

A. Summary of Phase III

Through Phases I and II of the SSIP development, Rhode Island identified many infrastructure investments in the past several years that have contributed to the juncture that has been reached in the development of the SSIP theory of action (Figure 1). In Phase I the state examined the investments of the Race to the Top Grant, the implementation challenges and opportunities in migration to the Common Core State Standards (CCSS), current and previous IDEA Part B investments in Tiered Intervention, and developments in data collection and analysis that will provided a cumulative backdrop for support to the emerging work of the SSIP. In the infrastructure analysis on Phase I, it became apparent that four major efforts contributed most to the current thinking and planning to address the state’s State-identified Measurable Result (SiMR). The four major initiatives were previously described in detail in the Phase I and II submissions; a brief description is included in the table below.

Initiative	Brief Overview	Relationship to SiMR
Multi-Tiered Systems of Support (MTSS)	<ul style="list-style-type: none"> -Develop individual and school capacity to integrate academic and behavioral supports through an MTSS framework. -Incorporate evidence-based practices and data-based decision making. 	<ul style="list-style-type: none"> -MTSS implementation, with sustainable fidelity, will have a long term impact in the participating schools, leading to positive student-level outcomes.
National Center for Intensive Intervention (NCII)	<ul style="list-style-type: none"> -Rhode Island participated in technical assistance activities related to building district and school capacity to support implementation of data-based individualization (DBI) in reading, mathematics, and behavior for students with severe and persistent learning and behavioral needs. -Two districts have had a deep involvement and have developed substantial structural changes as a result of participation. 	<ul style="list-style-type: none"> -Improved schoolwide management of tiered intervention structures and improved student outcomes. -Combined with the MTSS project, Rhode Island is anticipating a structural design for addressing the SiMR through a combination of well-developed tiered intervention processes in schools. -Rhode Island has developed and archived a math DBI tool kit for upper elementary and secondary schools, which will be utilized in the improvement activities.
Statewide Systems of Support	<ul style="list-style-type: none"> -Rhode Island has supported a Statewide Systems of Support team for a number of years to explore and coordinate activities related to the implementation of Response to Intervention. 	<ul style="list-style-type: none"> -The Statewide Systems of Support team has been consistently engaged in the work of tiered intervention for a number of years and has remained an important advisor to the SEA and support to LEAs.
Migration to CCSS: Intensive Intervention	<ul style="list-style-type: none"> -The Statewide Intensive Intervention and Instructional Supports workgroup convened. 	<ul style="list-style-type: none"> - The State Core Team determined that this work will be significant in providing teachers with the resources they need in a format that is easily accessible. In addition, the team

<p>-The CCSS Intensive Intervention workgroup has developed six tools that unbundle the CCSS K-5 as well as 4 sample lessons to date.</p>	<p>identified the increased use of the RI Instructional Support System as an important method to delivering the Intensive Intervention and Instructional Supports instructional strategies.</p>
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Collectively, these initiatives and investments provided evidence to the Rhode Island team that a targeted investment that focused on the SiMR and possessed the characteristics of the important sustaining features of the efforts described above, was necessary to address the performance gap identified in the data analysis and summarized in the SiMR. As a result, RIDE competed the Rhode Island Intensive Math Intervention Project to ensure the completion of SSIP Phase III implementation activities. The American Institutes for Research (AIR) was awarded the contract, with final contractual agreements confirmed in October, 2016. Seven districts expressed interest in participating in the Math Intervention Project by submitting a letter of interest outlining their concerns related to meeting the needs of the SiMR population. Of those seven districts, six were selected to identify individual school sites to participate in the project, with the seventh district qualifying for support under technical assistance activities available through the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center (described later). Currently ix individual school sites are participating in the Math Intervention Project, which essentially is the mechanism for SSIP Phase III implementation activities.

Request for Proposal (RFP) Overview

The Rhode Island Department of Education (RIDE) is requesting proposals from qualified vendors to provide services for the administration and management of training, technical assistance and coaching, including data collection, management, analysis and reporting for the State Systemic Improvement Plan performance Indicator 17. The objective of this request is to select an entity that is best qualified to provide the requested services. The successful vendor will provide training and coaching of school personnel to support the development of Data-Based Individualization (DBI) in 8 selected schools per year. The qualified vendor will work closely with the schools and Local Education Agency (LEA) to execute the deliverables of the project. Training will be based on Multi-Tiered Systems of Support (MTSS) practices and utilize tools and materials that support the MTSS design. Additionally, all training and support will be aligned to the Common Core State Standards (CCSS).

