UTAH

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

PHASE II

Sydnee Dickson
State Superintendent of Public Instruction

Glenna Gallo
Director o f Special Education

Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

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UTAH STATE BOARD OF EDUCATION

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200
Utah State Board of Education Website

District	Name	Address	Phone	Email
1	Terryl Warner	Hyrum, UT 84319	435-512-5241	terryl.warner6@gmail.com
2	Spencer F. Stokes	Ogden, UT 84403	801-923-4908	utahboard2@gmail.com
3	Linda B. Hansen	West Valley City, UT 84120	801-966-5492	linda.hansen@schools.utah.gov
4	David L. Thomas	South Weber, UT 84405	801-479-7479	dthomas@summitcounty.org
5	Laura Belnap	Bountiful, UT 84010	801-699-7588	lbelnap@utahonline.org
6	Brittney Cummins	West Valley City, UT 84120	801-969-5712	b4cummins@gmail.com
7	Leslie B. Castle	Salt Lake City, UT 84108	801-581-9752	lesliebrookscastle@gmail.com
8	Jennifer A. Johnson	Murray, UT 84107	801-742-1616	jj@jenniferajohnson.com
9	Joel Wright	Cedar Hills, UT 84062	801-426-2120	joel.wright.uted@gmail.com
10	David L. Crandall	Draper, UT 84020	801-232-0795	crandall@xmission.com
11	Jefferson Moss	Saratoga Springs, UT 84045	801-916-7386	jeffersonRmoss@gmail.com
12	Dixie L. Allen	Vernal, UT 84078	435-789-0534	dixieleeallen@gmail.com
13	Stan Lockhart	Provo, UT 84606	801-368-2166	stanlockhartutah@gmail.com
14	Mark Huntsman	Fillmore, UT 84631	435-979-4301	mhuntsman@sunrise-eng.com
15	Barbara W. Corry	Cedar City, UT 84720	435-586-3050	barbara.corry@schools.utah.gov
USOE	Sydnee Dickson	Interim Chief Executive Officer	801-538-7510	sydnee.dickson@schools.utah.gov
USOE	Lorraine Austin	Secretary to the Board	801-538-7517	lorraine.austin@schools.utah.gov

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SSIP Phase II Introduction

Utah's Phase I plan for the State Systemic Improvement Plan (SSIP) describes the state system and its capacity to assist Local Education Agencies (LEAs) to develop the needed capacity to improve outcomes for students with disabilities. These improvement efforts align with the Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA). The success of the SSIP requires systematicimprovement across the Utah State Office of Education (USOE) and LEAs to leverage existing strengths while simultaneously closing system gaps. For the SSIP to be successful, the USOE and LEAs need to:

- Increase capacity to implement the SSIP,
- Align and leverage current initiatives,
- Increase utilization of evidence-based practices (EBPs),
- Improve infrastructure and coordination for delivering effective professional development (PD) and technical assistance (TA),
- Increase the use of effective dissemination strategies,
- Increase meaningful engagement of state and local stakeholders around SSIP efforts,
- Increase capacity to effectively utilize available TA resources, and
- Increase capacity to implement general supervision systems that support effective implementation of the IDEA and ESEA.

These combined improvement efforts, chronicled in the Utah SSIP Phase I (April, 2015), will lead to improved educational outcomes for all students in the area of mathematics proficiency, which in turn will also improve state results in graduation, dropout, and post-school outcomes as students with disabilities have the mathematics computation and application skills they need to pass required high school mathematics courses, take the ACT, pass the ACT mathematics section with a Utah college-ready score, get accepted into post-high training programs, colleges, and universities, and/or acquire competitive employment.

Utah's State-identified Measurable Result (SIMR) is to increase statewide proficiency by 11.11% for students with Speech Language Impairments (SLI) or Specific Learning Disabilities (SLD) in grades six through eight on SAGE mathematics over a five-year period.

The focus of the SSIP Phase II is on building state capacity to support LEAs with the implementation of EBPs that will lead to the measureable improvement in the SIMR for students with disabilities. Phase II builds on the data and infrastructure analyses, Coherent Improvement Strategies, and Theory of Action developed in Phase I.

Utah's SSIP Phase II plan includes the activities, resources, and timelines required to implement the Coherent Improvement Strategies, with attention to the research on EBPs and implementation, timelines for implementation and measures needed to evaluate implementation, and expected impact on mathematics outcomes for students with disabilities.

SSIP Phase I Executive Summary and Progress Made During FFY 2014

Utah's 2013–2014 Student Assessment of Growth and Excellence (SAGE) end-of-level statewide tests show 42.2% of students without disabilities in grades three through eight and ten were proficient in mathematics, while just 12.9% of students with disabilities were proficient- a 29.3% achievement gap.

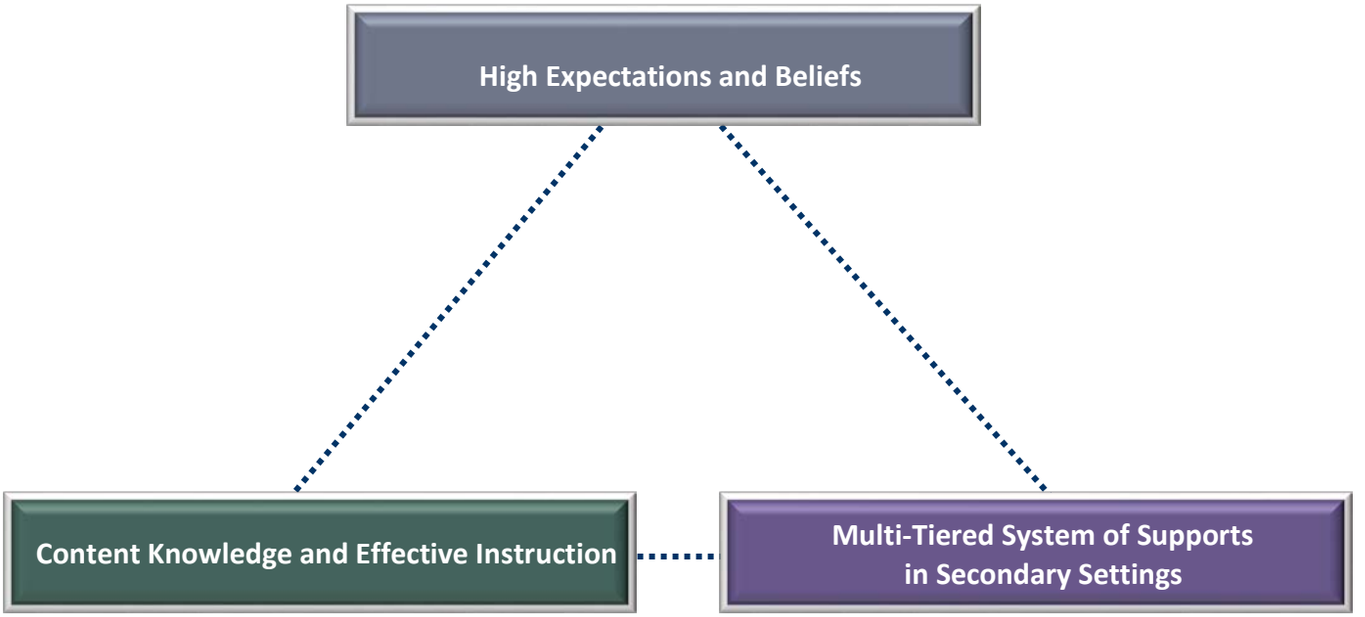
To address this achievement gap, the Utah State Board of Education (USOE) brought together a variety of education and community stakeholders to create the SSIP Phase I. The USOE held multiple in-person and online meetings with these groups to review and analyze state and LEA data as well as USOE infrastructure, and to determine the area of greatest need for immediate improvement for students with disabilities.

Stakeholders reached consensus on Utah's State-identified Measureable Result (SiMR). The goal is to increase statewide proficiency by 11.11% for students with Speech Language Impairment (SLI) or Specific Learning Disabilities (SLD) in grades six through eight on SAGE mathematics over a five-year period.

The SiMR-specific language was selected after a review of statewide Utah mathematics assessment data over the last five years, in which proficiency trends were obvious. In order to improve achievement in mathematics, stakeholders identified three primary focus areas for the USOE and LEAs:

1. Administrator, teacher, parent, and student attitudes and behavior (resulting in some IEP team decisions that limit grade level Core mathematics instruction);
2. Teacher understanding of mathematics standards and effective instruction; and
3. An educational system that decreases general education instructional support and interventions in secondary settings, during a time when the mathematics Core standards become more rigorous and abstract.

Figure 1: Root Cause Concerns/Broad Coherent Improvement Strategies

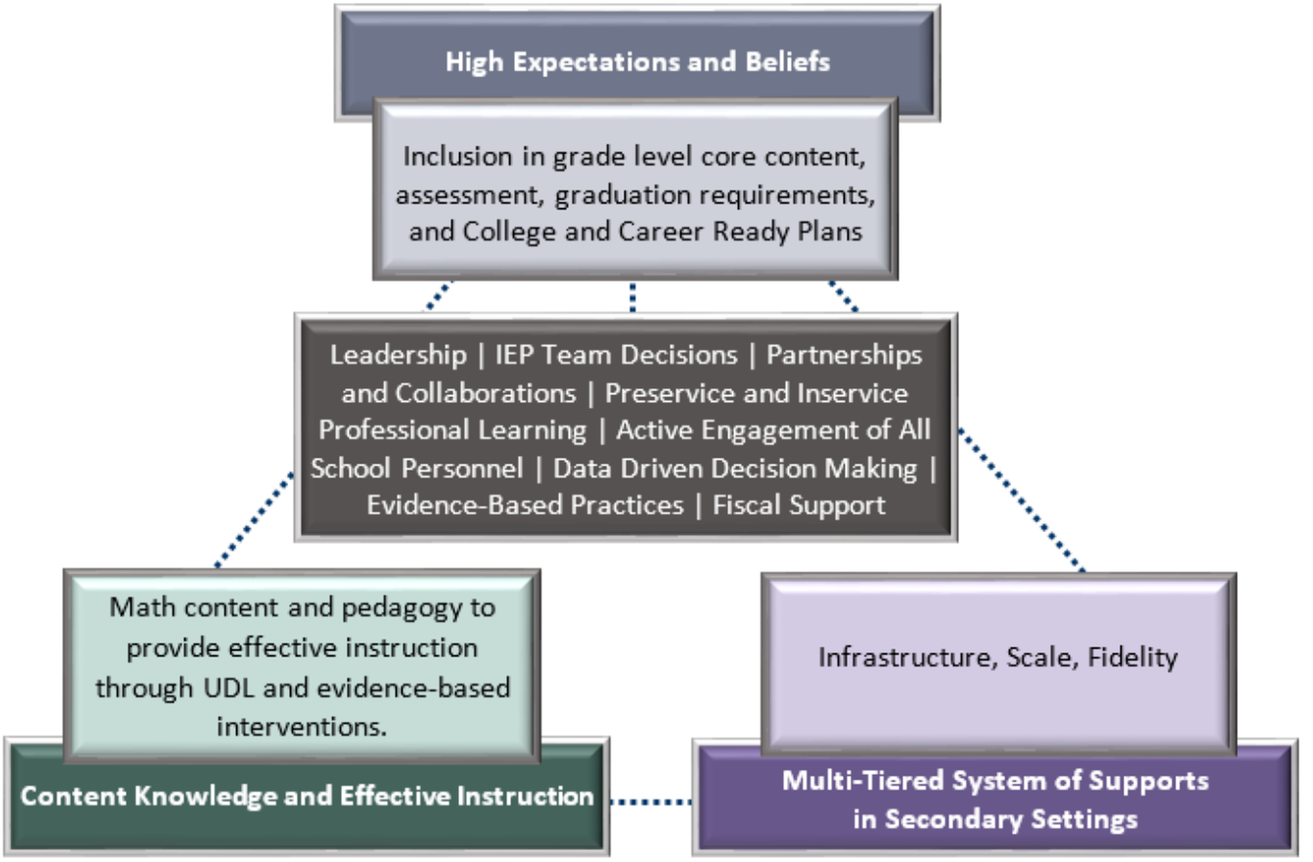


Across the three root causes identified by Utah stakeholders, there are common themes which, *when aligned, addressed, and supported through Utah's selected Coherent Improvement Strategies,* will result in correcting the identified root causes and ensure achievement of Utah's SiMR. Those themes include:

- Creating a learning environment that is supportive of leadership, partnerships, and collaboration to meet changing national, state, and local requirements;

- Basing IEP team decisions on individualized student needs with the provision of special education and related services to support achievement of the Utah Core Standard's (UCS) in the Least Restrictive Environment (LRE);
- Providing both preservice and inservice professional development (PD) to ensure all Utah teachers possess adequate UCS content and pedagogy skills to meet the needs of all students;
- Engaging all school personnel to support educators, students, and families during the transition;
- Grounding educational and instructional decisions in data and the use of evidence-based instructional practices; and
- Funding at the federal, state, and local levels to sustain effective practices.

Figure 2: Root Cause Concerns/Broad Coherent Improvement Strategies Including Gaps from Infrastructure and Data Analyses



The impact of the Coherent Improvement Strategies, based upon the root causes and common themes, will result in three vital changes leading to increased student proficiency.

