

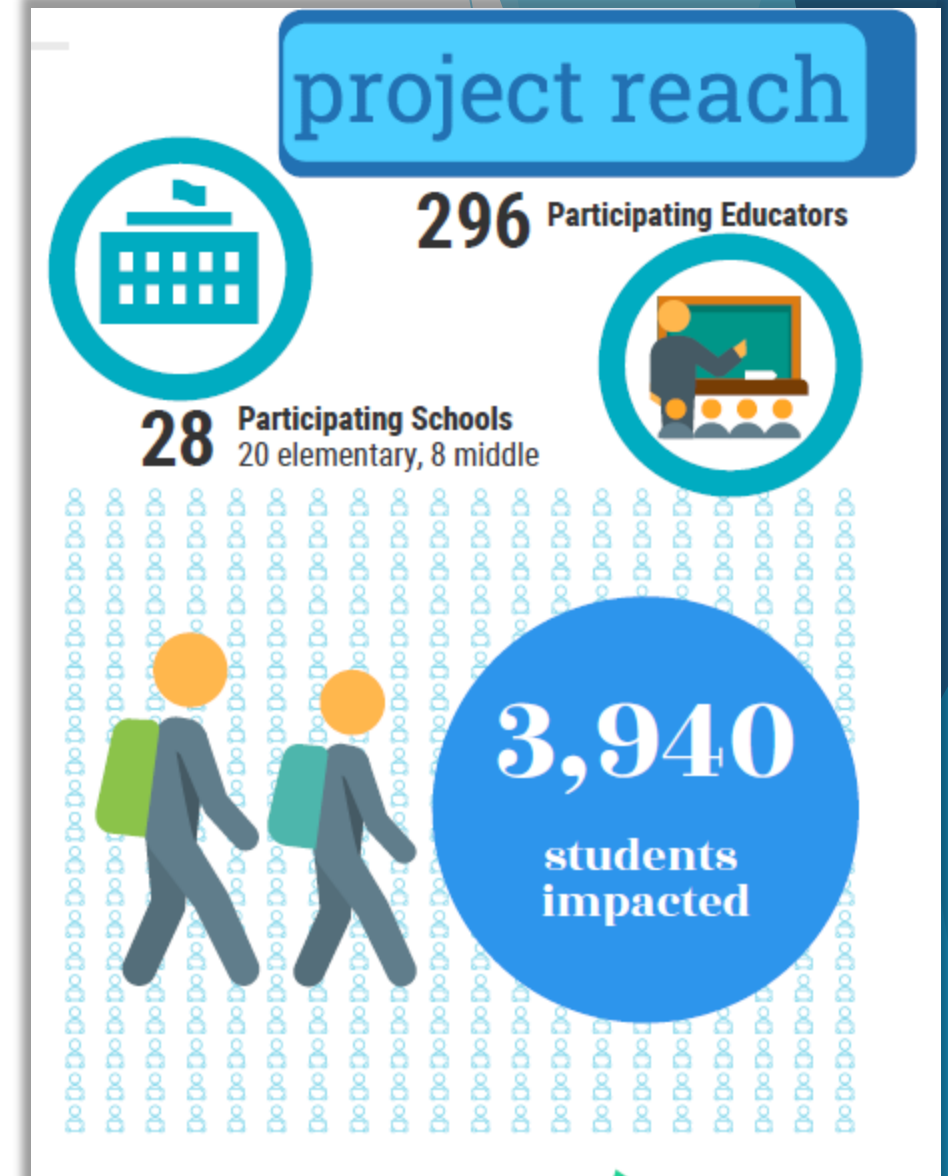
Indicator 17 of the Annual Performance Report to OSEP

State Systemic Improvement Plan (SSIP)

Also known as the Math Intervention Project supported by AIR

SSIP Mini-grants to Schools

- ▶ Washington Oak
- ▶ McGuire, Birchwood + additional district team participants from each elementary and middle school in North Providence (Whelan, Stephan Olney, Greystone, Centredale, Ricci) = 3 grants
- ▶ Ella Risk, Veterans, Raices
- ▶ Pell, Thompson
- ▶ Colt Andrews, Kickemuit
- ▶ Winsor Hills, Thornton, Barnes, Brown
- ▶ Springbrook, Westerly Middle
- ▶ Segue
- ▶ Northwest Region - all elementary and middle level schools in Foster and Glocester (Captain Issac Paine Elementary, Fogarty Elementary, West Glocester Elementary, Ponagansett Middle School, Clayville Elementary, Hope Elementary, and Northern Scituate Elementary)



