the SSIP, scores from the spring 2017 administration of PARCC math are examined. As previously mentioned, the state will be implementing a new statewide assessment during the current academic school year, which may confound future comparative analyses and will require yet another baseline reset. RIDE will be able to report a comparison of student performance from 2015 to 2016 to 2017 administrations of PARCC using a SASID match from the original group of grades 3-5 Hispanic or Black students with Learning Disabilities. RIDE will then use another SASID match to examine the performance of students in grades 3-5 for the 2017 PARCC with the same students on the new RICAS 2018. The PARCC to RICAS cohort comparison will be reported in future submissions.

Currently, the target population is not as well represented in the sites participating in the project as planned. While two urban core districts are part of cohort 1, both are small districts. Two additional urban ring districts are participating and the remaining participants are suburban. The largest urban core district in the state was recruited for the project but declined to participate. The State and Math Project Staff are initiating additional plans to recruit an additional Cohort with sites that have are larger percentage of Black or Hispanic students with learning disabilities in Grades 3-5. Statewide, there are fewer than 800 students with LD who are Black or Hispanic. At the site level, Math Project staff are encouraging sites to select DBI case-study students who match the target population. DBI case-studies will provide an additional level of data to report on progress toward outcomes—especially formative data that help inform the short-term and long-term outcomes of this project.

Current data analysis of PARCC mathematics from the 2017 spring administration show that 12.4% of Grades 3–5 Black or Hispanic students with learning disabilities (LD) scored an "approaching proficiency (3)," "proficient (4)," or "exceeds expectations (5)" on PARCC mathematics assessments in 2016–17 compared to 7.8% in 2014–15 and 11.5% in 2015-16. A closer examination of the data reveals that a racial gap persists for that subset of students and parallels the racial gap present for students who do not have IEPs in those grades. The performance of Black and Hispanic students with LD in Grades 3–5—when compared to students with LD in other racial categories—remains lower (see the following figures) with 25% of Grades 3–5 White or Asian students with LD and 15.5% of students of all other races with LD in Grades 3-5 scoring a 3, 4, or 5 on PARCC math in 2016–17. Fifty-seven percent of Black or Hispanic general education (non-IEP) students in Grades 3–5 scored a 3, 4, or 5 on the 2015–16 PARCC mathematics assessment compared to 81% of White or Asian general education (non-IEP) students and 65% of general education (non-IEP) students of all other races.

Black and Hispanic students in grades 3-5 with SLD scoring approaching proficient (3), proficient (4), or exceeds expectations (5) PARCC Math 2017

PARCC 2017 Math Proficiency by Race/Ethnicity for students SLD grades 3-5

Legend: Did not Meet, Partially Proficient, Approaching Proficiency, Proficient, Exceeds Expectations

Black + Hispanic: 414 (Did not Meet), 254 (Partially Proficient), 83 (Approaching Proficiency), 13 (Proficient), 0 (Exceeds Expectations)

Asian + White: 426 (Did not Meet), 337 (Partially Proficient), 200 (Approaching Proficiency), 61 (Proficient), 2 (Exceeds Expectations)

All other: 68 (Did not Meet), 29 (Partially Proficient), 13 (Approaching Proficiency), 5 (Proficient), 0 (Exceeds Expectations)

PARCC 2017 Math grades 3-5

3. Stakeholder involvement in the SSIP evaluation

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

Primary stakeholders—district and school staff from implementation sites—are informed of the ongoing evaluation of the SSIP. At the onset of site-level participation with the Math Project, school personnel are informed of the project's short- and long-term outcomes, including the goal of improving math achievement for the SiMR target population. Training evaluation results are also discussed with school personnel, including leadership who may not be present for training/professional development. At many sites, leaders have offered anecdotal evidence confirming the positive training evaluation data gathered thus far.