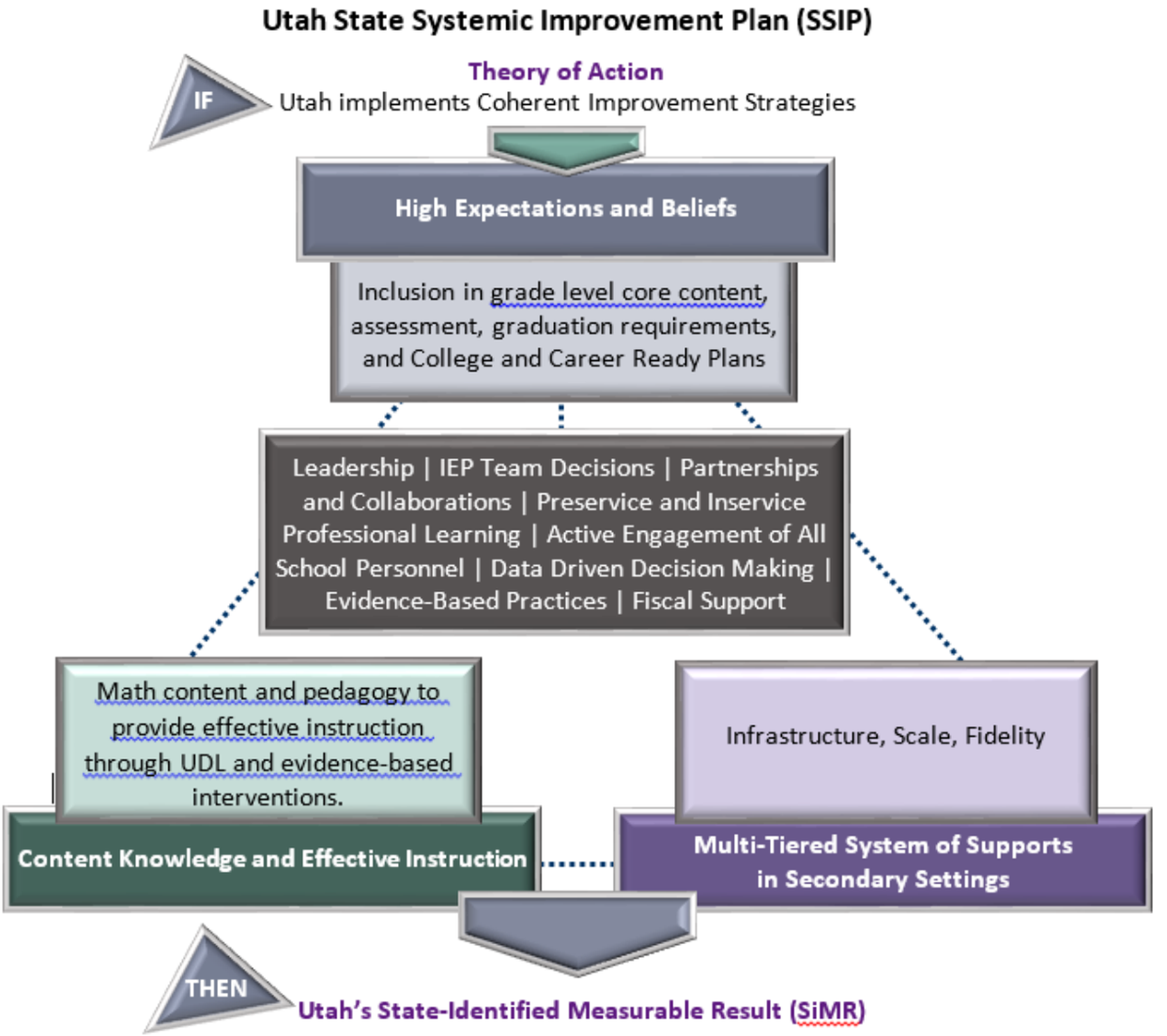
1. Administrators, teachers, parents, and students will see the need to and expect students with disabilities to master mathematics content (resulting in IEP team decisions that require and scaffold grade-appropriate Core mathematics instruction);
2. General education and special education teachers will understand mathematics standards and effective instruction will improve for all students; and
3. The state and LEAs will increase general education instructional support and interventions in secondary settings, to scaffold mathematics Core standards as they become more rigorous and abstract (i.e., Multi-Tiered System of Supports [MTSS]).

In addition to the SSIP-specific improvement strategies, Utah has many infrastructure strengths to further support professional learning, accountability and monitoring, data availability and usage, and a statewide MTSS project funded by Office of Special Education Programs (OSEP) State Personnel Development Grant (SPDG) through 2017. Utah is participating in a variety of state-level initiatives that

will be incorporated and leveraged within this SSIP, including existing improvement efforts in the Utah Elementary and Secondary Education Act (ESEA) Flexibility Waiver, which ends August 2016 but will be replaced by an updated version of the Utah Excellence (Equity) Plan; the USOE Strategic Plan; the Council of Chief State School Officers' (CCSSO) Network for Transforming Educator Preparation (NTEP). State Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center Intensive Technical Assistance; Governor Herbert's PACE *(Prepare young learners, Access for all students, Complete certificates and degrees, Economic success)* initiative; and the USOE's Cross-Department SSIP Implementation Team (CDIT) and cross-department budgeting. These strengths will be used to implement, scale up, and sustain the use of evidence-based practices in Utah's SiMR, while areas needing improvement will also be addressed to reduce the impact of the gap.

Initially, nine LEAs across Utah were selected to participate in the SSIP. Scaling up plans will adjust each year for the next five years to ensure that the SSIP is broad and effective enough to build the capacity of all Utah LEAs to systematically increase the mathematics proficiency of students with disabilities in grades six through eight.

Figure 3: Utah SSIP Theory of Action



In the Phase I SSIP Report, Utah indicated that the baseline percentage of students with disabilities proficient in grades six through eight was 14.90%. That percentage represented the total population of all disability types for those grades. In refinement of the SiMR and development of the Phase II Evaluation Plan, Utah determined that a more appropriate baseline is the percentage of students with the educational classification of SLI and SLD, which is 7.10%. Because this percentage more closely represents the targeted group of students with which Utah is working to improve proficiency, the state has determined to change the baseline percentage for the SiMR to 7.10%. As outlined in Phase I of the SSIP, Utah will increase the target percentage of proficient students with the educational classification of SLI and SLD by 2.22% each year. For FFY 2014, the target for Utah's SiMR was 9.32%. Utah's actual data was only 8.70%, which did not meet the target but which was an improvement of 1.60% over baseline. Utah is very pleased that so much progress was made during the Phase II year, as very few implementation activities occurred, and those that did were largely related to the improvement of expectation and beliefs. Utah expects to meet SiMR targets in future years.

SSIP Phase II

Infrastructure Development

1(a) Specify improvements that will be made to the State infrastructure to better support LEAs to implement and scale up EBPs to improve the SiMR for children with disabilities.

In preparation for Phase II of the SSIP, the USOE SES reassigned the special education mathematics specialist to work full time on the implementation of the SSIP. The USOE SES also assigned the Program Improvement Coordinator to supervise the implementation and evaluation of the SSIP.

During Phase I of the SSIP, Utah determined that that biggest infrastructure gap was a lack of collaboration across departments of the USOE. For many years, each department has worked independently in its own silo to provide compliance monitoring, TA and support, and professional development to LEA staff based on USOE department-identified needs. As a result, many different types of compliance monitoring and improvement efforts have been duplicated, while others have been neglected. One of the areas identified as neglected was support from the Teaching and Learning (T&L) and Student Advocacy Services (SAS) (federal programs, equity, adult education, youth in custody, and comprehensive guidance) departments to consider the needs of and participate in the improvement efforts for the achievement of students with disabilities. In an unprecedented show of support for the improvement of outcomes for students with disabilities, the directors of the T&L and SAS departments each decided to join the Director of Special Education in dedicating at least two hours of their time monthly, as well as several members of each of their staffs, to implement the SSIP.

A cross-department SSIP implementation team was formed with a team lead chosen from the USOE T&L department and a team lead chosen from the USOE SES department to align and leverage existing improvement efforts and determine the need for new ones. After the initial conversation of staff from the three departments, the CDIT determined that members from the Assessment department, the Utah MTSS project, and the Utah Personnel Development Network (UPDN) were also need to join the conversation and the SSIP implementation efforts. The CDIT was officially formed with the representation outlined below. The CDIT collaboratively determined a vision and goal and began holding regular meetings.

Table 1: USOE Cross-Department SSIP Implementation Team (CDIT)

Department	Name(s) and Position(s)
Teaching and Learning	Diana Suddreth, Director David Smith, Science Technology Engineering and Mathematics (STEM) Coordinator Joleigh Honey, Secondary Mathematics Specialist, **Team Lead**
Special Education	Glenna Gallo, Director Leah Voorhies, Program Involvement and SSIP Coordinator, **Team Lead** Kim Fratto, Effective Instruction Coordinator Becky Unker, Mathematics and SSIP Specialist
Student Advocacy Services	Ann White, Director Rebecca Donaldson, School Improvement Coordinator Lillian Tsosie-Jensen, School Counseling, Equity, and Prevention Coordinator Jeff Ojeda, School Improvement and Alternate Language Services Specialist
Assessment	Jo Ellen Shaffer, Director Todd Vawdrey, Secondary Mathematics Specialist Vacant, Elementary Mathematics Specialist
Utah MTSS Project	Catherine Callow-Heusser, Mathematics Specialist
Utah Professional Development Network	Vacant, Associate Director

Department	Name(s) and Position(s)
Team Vision	Convergent* implementation of the SSIP Theory of Action to improve mathematics outcomes for all students.
Team Goal	Collaborate across departments to create a common vision and implementation plan for the SSIP Theory of Action: high expectations and beliefs; content knowledge and effective instruction; and multi-tier systems of support.

* The CDIT decided to use the word "convergent" in the vision as a reference to the Collaboration Continuum. One of the SSIP Phase I activities undertaken in the Infrastructure Analysis was to survey USOE staff about the level of collaboration currently in the building and to make a goal to improve it. An activity related to continued improvement of USOE staff collaboration appears in the Implementation Matrix of this document.

The CDIT began its collaborative work by deconstructing the SSIP Theory of Action so that each team member felt he/she understood it well enough to speak to and answer questions about any facet. The CDIT members also shared what each department was doing that already aligned with the Coherent Improvement Strategies and began to consider other activities that might be expanded or altered to increase alignment. The CDIT members decided to attend a professional learning opportunity to bring the team together as well as provide knowledge and skill to the work of the team. Members discussed options and settled on attending the MidSchoolMath conference in Santa Fe, New Mexico, as none of the members had ever attended before; the keynote speaker, Carol Dweck, is a leader in the "mindset" field of research (improving expectations and beliefs) and session content included demonstrating EPBs and using tiered interventions in mathematics instruction.

The initial discussion of the CDIT led to organizing the next three meetings to focus on one of each of the three Coherent Improvement Strategies in the SSIP. The first of these three meetings included an in-depth examination of the baseline beliefs survey that the USOE SES undertook in the fall of 2015. Survey results are presented in Appendix A. The CDIT then brainstormed ways in which the activities that the USOE already had planned to improve 14 expectations and beliefs related to students with disabilities and mathematics proficiency and additional activities that the USOE may want to create to address this strategy.

Similarly, the second meeting focused on content knowledge and effective instruction. The USOE Secondary Mathematics specialist organized an activity to help all the CDIT members to understand the UCS in mathematics for grades six through eight. She walked the CDIT through how the standards in the three grades relate to and build on each other. The goal was to help the members begin to understand the "story" of the middle school mathematics UCS. The USOE Secondary Mathematics specialist also introduced the reference book *Principles to Actions* (2014) by the National Council of Teachers of Mathematics (NCTM) to inform the discussion of supporting LEAs in implementing the mathematics practice standards and EBPs with fidelity.

As many of the members are not mathematics content experts, this overview was immensely useful in ensuring that everyone understood what was "actually" grade-level content so that CDIT members could each recognize grade-level content and speak coherently to the need for students with disabilities to access and master it. The content experts on the CDIT are concerned that ineffective practices lead to students with disabilities taking off-grade-level mathematics courses and assessments. Thus, CDIT believes that as LEAs implement EBPs and discontinue the use of ineffective practices, students with disabilities will have more equitable access to grade-level Core content and improved proficiency rates.

During this discussion, members determined that going to visit schools to watch instruction would help CDIT members to better understand what is happening or missing in mathematics classes in Utah middle schools. Two days of schools visits have already occurred. Special education and general education math classes in sixth, seventh, and eighth grades were observed as well as a mathematics

department meeting in one school and a seventh grade mathematics professional learning community (PLC) in the other school.

The third meeting focused on MTSS. A lively discussion ensued about the processes of differentiation and tiered interventions. In fact, CDIT members were not all in agreement about the definitions, differences, and similarities between differentiation and appropriate interventions in each tier (tier I-universal, tier II-targeted, and tier III-intensive). This lack of consensus began a process to create a Utah document articulating each process and examples of EBPs that fit into each.

Future CDIT meetings agendas will continue to focus on one of the three Coherent Improvement Strategies while the CDIT works to accomplish two specific tasks.

The first task is to create products that can be used statewide to advertise and inform stakeholders about SSIP implementation. The CDIT is creating power-point slides, elevator speeches, brief handouts, white papers, and resource lists that can be incorporated into any and all presentations given by a USOE instructional staff member, including the Superintendency. Additionally, information products that provide a quick overview of the SSIP, outline root causes and Coherent Improvement Strategies, and introduce the SiMR and how Utah data aligns with national research trends, as well as activities that the USOE will be undertaking to achieve the SiMR, have been or are being developed, all leading any stakeholder to understand the SSIP Theory of Action and what role each can play in implementation. Besides increasing awareness of the SSIP and improving the state's ability to support LEAs, the major focus of these products is to help stakeholders change their expectations and beliefs about the need for students with disabilities to have access to grade-level mathematics content and the ability of students with disabilities to master grade-level mathematics content when provided with effective instruction and supports. The USOE SES has already benefitted from providing stakeholders with products to advertise the SSIP, as 1,400 copies of the executive summary of Phase I have been distributed all over the state, increasing awareness of and interest in the Theory of Action and the research that led to its creation.

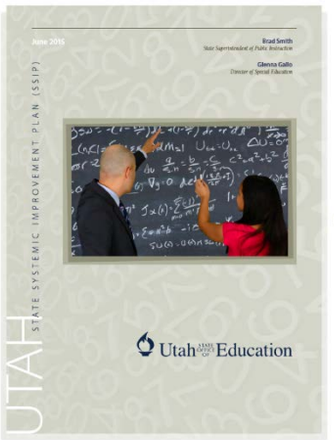


Figure 4: SSIP Executive Summary Cover

The second task of the CDIT is determine the resources and supports LEAs need from the USOE in order to be able to effectively implement the SSIP, especially the implementation and scaling up of the use of Evidence-Based Practices (EBPs), and then disseminate those resources and supports. In fact, after six months of ongoing conversations about the implementation of the SSIP, the CDIT is most concerned about how to support LEAs in implementing and scaling up the use of EBPs. The CDIT is creating a plan to align the PD and TA activities that each department already provides to LEAs with SSIP implementation, and then to expand other activities already provided to include SSIP implementation strategies. The current list of EBPs that CDIT has determined to be effective in improving student mathematical knowledge and skills is listed in section 2(a). The CDIT will continue to add to this list as strategies are implemented and found to be effective in mathematics instruction and/or intervention for students with disabilities.

The school visits the members have participated in and the CDIT's attendance at the MidSchoolMath conference, in addition to the ongoing conversations the members are having about the SSIP Theory of Action, is are laying the foundation for their ongoing work. Through collaboration, collective problem solving, planning, and SSIP implementation activities, Utah's newly aligned infrastructure will support LEAs in applying the Coherent Improvement Strategies in a sustainable manner.

Specific activities besides the establishment of and work of the CDIT to improve USOE infrastructure to support the achievement of the SIMR are outlined in the Implementation Matrix in 2(a).

1(b) Identify the steps the State will take to further align and leverage current improvement plans and initiatives in the State, including general and special education, which impact children with disabilities.

As stated in section 1(a) above, the USOE has established a CDIT to align and leverage current improvement initiatives and determine other activities that the USOE needs to undertake to accomplish the SSIP. The CDIT includes representation from SES, T&L, SAS, Assessment, the Utah MTSS project, and the UPDN.