Direct support to students and teachers

Implemented Practices



Evidence-based practices across the tiers:

- Increasing mathematical dialogue
- Concrete-representational-abstract
- Using manipulatives in Base 10
- Visual schematic diagramming
- "Attack" strategies for word-problem solving
- Peer-assisted learning strategies



Case Study Process

100%

of case study students

made moderate to ambitious growth toward progress monitoring goals.

Fidelity of case studies was monitored; students were **actively engaged approximately 69%** of the sessions.

43 participants implemented Number Talks with at least **80%** **accuracy** across key areas.



Coaching to Support Implementation Fidelity

518.5 total hours of coaching

Virtual Learning Supports

- ▶ Coaches and national center supports quickly retooled this spring to shift to distance learning needs
- ▶ Zoom meetings with project schools are followed with recorded materials online for continuous access to all schools across the state
- ▶ <https://sites.google.com/view/rimathproject/virtual-learning-supports>

Virtual Manipulatives

Lesson Planning Guidance

Planning for Equitable Virtual Instruction

Sample Math Task

Conducting Virtual Number Talks

PowerPoint Slides with Speaker Notes

Recorded Presentation

Using Your Math Curriculum Virtually

Getting Started

What to Teach

Teacher -Directed Instruction

Student-Directed Learning

Cross-office and Cross-project Efforts

COLLABORATION

Steps to Understanding Mathematics (SUM)

2019-2020

Co-implementation at two project sites to align SUM and Data-based individualization (DBI) activities.

RI MTSS

2016-2020

Facilitate joint training opportunities and focus on aligning project implementation and evaluation activities.

Active development of self-paced and facilitated courses in BRIDGE-RI begun in 2020 and ongoing

Subcontract with RIPIN - Materials for Stakeholder Groups

Intensive Intervention – Educator Toolkit

- Bringing Families to the Table
- Educator Strategies to Engage Families of Students with Intensive Needs
- Fostering Parent and Professional Collaboration
- How Can You Support Intensive Intervention? TIPS FOR FAMILIES

Show all articles (4)

Intensive Intervention – Parent Toolkit

- Evidence-Based Math Strategy
- GreatSchools Test Guide for Parents - FAQ
- Growth Mindset for Parents
- Homework: A Helpful Overview
- How Parents Can Instill a Growth Mindset
- Instructional Intervention: What You Need to Know
- Strengths-Based IEPs: What You Need To Know
- Understanding Your Child's Trouble with Math