As noted earlier, peripheral stakeholders (individuals who have a broad interest in state intensive intervention efforts, but do not have regular engagement in the SSIP) were engaged in the SSIP activities during the November 16 Special Educator Directors' meeting. At this meeting, the Special Educator Directors (some of whom are also primary stakeholders) were asked about implementation and plans for evaluation efforts. The directors praised the project's use of student-level progress monitoring data in mathematics. The directors noted that the data positively focus on the learning of students and supports the targeted instruction for specific areas of needs. Additionally, in reviewing the feedback with RIDE, project staff determined that presently, the project evaluation was closely aligned to expectations of local special education directors. Regular project updates, which include information on the Evaluation plan have been provided to additional peripheral stakeholder groups such as cross office RIDE teams and the RI Special Education Advisory Council. The RISEAC is invited to contribute feedback at least twice a year at their September annual retreat and the winter APR update.

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

Primary stakeholders are actively engaged in evaluation activities from the onset of their participation. School personnel are involved throughout the needs-assessment and action planning processes, and are encouraged to discuss any feedback on summaries and goals initially drafted by Project staff. As DBI case-study students are identified, Math Project staff will encourage sites to consider the SiMR population when selecting students, but school personnel will have the final "say" in who is selected. Additionally, school personnel from Cohort 1 expressed that the needs-assessment process was time consuming, so Math Project staff refined the protocol (previously discussed in this report) to expedite the process for future Cohorts (including Cohort 2). All sites will also have an opportunity to provide feedback that may lead to revisions on the Project, their implementation, and how they are being assessed at the end of year pulse check interview (i.e., essentially a re-administration of the needs-assessment interview to measure progress over time).

Stakeholder feedback during the Special Educator Directors' meeting affirmed the current evaluation plan. RIDE and Project staff plan to share implementation data across primary and peripheral stakeholder groups to ensure they have a voice in how the data can be used to inform implementation, as well as preferred methods for providing input on the ongoing evaluation.

D. Data Quality Issues: Data limitation that affected reports of progress in implementing the SSIP and achieving the SIMR

1. Concern or limitations related to the quality or quantity of the data used to report progress or results

The SSIP aims to utilize local assessments to provide a more in-depth understanding of student progress. One major area of concern is that sites use different local assessments and tools to collect universal screening and ongoing progress monitoring data. Our project has experienced ongoing challenges while supporting sites to collect the appropriate local assessment data for evaluation purposes. We have found that prior to evaluating the data, sites need a great deal of additional training on data entry and systematizing data collection processes.

Another area of concern is changing state assessments from PARCC to RICAS. RICAS is the new statewide assessment in grades 3-8 with different scale scores and achievement levels and as such will require a baseline reset. SASID matches will be used to examine student data across the two measures.

2. Implications for assessing progress or results

While the response rate to the training survey was high, it is critical to continue efforts to encourage the training participants complete the evaluation. These data are essential to the project's continuous improvement, and ensuring trainings are relevant and useful to school personnel.

Reviewing progress on the SiMR from Phase I through the February 2019 submission will be challenging with two state assessment changes and two baseline resets. Examination of local data,

implementation data, and other evaluation measures as described in the previous sections will be vital to understanding progress in improving outcomes for the target population.

3. Plans for improving data quality

As described in the sections above, completing the Needs Assessment Scoring Rubric and supporting sites with appropriately collecting and analyzing data from multiple sources (i.e., screening, ongoing progress monitoring, and statewide assessments) are areas on which to focus for improving data quality.

Training school level participants to extract universal screening data by disability category and race will improve future outcome measures. Adding the case study approach to examine progress monitoring data for specific disabilities and races will also strengthen data quality in the evaluation.

E. Progress Toward Achieving Intended Improvements

1. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

At RIDE, there are now cross-division (Educator Quality; Instruction and Assessment, School Improvement, and OSCAS) meetings occurring, with plans to ensure they happen more frequently in the future. The overarching goal of these meetings is to align practices and initiatives at the state-level to reduce confusion for LEAs around potentially competing initiatives from across divisions. This approach to changing RIDE's infrastructure has potential to reduce barriers related to initiative overload on LEAs, thus resulting in more sustainable, scalable efforts.

To produce greater cross-office collaboration, OSCAS staff have been included in curriculum work at RIDE. There is also a focus on more active collaboration instead of information sharing. For example, Math specialists have opened core math training preparation to OSCAS staff and project partners for feedback and input. Additionally, OSCAS staff have participated in new Curriculum team work in the department with the outcome that districts will be supported tools for choosing quality core math curriculum beginning spring 2018. RIDE personnel including math specialists, curriculum specialists, and assessment specialists work alongside one another in the same office space; and those specialists are now in the same Teaching and Learning Division as OSCAS staff. Overall, leadership has been focused on ensuring infrastructural changes to support collaboration across RIDE initiatives.