There are four major general and special education initiatives already taking place at the USOE with which the CDIT and SSIP implementation has begun to align impacting students with disabilities. The first initiative is the Title I school improvement process required for Title I schools with proficiency rates in the bottom 15% of Utah schools. Members of the CDIT have been trained to participate in School Study Teams (SSTs), which perform the required outside evaluations of the infrastructure, administration, data analysis, instruction, and community supports of low-performing schools and then propose school improvement plans. Using the knowledge, skills, and resources created by the collaboration of the CDIT, the SST assessments and school improvement plans have a mathematics EBPs implementation focus. As the CDIT continues to accomplish the tasks of creating products to advertise SSIP implementation, and determine and provide the resources and supports that LEAs need from the USOE in order to be able to effectively implement the SSIP, especially the implementation, scaling up and sustainability of the use of EBPs, SSTs will incorporate CDIT knowledge and products improve the school improvement process.

As the lowest performing schools improve mathematics instruction, the proficiency of students in both general education and special education will increase. The improved performance of students with disabilities in grades six through eight will contribute to Utah's achievement of the SIMR. Further, as CDIT members serve on SSTs, the members will be able to share effectiveness data regarding the implementation of the school improvement plans, specifically in improving mathematics achievement beliefs and expectations, content knowledge and instruction, and MTSS in secondary settings, so that the statewide implementation of the SSIP has an ongoing feedback and continuous improvement loop. Assessment to Achievement (AtoA) is the second initiative. In 2015, the USOE appropriated more than $2,000,000 for PD experiences to teacher educators to use assessment results to improve instruction and also to hire a contractor to work with 44 of the lowest performing schools in the state that were not eligible for some other school improvement-type fiscal support. Eligible schools applied to participate in a two-year AtoA project cohort and those that were accepted are receiving systems coaching about the implementation of EBPs as identified by the contractor's experience. Another 39 schools will begin to participate in an AtoA second year cohort in 2016. The AtoA consultants hired were unaware of the mathematics instruction practice standards outlined in *Principles to Actions* (2014) by the NCTM. The CDIT has requested to collaborate with the AtoA team in an effort to align their mathematics systems coaching practices with the knowledge the CDIT is accumulating and also incorporating the NCTM mathematics practice standards.

The CDIT is expecting that by further aligning the AtoA practices with the CDIT products and resources, mathematics instruction will improve and then students' proficiency rates will increase. The improved performance of students with disabilities in grades six through eight will contribute to Utah's achievement of the SIMR. Further, as CDIT members and the AtoA contractors work together, the CDIT will be able to access AtoA effectiveness data regarding the implementation of the school improvement plans in improving mathematics achievement beliefs and expectations, content knowledge and instruction, and MTSS in secondary settings, so that the statewide implementation of the SSIP has an ongoing feedback and continuous improvement loop.

The third major initiative is the LEA special education Program Improvement Planning (PIP) process. All Utah LEAs are required to submit a special education PIP annually. Each PIP must be based on a

thorough LEA data analysis and stakeholder feedback. The USOE SES provides data drill TA meetings each spring which walk LEA staff through a comprehensive analysis of all the child count, proficiency, and Annual Performance Report (APR) data that are available. Trend data for up to five years are presented as well as comparisons between each LEA, the state data, and APR indicator targets. All LEAs that did not meet the Indicator 3 proficiency targets for mathematics are expected to include mathematics proficiency improvement goals in their PIPs. The LEAs are then required to identify any PD and TA they need to be able to accomplish their goals. The SES combines all the PD and TA requests related to mathematics and determines what universal supports to provide to LEAs in order to support them in meeting their goals. Further, the SES has a PD and TA arm (UPDN) from which LEAs can request specific, targeted support related to the implementation of the PIP. The UPDN has five regional implementation specialists/coaches so that as PD and/or TA is provided to teachers, an instructional coach is readily available in the teacher's geographic area to ensure he/she has the follow-up help needed to apply newly learned knowledge and implement newly learned skills with fidelity. As LEAs focus improvement strategies on the needs of students with disabilities, mathematics instruction will improve and the proficiency rates of students with disabilities will increase, contributing to Utah's achievement of the SIMR.

The CDIT will access the SES data about the PD and TA needs that LEAs identify in their PIPs and include those needs in the determination of the resources the USOE needs to consider providing statewide. The CDIT member from the UPDN staff will provide the other members with data about the requests for targeted PD and TA and also the effectiveness of the PD and TA provided in improving mathematics achievement beliefs and expectations, content knowledge, and instruction and MTSS secondary settings so that the statewide implementation of the SSIP has an ongoing feedback and continuous improvement loop.

The fourth major initiative at the USOE is the Utah MTSS project, funded by OSEP State Personnel Development Grant (SPDG) as well as IDEA funds. The USOE has five staff members working on the statewide implementation and scale up of MTSS. Two specialists are housed in the T&L department, including the project director, two specialists are housed in SES, including the project coordinator, and one specialist is housed in the SAS. Each specialist spends at least 75% of his/her time working on the Utah MTSS project and up to 25% of his/her time working on projects related to MTSS and assigned by his/her department director. One specialist also serves on the CDIT so that the work of the Utah MTSS project, especially related to mathematics content knowledge and effective instruction and MTSS in secondary schools for mathematics, is fully aligned with the implementation of the SSIP and CDIT is informed by the work of the Utah MTSS project. The Utah MTSS project staff have been providing systems coaching to LEAs as they implement and/or scale up an MTSS, learn to provide evidence-based professional development, and analyze data. The project staff have also provided PD and TA and coaching to LEA instructional coaches. As the CDIT creates products and resources, the Utah MTSS project staff will share those products and resources with the LEAs they coach and then in return share data about the effectiveness of those resources with the CDIT so that the statewide implementation of the SSIP has an ongoing feedback and continuous improvement loop.

As a result of the infrastructure analysis of Phase I of the SSIP, USOE has begun to align and leverage these initiatives and all instructional improvement work. USOE staff responded to a survey about where USOE efforts fall on the collaboration continuum and determined that the majority of the work fell in the "contact" range. USOE instruction staff made the goal to improve internal collaboration to move into "coordination" within the next year and to "convergence" by 2019. A copy of the Collaboration Continuum is provided in Appendix G.

Besides aligning PD and TA activities, the USOE departments of SES, T&L and SAS have already met and begun to align budget items so that all instructional activities and costs are considered by all instructional departments, moving the USOE closer to convergence. Similarly, the USOE is working on aligning all the instruction coaching PD provided which has resulted in creating a building-wide

instructional coaching process. The USOE began providing PD about coaching to educators statewide using this process and will providing the CDIT with the data from the coaching experiences of those trained for analysis in the SSIP implementation continuous improvement loop. The current iteration of the Coaching Growth Continuum is provide in Appendix I.

Specific activities including the alignment and leverage of these current USOE initiatives to improve USOE infrastructure to support the achievement the SIMR are outlined in the Implementation Matrix in 2(a); the evaluation of the effectiveness of the implementation is outlined in Evaluation Matrix in section 3(a).

1(c) Identify who will be in charge of implementing the change to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.

The team responsible for completing the work of Utah SSIP and identifying the infrastructure changes critical to implementation of this plan is the CDIT described in section 1(a). The USOE Special Education Program Improvement and SSIP Coordinator (SSIP Coordinator) is in charge of overseeing and reporting on the implementation of changes to USOE infrastructure, determining resources needed, expected outcomes, and creating timelines for completing the improvement efforts. The SSIP Coordinator and the USOE Special Education Mathematics and SSIP Specialist (SSIP Specialist) work with the LEAs to ensure alignment of SSIP implementation efforts and to evaluate outcomes of implementation activities. The SSIP Specialist as well as the CDIT support the SSIP Coordinator.

The USOE Superintendency is given a monthly report on SSIP implementation progress and support the work of the SSIP Coordinator, SSIP Specialist, and the CDIT. The USOE directors of Special Education, T&L, SAS and Assessment all participate on the CDIT and are thus deeply involved in the implementation of the SSIP and the evaluation of the effectiveness of the implementation process.

Specific activities besides the establishment of and work of the CDIT to improve USOE infrastructure as well as the resources needed, expected outcomes, and timelines for completing improvement efforts to support the achievement of the SIMR are outlined in the Implementation Matrix in 2(a).

1(d) Specify how the State will involve multiple offices within the SEA, as well as other State agencies and stakeholders in the improvement of its infrastructure.

As mentioned in section 1(a), the USOE has created the CDIT to promote collaboration across departments within the USOE and implement the SSIP Theory of Action at the state level. The CDIT chart in 1(a) details the members of the CDIT as well as their Vision and Goal.

The USOE recognizes that in order to adequately and effectively implement the SSIP and improve infrastructure, other state agencies and stakeholders must collaborate with the USOE and LEAs. To that end, the USOE SES and the CDIT have disseminated more than 1,400 copies of the executive summary of the SSIP Phase I and shared detailed information about how stakeholders can collaborate with the USOE to achieve the Coherent Improvement Strategies outlined in the SSIP.

In addition, the USOE SES Director, SSIP Coordinator, and SSIP Specialist have been meeting with stakeholders, including other state agencies to support state infrastructure improvements, solicit feedback regarding the SSIP Implementation and Evaluation Plan, and elicit support for and help with the SSIP implementation process. Further, as the CDIT creates products to advertise the SSIP and resources to share with LEAs, the members will disseminate information and resources to all of the stakeholder groups with which they interact and request that representatives from state agencies, organizations, and associations do the same.

Using the same process Utah successfully employed to solicit stakeholder input and buy-in during Phase I, the SSIP Coordinator and SSIP Specialist have guided the development of the SSIP Implementation and Evaluation Plan by going to stakeholder groups instead of just asking for representatives to attend (a) stakeholder meeting(s). By getting on the agenda of already-scheduled meetings of the state agencies and organizations that either pay for, provide, receive, participate in, or collaborate on IDEA services and issues, and/or provide expertise, Utah was able to discuss with hundreds of stakeholders how best to achieve the SIMR and receive valuable feedback about the implementation and the evaluation of the SSIP. These discussions occurred with a wide selection of stakeholders at numerous state, regional, and local meetings as well as statewide and regional conferences during the last year, and Utah reached many more stakeholders than would have participated otherwise. Further, to reach stakeholders that either don't have regular meetings or that weren't in attendance when SSIP feedback was discussed, multiple internal and external in-person and written discussions of implementation and evaluation activities were undertaken. Stakeholders that participated in the discussions include:

- USBE;
- Utah School Boards Association (USBA);
- Utah School Superintendents Association(USSA);
- Utah School Business Administrators Association (UBAA);
- Utah State Charter School Board (USCSB);
- Utah Special Education Advisory Panel (USEAP) (list of all USEAP membership and roles is located on the USEAP webpage);
- Utah LEA Special Education Directors;
- Utah Council of Administrators of Special Education (CASE);
- Other LEA staff, as invited by the Special Education Director (e.g., Superintendent, Asst. Superintendent, Directors, and Title I Directors);
- LEA Curriculum Directors;
- LEA Math Coordinators;
- LEA Assessment Directors;
- LEA Preschool Coordinators;
- Utah Middle Level Association (UMLA);
- UPDN providers and Advisory Board (includes LEA Leadership);
- Utah Parent Center (UPC) (Utah's Parent Training and Information Center (PTI));

- Utah Association of School Psychologists (UASP);
- Utah Education Association (UEA)
- Utah Parent Teacher Association (PTA);
- Utah Chapter of the Council for Exceptional Chidren (CEC);
- Utah Speech and Hearing Association (USHA)
- Utah Coordinating Council for People with Disabilities (CCPD) (members from Utah state agencies, including Vocational Rehabilitation, Department of Health, Division of Services for Persons with Disabilities, PTI, and Utah Schools for the Deaf and Blind);
- United States Department of Education (USDOE) OSEP;
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR);
- Council of Chief State School Officers (CCSSO) Network for Transforming Educator Preparation (NTEP);
- National Center for Systemic Improvement (NCSI);
- Institutes of Higher Education (IHEs) teacher preparation, leadership, and mathematics departments;
- Educators (administrators, general education and special education teachers);
- Parents;
- Paraeducators;
- Advocates (from Utah's Protection and Advocacy (P&A) and the Legislative Coalition for People with Disabilities (LCPD);
- Utah IHE Deans of Education;
- Legislators; and
- Community members (included in various committees, associations, boards, and statewide conferences).

These stakeholders have been and will continue to be included in the improvement of the USOE's infrastructure because they are vital to the success of Utah's SIMR and their efforts are valued and integral to implementation of the SSIP, as is their ongoing commitment to continue to work towards improving outcomes for students with disabilities.

In discussing how to reach as many stakeholders as possible, the CDIT has created a list of groups of stakeholders that, in addition to those already included, would be helpful to the improvement of Utah's infrastructure and address the three root causes identified in Phase I of the SSIP. The SSIP Coordinator and SSIP specialist have already reached out these groups and meetings and/or presentations have already been scheduled to discuss the role of each of these stakeholders in the implementation of the SSIP.

These stakeholders include:

- Utah School Counselors Association;
- Utah School Social Workers Association;
- Utah Secondary School Principals Association;
- Utah Elementary School Principals Association;
- Utah Council of Teachers of Mathematics (UCTM); and
- Utah Parent Council (for the Utah Division of Child Welfare Services).

Specific activities to continue to involve stakeholders in the SSIP, including improvements to the state infrastructure, the results of relevant implementation activities, and the outcomes of the evaluation plan to support the achievement of the SIMR are outlined in the Implementation Matrix in section 2(a).

Support for LEA Implementation of Evidence-Based Practices (EBPs)

2(a) Specify how the State will support LEAs in implementing the EBPs that will result in changes in the LEA, school, and provider practices to achieve the SiMR for children with disabilities.

The implementation of EBPs is the biggest concern of Utah moving forward with the SSIP. Research in mathematics EBPs for students who are struggling is behind that of literacy/English language arts (ELA) and research regarding students with disabilities and EBPs in mathematics is even less prolific. The USOE has formed the CDIT to guide the work of SSIP implementation at the state level, and the members are working together to advertise the SSIP and create resources that LEAs can implement to improve stakeholders' expectations and beliefs about the ability of students with disabilities to master mathematics content; to improve teacher content knowledge, especially that of special education teachers; to improve Core Tier I instruction using EBPs that align with the Utah Effective Teaching Standards and Indicators, and to provide evidence-based interventions within an MTSS context.

The USOE has also reached out to the NCSI state collaborative on Mathematics, the National Center on Intensive Interventions (NCII), and National Center for Educational Evaluation and Regional Assistance at the Institute of Education Sciences (IES) to begin to accumulate resources that can be shared with LEAs regarding the use of EBPs, including multi-tiered supports for students who struggle in mathematics.