Collapse Articles

Plus RIPIN's recorded webinar of parent toolkit to post online soon

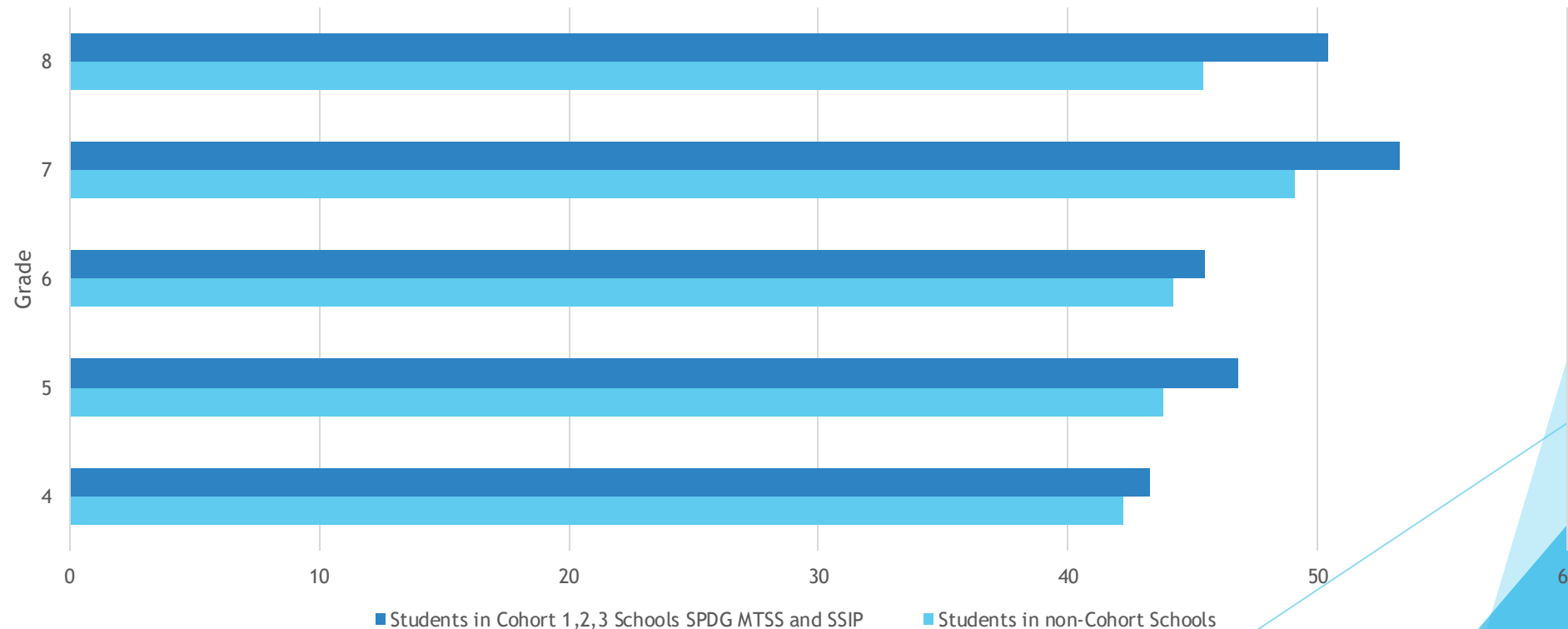
Growth Data

RICAS Student Growth Percentile

2018-2019

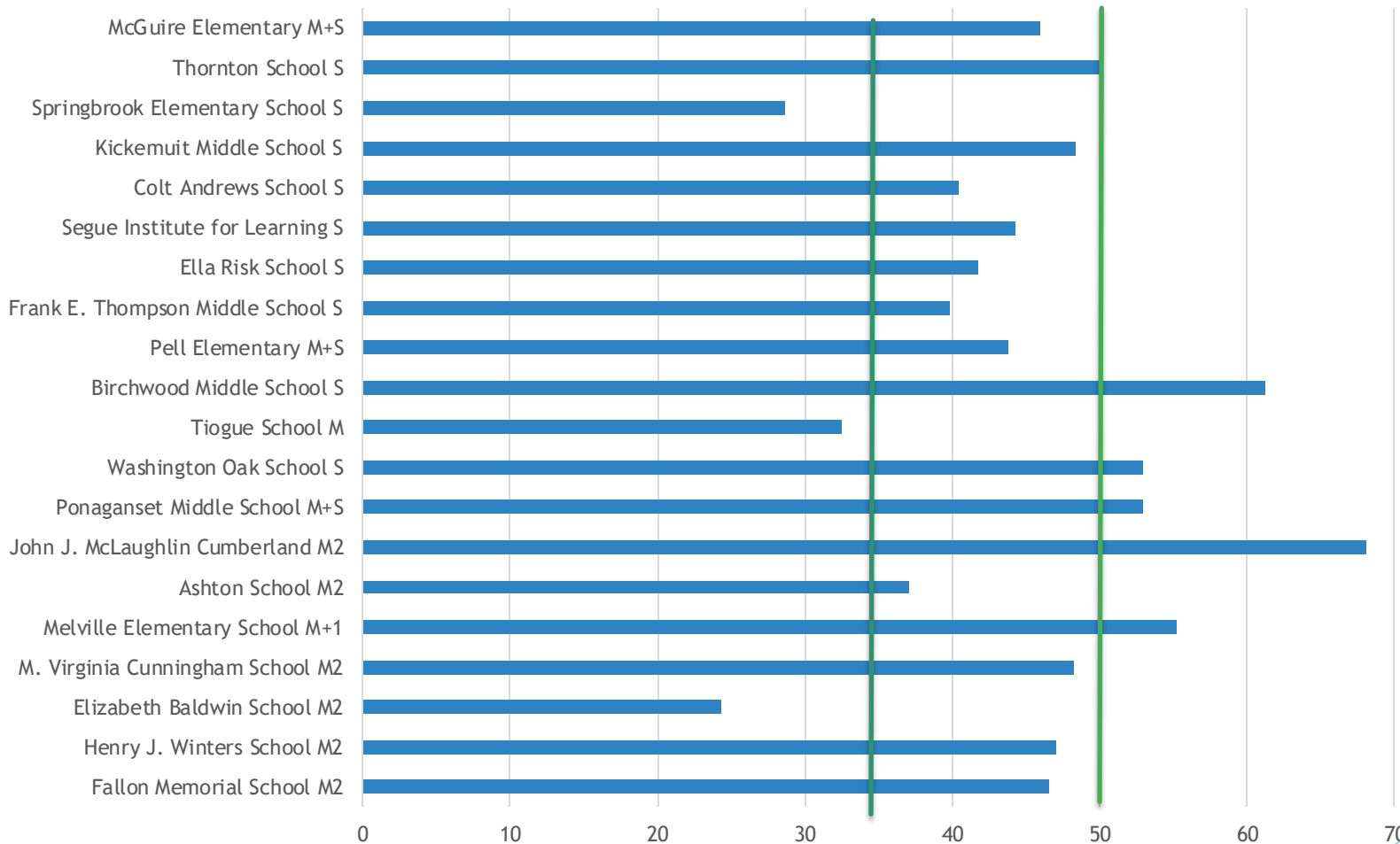
Examination of the SGP of students with IEPs in participating schools across MTSS/DBI focused projects, we see a difference in the higher grades. More recent work has shifted to math, where we see higher mean SGP for students in cohort schools at each grade level.