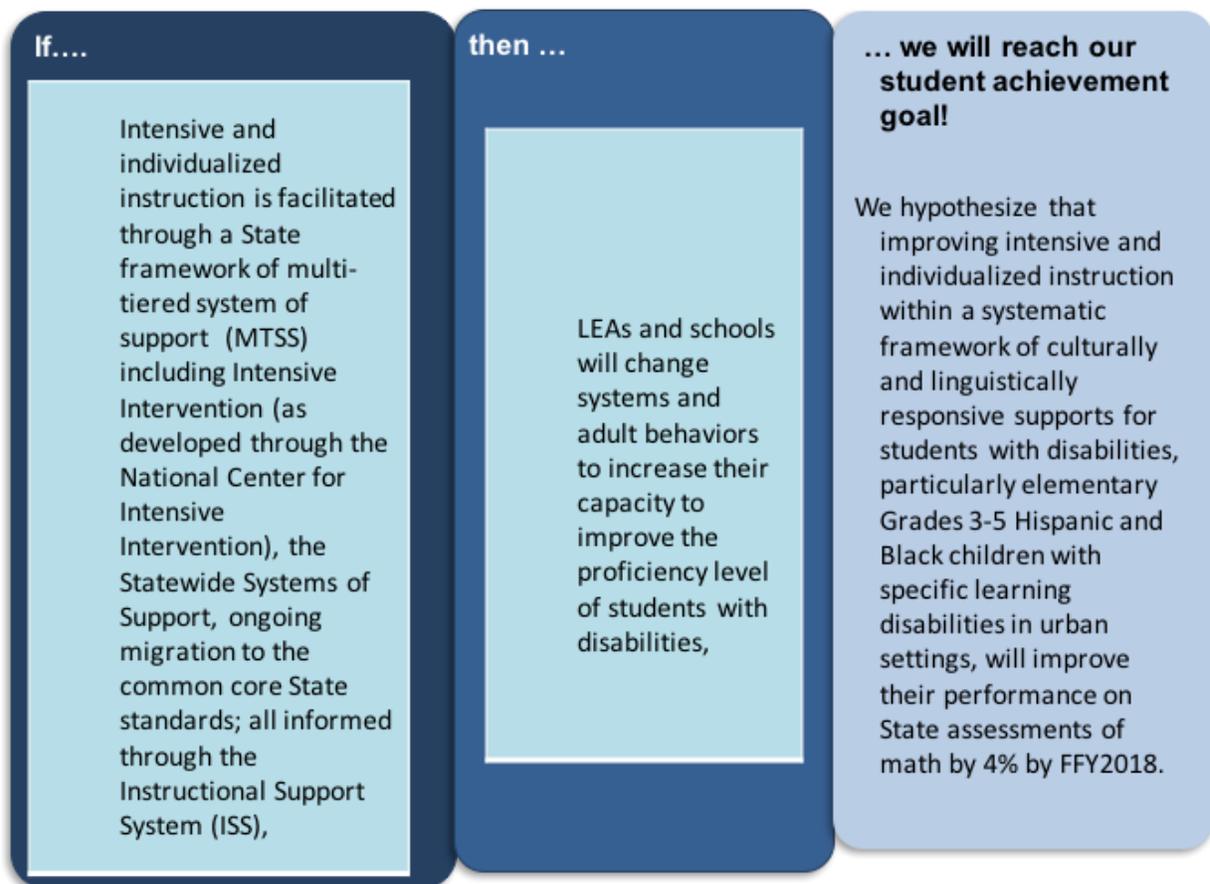
The overall purpose of implementation efforts will be to:

- *Develop effective, evidence-based, math interventions identified through data-based individualization for students in the targeted population.*
- *Incorporate the practices developed though Implementation Science with Multi-Tiered Systems of Support and Data-Based Individualization.*
- *Include direct support to schools and school-based teams with incentives for school participation.*
- *Include an evaluation plan that will render formative and summative performance data directly tied to the SiMR and reported to RIDE.*

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

During this reporting period, RIDE staff worked with the external evaluation team to review and refine the theory of action and logic model to better align and represent SSIP implementation and help guide progress toward the SiMR. The theory of action was not changed, and the overall approach to the SSIP remains the same. Namely, if supports are provided for intensive, individualized instruction in mathematics through an MTSS framework 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.

RIDE SSIP Theory of Action



Refinements were made to the logic model to reflect shifts in implementation activities. This will be discussed in detail in item 4 below.

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, the four infrastructural initiatives identified earlier have been leveraged to ensure the RI Intensive Math Intervention Project staff are:

- Building on the success of implementation efforts from the MTSS and NCII initiatives,
- Revising implementation plans based on lessons learned,

- Connecting with key personnel from existing RIDE initiatives on a regular basis, and
- Sharing ongoing updates with RIDE to facilitate a continuous feedback loop.

Additionally, in 2016, Rhode Island was identified as an intensive technical assistance state with the CEEDAR Center. The focus of the CEEDAR work in Rhode Island is to expand a pilot intensive intervention program that originated in a district involved with NCII. The unique opportunity provided by CEEDAR has allowed for additional RIDE departments, including Educator Quality and Effectiveness, to become involved. The CEEDAR work in Rhode Island has helped bring partners from Institutions of Higher Education (IHEs) and local educational agencies (LEAs) together to learn about implementing intensive intervention. Teams of IHE and LEA personnel are working side-by-side to ensure connections are made across the pre- to in-service continuum. Additionally, one district that initially expressed interest in participating in the Math Intervention project was selected to participate in the CEEDAR-related activities in the state, as a method to develop their readiness for the project and strengthen their partnership with a local IHE.

Further, RIDE and AIR have made great strides in developing a process for recruiting sites, conducting orientation for interested sites, and outlining the **training, coaching, and technical assistance (TA)** that will be provided to support progress toward the SiMR. To accomplish the activities, a detailed implementation plan was developed that reflects coherent improvement strategies related to training, coaching, and TA. Section B.1. below includes a status chart that reflects the specific activities accomplished for the Project Planning and Coordination, Training, Coaching, and TA implementation activities thus far.

Regarding **engaging families** related to the SSIP implementation, RIDE has regular meetings with the Rhode Island Special Education Advisory Committee (RISEAC) to facilitate their input and feedback on implementation. Staff from the Rhode Island Parent Information Network (RIPIN) are members of the RISEAC and also serve as members of the SSIP Core Team and are integral to informing decisions about implementation strategies.

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

As with any implementation effort, prior to full implementation of evidence-based practices (EBPs), there are precursory implementation phases, as well as implementation “drivers” that need to be included in the implementation cycle (see Figure below). All of the sites identified to participate in the Math Intervention project were engaged in a needs-assessment process. All sites were interviewed by project staff using a semi-structured interview template that asked 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 and decision rules) and (c) their supports for culturally and linguistically diverse students and students with disabilities. A summary of needs-assessment findings across sites can be found in Appendix A. These findings suggest gaps in sites’ current instructional delivery processes, as well as an overall recognition of a need to identify EBPs. Project staff are currently working with sites to prioritize needs related to not only EBPs in mathematics, but the structural changes required to achieve results. These priority areas are also included in site-specific implementation plans that outline the training and coaching activities sites will participate in.

Only one site has had the opportunity to participate in training within this reporting period. The training focused on differentiating between mathematics instruction delivered in Tier 1 of an MTSS framework from Tier 2 interventions in mathematics which require a more standardized intervention protocol. All of these elements, when considered in tandem, suggest that sites are within the [exploration phase of an implementation cycle](#).