The current list of EBPs that CDIT has determined to be effective in improving student mathematical knowledge and skills includes:

- Ensuring students with disabilities have access to, involvement in and make progress in the general curriculum
    - Use of Universal Design for Learning (UDL)[1] framework for engineering the instructional environment to increase engagement, representation, and action and expression
- The five anchors of differentiation[2] (and incorporating them into the NCTM's eight mathematical practice standards)
    - Response opportunities
    - Strategic instruction
    - Instructional explicitness
    - Instructional intensity
    - Instructional time
- Strategies for instructional delivery for mathematics
    - Advanced organizer
    - Concept maps
    - Concrete/Representational/Abstract (CRA)
    - Direct Instruction
    - Manipulatives
    - Modeling
    - Questioning
    - Representation
- Project FACT 4 to 6[3] (fractions intervention)
    - Figure out my approach
    - Act on it
    - Compare my reasoning with a peer's

[1] Center for Applied Special Technology (CAST), cast.org.

[2] Mathematics RTI: A Problem-Solving Approach to Creating and Effective Model by: Davis Allsopp, Patricia Alvarez Mc Hatton, Sharon Nichole Estcok Ray, Jennie L. Farmer.

[3] Kiuhara, S. A., Witzel, B., Dai, T., Rouse, A. G., & Unker, B. Understanding fractions via writing-to-learn arguments within a multi-tiered system of supports. In S. Kiuhara & B. Witzel (Chairs), *Overcoming difficult areas in mathematics for students with disabilities: Potential approaches and interventions*.

- Tie it up in a paragraph

The CDIT will continue to add to this list as strategies are implemented and found to be effective in mathematics instruction and/or intervention for students with disabilities. More in-depth information about the above EBPs can be found in Appendix F. Almost as important as implementing EBPs, is decreasing the use of practices that evidence has shown to be ineffective such as within-class grouping, ability grouping, retention, multi-grade/age classes[4] and leveled grouping, ability tracking, and low expectations[5]. The CDIT is concerned that these ineffective practices lead to students with disabilities taking off-grade-level mathematics courses and assessments. Thus, as LEAs implement EBPs and discontinue the use of ineffective practices, students with disabilities will have more equitable access to grade-level Core content.

After the intensive data and infrastructure analyses and stakeholder discussion during Phase I of the SSIP, the USOE determined that a multi-tiered approach to SSIP implementation was necessary to meet the individual needs of each LEA. Each LEA will consider its stage of implementation of EBPs for mathematics instruction and MTSS in secondary settings. For LEAs with multiple schools, the LEA will also consider the implementation stages of each school, then determine the implementation drivers that will leverage the most change within the LEA and schools. This is yet another way in which the USOE will individualize PD and TA for LEAs.

The USOE will provide "universal" supports to all LEAs in the state while providing "targeted" supports to LEAs who request PD and TA related to mathematics in their special education PIPs and then more "intensive" supports to those LEAs determined by the SSIP Phase I data and infrastructure analyses to be in a position to leverage the most change and move the state toward SIMR achievement.

The universal tier of SSIP implementation is being designed so that *all* LEAs may access in-person trainings, webinars, book studies, and materials about EBPs, etc. to support their mathematics improvement activities. The USOE SES and CDIT will use the outcome data received from these activities as part of the continuous feedback and improvement loop.

When LEAs identify in their special education PIPs that they need support to improve mathematics outcomes for students with disabilities, they also have the ability to request PD and/or TA support from the USOE and UPDN. In this manner, the USOE will provide "targeted" support to *some* LEAs who self-identify the need. In addition to providing PD and/or TA, the UPDN has five regional implementation specialists/coaches so that as PD and/or TA on EBPs is provided to teachers, an instructional coach is readily available in the teacher's geographic area to ensure he/she has the follow-up support help needed to apply newly learned knowledge and implement newly learned skills with fidelity. Eleven LEAs have already requested and begun to receive PD on the implementation of EBPs in mathematics, including Legacy Preparatory Academy, Washington County School District, Sevier School District, South Sanpete School District, Dual Immersion Academy, Esperanza Academy, Utah Connections Academy, DaVinci Academy, Open Classroom Charter School, Granite School District and Mana Academy. Each of these LEAs has co-organized the PD with the UPDN to include transfer supports, observations of implementation fidelity, and/or instructional coaching. The USOE SES and CDIT will use the fidelity of implementation data received from these PD activities as part of the continuous feedback and improvement loop.

A *few* LEAs selected during Phase I of the SSIP will receive intensive support to implement pilot projects that utilize EBPs. As projects finish successfully, the implementing LEAs will share their projects and

[4] Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

[5] National Council of Teachers of Mathematics (NCTM). (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: NCTM, National Council of Teachers of Mathematics.

findings with all other LEAs so that others benefit from the pilot projects and the use of EBPs will scale up through the state.

To achieve the improvement goal established in the SIMR, Utah determined that the USOE and LEAs must establish a strong foundation for the implementation of Coherent Improvement Strategies. As noted in the SSIP Phase I infrastructure analysis, some strategies will require significant system change efforts before positive outcomes will be observed. To effectively align Utah's improvement efforts with existing initiatives, leverage the use of scarce resources, and target interventions to provide the largest change in the shortest time frame, Utah identified pivotal LEAs for the early stages of implementation through an assessment of LEA readiness and capacity for implementation.

In the selection of initial participant LEAs and schools multiple factors were considered to evaluate implementation readiness, including: PACE, School Grades, Title I Priority or Focus School status, Utah MTSS project participation, Results-Driven Accountability (RDA) tiered monitoring level, the achievement gap between students with disabilities when compared to students without disabilities, and administrative support. In addition to these readiness factors, end-of-level statewide assessment data were reviewed to identify a subset of LEAs with a large subpopulation of students with SLI or SLD in grades six through eight scoring at the Approaching Proficient level. LEAs were selected from three size categories (large, medium, small), by population density (urban, suburban, rural), and from both school district and charter school organizational structures. This approach was selected to test effectiveness across settings, in preparation for scaling up. A subset of nine LEAs were invited for participation in the initial implementation; because these nine LEAs are receiving "intensive" support from the USOE in implementation of the SSIP, the USOE is calling them the I-9 LEAs. Five large LEAs were chosen to be I-9 LEAs: Alpine School District, Davis School District, Jordan School District, Washington School District, and Granite School District. Two medium-sized LEAs were chosen as I-9 LEAs, including Iron School District and Wasatch School District. Two small LEAs were also chosen to be I-9 LEAs, including Quest Academy and Spectrum Academy, both charter schools. The table below demonstrates the percentage and number of students that the I-9 LEAs must move from non-proficient to proficient on the SAGE test each year in order to individually achieve the SiMR or an 11.11% improvement for students with the classification of SLI or SLD in grades six through eight.

Table 2: I-9 LEA Targets by Percentage

I-9 LEA	% Proficient 2014	Target 2015	Target 2016	Target 2017	Target 2018	Target 2019
Alpine District	12.45%	14.67%	16.89%	19.11%	21.33%	23.55%
Davis District	7.96%	10.18%	12.40%	14.62%	16.84%	19.06%
Jordan District	5.44%	7.66%	9.88%	12.10%	14.32%	16.54%
Washington District	6.45%	8.67%	10.89%	13.11%	15.33%	17.55%
Granite District	4.36%	6.58%	8.80%	11.02%	13.24%	15.46%
Iron District	6.88%	9.10%	11.32%	13.54%	15.76%	17.98%
Wasatch District	9.00%	11.22%	13.44%	15.66%	17.88%	20.10%
Quest Academy	0.00%	2.22%	4.44%	6.66%	8.88%	11.10%
Spectrum Academy	0.00%	2.22%	4.44%	6.66%	8.88%	11.10%

Table 3: I-9 LEA Targets by Students

I-9 LEA	# Proficient 2014	Target 2015	Target 2016	Target 2017	Target 2018	Target 2019
Alpine District	154	212	271	329	387	445
Davis District	72	106	141	175	210	244
Jordan District	48	77	106	136	165	194
Washington District	33	51	69	87	105	123
Granite District	55	94	133	172	211	250
Iron District	13	20	27	33	40	47
Wasatch District	n/a*	13	17	21	25	29
Quest Academy	0	1	2	3	4	5
Spectrum Academy	0	1	2	3	4	5

The intensive support provided by the USOE began with a comprehensive and individualized data and infrastructure analysis in which the USOE SSIP Coordinator, the USOE SSIP Specialist, the USOE Data and Fiscal Coordinator, and a contract statistician met with each I-9 LEA to review all data the state had access to regarding the LEA and any data the LEA chose to bring to the table, including school and personnel practices. The I-9 LEAs then took the data back to LEA administration and staff to determine what type of SSIP implementation work they thought would leverage the most change in the mathematics achievement of students with disabilities but that was also aligned with the LEA's current continuous improvement plan and special education PIP.

The I-9 LEAs are each developing SSIP implementation "pilot" projects based on LEA data and LEA needs. The USOE is providing intensive support for these LEAs as the SSIP Coordinator and/or SSIP Specialist meet almost monthly with each to provide individualized support for the design of the project(s), to ensure that the projects are incorporating and/or scaling up the use of EBPs, and to evaluate the effectiveness of the project and to determine any resources needed by the LEA in order to efficiently and effectively implement the project. Resources being requested by I-9 LEAs include further data analysis, systems coaching, instructional coaching, professional development on the EBPs listed on page 20, and reimbursement awards for activities, etc. Examples of I-9 LEA project proposals are included in Appendix B.

Each I-9 LEA project has its own evaluation measure(s) embedded, and LEA staff and the SSIP Coordinator and SSIP Specialist will review the evaluation data periodically (timeline dependent on the individual project) to determine if the project is being implemented with fidelity and if desired outcomes are being achieved. USOE SES is requiring the I-9 LEAs to include implementation fidelity measures as part of their project evaluation plans. As each project is evaluated, it will be presented to the other I-9 LEAs so that they may learn from each other's successes, problem solve with one another through their barriers to success, and even discuss their failures. In this way, they will also be able to help one another figure out ways to scale up and sustain the projects and inspire each other to implement successful projects from other I-9 LEAs. All of the information collected by I-9 LEAs will also be shared with the members of the CDIT so that the USOE can track successes, barriers, fidelity of implementation, any failures, and sustainability, which will inform the knowledge base and the CDIT feedback loop described in 1(a).

Each I-9 LEA will also share information about the successes, barriers, fidelity of implementation, sustainability, and any failures related to their project(s) at each quarterly Utah Special Education Administrators (USEAM) meeting so that all LEAs in the state can benefit from the knowledge gain of the I-9 LEAs and adopt project information, contextualizing it to their data, needs and settings, and begin to

implement the projects or components of the projects, including the EBPs. I-9 LEAs will also be able to become demonstration sites for EBPs for each other and the other LEAs in the state. As I-9 LEAs increase the mathematics knowledge and skill bases of LEAs across the state, all LEAs' mathematics proficiency data, as well as statewide mathematics proficiency data, will benefit.

Many of the activities outlined in the Implementation Matrix are expected to move Utah closer to achievement of the SIMR by affecting more than one coherent strategy. But for ease of tracking and to simplify the actual Implementation Matrix, each activity is listed only once, and each activity is referenced with the Coherent Improvement Strategy component outcomes that Utah expects will be influenced by that activity. Similarly, the "component outcomes" are summarized to simplify the table and reduce space. The complete language for each component outcome can be found in the Utah SSIP Phase I document online. The phrase "students with disabilities" is also replaced with the acronym SWD to simplify and reduce space.

Utah acknowledges that as improvement activities are implemented and evaluated, Utah will have to add activities, adjust activities, and discontinue activities which will be reported in future SSIP reports. The Implementation Matrix below represents Utah's current plan to build state and LEA infrastructure, support school personnel in improving instruction and implementing EBPs, and garner parent and stakeholder support for Utah's SSIP.

Coherent Improvement Strategy I: High Expectations and Beliefs

Administrators, teachers, parents, and students will understand the utility of and expect students with disabilities to master mathematics content (resulting in Individualized Education Program (IEP) team decisions that require and scaffold grade-level Core mathematics instruction).

Table 4: **Implementation Matrix**

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
a. Use the CDIT to produce SSIP information for dissemination, recommend statewide implementation plan and review evaluation data from SSIP improvement activities.	USOE administration, CDIT	Personnel time	2015-2019
b. Create and disseminate a beliefs and expectations survey related to students with disabilities (SWD) and mathematics access and achievement.	USOE-SES, CDIT, stakeholders	Personnel time, IDEA state-level activity funds	2015-2016, 2017-2018
c. Continue to disseminate copies of the executive summary of Phase I of the SSIP to stakeholders statewide.	USOE administration, USOE instructional staff, UPDN, LEAs	Personnel time, IDEA state-level activity funds	2015-2019
d. Disseminate copies of the executive summary of Phase II of the SSIP to stakeholders statewide.	USOE administration, USOE instructional staff, UPDN, LEAs	Personnel time, IDEA state-level activity funds	2016-2019
e. Present at state and LEA conferences/meetings on purpose of SSIP and educators' roles in SiMR achievement and how their expectations and beliefs affect supports provided to SWD, course-taking patterns, and college and career readiness.	CDIT, USOE-SES and administration, UPDN, UMTSS, LEAs	Personnel time, IDEA state-level activity funds, state funds, SPDG funds, LEA funds	2015-2017
f. Present at state and local conferences/meetings on purpose of SSIP and parents' roles in SiMR achievement and how their expectations and beliefs affect how IEPs are written, what services	CDIT, USOE-SES and administration, LEAs	Personnel time, IDEA state-level activity funds, state funds, LEA funds	2015-2017

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
SWD receive, course-taking patterns, and college and career readiness.			
g. Discuss expectation and beliefs during parent intakes, add at least one slide about expectation and beliefs to the IEP parent workshops; add at least two content items to UPC website which address expectations and beliefs; train UPC staff once annually on this topic; include at least one item in the UPC emails or social media about mastering grade-level mathematics; create a math resource list to assist parents in helping their children learn grade-level mathematics content.	UPC	Personnel time, UPC funds	2015-2019
h. Present SSIP overview and information about EBPs at Utah Council of Teachers of Mathematics (UCTM).	CDIT and USOE-SES	Personnel time	2016-2017
i. Provide PD and TA to teachers of students with significant cognitive disabilities.	USOE-SES and UPDN	Personnel time, IDEA state-level activity funds	2015-2019
j. Engage a public relations firm to create and disseminate a statewide public awareness campaign about the SSIP.	USOE-SES	Personnel time, IDEA state-level activity funds	2016-2019
k. Present at state and LEA conferences/meetings on the progress of the SSIP and review purpose of SSIP and educators' roles in SiMR achievement and how their expectations and beliefs affect supports provided to SWD, course-taking patterns, and college and career readiness.	CDIT, USOE-SES and administration, UPDN, Utah MTSS project, LEAs	Personnel time, IDEA state-level activity funds, state funds, SPDG funds, LEA funds	2016-2019
l. Present at state and local conferences/meetings on the progress of the SSIP and review the purpose of SSIP and parents' roles in SiMR achievement and how their expectations and beliefs affect how IEPs are written, what services SWD receive, course-taking patterns, and college and career readiness	CDIT, USOE-SES and administration, LEAs	Personnel time, IDEA state-level activity funds, state funds, LEA funds	2016-2019
m. Facilitate a book study on *Mindset*, by Carol Dweck, or *Mathematics Mindsets* by Jo Boaler, for educators.	USOE-SES	Personnel time, IDEA state-level activity funds	2016-2018
n. Continue to align USOE initiatives and all instructional improvement efforts to move the USOE along the collaboration continuum.	USOE instructional staff and administration, CDIT, Utah MTSS project, UPDN, (Assessment to Achievement), LEAs	Personnel time, state funds, IDEA state-level activity funds, state funds	2015-2019
o. Request increased funding for public education, especially programs and services for SWD.	USOE administration, policy makers, stakeholders	Personnel time, state and local funding	2015-2019