RIDE continues to align projects to support continuous improvement in DBI and tiered systems of support. Elements of DBI are included not only in the SSIP Math Project, but in CEEDAR and MTSS work around the state. Additionally, RI was recently selected to participate as an "Advanced Implementation" state with NCII (extending previous TA efforts). NCII's support to RI is likely to support with scaling up DBI practices across initiatives to support sustainability, considering the frequency with which LEA staff move around the state. The goal of this work is to ensure that momentum need not be lost should there be changes within personnel/leadership. Furthermore, infusion of DBI in pre-service preparation programs through CEEDAR will support sustainability and scale up of those practices.

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

The training activities this reporting period have focused on developing participants' knowledge of evidence-based, core math instructional strategies and PALS-Math that are aligned with common core standards. The project team is 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. While that tool is under development, project staff are supporting school teams with analyzing their current scope and sequence in math to identify where EBPs in math can be included throughout the school year. PALS-Math has fidelity monitoring tools included with the teacher handbooks. Project staff follow-up with school teams to determine their use of the fidelity tools, as well as to introduce any fidelity tools associated with additional EBPs/interventions that sites select for future implementation. Moving forward, project staff will continue to coordinate with school-level personnel to address any challenges related to implementation fidelity. Ensuring that school-level personnel take ownership of monitoring fidelity is critical to sustained implementation. Additionally, as sites begin to identify students for DBI case-studies, 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.

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

Implementation data from needs assessments, training evaluations, collaboration surveys, and stakeholder engagement surveys were reported earlier. These implementation data will be compared to future administrations of data collection to assess progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR.

The project team will also collect universal screening data and progress monitoring data for case-study students at each site. Universal screening data are not uniformly collected at the district level. Therefore, the project team will discuss data sharing processes with administrators to provide data reports at the end of each academic year. The processes will include data for all students, and exclude personally identifiable information. Data sharing was incorporated into the memoranda of understanding signed by all sites.

Data from the Math Project will be evaluated, according to the plans outlined in this submission, after the final data collection at the end of the school year with analysis over the summer months to be ready for next year's reporting cycle. Rhode Island has already witnessed there is need to push the needle forward for the target population of students with learning disabilities who are Black and Hispanic.

4. Measurable improvements in the SiMR in relation to targets

Since the three years of PARCC data collection do not match the implementation timeline of the SSIP, direct causation to the current math project is not feasible. SSIP math project implementation began January 2017 after a fall 2016 recruitment and needs assessment process. PARCC data collected spring of 2017 likely do not reflect those initial implementation efforts, but may reflect

prior math pilot work, MTSS, and NCII project work. RICAS 2018 is not yet administered. RICAS 2019 administration will be more likely to reflect SSIP implementation efforts. RIDE intends to examine PARCC performance of students with LD who are Black or Hispanic from participating districts compared to nonparticipating districts over the three years of PARCC administration, but that work is in progress. Very small n sizes will make meaningful comparisons unlikely. Nonetheless, trends in the data will be explored.

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline

The table below provides an overview of the additional activities to be implemented next year, with the timeline delineated by project activity. Additionally, the previous section 1. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up provides additional detail on additional activities that will be implemented in the coming year.

2. Planned evaluation activities including data collection, measures, and expected outcomes

As the training, coaching, and TA are implemented, the Math Project team will continue to put into action data collection instruments to gather data on quality, knowledge gain, and fidelity of implementation. These tools will include a standard end-of-training survey; a needs assessment, and a beliefs assessment; protocols for reviewing action plans and other documentation to assess fidelity of implementation; and protocols for interviews and focus groups with SSIP participants and stakeholders.