Implementation Drivers to Support Project Activities

Competency	Organizational	Leadership
<ul style="list-style-type: none"> • Using the DBI Process • Intensifying Mathematics Instruction • Delivering Culturally and Linguistically Responsive Instruction 	<ul style="list-style-type: none"> • Aligning DBI Teams Within MTSS • Selecting Valid and Reliable Progress Monitoring Tools • Identifying Evidence-Based Mathematics Instructional Programs and Practices 	<ul style="list-style-type: none"> • Coaching Leaders in the DBI Process • Building Sustainable Structures • Monitoring and Evaluating Efforts

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

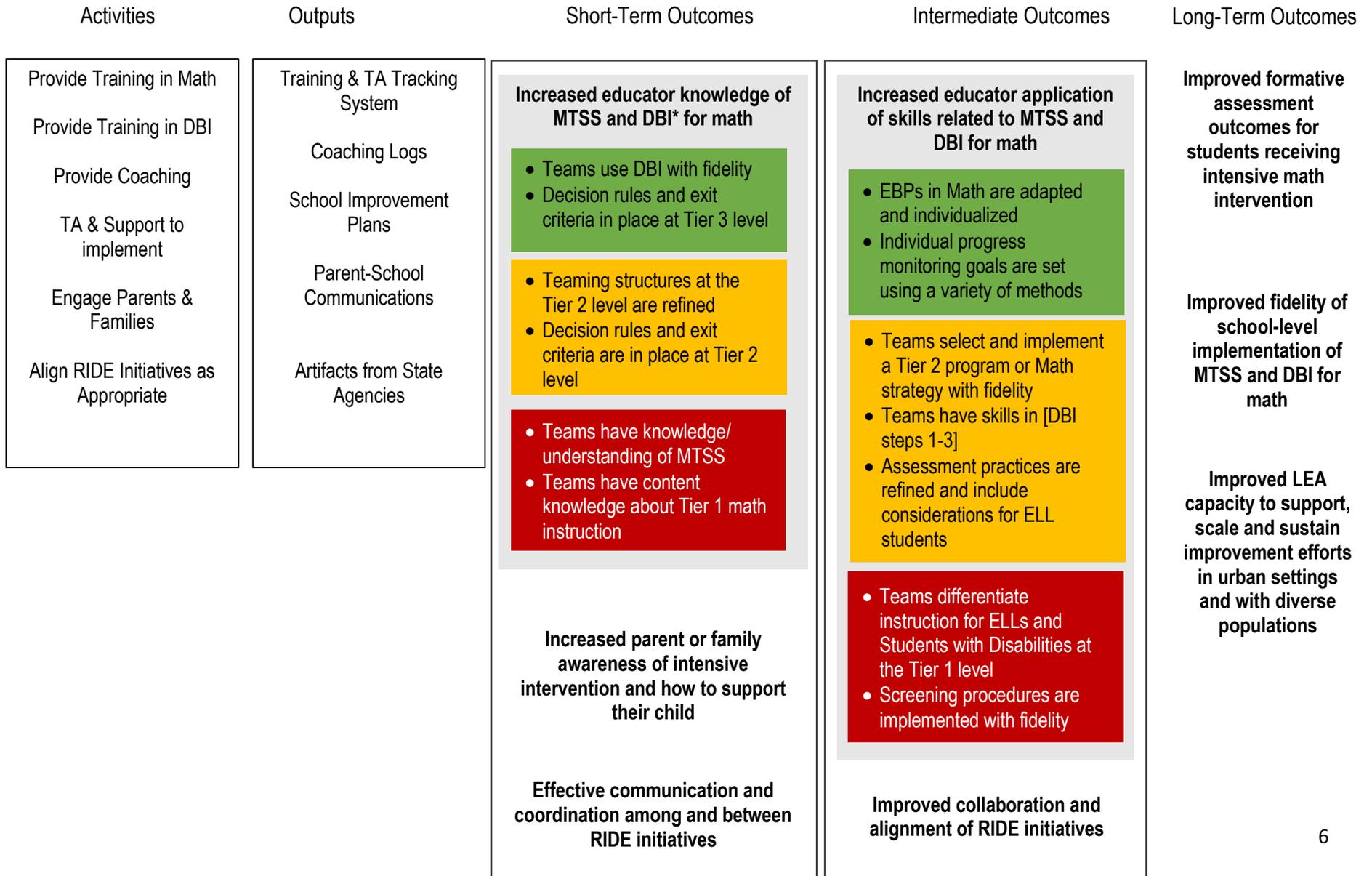
In this reporting period, RIDE staff worked with the external evaluation team to revise the logic model (see next page) and measures to better align with the Theory of Action. The revisions also reflect the refinement to the approach in site selection and support. [The specifics of those shifts are described in item 5.] All sites identified for participation in the Math Intervention project entered the project with differing needs and levels of readiness. The logic model was modified, with feedback from stakeholders, to better depict the varying stages of readiness. The logic model now includes green, yellow, and red areas that represent the initial levels of readiness at which sites are beginning their implementation within the project. The colors visually represent to stakeholders RIDE’s understanding that differentiated support is required to meet the needs across sites. Further, the outcomes related to increased knowledge and application of that knowledge were differentiated to address the refined approach to technical assistance: namely, differentiated by needs at the local context. Self-report measures of educators’ beliefs toward math instruction and data-based decision making were developed and will be administered with all project participants engaged in ongoing training activities at recurring intervals (e.g., pre-assessment and subsequently each year of the project by cohort).

5. Highlights of changes to implementation and improvement strategies

The overall improvement strategy – intensive math intervention through data-based individualization – subsequently resulting in changes in adult behaviors remains the same. However, the approach of using "readiness" as a way to differentiate the support to sites is a refined approach from the original inception of the project. This approach, as 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 Intervention project. The improvement strategies will also remain the same and will focus on training, coaching, and ongoing technical assistance that address site-specific needs.

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)



B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress

RIDE released the RFP for the Math Intervention project in April 2016, with an anticipated start date of July 1, 2016. However, complications related to processing the contract at the state-level delayed the contract award. As a result, the contract was not finalized until October of 2016. This unanticipated delay was mitigated by AIR's project team, who held a project kickoff with RIDE, sharing a draft of the first year's anticipated implementation activities (see Appendix B).