Mean Student Growth Percentile (SGP) Students with IEPs
RICAS Math 2018-19



RICAS Math 2018-19

Mean SGP Math Students with IEPs

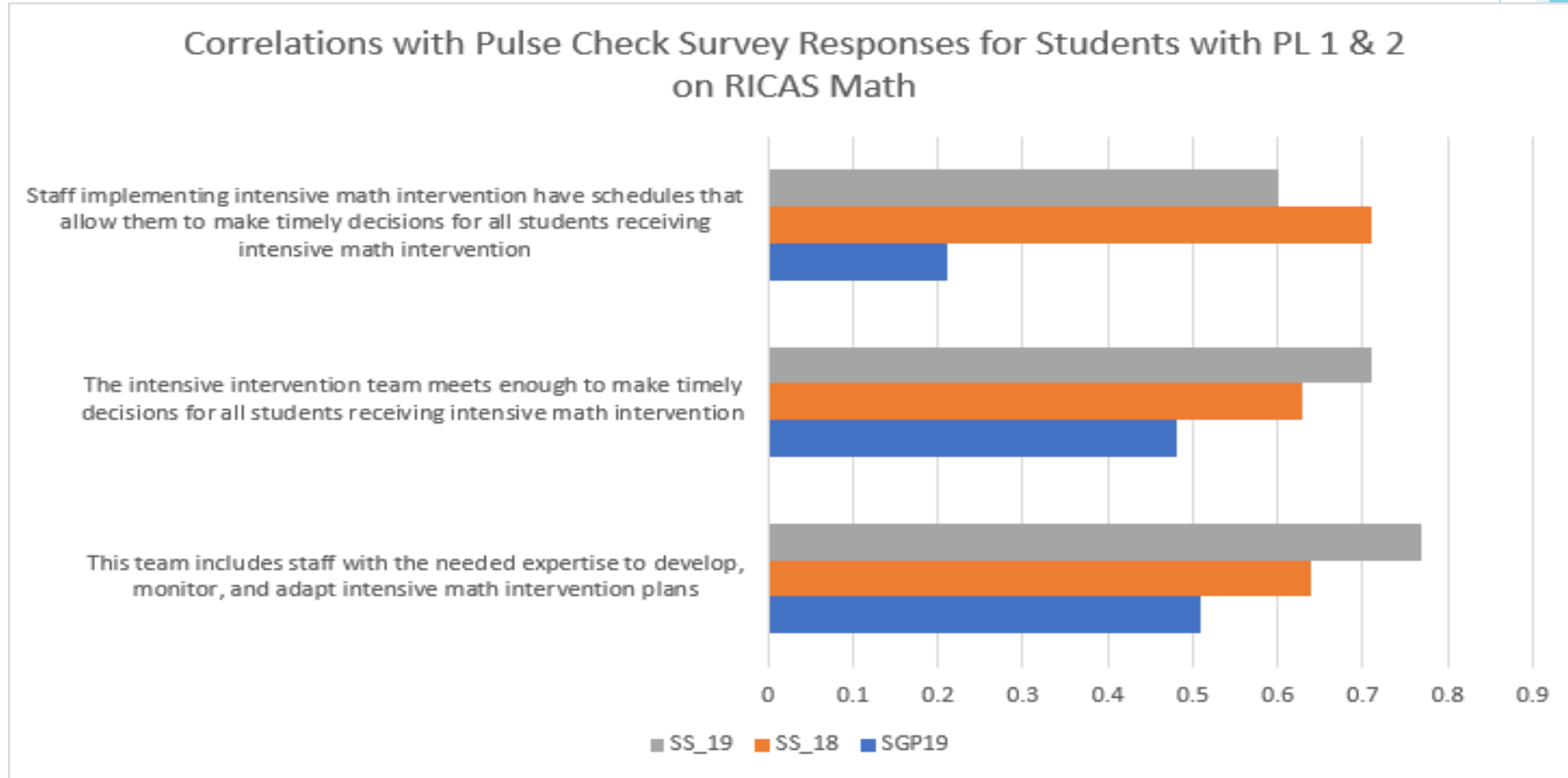


17 out of 20 schools demonstrate growth for students with IEPs, exceeding the bottom cut off for typical growth. **13 out of 20** participating schools are approaching or exceeding the statewide mean SGP on RICAS Math 2018-19.

S = SSIP Math Project
 M = MTSS 2012-17

50 = statewide mean SGP
 35 = bottom of typical growth

Comparing SSIP Math Intervention Project Pulse Check Fidelity Interview/Survey results with SGP and Scale Scores found positive correlations with growth for students who were performing at PL 1 & 2. Three indicators in particular had moderately strong correlations. The data includes both students with and without IEPs.



Scope of Work - in alignment with OSEP requirement for the SSIP

- ▶ Market and conduct outreach to obtain school participation and parent awareness
- ▶ Administer, manage and provide training and technical assistance including in-school coaching for school personnel and school-based teams:
 - ▶ Provide instructional math intervention training, including data-based individualization practices aligned with national math intervention research for students with disabilities
 - ▶ Provide school improvement planning, particularly in urban schools
- ▶ Provide independent evaluation of project deliverables including adult skill development and student-level formative and summative results
- ▶ Collect, analyze, and report data and manage reporting project results for local and state reporting
- ▶ Disseminate and report project results and recommendations for scale up

Deliverables

- ▶ Provide training, technical assistance and coaching for up to 8 schools per year utilizing a cohort training approach
- ▶ Develop customized intervention plans with each school including a full analysis of the school's tiered intervention system and target training and coaching to specifically improve the performance of students identified in the SIMR
- ▶ Memorialize each participating school's plan and progress demonstrating improvement in adult behaviors, sustainable school practices and student formative and summative measures
- ▶ Develop and report progress on the Project Implementation Plan to RIDE and other critical stakeholders (RIMTA, RISEAC, Project PLC, MTSS and SUM)
- ▶ Prepare reports for RIDE to submit in the SPP/APR to document progress on Indicator 17 including program evaluation

Full Evaluation Plans for OSEP

- ▶ See full annual evaluation reports including universal screening data, stakeholder feedback, teacher math beliefs surveys, and RIDE cross-office collaboration surveys online
- ▶ <https://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx#41831746-federal-reporting>