3. Anticipated barriers and steps to address those barriers

As the Math Project continues to move forward, sites will be required to demonstrate their progress toward their implementation/action plans. These plans delineate training and coaching activities that sites are expected to be a part of on an ongoing basis. Sites, because of when the project started working with them, often were committed to participation in activities with other projects (i.e., coaching from the MTSS initiative). Math Project staff will work with district- and site-level administrators to ensure this project is aligned to other state-level initiatives, so they understand the connections across the efforts to support their outcomes. In that way, scheduling barriers may be remediated. In addition to the above barriers, we have experienced a significant amount of leadership turnover at both the district and school levels (principal turnover at one site, and district level leadership turnover in two districts). The PLC previously described is a strategy the Math Project will use to address barriers at the leadership level.

4. Additional Support and/or Technical Assistance Needed

Currently, RIDE and the state Core team will continue to participate in the NCSI Math Cross-State Learning Collaborative. To date, this has been a very effective resource for the state in the development of the design decisions for the Intensive Math Intervention Project, examination of evidence-based research, and support for implementation challenges. It is expected that this

collaborative will continue to serve as a helpful tool for the SSIP. Additionally, RIDE will continue to leverage CEEDAR, NCII, and IDEA Data Center (IDC) technical assistance to continue development and implementation of the SSIP.

Implementation Plan and Timeline			
Project Implementation Areas	**Completed Activities**	**Planned Activities**	**Timeline for Implementation**
	Work with current districts to identify additional sites for Cohort 2.	Work with current districts to identify sites for Cohort 3 and conduct a targeted outreach to districts with better alignment to the SiMR (i.e., two urban districts)	Spring/Summer 2018
	Conduct informational meeting/kickoff with Cohort 2 sites.	Conduct informational meeting/kickoff with Cohort 3 sites.	August/September 2018
	Draft and finalize the MOU and mini-grant process with Cohorts 1 and 2 sites.	Draft and finalize the MOU and mini-grant process with Cohort 3 school sites.	September 2018
	Implement action plans with Cohort 1 and 2 sites.	Implement action plans with Cohort 1 and 2 sites.	Ongoing
	Complete needs-assessments with Cohort 2 sites.	Complete needs-assessments with Cohort 3 sites.	October 2018
	Have Cohort 2 sites prioritize needs-assessment results and develop action plans.	Have Cohort 3 sites prioritize needs-assessment results and develop action plans.	October 2018
	Identify objectives and targets for school year.	Identify objectives and targets for school year.	Early Fall 2018
	Draft and review training content for Year 2 trainings for Cohort 1 that includes cultural and linguistic responsiveness, data-based individualization, and family engagement strategies, as well as assesses barriers to implementation in urban settings.	Draft and review training content for Year 3 trainings for Cohorts 1 and 2 that includes cultural and linguistic responsiveness, data-based individualization, and family engagement strategies, as well as assesses barriers to implementation in urban settings.	Summer 2018
	Adapt Cohort 1's trainings for Cohort 2's specific needs.	Nothing additional planned.	N/A
	Schedule and implement trainings for Cohort 1.	Schedule and implement trainings for Cohort 2.	Fall 2018–Spring 2019
	Schedule and implement trainings for Cohort 2.	Schedule and implement trainings for Cohort 3.	Fall 2018–Spring 2019

Implementation Plan and Timeline			
Project Implementation Areas	**Completed Activities**	**Planned Activities**	**Timeline for Implementation**
	Administer evaluation protocols and instruments, including fidelity assessments (evaluation methods vary by cohort).	Administer evaluation protocols and instruments, including fidelity assessments (evaluation methods vary by cohort).	Ongoing
	Conduct site observations, including data team meetings.	Conduct site observations, including data team meetings.	Ongoing
	Review site improvement plan with Cohort 1 schools.	Review site improvement plan with Cohort 2 schools.	Early Fall 2018
	Conduct intervention inventory with Cohort 2 schools.	Conduct intervention inventory with Cohort 3 schools.	Fall 2018
	Support teams with selecting DBI case studies.	Support teams with selecting DBI case studies.	Ongoing
	Model EBPs with schools.	Model EBPs with schools.	Ongoing, as needed