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 initial implementation activities outlined by the Math Intervention project team have since been refined to better reflect the site-specific, differentiated implementation model previously described. The table on the next page outlines the implementation focus areas (i.e., project planning and coordination, training, and coaching), the refined planned activities, and the status of implementation efforts. In addition to the planned activities and progress, major project deliverables are outlined as follows:

- Development of a letter of interest template and scoring rubric (see Appendices C and D) that can be used throughout the duration of the project
- Development of a needs-assessment process that incorporates the elements of the Theory of Action, including an assessment of changes in adult behavior related to implementing DBI, MTSS, data-based decision making, and EBPs in mathematics
- Development of a site-level memorandum of understanding (MOU) that must be signed prior to sites being awarded monetary incentives to participate in the project
- Development of site-specific implementation/action plans that are customized by site-specific needs and priorities

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. There is a standard template for site-level implementation/action plans that will be used to document progress toward goals moving forward (see Appendix E). 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 TA activities occur. While site-level supports related to parent/family engagement have not yet been conducted, a subcontract award was confirmed with the Rhode Island Parent Information Network during this reporting period; they will be partners in SSIP implementation activities moving forward. At the state level, RIDE has secured commitment from other departments to engage in the CEEDAR work, as well as to hold joint meetings with special education and curriculum and instruction administrators from LEAs to discuss aligned activities such as MTSS, which includes Tier 3 intensive intervention. This level of alignment was not previously in place; additional joint meetings are scheduled, and the CEEDAR work is ongoing through December 2017.

Implementation Area	Planned Activities	Status of Implementation
Project Planning & Coordination	Identify existing projects and initiatives and goals for alignment	Completed in October 2016; with ongoing, quarterly check-in meetings occurring with technical assistance providers through the RI MTSS project
	Conduct Kick Off meeting Identify Districts to target for first year and begin recruitment	Kick off meeting with RIDE – completed in October 2016 Informational meeting with districts completed in October 2016 7 districts submitted letters of interest (6 were accepted into this project; 1 was entered into RI’s CEEDAR Center initiative, and is working on building readiness to join this project in the future).
	Draft and finalize the MOU and mini-grant process	MOU language for sites finalized with RIDE in January 2017 Mini-grants will be awarded to sites after the development of specific action plans
	Identify sites and catalog their current structures (e.g., MTSS, other school improvement goals)	Districts accepted into project worked to identify school sites that they believed would best fit. Needs assessments were completed with 6 school sites (February and March 2017)
	Conduct on-site orientation and plan for fall implementation	Currently occurring 1 site completed 5 scheduled
	Training	Identify objectives and targets for school year
Draft and review training content that includes cultural and linguistic responsiveness; data-based individualization; family engagement strategies; and assesses barriers to implementation in urban settings		Ongoing, based on site needs; looking across the needs of all sites to identify commonalities and areas where we can leverage training resources across; will work with an external trainer to ensure these elements are included.

	Schedule trainings	Ongoing with sites
	Develop evaluation protocols and instruments	Developed a math beliefs and data-driven instruction assessment that will be used as a pre assessment with all sites (and all cohorts moving forward) Post-training evaluation developed Working on developing a student-level case study template for DBI evaluation purposes
Coaching	Identify coaching commitment required for sites and work identify coaches	For cohort 1, project staff that completed needs assessments with sites will serve as coaches
	Conduct coaches meeting to review expectations	Planned for summer/fall of 2017 and will recur ongoing, as additional coaches are brought on
	Conduct site observations and team meetings	Ongoing
	Develop site improvement plans	Under development with the 6 schools, will be completed by mid-April 2017 with all sites
	Conduct intervention inventory with school teams and support scheduling for teams	Some sites will move forward with this step, while others will work on building their mathematics core instructional practices as a first step
	Support teams to select case studies	Fall 2017 (planned)
	Model EPBs with schools	Will occur through training and coaching activities occurring on an ongoing basis

2. Stakeholder involvement in SSIP implementation

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

The RIDE Director of the Office of Student, Community and Academic Supports (OSCAS) has provided periodic reports to stakeholders, including the RISEAC. The number of schools participating in the technical assistance, along with district, school and classroom level data from the MTSS project have been shared. Stakeholders have expressed their support in continuing the state's efforts with outreach to families and community members. 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). At these meetings the Director presents an update regarding the work of the office, which includes updates on the Math Intervention Indicator 17 work. Updates were provided in October, November, January, and February. In addition, local directors were invited to a meeting in October to learn about the application process for the Math Intervention project.

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

The primary stakeholders in this project include the administrators and practitioners in the implementing districts. Their voices, as heard through the needs-assessment process, were the impetus for the revised technical assistance approach focused on site readiness. Additional stakeholder feedback on implementation of Tiered supports is collected at every special education director's meeting via discussions and a google form survey, in addition to opportunities at RISEAC meetings and smaller SSIP stakeholder groups for feedback via discussion.

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 reported in the previous section, RIDE has made progress on implementing its SSIP activities related to site selection and planning for comprehensive training, coaching, and TA support for those sites. To ensure we are able to collect data on the progress and effective implementation of those activities, we have refined our logic model and developed evaluation questions and supporting performance measures that align with the logic model outcomes.

b. Data sources for each key measure

The table below depicts the alignment across the theory of action and maps the logic model outcomes to key measures and the data sources for each. In the coming months, RIDE will work with the external evaluators to develop a detailed data collection schedule that will include timelines for collection and regular communication of results as well as milestones for decision making.

