State Systemic Improvement Plan (SSIP): Evaluation Summary

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

- 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.

2 District Models

- Professional Development and Coaching
  - Mar. 2019 - Feb. 2020
  - 7 PD sessions
  - 518.5 coaching hours

- 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.

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