



State-identified Measurable Result (SiMR)

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

13 Schools from 8 Districts



Needs Assessment and Action Planning

Project coaches conducted needs assessments and worked alongside school teams to develop goals and action plans for the 2017-2018 academic year.



Professional Development and Coaching

Jan. 2017 - Dec. 2017



Math Beliefs Survey Baseline Results

Results from the Project's first Math Beliefs survey reveal that participating educators lack confidence in teaching math content. Educators were more likely to report, "I don't enjoy doing math," and less likely to report, "I feel confident that I understand the math material I teach."



Collaboration Across RIDE Initiatives

Respondents to the Coordination and Collaboration survey agreed that there are opportunities to provide feedback to the SSIP and that the process includes an understanding of diverse perspectives across RIDE initiatives.



Stakeholder Engagement

76% of peripheral stakeholders agreed that RIDE creates opportunities to engage in SSIP activities through Special Education Directors meetings, RISEAC meetings, and RIDE OSCAS staff meetings.



Future Directions

The Math Project's next steps include demonstrating progress on participating school site goals and collecting student-level data.

7

PD sessions

110

coaching hours

95.8%

*agreement rate
PD content applicable*