Table 5: **Strategy Matrix**

Strategy and Component	Component Outcomes	Component Activities (Outputs)
Strategy I, Component 1: Inclusion on Grade Level Core, Assessment, Graduation Requirements, and College and Career Ready (CCR) Plans	All stakeholders will: Understand the utility of and expect SWD to master mathematics content resulting in IEP Team decisions that require and scaffold grade-level Core instruction.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.h., I.i., I.j., I.k., I.l., I.m., I.n., I.o., II.d., II.i., II.j., II.k., II.q., III.a., III.b., III.c., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy I, Component 1: Inclusion on Grade Level Core, Assessment, Graduation Requirements, and College and Career Ready (CCR) Plans	SWD will: Believe they are capable of mastering mathematics content.	I.b.
Strategy I, Component 1: Inclusion on Grade Level Core, Assessment, Graduation Requirements, and College and Career Ready (CCR) Plans	Educators and parents will: Expect SWD to enroll in grade-appropriate courses, take the aligned grade-appropriate assessments, and choose not to use the IEP process to allow substitutions for mathematics courses.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.h., I.i., I.j., I.k., I.l., I.m., I.n., II.d., II.i., II.j., II.k., II.q., III.a., III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy I, Component 1: Inclusion on Grade Level Core, Assessment, Graduation Requirements, and College and Career Ready (CCR) Plans	School Counselors will: Write college and career plans that expect students to enroll in grade-appropriate courses and access necessary supports for success.	I.a, I.b., I.c., I.d., I.e., I.k., I.m., II.d, II.k., III.a., III.b., III.c., III.g.
Strategy I, Component 2: Leadership	Policy makers (Legislature, USBE, local boards) will: Establish policies that support students' efforts to enter career or college "mathematics ready" and not requiring remediation.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.j., I.k., I.j., I.n., I.o.
Strategy I, Component 2: Leadership	PTA/UPC will: Reinforce the message that SWD can master grade-level content and need to do so to be college and career ready.	I.a., I.b., I.c., I.d., I.f., I.g., I.j., I.l., I.o.
Strategy I, Component 2: Leadership	LEAs, administrators and teacher leaders will: Require that SWD have access to grade-level universal Core instruction and required additional services and supports.	I.a., I.b., I.c., I.d., I.e., I.h., I.i., I.j., I.k., I.m., I.o., II.d., II.i., II.j., II.k., II.q., III.a., III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy I, Component 3: Preservice and Inservice Professional Learning	SOE and IHEs will: Work with CEEDAR to ensure that IHE instructors and preservice educators agree that with appropriate evidence-based instruction all students can master grade-level content.	I.a., I.b., I.c., I.d, I.j., II.p., II.q., III.a., III.b., III.c., III.e., III.f.
Strategy I, Component 3: Preservice and Inservice Professional Learning	IHE coursework will: Prepare preservice teachers and administrators to believe SWD can master mathematics standards, refrain from using deficit language, and prepare all educators to	I.a., I.b., I.c., I.d., I.j., II.p., II.q., III.a., III.b., III.c., III.e., III.f.

Strategy and Component	Component Outcomes	Component Activities (Outputs)
	believe they can deliver instruction so that students can access grade-level standards.	
Strategy I, Component 3: Preservice and Inservice Professional Learning	IHE coursework will: Prepare preservice counselors and school psychologists to reject the mindset that a cognitive score instead of effective instruction determines a students' ability to master mathematics, and instill in administrators, educators, Related Service (RS) providers, and paraeducators the concepts that SWD can master mathematics, educators can deliver, and RS providers are prepared to support the instruction needed for students to achieve mastery.	I.a., I.b., I.c., I.d., I.j., I.k., I.m, II.e., II.f., II.g., II.o., II.p., II.q., III.a, II.b., III.c.
Strategy I, Component 4: Data and EBPs and Decisions	USOE will: Collect and analyze data about stakeholder attitudes and beliefs.	I.b., I.k., II.d., III.g., III.j.
Strategy I, Component 4: Data and EBPs and Decisions	USOE will: Provide data drill meetings to help LEA staff understand and make decisions based on their LEA data.	III.d.
Strategy I, Component 4: Data and EBPs and Decisions	LEAs and schools will: Collect and analyze data about attitudes and beliefs, mathematics course enrollment and passing rates, instructionally relevant assessment, and other mathematics data available at the LEA and/or school.	I.b., I.k., II.d., III.d., III.g., III.h., III.i., III.j.
Strategy I, Component 5: Active Engagement of All School Personnel	USOE, administrators, general educators, special educators, and schools will: Engage in the work of improving students' mathematics content mastery together and agree that SWD are general education students first.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.h., I.i., I.j., I.k., I.l., I.m., I.n., I.o., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.n., II.o., II.q., II.r., II.s, II.u., II.v., II.w., III.a., III.b., III.c., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy I, Component 5: Active Engagement of All School Personnel	School counselors will: Organize the master schedule to allow grade-appropriate mathematics courses along with supplemental courses and/or supports, and meet with all students to develop CCR plans that address mathematics needs for college and career success.	I.a, I.b., I.c., I.d., I.e., I.k., I.m., II.b., II.c., II.d., II.e., II.f., II.g., II.i., II.k., II.q., II.r., II.s, II.u., II.w., III.a., III.b., III.c., III.g.
Strategy I, Component 5: Active Engagement of All School Personnel	Speech Language Pathologists (SLPs) will: Recognize they can contribute to improving achievement by providing evidence-based instruction, including mathematics vocabulary and linguistic concepts.	I.a, I.b., I.c., I.d., I.e., I.k., I.m., II.b., II.c., II.d., II.e., II.f., II.g., II.i., II.k., II.q., II.r., II.s, II.u., II.w., III.a., III.b., III.c., III.g.

Strategy and Component	Component Outcomes	Component Activities (Outputs)
Strategy I, Component 6: IEP Team Decisions	IEP Teams will: Believe students can master grade-level content, write IEP goals to reflect that belief and that require enrollment in grade-level mathematics courses, and determine supports needed for each student to be successful.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.h., I.i., I.j., I.k., I.l., I.m., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.q., II.r., II.s, II.v., III.a., III.b., III.c., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy I, Component 6: IEP Team Decisions	LEAs will: Analyze indicator 5, LRE, data and create PIP goals to improve it.	III.d.
Strategy I, Component 7: Fiscal Supports	Policy Makers (Legislature, USBE, local boards) will: Believe that giving educators needed tools to provide effective instruction will improve achievement and agree they need to provide additional funding to support and coach educators in the process of improving mathematics instruction.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.j., I.k., I.j., I.n., I.o., II.u., II.v.
Strategy I, Component 7: Fiscal Supports	USOE SES will: Allocate IDEA state-level activity funds to support special educators in improving mathematics instruction for all students.	I.a., I.b., I.c., I.d., I.e., I.f., I.h., I.i., I.j., I.k., I.l., I.m., I.o., II.a., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.k., II.l., II.m., II.o., II.p., II.q., II.r., II.s, II.t., II.u., II.v., II.w., III.a, III.d., III.e., III.f., III.g., III.h., III.i.
Strategy I, Component 7: Fiscal Supports	LEAs and schools will: Allocate funds and resources in accordance with their belief that all students, including SWD, can enroll and be successful when given high quality Core instruction.	I.a., I.b., I.c., I.d., I.e., I.f., I.h., I.i., I.j., I.k., I.l., I.m., I.o., II.d., II.e., II.f., II.g., II.h., II.m., II.q., II.r., II.u., II.v., II.w., III.a., III.b., III.c., III.e., III.f., III.g., III.h., III.i., III.j.

Coherent Improvement Strategy II: Content Knowledge and Effective Instruction

General education and special education teacher understanding of mathematics standards and effective instruction will improve.

Table 6: Implementation Matrix II

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
a. Facilitate a book study on *Principles to Actions*, or *5 Practices for Orchestrating Mathematics Discussions*, by NCTM, for administrators.	USOE-SES	Personnel time, IDEA state-level activity funds	2015-2016
b. Facilitate a hybrid face-to-face and online book study on *Principles to Actions,* by NCTM, for educators.	USOE-T&L, contractors	Personnel time, state funds	2015-2017

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
c. Facilitate and archive online a book study and webinar on the Mathematics Practice Standards published by NCTM for educators.	UPDN	Personnel time, IDEA state-level activity funds	2015-2019
d. Facilitate an annual co-teaching cohort of general and special education teachers focusing on both EBPs in co-teaching as well as mathematics content and instruction and intervention using EBPs.	USOE-SES, UPDN, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2015-2019
e. Support I-9 LEAs in creating and implementing pilot projects using EBPs.	USOE-SES, CDIT, UPDN, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2015-2019
f. Support I-9 LEAs in scaling up effective pilot projects using EBPs.	USOE-SES, CDIT, UPDN, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2016-2019
g. Support LEAs in adopting and implementing successful I-9 LEA pilot projects using EBPs.	USOE-SES, CDIT, UPDN, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2016-2019
h. Provide LEA-selected I-9 LEA staff with intensive PD, including workshops, webinars and lesson studies, on the implementation of the EBPs in mathematics for grades six through eight.	USOE-SES, UPDN, contractors	Personnel time, IDEA state-level activity funds, LEA funds	2015-2016
i. Provide professional development on Universal Design for Learning (UDL) within the context of mathematics instruction to general and special education staff.	USOE-SES, UPDN	Personnel time, IDEA state-level activity funds	2015-2016
j. Provide special education administrators an overview of an EBP in the SpEdOmeter newsletter monthly.	USOE-SES	Personnel time	2015-2019
k. Blog about of the use EPBs for mathematics, and practices that evidence demonstrates are not effective on a weekly basis for educators and other stakeholders.	USOE-SES, CDIT	Personnel time, IDEA state-level activity funds	2016-2019
l. Provide a monthly resource to I-9 LEA special education directors regarding mathematics instruction and assessment resources (e-mail links, research articles, books, etc.).	USOE-SES, CDIT, UPDN	Personnel time, IDEA state-level activity funds	2015-2019
m. Attend the MidSchoolMath Conference.	CDIT	Personnel time, IDEA state-level activity funds, LEA funds	2016-2019
n. Work with the School Improvement Section of the Student Advocacy Services department on School Study Teams (SSTs) to ensure mathematics proficiency improvements are considered during the school improvement process for the lowest-performing Title I schools.	CDIT, USOE-SAS including School Improvement	Personnel time, Title I School Improvement funds, LEA funds	2015-2019

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
o. Provide PD and TA regarding mathematics improvements to LEAs based on their special education PIPs.	USOE-SES, UPDN, UMTSS	Personnel time, IDEA state-level activity funds, SPDG funds	2015-2019
p. Work with CEEDAR and CCSSO's NTEP to align courses for special education preservice programs and mathematics endorsement courses.	USOE-SES, USOE-T&L mathematics staff, IHEs, CEEDAR, CCSSO	Personnel time, IDEA state-level activity funds, CEEDAR funds, CCSSO funds	2015-2016
q. Create courses and a cohort of teachers to earn the special education mathematics endorsement.	USOE-SES, UPDN, LEA staff, contractors	Personnel time, IDEA state-level activity funds, LEA funds	2016-2019
r. Provide a five-day Foundations of Mathematics course for I-9 LEA staff to kick off their pilot project work.	USOE-SES, contractors	Personnel time, IDEA state-level activity funds, LEA funds	2015-2016
s. Provide co-sponsorships to Utah agencies and associations (CEC, UASP, UCTM, CASE) for conferences and conference sessions that address mathematics achievement and any of the three Coherent Improvement Strategies.	USOE-SES, select Utah agencies and associations	Personnel time, IDEA state-level activity funds, Utah agency and association funds	2015-2019
t. Participate in the NCSI Mathematics State Collaborative.	USOE-SES , CDIT, NCSI	Personnel time, IDEA state-level activity funds, NCSI funds	2015-2019
u. Collaborate with AtoA to provide systems coaching, PD and TA regarding EPBs and intervention for mathematics to low-performing schools participating in the initiative.	CDIT, USOE instructional staff, contractors	Personnel time, IDEA state-level activity funds, state funds, LEA funds	2015-2017
v. Provide PD and TA to administrators and educators about effective instructional coaching for mathematics and how to conduct fidelity checks of implementation.	USOE instructional staff, UPDN, contractors	Personnel time, IDEA state-level activity funds, state funds, LEA funds	2015-2017
w. Provide PD and TA to educators about developing, delivering, and evaluating PD, including the provision of transfer supports, using the seven step Effective Professional Development Cycle.	USOE instructional staff, UPDN, UMTSS, LEAs, select Utah agencies and associations	Personnel time, IDEA state-level activity funds, SPDG funds, LEA funds, select Utah agency and association funds	2015-2019

Table 7: Strategy Matrix II

Strategy and Component	Component Outcomes	Component Activities (Outputs)
Strategy II, Component 1: Mathematics Content and Pedagogy to Provide Effective Instruction Through UDL and Evidence-Based Interventions	Educators will: Be properly licensed and endorsed to teach grade-level mathematics courses.	I.n., I.o., II.d., II.p., II.q., III.e.
Strategy II, Component 1: Mathematics Content and Pedagogy to Provide Effective	Educators will: Deliver high-quality universal instruction aligned with grade-level appropriate Core	I.a., I.b., I.c., I.d., I.e., I.h., I.i., I.j., I.k., I.m., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k.,

Strategy and Component	Component Outcomes	Component Activities (Outputs)
Instruction Through UDL and Evidence-Based Interventions	using the Utah Effective Educator Standards and use UDL principles to provide universal Core instruction and provide evidence-based supports and interventions.	II.l., II.n., II.o., II.q., II.r., II.s, II.u., II.v., II.w., III.a., III.b., III.c., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy II, Component 2: Leadership	USOE, LEAs, administrators, and teacher leaders will: Require that all teachers of record are properly licensed and endorsed to teach grade-appropriate mathematics content and that teachers of record use UDL and EBPs and provide all necessary supports so SWD can be instructed in inclusive settings.	I.n., I.o., II.d., II.p., II.q., III.e.
Strategy II, Component 2: Leadership	USOE, LEAs , administrators, and teacher leaders will: Provide high-quality coaching to new and struggling educators to improve instructional skills.	II.v, III.h.
Strategy II, Component 2: Leadership	PTA/UPC will: Reinforce the message that SWD can master grade level universal Core content through the use of evidence-based instructional strategies, and need to do so to be college and career ready.	I.a., I.b., I.c., I.d., I.f., I.g., I.j., I.l., I.o.
Strategy II, Component 2: Leadership	LEA administrators, and teacher leaders will: Organize the school schedule so educators have time to work in teams, sharing successes and problem solving as well as collaborate to improve access to inclusive settings, grade level content, and specialized instruction.	I.a, I.b., I.c., I.d., I.e., I.k., I.m., II.b., II.c., II.d., II.e., II.f., II.g., II.i., II.k., II.q., II.r., II.s, II.u., II.w., III.a., III.b., III.c., III.g.
Strategy II, Component 2: Leadership	Principals, teacher leaders, and/or RS providers will: Facilitate student problem-solving teams to discuss achievement and determine supports and interventions needed to catch struggling students up.	I.a, I.b., I.c., I.d., I.e., I.k., I.m., II.b., II.c., II.d., II.e., II.f., II.g., II.i., II.k., II.q., II.r., II.s, II.u., II.w., III.a., III.b., III.c., III.g.
Strategy II, Component 3: Preservice and Inservice Professional Learning	Utah will: Increase the number of educators who are properly licensed and endorsed to deliver evidence-based instruction in grade-appropriate mathematics content to all students.	I.n., I.o., II.d., II.p., II.q., III.e.
Strategy II, Component 3: Preservice and Inservice Professional Learning	USOE and IHEs will: Work with CEEDAR to ensure that IHE instructors and preservice programs focus sufficient coursework on content and pedagogy to prepare teachers to provide successful Core instruction and interventions.	I.a., I.b., I.c., I.d, I.j., II.p., II.q., III.a., III.b., III.c., III.e., III.f.