Outcome	Evaluation Questions	Performance Measures	Data/Evidence
Increased educator knowledge of MTSS and DBI for Math (<i>short term</i>)	To what extent did this project change intensive math intervention and math instructional practices in participating schools?	% teams implementing DBI with fidelity % educators with increased knowledge of team structures for Tier 2 implementation % educators receiving high quality coaching % educators increasing knowledge of implementing MTSS % educators increasing knowledge of high quality math instruction	Beliefs Assessment Results School Plan Review Training Evaluation Survey Results Coaching Log Review Interviews with School Teams
Increased educator application of skills related to MTSS and DBI for math (<i>intermediate</i>)	To what extent have intensive math intervention and mathematics instructional practice changed adult behavior and practice in participating schools?	% educators individualizing EBPs in math % educators implementing Tier 2 math strategies with fidelity % educators differentiating instruction for ELLs and students with disabilities in Tier 1 % screening procedures implemented with fidelity	School Plan Review Observation of Math Instruction Interviews with School Teams
Improved formative assessment outcomes for students	To what extent have the implementation of intensive math intervention and mathematics instruction practices improved student results?	% of students reaching academic benchmarks	Academic screening outcome data for reading and math SWIS or SWIS-like data

receiving intensive math interventions (long term)		<p>% of students in MTSS trained interventions who reached intervention goals</p> <p>% of students who moved up from urgent intervention levels on universal screening measures</p>	<p>Progress monitoring data for interventions trained</p>
Improved fidelity of school-level implementation of MTSS (long term)	<p>To what extent did schools implement MTSS with fidelity?</p>	<p>% school teams implementing effective teaming</p> <p>% school teams differentiating instruction</p>	<p>School Plan Review</p> <p>Fidelity Interview Results</p> <p>Site Observation Results</p> <p>Case Study Results</p>
Improved LEA capacity to support, scale and sustain improvement efforts in urban settings and with diverse populations (long term)	<p>To what extent did LEAs increase their capacity to support, scale, and sustain improvement efforts related to high quality math instruction?</p>	<p>% LEAs increasing capacity to implement MTSS</p> <p>% LEAs increasing capacity to implement high quality math instruction</p>	<p>School Plan Review</p> <p>Administrator Interview Results</p> <p>Case Study Results</p>
Increased parent or family awareness of intensive intervention and how to support their child (short term)	<p>To what extent do families report they are aware of their child's math instruction?</p> <p>To what extent to families report they understand how to support their child's math instruction?</p> <p>What is the type and level of communication regarding math</p>	<p>% families reporting effective communication with school staff regarding their child's math instruction</p> <p>% increase in level of communication between school staff and families</p>	<p>Family Engagement Survey/checklist Results</p> <p>Progress reports and other regular correspondence with families.</p>

	instruction between family and school?		
Effective communication and coordination among and between RIDE initiatives (short term)	To what extent was communication among and between RIDE staff effective?	% RIDE staff reporting an increase in effectiveness of cross-initiative communication	Communication/Coordination/Collaboration Survey Results Meeting Artifact Review
Improved collaboration and alignment of RIDE initiatives (long term)	To what extent were RIDE initiatives coordinated?	% RIDE staff indicating more coordination of cross-initiative activities	Communication/Coordination/Collaboration Survey Results

c. Description of baseline data for key measures

A scoring rubric aligned with associated measures of readiness in the letter of interest was used during the site identification process. Districts' letters of interest were scored separately by RIDE and AIR. In reflection on the results, project staff found the scores were fairly consistent across raters. Three districts were identified with high-readiness, two with mid-readiness, and two with low-readiness, based on the rubric scores. The additional needs-assessment process confirmed the levels of readiness, though in some instances – particularly for districts entering with high-readiness – the site-level readiness was more commensurate with that of the mid-readiness range. The needs-assessment results serve as a baseline measure for overall site readiness.

d. Data collection procedures and associated timelines

With regard to student-level outcome data, RIDE plans to use formative screening and benchmarking data collected by sites. There will be two data points from all six schools prior to any training starting, as well as PARCC assessment results from the previous year. These data will serve as the baseline for the Cohort 1 sites now that they are identified. Each site will complete a math beliefs and data-driven instruction survey (i.e., self-report) prior to engaging in training activities. The survey will be administered at regularly occurring intervals each year of the project, across cohorts. In that sense, every cohort of participants will have a pre-assessment serving as a baseline, with subsequent administrations of the assessment providing self-reported changes in educators' beliefs related to math and data-driven instruction. Each cohort will also engage in a site-level interview related to their progress in implementing the essential elements of data-based individualization in math (i.e., [fidelity rubric developed by NCI](#)), as a measure against their baseline readiness derived through the needs-assessment process.

e. [If applicable] Sampling procedures

No sampling procedures are applicable.

f. [If appropriate] Planned data comparison

At the site level, longitudinal comparison of cohort performance over time will provide for data comparison. 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 way for RIDE to assess the effectiveness of the SSIP implementation activities. Data on individual students who are tracked through a “case-study” approach using the DBI process will be compared over time to determine if students are making progress toward intervention goals.

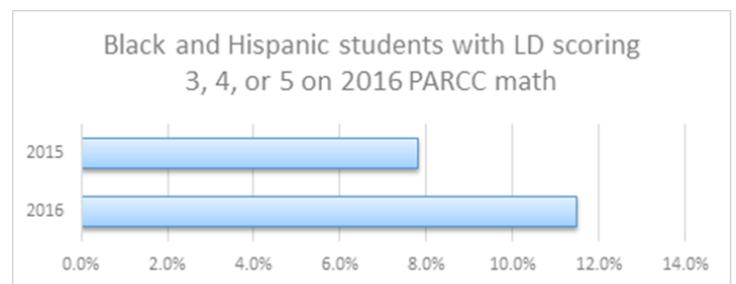
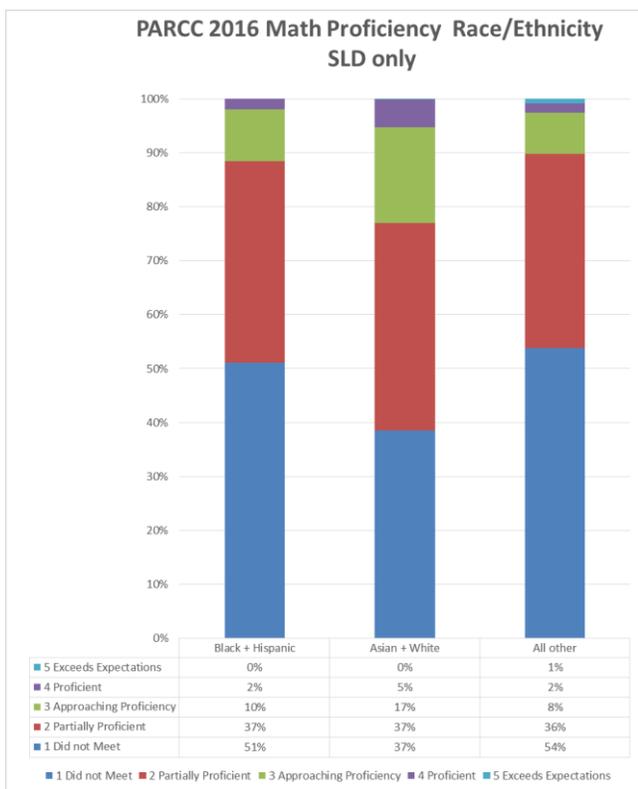
g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

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 in order to continue effective implementation of SSIP activities.