Appendix A. Needs-Assessment/Action plan Goals

School Site	Goals
Urban Elementary	• Pilot PALS Math for a tier 1.5/2 support • Developing a structure to support sustained implementation of core instructional math strategies (i.e., number sense, place value)
Urban ring elementary	• Evaluate the current scope and sequence to ensure that educators in the building have an understanding of math progressions to ensure skills are introduced, revisited, and supported throughout the curricular sequence (and across grade levels) • Development of a consistent procedure with standardized reporting to support data-based decision making. • Evaluating effectiveness of current Tier 2 interventions and determining if they should continue, be modified (fidelity? Standardized?) or changed. Tier 2 interventions are matched to student skill deficit areas (as evidenced by diagnostic data)
Urban ring elementary	• Development of a consistent procedure with standardized reporting to support data-based decision making. • Evaluating effectiveness of current Tier 2 interventions and determining if they should continue, be modified (fidelity? Standardized?) or changed. Tier 2 interventions are matched to student skill deficit areas (as evidenced by diagnostic data)
Urban Middle	• Train the team on the progress monitoring process • Support team with sustainable implementation of PALS and fidelity of intervention • Draft a math RTI Implementation Guide with decision rules, PM process, etc.
Suburban Middle	• Developing a structure to support sustained implementation of core instructional math strategies (i.e., number sense) • Implement a tier 2 Prevention Program • Monitoring Fidelity • Support the school with implementation of the district plan for teaming structures.
Suburban elementary	• Build special education teachers' knowledge and capacity to support core and Tier 2 instruction • Training using the DBI Modules for tier 3 on Progress monitoring. • On site coaching related to the implementation of core instructional strategies.
Suburban elementary	• Develop a structure to support sustained implementation of core instructional math strategies (i.e. number sense, place value) • Evaluate effectiveness of current Tier 2 interventions and determine if they should continue or be modified

School Site	Goals
Urban Elementary	• Develop a consistent procedure for teaming structures in math to support decision making • Evaluate the diagnostic tools/processes for struggling learners and pilot the DBI process with at least one student
Urban ring middle	• Build a teaming structure and define decision rules • Develop teachers' knowledge on implementing core instructional strategies
Urban ring elementary	• Evaluate the current scope and sequence to ensure that educators in the building have an understanding of math progressions to ensure skills are introduced, revisited, and supported throughout the curricular sequence (and across grade levels) • Develop a structure to support sustained implementation of core instructional math strategies (i.e., number sense, place value)
Urban ring elementary	• Develop a structure to support sustained implementation of core instructional math strategies (i.e., number sense) • Develop a consistent procedure for teaming structures in math to support data-based decision making.
Urban ring middle	• Evaluate the efficiency of current teaming structures and define math decision rules • Develop teachers' knowledge on implementing core math instructional strategies
Suburban elementary	• Develop a structure to support sustained implementation of core instructional math strategies (i.e., number sense, place value) • Evaluate effectiveness of current Tier 2 interventions and determining if they should continue, be modified (fidelity? Standardized?) or changed

Appendix B. Needs Assessment Action Plan Template

Needs-Assessment Results and Priorities
School Site:

Overall Strengths:

Action Plan:

Goals	Evidence (How will we know that we met our goal)	Action Item/Next Step	Person Responsible	Timeline

Summary of Findings: Needs Assessment (date)

Needs-Assessment Domain	Summary of Findings (From Needs Assessment)	Recommendations	Priority
Universal Screening			☐Low ☐Medium ☐High
Progress Monitoring Tools			☐Low ☐Medium ☐High

Progress Monitoring Process (i.e. frequency, fidelity)			☐Low ☐Medium ☐High
Core Instruction (including differentiation of core)			☐Low ☐Medium ☐High
Tier 2 Prevention (including how this is different from core)			☐Low ☐Medium ☐High
Tier 3 Prevention (including how this is different from Tier 2)			☐Low ☐Medium ☐High
Barriers to Implementation			☐Low ☐Medium ☐High
Decision Rules (i.e., movement between tiers)			☐Low ☐Medium ☐High
Special Education			☐Low ☐Medium

			☐High
Parent/Family Engagement			☐Low ☐Medium ☐High
Teaming Structures			☐Low ☐Medium ☐High
Monitoring Fidelity			☐Low ☐Medium ☐High
Cultural and Linguistic Responsiveness			☐Low ☐Medium ☐High
Other team comments worth noting			☐Low ☐Medium ☐High

Appendix C. Training Evaluation Template and Summary Data

Rhode Island Intensive Math Intervention Project
Name of Training
Date

Thank you for attending one of the training sessions with [Training Name] this week. We would like to know if the training met its objectives and aligned with your work. Your honest feedback will help us provide more effective support. Your participation in this survey is completely voluntary. However, we would very much appreciate your input regarding the training. Your responses will be kept confidential and only aggregated results will be reported. Thank you in advance for your participation!

