



State-identified Measurable Result (SiMR)

Improve mathematics achievement for Hispanic and Black students with specific learning disabilities in grades 3-5 by 4% by school year 2018-2019

SSIP Theory of Action

Supports provided for Data-based decision making and intensive math intervention



Changes in adult behavior related to math instruction and data use



SiMR population achieves positive outcomes in math proficiency

SSIP Implementation: Intensive Math Intervention Project

17 Schools from 8 Districts

2 District Models



Pulse Check on DBI Implementation

Results for Cohorts 1 & 2 revealed increases in all domains of educator knowledge, school implementations of tiered math intervention, educator application of skills related to DBI, and family awareness/understanding of instructional/intervention support.



Math Beliefs Survey Comparison Results

Results from the Project's Math Beliefs survey reveal that all those who completed the survey in 2017 and this year (100%) improved on at least one of their ratings. Each educator demonstrated improved ratings from 2017 to 2019.



Collaboration Across RIDE Initiatives

Respondents to the Coordination and Collaboration survey agreed that there are opportunities to engage in SSIP efforts and facilitating understanding of diverse perspectives across RIDE initiatives.



Stakeholder Engagement

81% of peripheral stakeholders agreed that RIDE creates opportunities to engage in SSIP activities through a variety of meetings for different stakeholder groups.



Professional Development and Coaching

Mar. 2019 - Feb. 2020

7

PD sessions

518.5

coaching hours

100

participants for Book Study with online, self-paced learning modules



Future Directions

The Math Project's next steps include supporting the development of processes to scale and sustain implementation and project work.