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

a. (a-e) Review of key data to inform if modifications to SSIP implementation are warranted and how data are informing next steps

There is continual analysis of data for the target population identified in the SiMR. Overall, the proficiency rates for students with learning disabilities on the PARCC math assessment are very low. Current data analysis of PARCC math show that 11.5% of grades three through five Black or Hispanic students with learning disabilities (LD) scored a “approaching proficiency (3),” “proficient (4),” or “exceeds expectations (5)” on PARCC math assessments in 2015-16 compared to 7.8% in 2014-15. But, a closer examination of the data reveals that a racial gap persists. The performance of Black and Hispanic students with LD in grades three through five – when compared to students with LD in other racial categories – remains lower (see Figures below) with 22.3% of grades three through five White or Asian students with LD scoring a 3, 4, or 5 on PARCC math in 2015-16. Twenty-six percent of all Black or Hispanic general education students in grades three through five scored a 3, 4, or 5 on the 2015-16 PARCC math assessment.



The PARCC math assessment results suggest that the SiMR continues to be relevant. Additionally, data gathered through the needs-assessment process suggest that the SiMR is appropriate. Schools, especially in the urban and urban ring areas, identified that their current math instructional methods for English learners (ELs) were not as supportive as they would like. Educators were reflective about their own school-level and educator-level needs related to supporting this population – especially in math where the academic language demands increase as grade levels go up and they need more EBPs to support this population

With regard to implementation, RIDE has had limited data available to review. As training and coaching activities begin, project staff will employ regular, systematic review of key data

to assess whether progress toward the SiMR is being made. Progress in establishing the TA approach with local sites has taken time, but it is a critical step in successful implementation of our SSIP activities. At this stage, modifications to the SiMR and SSIP implementation activities are not warranted, based on the review of available data.

3. Stakeholder involvement in the SSIP evaluation (informed of ongoing evaluation and have had a voice in decision-making)

Presently, the ongoing evaluation of the SSIP has not occurred with stakeholders, as a result of the limited evaluation data available. However the core stakeholder group, including the RISEAC, did review the PARCC data from 2015-16 this spring. Additionally, the Director of the Office of Student, Community and Academic Supports (OSCAS) will continue to provide periodic reports to stakeholders, including the RISEAC. The Director of OSCAS also meets monthly with the Executive Board and presents regularly at the general membership meetings of the ARIASE. At these meetings the Director provides an update regarding the work of the office, which includes updates on the math Intervention Indicator 17 work. Additional stakeholder feedback on implementation of tiered supports is collected at every special education director's meeting via discussions and google form surveys, in addition to opportunities at RISEAC meetings and smaller SSIP stakeholder groups for feedback via discussion. These activities will continue throughout the duration of the project, with additional opportunities for these key stakeholders and site participants to review formative and summative assessment results with project staff, including coaches.

D. Data Quality Issues

1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of the evaluation data

The lack of a consistent formative assessment measure that can be aggregated across the sites is an area of concern. Sites use different methods for collecting benchmarking and screening data, and this has implications for assessing progress or results. However, RIDE plans to analyze formative results differently: *“RIDE will use student-level progress-monitoring data to assess progress toward the SiMR. Collecting each data point was considered impractical and difficult to summarize across students, schools, and districts. To reduce the burden on the LEA, RIDE requested that each school provide a count and percentage of students who met their individualized mathematics intervention goal. These data will be readily available as part of the schools’ efforts to implement intensive interventions at Tier 3. As intensive intervention work in mathematics expands in Rhode Island, one goal is to gather data on percentage of expected growth”* ([NCSI State Spotlight](#), 2016). The sample size of the target population also creates challenges for data reporting – especially in a meaningful way for stakeholders. However the unique approach to analyzing students’ progress toward intervention goals should help mitigate challenges.

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvements

RIDE carried out what was submitted in Phase II, and added the CEEDAR work. The Rhode Island Intensive Math Intervention Project was funded, with ongoing work of the MTSS and NCII initiatives being implemented to support the Theory of Action.

a. 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 in order 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.

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

As previously described, RIDE is leveraging implementation science, paying close attention to the phases of implementation and the implementation drivers required for successful implementation of EBPs. Presently, the sites involved with the Math Intervention project are engaging in exploration activities and developing the organizational and leadership drivers required to support their successful implementation. As the project moves forward with sites, adherence to the DBI process, as well as EBP implementation with fidelity, will be measured.

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

Data from the Math Intervention project will be evaluated, according to the plans outlined in this submission, during next year's reporting cycle. Attention will be given to the progress toward short- and long-term outcomes as a way to demonstrate steps to achieving the SiMR. Rhode Island has already witnessed improvement in students with learning disabilities' performance on the PARCC math assessment, though more is needed to push the needle forward for the target population of students with learning disabilities who are Black and Hispanic.

d. Measurable improvements in the SiMR in relation to targets

The most recent review of data indicates that there was an 3.7% increase in the percent of Hispanic and Black students with learning disabilities in grades three through five classified as "approaching proficiency (3)," "proficient (4)," or "exceeds expectations (5)" on the 2015-16 PARCC math assessment in comparison to 2014-15 results

F. Plans for Next Year

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

The Table on the next page provides an overview of the additional activities to be implemented next year, with the timeline delineated by project activity.

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

As the training, coaching and TA are implemented, the project team will pilot 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, a readiness assessment, and a beliefs assessment; protocols for reviewing improvement plans and other documentation to assess 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 Intervention 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. Sites, because of when the project started working with them, were often already committed to participating in activities with other projects (i.e., coaching from the MTSS initiative). Project staff will work with both 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.

4. Technical Assistance & Support

At this time, 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 use the SPDG Leadership (SIG Net) and IDEA Data Center technical assistance to continue development and implementation of the SSIP.