1. **Please select the job title that most accurately reflects your <u>primary and current</u> role (choose 1 option):**
   a. **General education teacher**
   b. **Special education teacher**
   c. **Instructional Coach**
   d. **Interventionist**
   e. **District administrator**
   f. **School administrator**
   g. **Other (please specify):**

2. **Please rate the level of relevance of the content described below:**

	Not at all relevant	Slightly relevant	Relevant	Very relevant
How relevant was this training to your current need in enhancing daily core math instruction or providing math intervention?	1	2	3	4

How relevant was this training to supporting your need to learn how to instruct students through a variety of mathematical strategies?

1   2   3   4

How relevant was this training to your current need in selecting specific math strategies/manipulatives to support your struggling learners or students with disabilities?

1   2   3   4

3. **To what extent did the training improve your understanding of:**

	Not at all	Minimal extent	Somewhat	Moderate extent
Strategies for teaching patterns and algebraic thinking using manipulatives.	1	2	3	4
Strategies for teaching proportions and proportional reasoning.	1	2	3	4
Strategies for teaching integer operations.	1	2	3	4
Progressions of mathematical skills that build upon one another.	1	2	3	4

4. Please rate your level of agreement with the following statements regarding the content of the training:

	Strongly disagree	Disagree	Agree	Strongly Agree
The training provided me with something (e.g., strategy, process, resource) that I can apply in my work.	1	2	3	4
After participating in this training, I have a better understanding of the strategy, process, and/or resource that was the focus of this training.	1	2	3	4

5. Please rate your level of agreement with the following statements regarding the format of the training:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The training was well organized.	1	2	3	4
Information was presented in a clear and comprehensible manner.	1	2	3	4

The training was appropriately paced.   1   2   3   4

Overall, the training was of high quality.   1   2   3   4

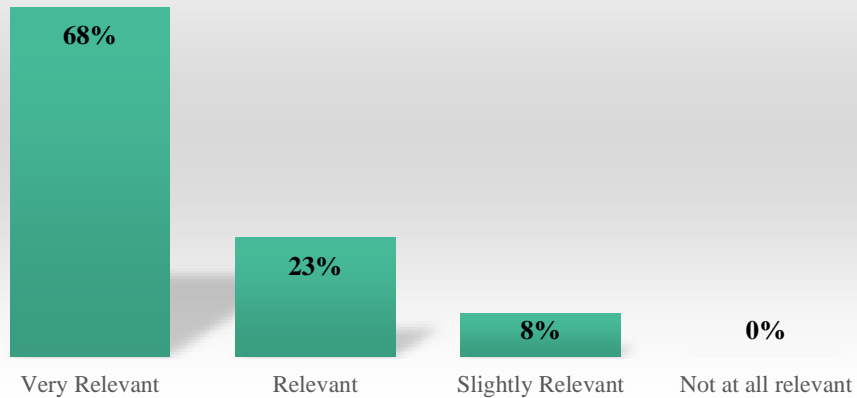The training allowed me to actively participate in learning   1   2   3   4

the content.