Strategy and Component	Component Outcomes	Component Activities (Outputs)
Strategy II, Component 3: Preservice and Inservice Professional Learning	Inservice professional learning will: Strengthen general and special educators' knowledge of content and pedagogy and be prepared to teach SWD in the LRE.	I.a., I.b., I.c., I.d., I.e., I.h., I.i., I.j., I.k., I.m., I.n., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.m., II.n., II.o., II.q., II.r., II.s, II.u., II.v., II.w., III.a., III.b., III.c., III.e., III.f., III.h., III.i., III.j.
Strategy II, Component 3: Preservice and Inservice Professional Learning	Inservice professional learning will: Enable RS providers and paraeducators to understand their roles in providing and/or supporting effective mathematics instruction.	I.a., I.b., I.c., I.d., I.j., I.k., I.m, II.e., II.f., II.g., II.o., II.p., III.a, III.b., III.c.
Strategy II, Component 4: Data and EBPs and Decisions	USOE will: Collect and analyze data about the mathematics proficiency of all students and make decisions about the supports (PD and TA) provided to LEAs based on the data analysis.	III.d.
Strategy II, Component 4: Data and EBPs and Decisions	USOE will: Provide data drill meetings to help LEAs understand and make decisions based on their LEA data.	III.d.
Strategy II, Component 4: Data and EBPs and Decisions	LEAs and schools will: Collect and analyze data about instructionally-relevant assessments and make decisions about the supports provided to schools based on the data analysis.	II.d., III.d., III.g., III.h., III.i., III.j.
Strategy II, Component 4: Data and EBPs and Decisions	Schools will: Collect and analyze data about instructionally relevant assessments and make decisions about the supports provided to teachers, RS providers, and paraeducators based on the data analysis.	II.d., II.e., II.f., II.g., II.o., III.d., III.g., III.h., III.i., III.j.
Strategy II, Component 4: Data and EBPs and Decisions	Schools will: Work in teams to analyze the mathematics achievement data of individual students to determine any interventions and supports needed to assist struggling students mastering grade-level content.	II.d., II.e., II.f., II.g., II.o., III.d., III.g., III.h., III.i., III.j.
Strategy II, Component 5: Active Engagement of All School Personnel	Administrators, general educators, special educators, RS providers, and paraeducators will: Collaborate to provide highly effective, evidence-based Core instruction based on grade-level standards as well as evidence-based interventions to struggling students.	I.a., I.b., I.c., I.d., I.e., I.h., I.i., I.j., I.k., I.m., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.m., II.n., II.o., II.q., II.r., II.s, II.u., II.v., II.w., III.a., III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.

Strategy and Component	Component Outcomes	Component Activities (Outputs)
Strategy II, Component 6: IEP Team Decisions	IEP Teams will: Ensure students are educated in the LRE, have access to general education curriculum, consider how students' disabilities impact the students' progress and involvement in the general education curriculum, and monitor response to specialized instruction.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.h., I.i., I.j., I.k., I.l., I.m., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.q., II.r., II.s, II.v., III.a., III.b., III.c., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy II, Component 7: Fiscal Supports	Policy Makers (Legislature, USBE, local boards) will: Provide additional funding to support and coach educators in improving mathematics instruction for all students.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.j., I.k., I.l., I.n., I.o., II.u., III.g., III.h.
Strategy II, Component 7: Fiscal Supports	USOE SES will: Allocate IDEA state-level activity funds to support special educators in improving mathematics instruction for all students.	I.a., I.c., I.d., I.e., I.f., I.h., I.i., I.j., I.k., I.l., I.m., I.o., II.a., II.c., II.d., II.e., II.f., II.g., II.h.,II.i., II.k., II.l., II.m., II.o., II.p., II.q., II.r., II.s, II.t., II.u., II.v., II.w., III.a, III.d., III.e., III.f., III.g., III.h., III.i.
Strategy II, Component 7: Fiscal Supports	LEAs and schools will: Allocate funds and resources in accordance with their belief that all students can enroll and be successful when given high quality Core instruction.	I.a., I.b., I.c., I.d., I.e., I.f., I.h., I.i., I.j., I.k., I.l., I.m., I.o., II.d., II.e., II.f., II.g., II.h., II.m., II.q., II.r., II.u., II.v., II.w., III.a., III.b., III.c., III.e., III.f., III.g., III.h., III.i., III.j.

Coherent Improvement Strategy III: MTSS in Secondary Settings

The state and local educational agencies will increase general education and instructional support and interventions in secondary settings, to scaffold mathematics Core standards as they become more rigorous and abstract.

Table 8: Implementation Matrix III

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
a. Create an online training module describing systems and instructional components required to implement an MTSS for mathematics.	UMTSS, CDIT	Personnel time, IDEA state-level activity funds, SPDG funds	2016-2019
b. Update the Utah three-tiered mathematics instruction and intervention document and disseminate statewide.	USOE mathematics section, CDIT, LEA staff	Personnel time, state funds	2016-2019
c. Create a document visually articulating and explaining definitions of UDL v. accommodations v. tiered instruction (each tier), and v. specialized instruction and the EBPs for mathematics that fit into each process.	USOE instructional staff, LEAs	Personnel time	2016-2018
d. Provide annual data drill TA meetings that explain LEA data child count and proficiency data and teach	USOE-SES	Personnel time, IDEA state-level activity funds	2015-2019

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
LEAs how to identify root causes and then how to turn root causes into PIP goals.			
e. Use the CEEDAR Course Enhancing Modules to supplement mathematics professional learning opportunities for educators (http://ceedar.education.ufl.edu/cems/).	USOE-SES, CDIT, USOE-T&L mathematics staff, UPDN, IHEs, LEAs	Personnel time, IDEA state-level activity funds, CEEDAR website, LEA funds	2015-2016
f. Provide PD and TA to educators on the mathematics Coherence Map (www. achievethecore.org) and how to use it to scaffold the learning of struggling students.	USOE-SES, CDIT, USOE-T&L mathematics staff, UPDN, IHEs, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2015-2019
g. Provide systems coaching to LEAs and/or schools as they implement and/or scale up an MTSS related to mathematics.	USOE-SES, UMTSS, UPDN, LEAs	Personnel time, IDEA state-level activity funds, SPDG funds, LEA funds	2015-2017
h. Provide instructional coaching to educators using the Coaching Growth Continuum as they implement EBPs, and discontinue the use of ineffective practices in mathematics instruction.	USOE-SES, UMTSS, UPDN, LEAs	Personnel time, IDEA state-level activity funds, SPDG funds, LEA funds	2015-2019
i. Provide access to the WestEd Formative Assessments Insights course to preservice educators, current administrators, and educators providing mathematics instruction.	CDIT, USOE instructional staff, LEAs, WestEd	Personnel time, IDEA state-level activity funds, state funds, LEA funds, IHE funds	2015-2019
j. Provide Sheltered Instruction Observation Protocol (SIOP) training specifically related to mathematics to educators.	USOE SAS, LEAs	Personnel time, state funds, LEA funds	2015-2019

Table 9: Strategy Matrix III

Strategy and Component	Component Outcomes	Component Activities (Outputs)
Strategy III, Component 1: Infrastructure, Scale, and Fidelity	USOE will: Create a collaborative plan to provide LEAs with the professional learning opportunities and TA needed to develop infrastructure for, implement and analyze the fidelity of, and scale up an MTSS.	I.a., I.c., I.d., I.e., I.h., I.i., I.k., I.m., I.n., I.o., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.i., II.k., II.l., II.m., II.n., II.o., II.p., II.q., II.r., II.s., II.t., II.u., II.v., II.w., III.a, III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy III, Component 1: Infrastructure, Scale, and Fidelity	LEAs will: Analyze their infrastructures and MTSS frameworks and create plans to move from their current stage of implementation through to full implementation.	I.a., I.c., I.d., I.e., I.h., I.i., I.k., I.m., I.o., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.i., II.k., II.l., II.m., II.n., II.o., II.p., II.q., II.r., II.s., II.u., II.v., II.w., III.a, III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy III, Component 1: Infrastructure, Scale, and Fidelity	Schools will: Analyze their infrastructures and MTSS frameworks and create plans to move from	I.a., I.c., I.d., I.e., I.h., I.i., I.k., I.m., I.o., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.i., II.k., II.l., II.m., II.n., II.o., II.p.,

Strategy and Component	Component Outcomes	Component Activities (Outputs)
	their current stage of implementation through to full implementation.	II.q., II.r., II.s., II.u., II.v., II.w., III.a, III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy III, Component 2: Leadership	USOE will: Model an MTSS by providing LEAs with professional learning and TA based on each LEA's state of implementation and need to develop the infrastructure for or to scale up an MTSS.	I.a., I.c., I.d., I.e., I.h., I.i., I.k., I.m., I.n., I.o., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.i., II.k., II.l., II.m., II.n., II.o., II.p., II.q., II.r., II.s., II.t., II.u., II.v., II.w., III.a, III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy III, Component 2: Leadership	USOE and LEA staff will: Understand and apply the components of evidenced-based PD.	I.a., I.c., I.d., I.e., I.f., I.h., I.i., I.k., I.l., I.m., I.n., I.o., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.i., II.k., II.l., II.n., II.o., II.p., II.q., II.r., II.s., II.t., II.u., II.v., II.w., III.a, III.d., III.e., III.f., III.i., III.j.
Strategy III, Component 2: Leadership	UPC will: Reinforce the message that SWD require access to grade-level content and evidence-based instructional strategies as well as any required services and supports regardless of severity of disability in order to be college and career ready.	I.a., I.b., I.c., I.d., I.f., I.g., I.j., I.l., I.o.
Strategy III, Component 2: Leadership	LEAs will: Model an MTSS by providing schools with PD and TA based on each stage of implementation and need and provide systems and instructional coaching to develop the infrastructure for or to scale up an MTSS.	I.a., I.c., I.d., I.e., I.h., I.i., I.k., I.m., I.n., I.o., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.i., II.k., II.l., II.m., II.n., II.o., II.p., II.q., II.r., II.s., II.t., II.u., II.v., II.w., III.a, III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy III, Component 2: Leadership	LEAs, administrators, school counselors, and teacher leaders will: Organize the school schedules so that times/periods exist for teachers to provide interventions and have common planning.	I.a, I.c., I.d., I.o., II.d., II.e., II.f., II.g., II.o., III.d., III.g., III.h., III.i., III.j.
Strategy III, Component 2: Leadership	School administrators, teacher leaders, and/or RS providers will: Facilitate student problem-solving teams to discuss the achievement of struggling students, determine what interventions and supports are needed, and implement fidelity checks.	I.a., I.c., I.d., I.o., II.d., II.e., II.f., II.g., II.o., III.d., III.g., III.h., III.i., III.j.
Strategy III, Component 3: Preservice and Inservice Professional Learning	USOE and IHEs will: Work with CEEDAR to ensure that IHE preservice programs focus sufficient coursework for all educator on the components of and their role in an MTSS.	I.a., I.b., I.c., I.d, I.j., II.p., II.q., III.a., III.b., III.c., III.e., III.f.

Strategy and Component	Component Outcomes	Component Activities (Outputs)
Strategy III, Component 3: Preservice and Inservice Professional Learning	IHE coursework will: Enable all educators to understand the components of and their role in an MTSS.	I.a., I.b., I.c., I.d, I.j., II.p., II.q., III.a., III.b., III.c., III.e., III.f.
Strategy III, Component 3: Preservice and Inservice Professional Learning	Evidence-based inservice professional learning will: Strengthen educators' understanding of the components of and the role of all educators in an MTSS as well as implementation science to improve implementation fidelity.	I.a., I.b., I.c., I.d., I.e., I.h., I.i., I.j., I.k., I.m., I.n., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.m., II.n., II.o., II.q., II.r., II.s, II.u., II.v., II.w., III.a., III.b., III.c., III.e., III.f., III.h., III.i., III.j.
Strategy III, Component 3: Preservice and Inservice Professional Learning	Evidence-based inservice professional learning will: Enable RS providers to understand the components of and their role in an MTSS as well as improve collaboration to align their roles and responsibilities with all educators within an MTSS.	I.a., I.b., I.c., I.d., I.j., I.k., I.m, II.e., II.f., II.g., II.o., II.p., III.a, III.b., III.c.
Strategy III, Component 4: Data and EBPs and Decisions	USOE will: Use the SSIP Phase I to align efforts and collaborate across departments, model MTSS, and use implementation science to provide LEAs with support based on their level of stage of implementation, then scale up efforts across the state to achieve the SIMR.	I.a., I.b. I.c., I.d., I.e., I.f., I.h., I.i., I.j., I.k., I.m., I.n., I.o., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.m., II.n., II.o., II.p., II.q., II.r.,II.s., II.t., II.u., II.v., II.w., III.a, III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy III, Component 4: Data and EBPs and Decisions	USOE will: Continue to provide data drill meetings to help LEAs understand their data so they can make informed decisions about MTSS implementation.	III.d.
Strategy III, Component 4: Data and EBPs and Decisions	LEAs will: Use LEA and school data and implementation stage to make decisions about the supports they provide to schools.	II.d., III.d., III.g., III.h., III.i., III.j.
Strategy III, Component 4: Data and EBPs and Decisions	LEAs will: Model an MTSS by providing support to schools based on their stage of implementation and need and provide educators with support based on data analysis.	II.d., III.d., III.g., III.h., III.i., III.j.
Strategy III, Component 4: Data and EBPs and Decisions	Schools will: Work in teams to analyze mathematics achievement data to determine interventions and supports to provide struggling students.	II.d., II.e., II.f., II.g., II.o., III.d., III.g., III.h., III.i., III.j.
Strategy III, Component 4: Data and EBPs and Decisions	IEP Teams will: Analyze available mathematics data for individual students with disabilities to write	III.h., III.i., III.j.