Implementation Area	Planned Activities	Timeline for Implementation
Project Planning & Coordination	Work with current districts to identify additional sites for Cohort 2	Late summer 2017
	Conduct informational meeting/kick-off with Cohort 2 sites	August/Sept. 2017
	Draft and finalize the MOU and mini-grant process with school sites	September 2017
	Implement action plans with Cohort 1 sites	Fall 2017
	Complete needs-assessments with Cohort 2 sites	October 2017
	Have sites prioritize needs-assessment results and develop action plans	October 2017
Training	Identify objectives and targets for school year	Early Fall 2017
	Draft and review training content for year 2 trainings for Cohort 1 that includes: cultural and linguistic responsiveness; data-based individualization; family engagement strategies; and assesses barriers to implementation in urban settings	Summer 2017
	Adapt Cohort 1's trainings for Cohort 2's specific needs	Fall 2017
	Schedule and implement trainings for Cohort 1	Fall 2017 – Spring 2018
	Schedule and implement training for Cohort 2	Fall 2017 – Spring 2018
	Administer evaluation protocols and instruments, including fidelity assessments (evaluation methods vary by Cohort)	Fall 2017 – Spring 2018
Coaching	Identify coaching commitment required for sites and connect with new and past coaches to identify availability	Summer 2017
	Conduct coaches meeting to review expectations	Summer 2017
	Conduct site observations, including data team meetings	Fall 2017 – Spring 2018
	Review site improvement plan with Cohort 1 Schools	Early Fall 2017
	Conduct intervention inventory with Cohort 2 Schools	Fall 2017
	Support teams with selecting DBI case studies	Fall 2017
	Model EPBs with schools	Fall 2017 – Spring 2018

Appendix A: Needs-Assessment Results and Priorities

School Site	Summary of Findings	Key Needs	Priority Setting	Type of Support Needed
Urban elem	Higher levels of ELs Teaming structure exists STAR for PM No math interventions Lack of systematic process	Core – differentiation and (including strategy instruction)	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Consulting <input type="checkbox"/> Resource/Guidance <input type="checkbox"/> N/A
Urban ring elem	Core – solid, but math coaches are using Tier 2 as differentiation of the core Need Tier 2 interventions No formal processes/procedures for defining tiers Academic language demands of the core curriculum Higher levels of ELs	Distinguishing between Tiers	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/Guidance <input type="checkbox"/> N/A
Urban ring elem 2	Core – need support for differentiation Need Tier 2 interventions PM Process Higher levels of ELs	Decision rules and use of data	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/Guidance <input type="checkbox"/> N/A
Urban middle	Teaming structure and leadership – ok Core – solid, but math coaches are using Tier 2 as differentiation of the core Need PM tools	Scaffolds for ELs	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High	<input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/Guidance <input type="checkbox"/> N/A
Suburban middle	Issues in core instruction level Teaming structures – Tier 2 problem-solving meetings not using data Need to identify efficient PM tools to use for more frequent PM	Tier 2 interventions	<input checked="" type="checkbox"/> Low (Fall) <input type="checkbox"/> Medium <input type="checkbox"/> High	<input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/Guidance <input type="checkbox"/> N/A
Suburban elem	One math interventionist; other special education teachers are not utilized for tiered service delivery -need to build skills for other teachers, develop capacity, and streamline interventions/scheduling Instruction – ok Teaming structures – may need to work on involving interventionist in prob solv meeting	More information about using PM results and identifying other tools (as necessary)	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/Guidance <input checked="" type="checkbox"/> Site specific

Appendix B: Drafted Year One Project Implementation Plan

2016-2017	September	October	November	December	January	February	March	April	May	June
Project Planning & Coordination	- Identify existing projects and initiatives and goals for alignment	- Kickoff Meeting - Identify districts to target for first year and begin recruitment - Draft the MOU and mini-grant process	- Finalize the MOU and mini-grant process	- Identify sites - Identify current MTSS structures and other school improvement plans/goals - Complete the MOUs	- Site orientation	- Project coordinator meeting	<ul style="list-style-type: none"> Identify interested sites Repeat process of recruitment Conduct readiness assessment Evaluate commitment and required supports Line up supports for upcoming fall implementation 			
Training	- Identify objectives and specific targets for end of school year -Development begins	- Development continues	- Send drafts of training content for review	- Edits/ revisions - Scheduling	- Training: Introduction	- Training: Assessment	- Training: EBPs Part 1	- Training: EBPs Part 2	Training: Designing Intervention	Revisit content through mini-lessons or practice videos
Themes that run across all trainings: - Cultural and linguistic responsiveness - Data-based individualization – Family engagement - Addressing barriers to implementation in urban settings										
Coaching & Technical Assistance	- Identify coaching commitment required for sites and work to identify coaches	- Draft permissions/ consents	- Hold coaches' meeting to review expectations	- Site observation, including team meeting - Support for aligning efforts - Develop improvement Plans	- Intervention inventory with school teams - Support teams with scheduling	- Support school teams with collecting case studies - Modeling assessment practices	- Refine case study process - Modeling of EBPs	- Modeling of EBPs	- Modeling how to evaluate responsiveness	Conduct fidelity interviews with school teams and set goals for fall semester
Evaluation	- Identify what data are available for summative evaluation - Review SSIP Phase II Plan and align to project evaluation	- Develop readiness assessment - Collaborate to ensure data required for SPP/APR are accessible	- Develop needs assessment -Develop beliefs assessment	- Conduct needs assessment - Conduct beliefs assessment	- Training Evaluation - School Plan Monitoring	- Training Evaluation - School Plan Monitoring	- Training Evaluation - School Plan Monitoring	- Training Evaluation - School Plan Monitoring	- Training Evaluation - School Plan Monitoring	- Analyze fidelity interview data - Conduct beliefs assessment
									- Aggregate case study data (e.g., progress monitoring) - Conduct focus groups with Year One school teams	

Appendix C: Letter of Interest Form

Rhode Island Intensive Math Intervention Project: Letter of Interest

Date: Click here to enter a date.

District or LEA: Click here to enter text.

Site Demographics: Click here to enter text.