6. Considering the amount of time allotted for this training, the information presented today was:
    a. Too basic
    b. Just right
    c. Too advanced

7. Are there any topics discussed in today's meeting that are still unclear to you? If so, please elaborate in the space provided.
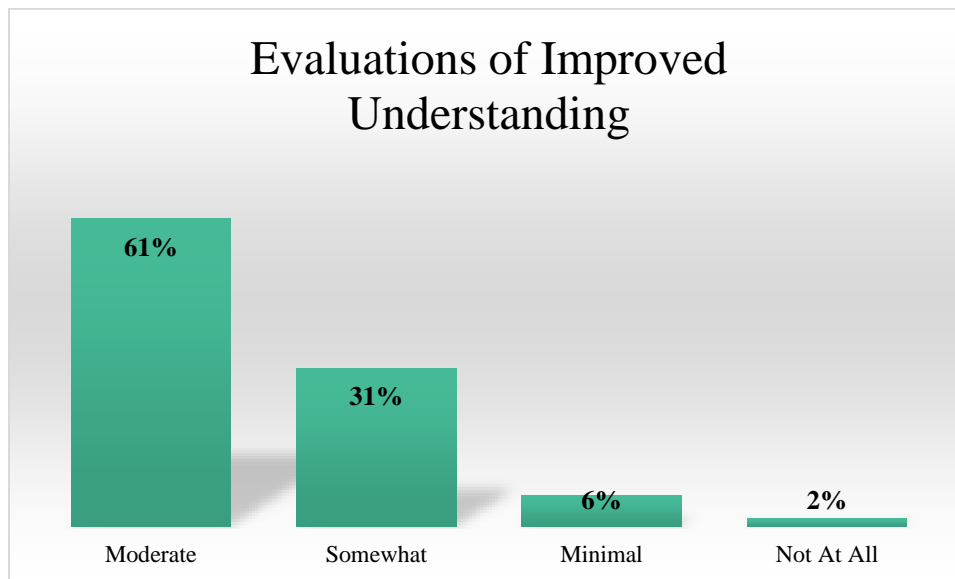
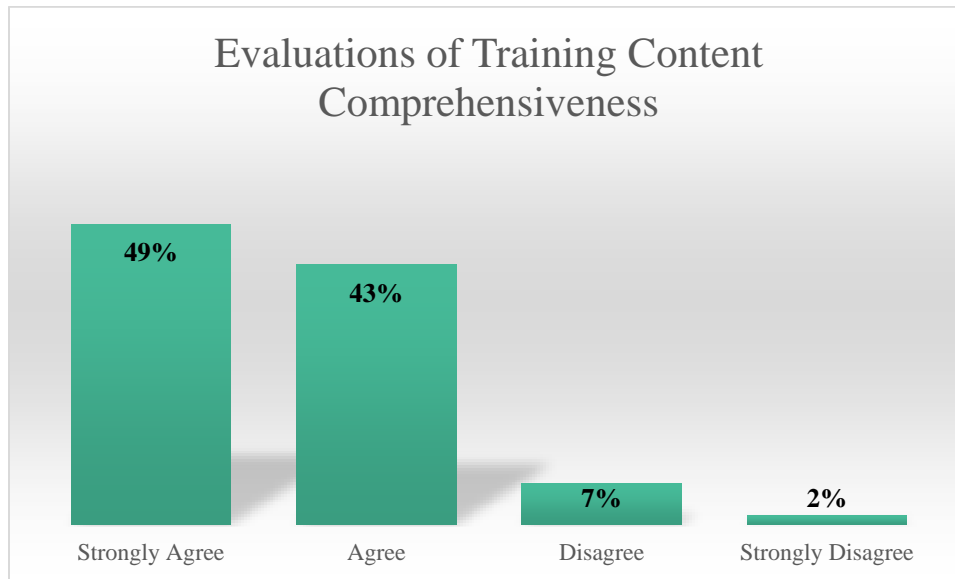8. Please share any other comments or suggestions that you may have.

Evaluations of Training Relevance

Very Relevant	Relevant	Slightly Relevant	Not at all relevant
68%	23%	8%	0%

Note. The data are derived from attendee responses to items related to training relevance on evaluations from six professional development sessions offered to sites.

Evaluations of Improved Understanding

Category	Percentage
Moderate	61%
Somewhat	31%
Minimal	6%
Not At All	2%

Note. The data are derived from attendee responses to items related to improved understanding on evaluations from six professional development sessions offered to sites.

Evaluations of Training Content Comprehensiveness

Strongly Agree	Agree	Disagree	Strongly Disagree
49%	43%	7%	2%

Note. The data are derived from attendee responses to items related to the quality and comprehensiveness of training content on evaluations from six professional development sessions offered to sites.