Strategy and Component	Component Outcomes	Component Activities (Outputs)
	IEPs that will support mastery of grade-appropriate content.	
Strategy III, Component 5: Active Engagement of All School Personnel	Educators will: Collaborate to implement and MTSS with fidelity and enable all stakeholders to continue movement along the collaboration continuum.	I.a., I.b., I.c., I.d., I.e., I.h., I.i., I.j., I.k., I.m., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.m., II.n., II.o., II.q., II.r., II.s, II.u., II.v., II.w., III.a., III.b., III.c., III.d., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy III, Component 6: IEP Team Decisions	IEP Teams will: Analyze mathematics data and write IEPs that support SWD mastery of grade-appropriate content.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.h., I.i., I.j., I.k., I.l., I.m., II.a., II.b., II.c., II.d., II.e., II.f., II.g., II.h., II.i., II.j., II.k., II.l., II.q., II.r., II.s, II.v., III.a., III.b., III.c., III.e., III.f., III.g., III.h., III.i., III.j.
Strategy III, Component 7: Fiscal Supports	Policy Makers (Legislature, USBE, local boards) will: Provide IHEs, USOE, LEAs, schools, and educators more funding to implement MTSS with fidelity.	I.a., I.b., I.c., I.d., I.e., I.f., I.g., I.j., I.k., I.l., I.n., I.o., II.u., III.g., III.h.
Strategy III, Component 7: Fiscal Supports	USOE, LEAs and schools will: Allocate funds to support LEAs and schools in the creation of or the scaling up of an MTSS.	I.a., I.c., I.d., I.e., I.f., I.h., I.i., I.j., I.k., I.l., I.m., I.o., II.a., II.c., II.d., II.e., II.f., II.g., II.h.,II.i., II.k., II.l., II.m., II.o., II.p., II.q., II.r., II.s, II.t., II.u., II.v., II.w., III.a, III.d., III.e., III.f., III.g., III.h., III.i.

2(b) Identify steps and specific activities needed to implement the coherent improvement strategies. Include communication strategies, stakeholder involvement, how identified barriers will be addressed; and who will implement activities and strategies; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.

As outlined in the Implementation Matrix in section 2(a), the USOE has determined short and long term activities (outputs) for each that will ensure Utah addresses all of the identified components of each Coherent Improvement Strategy. The implementation matrix identifies who is responsible for implementing each activity, the resources (inputs) needed to implement the activity and the timeline for implementing the activity.

The SSIP Coordinator and the SSIP Specialist will ensure all activities are implemented, will analyze the fidelity of all activities provided with implementers, and will address barriers that arise that forestall implementation. The CDIT will also oversee implementation and will problem-solve with the SSIP Coordinator and SSIP Specialist about ways to overcome barriers or substitute alternate activities that can be implemented to accomplish the Coherent Improvement Strategy's purpose. The CDIT will also be instrumental in analyzing the fidelity of the activities during and after implementation as the expertise of the members includes content and EBPs as well as assessment/evaluation.

The Implementation Matrix also identifies the resources (inputs) that will be used to implement the Coherent Improvement Strategies. When Utah submitted its Phase I SSIP, the improvement outcomes for each Coherent Improvement Strategy were broken down into specifically identified "outcome components." The type of resources used will be determined by the activity and the scale on which is it provided. For example, fiscal support is an expected outcome and a component of each of the three Coherent Improvement Strategies. The USOE will use IDEA state-level activity funds to supplement I-9 LEA funds for their pilot projects, to provide PD, TA, and other support(s) to LEAs requesting it in their special education PIPs, and to provide universal activities to all LEA. LEAs will use Federal, state, and local resources to implement activities that are already included in their LEA continuous improvement plans and special education PIPs and to participate in universal activities provided by the state. And, though USOE cannot control the work and/or decisions of policy makers, one activity the USOE will implement to achieve the SIMR to request that policy makers better fund K–12 public education programs in Utah, including increasing the per pupil funding, and emphasis will be placed on funding to improve mathematics outcomes.

As outlined in the Implementation Matrix, many of the activities that Utah will implement include providing PD to educators. PD provided by the USOE SES, UPDN, and/or the CDIT will be designed using a seven-step (review, objective, link, relevance, demonstration, guided practice, independent practice) PD planning process created by the UPDN. When implemented, this process will ensure PD providers incorporate all the necessary components required for educator skill transfer leading to improved student outcomes. A copy of the Effective Professional Development Cycle is included in Appendix J. The PD-RIO system will also be used to survey participants about their reactions to and their learning as a result of the PD provided. Each PD experience will use the PD-RIO survey questions to determine if desired outcomes are being achieved. A copy of the PD-RIO survey questions is included in Appendix H.

As discussed in sections 1(d) and 3(b), the USOE will communicate SSIP implementation and evaluation data with the stakeholders and groups that have already been involved in the SSIP creation as well as those that have been identified as needing to participate in the implementation of the SSIP for the duration of the SSIP. Stakeholder feedback about EBP implementation fidelity, successes, barriers, sustainability, and even implementation failures will be considered in decision making regarding the continuation, adaptation and deletion of activities.

This process has proved successful as Utah has already created a continuous feedback loop so that our SSIP Implementation Plan is improving with nearly every conversation that is held.

Utah fully intends that with each presentation given and/or discussion held in the succeeding years of the SSIP that stakeholders will continue to provide feedback about annual SIMR target achievement and will also continue ongoing collaborative problem solving.

2(c) Specify how the State will involve multiple offices within the SEA (and other State agencies) to support LEAs in scaling up and sustaining the implementation of the EBPs once they have been implemented with fidelity.

As described in section 2(a), Utah has organized the implementation activities of the SSIP so all LEAs will receive universal support, some LEAs will receive targeted support, and a few LEAs will receive intensive support from the USOE. Those LEAs receiving intensive support will be implementing projects using EBPs and each project will be evaluated individually. As projects are determined to be successful, the results will be shared with all LEAs in the special education newsletter—the SpEdOMeter--and at the quarterly USEAM meeting. Any LEA desiring to implement the project will then receive support from the USOE SES and/or CDIT to do so. Such support could include problem-solving how to implement the project in the context of the new LEA and needed PD and/or TA to implement and evaluate the effectiveness of the project in the new LEA. The LEA which piloted the project will receive ongoing support to scale up and sustain the project.

Further, as mentioned in section 1(a), the CDIT will continue to create products to advertise the SSIP, including creating power point slides, elevator speeches, brief handouts, white papers and resource lists that can be incorporated into any and all presentations given by any USOE staff member, that provide a quick overview of the SSIP, outline the root causes and Coherent Improvement Strategies of the SSIP, introduce the SIMR and how Utah data aligns with national research trends, and activities that the USOE will be undertaking to achieve the SIMR, all leading any stakeholder to understand the SSIP Theory of Action and what role each can play in implementation. Besides increasing awareness of the SSIP, the major focus of these products is to help stakeholders to change their expectations and beliefs about the need for students with disabilities to have access to grade-level mathematics content and the ability of students with disabilities to master grade-level mathematics content when provided with effective instruction and supports.

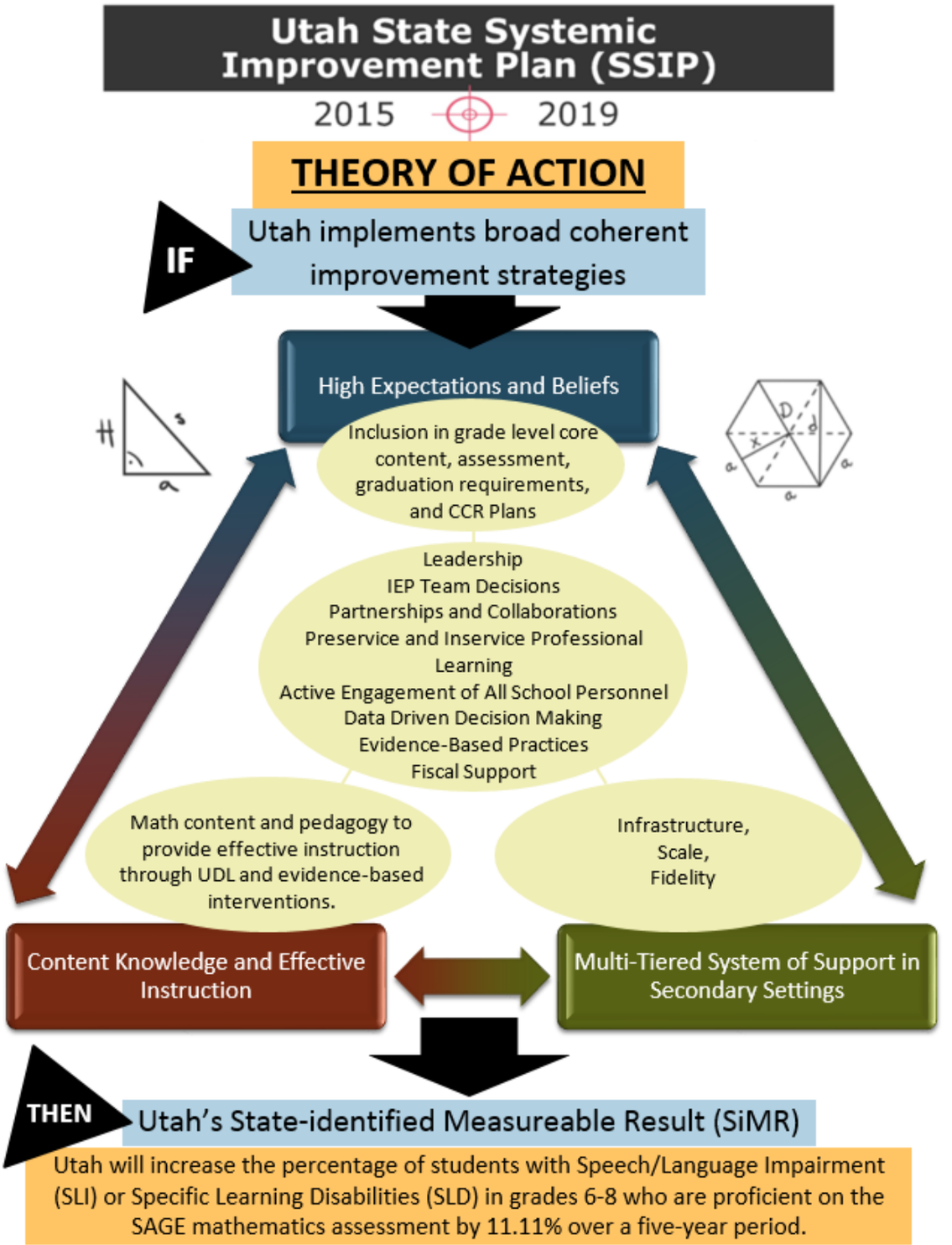
The CDIT will also continue to determine the resources and supports LEAs need from the USOE in order to be able to effectively implement the SSIP, especially the implementation, scaling up, and sustained implementation of the use of EBPs, and then work to provide those resources and supports. As mentioned earlier, after six months of ongoing conversations about the implementation of the SSIP, the CDIT is most concerned about how supporting LEAs in using EBPs. The CDIT is creating a plan to align the PD and TA activities that each USOE department already provides to LEAs with SSIP implementation and then to expand other activities already provided by USOE instructional staff to include SSIP implementation strategies.

As the CDIT disseminates the information, products and resources created and accumulated, and as LEAs begin to implement EBPs recommended by the CDIT, the CDIT will evaluate the fidelity of the implementation of the activities as well as the outcomes and ensure that activities occur within specified timelines. Data about all successful activities will be incorporated into the information, products and resources disseminated by the CDIT creating a continuous improvement loop. Further, information about any barriers to implementation and any implementation failures will also be collected and analyzed so the reasons can be added to the knowledge base of the CDIT.

Evaluation

3(a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP. Specify its impact on achieving measureable improvement in SIMR for children and youth with disabilities.

The Utah Theory of Action was developed during Phase I of the SSIP. It states that if Utah implements the three Coherent Improvement Strategies of high expectation and beliefs, content knowledge and effective instruction, and MTSS in secondary settings, then Utah will achieve its SIMR which is to increase the percentage of students with SLI or SLD in grades six through eight who are proficient on the SAGE mathematics assessment by 11.11% over a five year period. Utah's evaluation of the SSIP will be handled internally, within the resources provided by IDEA state-level activity funds and utilizing the capacity of USOE personnel.



Contracted personnel will be utilized as necessary to fill identified needs and knowledge gaps. Utah will also continue to utilize consultative services from the NCSI throughout the evaluation process.

In the Phase I SSIP Report, Utah indicated that the baseline percentage of students with disabilities who are proficient in grades six through eight was 14.90%. That percentage actually represented the total population of all disability types for those three grades. In refinement of the SIMR and development of the Phase II Evaluation Plan, Utah determined a more appropriate baseline is the percentage of students with the educational classification of SLI and SLD which is 7.10%. This percentage more closely represents the more targeted group of students with which Utah is working to improve proficiency and thus, Utah has determined to change the baseline percentage for the SIMR to 7.10%. As outlined in Phase I of the SSIP, Utah will increase the target percentage of proficient students with the educational classification of SLI and SLD by 2.22% each year. (In FFY2014, the target for Utah's SIMR was 9.32%. Utah's actual data was only 8.70% proficiency, which did not meet the target but which was an improvement of 1.60% over baseline.)