Current MTSS structure:

Click here to enter text.

Mathematics Inventory:

	Tier 1	Tier 2	Tier 3
Mathematics Curricula or Interventions			
Mathematics Assessments			

Potential Schools (including description about why they would benefit):

Click here to enter text.

District personnel who will participate:

Click here to enter text.

Statement about what we hope to achieve:

Click here to enter text.

Appendix D: Readiness Scoring Rubric

Component of Readiness	0	1	2	3
Description of site demographics with specific attention on outlining numbers of Hispanic and African American students enrolled in Grades 3–5 in need of, or currently receiving, intensive intervention (Tier III) or special education services.	Not provided.	The letter provides description of site demographics but does not outline the numbers of Hispanic and/or African American students enrolled in Grades 3–5 (or the specific grade span described) in need of, or currently receiving, intensive intervention (Tier III) or special education services.	The letter provides description of site demographics with specific attention on outlining numbers of Hispanic and/or African American students enrolled in Grades 3–5 (or the specific grade span described) in need of, or currently receiving, intensive intervention (Tier III) or special education services; however, site may not have adequate numbers of student target population to support project implementation.	The letter provides description of site demographics with specific attention on outlining numbers of Hispanic and/or African American students enrolled in Grades 3–5 (or the specific grade span described) in need of, or currently receiving, intensive intervention (Tier III) or special education services; the site has adequate numbers of student target population to support project implementation.
Description of core curriculum, Tier II, and Tier III interventions (i.e., processes and available materials) in mathematics. Readiness: <ul style="list-style-type: none"> The district identified an evidence-based core curriculum The district identified Tier II math interventions 	Not provided.	The letter does not provide a description of the core mathematics curriculum (even if Tier II and III are identified).	The letter provides a detailed description (e.g., title of curriculum, materials used) of the core mathematics curriculum and provides some information on either Tier II or Tier III (description could include names of interventions, materials, strategies, training). Some information on Tier II and/or Tier III may also include acknowledgement that those processes are not currently in place but the district is looking for opportunities to do so.	The letter provides a detailed description (e.g., title of curriculum, materials used) of the core mathematics curriculum and a detailed description of the Tier II math processes and at least some information regarding the Tier III processes (this may also include acknowledgement that Tier III is not currently in place at the site).
Description of assessments (i.e., processes and available materials) in mathematics. Readiness: <ul style="list-style-type: none"> Universal screening Progress monitoring 	Not provided.	The letter provides minimal information regarding assessment processes in mathematics. This would include either a detailed description of only 1 readiness factor, or a simple list of any number of	The letter provides detailed information on assessment processes on at least 2 readiness factors. This may include detailed information on 2 factors, and minimal information on the remaining factors.	The letter provides detailed information on 3 or 4 readiness factors.

<ul style="list-style-type: none"> • Staff training • Decision rules for intervention selection 		<p>readiness factors (e.g., letter may only state “we have universal screening and progress monitoring in place” with no further description). Identification of 1 readiness factor.</p>		
<p>Broad description of the district’s multi-tiered system of support (MTSS) structure (or a similar structure such as RTI or PBIS), including current processes for student intervention planning, documentation, and movement between tiers.</p> <p>Readiness:</p> <ul style="list-style-type: none"> • universal screening tools • multiple methods of measurement • problem solving team • has processes similar to flow chart, decision trees/rules etc. for intervention selection 	<p>Not provided.</p>	<p>The letter does not identify specific processes for student intervention planning, documentation, and movement between tiers; readiness factors are not identified.</p>	<p>The letter provides detailed description of the district’s MTSS structure (or a similar structure), and includes a description of the processes for student intervention planning, documentation, and movement between tiers; includes 1 or 2 readiness factors.</p>	<p>The letter provides a detailed description of the district’s MTSS structure (or a similar structure), and includes a description of the processes for student intervention planning, documentation, and movement between tiers. Processes for MTSS are aligned to project goals for readiness; includes 3 or 4 readiness factors.</p>
<p>Names of district personnel who will participate in training and coaching activities to support implementation.</p> <p>Readiness:</p> <ul style="list-style-type: none"> • Identified personnel 	<p>Not provided.</p>	<p>The letter identifies district personal but does not identify a diverse group of personnel. The letter may only identify teachers or other staff who may work directly with students, but does not identify</p>	<p>The site identifies a diverse group of district personal to participate in training and coaching including teachers, administration, instructional specialists, and interventionists.</p>	<p>Not applicable.</p>

<ul style="list-style-type: none"> District administration support 		administration (or vice versa).		
<p>Cultural Considerations (e.g., are assessment linguistically appropriate, are ESL staff involved in the MTSS process, specific processes for moving students with ESL services or other cultural differences through the MTSS process)</p> <p>Readiness:</p> <ul style="list-style-type: none"> assessment core curriculum Tier II or Tier III Statement regarding current MTSS process specific to ELLs 	Not provided.	The letter makes reference to cultural considerations or viewing aspects of MTSS with a cultural lens in at least 1 readiness factor.	The letter makes reference to cultural considerations or viewing aspects of MTSS with a cultural lens in 2 or more readiness factors (1 of which should include reference to ELL students in the core).	Not applicable.
<p>A statement about what the district hopes to achieve by participating.</p> <p>Readiness:</p> <ul style="list-style-type: none"> District and school goals are aligned with the goals of the project. 	Not provided.	There is a statement, but it is not aligned to the project goals.	The letter provides a statement that is aligned with the project goals, or connects the district's goals for achievement with an existing district plan or initiative.	Not Applicable.

Appendix E: Site Level Implementation Plan Template

Priority Rating	Needs-Assessment Domain	Type of Support	Notes	Action Plan	Next Steps
	Special Education	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Progress Monitoring Process	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Core Instruction	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Tier 2 Prevention	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Monitoring Fidelity	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Cultural and Linguistic Responsiveness	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Implementation Barriers	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			

	Decision Rules	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Universal Screening	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Parent/Family Engagement	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Teaming Structures	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	Tier 3 Prevention	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			
	PM Tools	<input type="checkbox"/> Training <input type="checkbox"/> Coaching <input type="checkbox"/> Consulting <input type="checkbox"/> Resource/ Guidance			