Table 10: SiMR Targets

Category	Baseline 2014	Target 2015	Target 2016	Target 2017	Target 2018	Target 2019
% proficient	7.10%	9.32%	11.54%	13.76%	15.98%	18.20%
# proficient	776	1,172	1,568	1,964	2,360	2,756

Each Coherent Improvement Strategy has seven components that Utah determined must be considered in order to adequately implement the strategy:

- For Strategy I, High Expectations and Beliefs, the components are:
  - Inclusion in grade level Core content;
  - Assessment;
  - Graduation requirements and CCR plans;
  - Leadership;Preservice and inservice professional learning;
  - Data, EBPs, and decisions;
  - Active engagement of all school personnel;
  - IEP Team decisions; and
  - Fiscal support.
- For Strategy II, Content Knowledge and Effective Instruction, the components are:
  - Math content and pedagogy to provide effective instruction through UDL and evidence-based interventions;
  - Leadership;
  - Preservice and inservice professional learning;
  - Data, EBPs, and decisions;
  - Active engagement of all school personnel;
  - IEP Team decisions; and
  - Fiscal support.
- For Strategy III, MTSS in Secondary Settings, the components are:
  - Infrastructure, scale, and fidelity;
  - Leadership;
  - Preservice and inservice professional learning;
  - Data, EBPs, and decisions;
  - Active engagement of all school personnel;
  - IEP Team decisions; and
  - Fiscal support.

Each component is also broken down into the outcomes expected by the USOE of all educators and of stakeholders in order to implement the SSIP and thus achieve the SIMR. To measure the impact and linkage of SSIP implementation activities (outputs) on achievement of the SIMR, Utah has identified evaluation questions for each of the three Coherent Improvement Strategies included in Utah's Theory of Action. These questions will be answered as the short-term and long-term objectives in the Evaluation Matrix are measured.

The evaluation questions for Coherent Improvement Strategy I, High Expectations and Beliefs are:

- Did the SSIP implementation activities related to high expectations and beliefs increase the percentage of educators and parents who believe students with disabilities can master grade-appropriate content?
- Did the USOE data drill activities result in LEA improvement plans designed to address the improvement of mathematics proficiency of students with disabilities?
- Did SSIP implementation activities related to high expectations and beliefs increase the number of students with disabilities participating in the ACT?
- Did the implementation of the CDIT at the USOE result in infrastructure alignment and improvement and movement along the Collaboration Continuum?

The evaluation questions for Coherent Improvement Strategy II, Content Knowledge and Effective Instruction, are:

- Did the SSIP implementation activities related to content knowledge and effective instruction result in an increase in the number of special education teachers qualified to teach mathematics in secondary settings?
- Did the SSIP implementation activities increase the number of teachers who have been trained on EBPs for mathematics instruction?
- Did Utah's participation in the CEEDAR and CCSSO NTEP projects result in increased access to mathematics coursework by special education preservice teachers?
- Was the scaling up of I-9 LEA SSIP pilot projects successful in increasing the assessment results of LEAs who adopted the projects?

The evaluation questions for Coherent Improvement Strategy III, MTSS in Secondary Settings, are:

- Did the SSIP implementation activities related to MTSS in secondary settings increase the numbers of teachers who have been trained on EBPs for mathematics instruction?
- Did SSIP implementation activities related to intervention within an MTSS in secondary settings increase the number of students with disabilities who achieved a Utah-college-ready score on the mathematics section of the ACT?
- Was the scaling up of I-9 LEA SSIP pilot projects successful in increasing the assessment results of LEAs who adopted the projects?

The evaluation plan has two major parts. The first is the SIMR target calculation which is a simple measure of the annual percentage of Utah students with SLI or SLD in grades six through eight who are proficient on the SAGE mathematics assessment. This is the data that Utah will report to OSEP in the GRADS360 SPP/APR online reporting application. By 2019, Utah's goal is to improve the percentage by 11.11% (from 7.10% at baseline to 18.20%) over a five-year period. The SIMR requires that Utah increase its proficiency for this group of students with disabilities by 2.2% per year.

The USOE recognizes that each year a different group of students will be used in the measurement of the SIMR as the students whose proficiency was reported in Phase I of the SSIP, the baseline year of SSIP data, will have moved beyond sixth through eighth grades by the time Utah reports on SIMR progress in 2019. However, as Utah is focusing on three Coherent Improvement Strategies that will improve how stakeholders perceive mathematics achievement for students with disabilities in the middle grades, the content knowledge and instructional strategies of educators providing mathematics instruction in the

middle grades, and on creating or scaling up MTSS in secondary schools, Utah believes that the proficiency rates of all students, including those with disabilities, will increase as students matriculate through six to eighth grades. Thus it makes the most sense to measure students who have received improved middle school mathematics instruction and supports than choosing to measure a group of middle school students as they age and matriculate through secondary education. An overview of the SAGE assessment as well as an explanation of student growth percentiles (SGPs) is provided in Appendix E.

The second part of the evaluation is the periodic evaluation of the components of each of the three Coherent Improvement Strategies. Each component will be evaluated using a method that matches the type of activities (outputs) that will be implemented to achieve the expected outcomes of each activity. Such evaluation tools include surveys to show improvement in expectations and beliefs and to measure educator knowledge gain as a result of professional learning opportunities; common formative, benchmark, and/or interim assessments or pre-and post-tests to measure students' knowledge/skill gains after receiving instruction and/or intervention using specific EBPs, and measuring SGPs computed from year to year on Utah's end-of-level assessment, the SAGE, after instruction and/or intervention using specific EBPs. An example of a common formative assessment being used in an I-9 LEA project is included in Appendix C.

The SSIP Evaluation Matrix indicates how and when each component of the three Coherent Improvement Strategies will be evaluated. As short-term objectives are evaluated, the Special Education Director, SSIP Coordinator, SSIP Specialist, CDIT, and the USOE Administration will have access to many different types of data at many different points during each year of SSIP implementation so that course adjustments can be made, if necessary. The USOE intends to gather, at minimum, survey data on every activity that is specifically implemented to achieve the SiMR, which will be reviewed by the USOE SES and/or the CDIT to contribute to the knowledge and skill base of educators in the state. However, the USOE has neither the resources nor capacity to track student outcome data and/or report to stakeholders on the outcomes of every individual activity that is undertaken during the implementation period of the SSIP. Thus, Utah has chosen to track and report on several key measurable objectives that stakeholder feedback, during the creation of SSIP Phase II, determined would be indicative of the greatest change related to each of the Coherent Improvement Strategies. The evaluation questions on page 43 represent the key measureable objectives Utah stakeholders want answered as a result of SSIP implementation. In addition to the key measureable objectives detailed in the Evaluation Matrix, the USOE will also share information about specific projects and/or activities that are successful and sustainable, the barriers to implementation of EBPs and even implementation failures, if there are any, to stakeholders to solicit feedback that will ensure the USOE has enough data to inform a continuous improvement feedback loop and an ongoing SSIP implementation improvement process.

The USOE recognizes that increasing students' proficiency is not a quick or simple process and that is why Utah has broken down the three Coherent Improvement Strategies into smaller components. The USOE expects that during the first couple years of SSIP implementation, there will be more growth and progress seen related to the Coherent Improvement Strategies and their components than related to the actual SIMR. However, as the USOE Phase I comprehensive data analysis, infrastructure analysis, stakeholder feedback process, and literature review led directly to creating Utah's Theory of Action, Utah fully expects to achieve the SIMR by the end of the 2019 school year. (This trend was the case for the first year, as Utah increased its proficiency by 1.60% over baseline, but did not meet the target of a 2.22% increase.)

Utah acknowledges that as EBPs are implemented and evaluated, Utah may have to add, adjust and/or discontinue evaluation objectives, including I-9 LEA project impact on students with disabilities data, which will be reported in future SSIP reports. The Evaluation Matrix below represents Utah's current plan to evaluate the improvement of state and LEA infrastructure, support of school personnel in improving instruction and implementing EBPs, and parent and stakeholder support of Utah's SSIP.

The following are components of Coherent Improvement Strategy I: High Expectations and Beliefs:

- Inclusion in grade-level Core, assessment, graduation requirements, and CCR plans
- Leadership
- Preservice and inservice professional learning
- Data, EBPs, and decisions
- Active engagement of all school personnel
- IEP team decisions
- Fiscal supports

Table 11: Evaluation Matrix

Measureable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Measureable Long-Term Objectives 2017–2019	Data to Collect 2017–2019
Increase the percentage of educators and parents who believe SWD can master grade-appropriate mathematics content by 10%.	Stakeholder Beliefs/ Expectations survey.	Increase the percentage of educators and parents who believe SWD can master grade-appropriate mathematics content by 20%.	Stakeholder Beliefs/ Expectations survey.
Decrease the number of SWD who are taking off-level mathematics courses and assessments by 20%.	SAGE tests and course codes.	Increase the number of graduating SWD taking the ACT test.	ACT participation disaggregated by SWD.
Presentations given by any CDIT members, any SES members, and USOE administration will include information, data, and or slides created by the CDIT regarding the SSIP in all presentations having a focus on student outcomes.	Survey CDIT and administrative staff to determine percentage of presentations that include SSIP-related info.	USOE self-assessment of infrastructure alignment and improvement as measured by movement on Collaboration Continuum from Coordination to Convergence.	Survey of USOE staff.
75% of LEA special education directors will attend a data drill and 50% of LEAs that don't meet state mathematics proficiency targets will include mathematics goals in annual PIP.	Attendance logs of data drills and percentage of PIPs that include mathematics goals.	90% of special education directors will attend a data drill and 80% of LEAs that don't meet state mathematics proficiency targets will include mathematics goals in annual PIP.	Attendance logs of data drills and percentage of PIPs that include mathematics goals.

The following are components of Coherent Improvement Strategy II: Content Knowledge and Effective Instruction:

- Mathematics content and pedagogy to provide effective instruction through UDL and evidence-based interventions
- Leadership
- Preservice and inservice professional learning
- Data, EBPs, and decisions
- Active engagement of all school personnel
- IEP team decisions
- Fiscal supports

Table 12: Evaluation Matrix II

Measureable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Measureable Long-Term Objectives 2017–2019	Data to Collect 2017–2019
Increase the number of Highly Qualified (HQ) special education teachers by 10%.	Number of special education teachers recorded in Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) as HQ in mathematics.	Increase the number of Highly Qualified (HQ) special education teachers by 20%.	Number of special education teachers recorded in CACTUS as HQ in mathematics.
Increase the number of special education and general education teams trained to co-teach providing Core mathematics to SWD by 20 teams.	Count of teams who finish a co-teaching professional learning cohort.	75% of the LEAs in Utah will participate in PD on effective mathematics instruction, including EBPs.	Number of LEAs recorded in PD-RIO as participating in PD.
50% of the LEAs in Utah will participate in PD on effective mathematics instruction, including EBPs.	Number of LEAs recorded in PD-RIO as participating in PD.	IHE special education programs working with CEEDAR, or CCSSO NTEP, or receiving personnel preparation funds from USOE will offer the coursework for a special education mathematics endorsement.	Review of IHE course enrollment.
Common formative or benchmark assessments administered by I-9 LEAs to evaluate their pilot projects will show SWD who received instruction using EBPs are more successful than SWD who don't.	I-9 LEAs' common formative assessment or benchmark data.	Common formative or benchmark assessments administered by LEAs who adopt the successful projects from the I-9 LEAs will show SWD who received instruction using EBPs are more successful than SWD who don't.	Common formative assessment or benchmark data from LEAs who adopt I-9 LEA projects.

The following are components of Coherent Improvement Strategy III: Multi-Tiered System of Supports in Secondary Settings:

- Infrastructure, scale, and fidelity
- Leadership
- Preservice and inservice professional learning
- Data, EBPs, and decisions
- Active engagement of all school personnel
- IEP team decisions
- Fiscal supports

Table 13: Evaluation Matrix III

Measureable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Measureable Long-Term Objectives 2017–2019	Data to Collect 2017–2019
Provide secondary general and special education teachers from 15% of the LEAs in Utah with PD on evidence-based effective Tier II and Tier III mathematics interventions.	Number of LEAs recorded in PD-RIO as participating in PD.	Provide secondary general and special education teachers from 25% of the LEAs in Utah with PD on evidence-based effective Tier II and Tier III mathematics interventions.	Number of LEAs recorded in PD-RIO as participating in PD.
Common formative assessments or benchmark assessments administered by I-9 LEAs to evaluate their pilot projects will show SWD who received evidence-based Tier II and Tier III interventions are more successful than SWD who don't.	I-9 LEAs' common formative assessment or benchmark data.	Increase the number of SWD who achieve a Utah college-ready score on the mathematics section of the ACT by 5%.	ACT scores disaggregated by SWD.
		Common formative assessments or benchmark assessments administered by LEAs who adopt the successful projects from the I-9 LEAs will show that SWD who receive evidence-based Tier II and Tier III interventions are more successful than SWD who don't.	Common formative assessment or benchmark data from LEAs who adopt I-9 LEA projects.

SiMR: Increase the percentage of students with SLI or SLD in grades 6–8 who are proficient on the SAGE by 11.11% over five years.

2013-2014 Baseline	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
7.10% proficient or 776 students	2.22% increase or 1,172 students	2.22% increase or 1,568 students	2.22% increase or 1,964 students	2.22% increase or 2,360 students	2.22% increase or 2,756 students

3(b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.

The USOE recognizes that in order to adequately implement and evaluate the SSIP, other agencies and stakeholders must participate with the USOE and LEAs. To that end, the Special Education Director, SSIP Coordinator and SSIP Specialist have been meeting with stakeholders to share the SSIP implementation and evaluation plan ideas in an effort to increase awareness, elicit feedback, and elicit support for and help with the SSIP implementation and evaluation process. Further, as the CDIT creates products to advertise the SSIP and resources to share with LEAs, the CDIT, UPDN, Utah MTSS project, and USOE instructional staff will disseminate information and resources to all of the stakeholder groups with which they interact.

Using the same process Utah successfully employed to solicit stakeholder input and buy-in during Phase I, the Special Education Director, SSIP Coordinator and SSIP Specialist guided the development of the SSIP Implementation Plan and Evaluation Plan by going to stakeholder groups instead of just asking for representatives to attend (a) stakeholder meeting(s). By getting on the agenda of already-scheduled meetings of the agencies and organizations that either pay for, provide, receive, participate in, or collaborate on IDEA services and issues, and/or provide expertise, Utah is able to discuss with thousands of stakeholders how best to achieve the SIMR and receive valuable feedback about the implementation and the evaluation of the SSIP. These discussions have and will continue to occur with a wide selection of stakeholders at numerous state meetings and statewide conferences. Further, to reach stakeholders that either don't have regular meetings or that weren't in attendance when SSIP feedback was discussed, multiple internal and external in-person and written discussions of implementation and evaluation activities were undertaken. Stakeholders that participated in the discussions include:

- USBE;
- Utah School Boards Association (USBA);
- Utah School Superintendents Association(USSA);
- Utah School Business Administrators Association (UBAA);
- Utah State Charter School Board (USCSB);
- Utah Special Education Advisory Panel (USEAP) (list of all USEAP membership and roles is located on the USEAP webpage);
- Utah LEA Special Education Directors;
- Utah Council of Administrators of Special Education (CASE);
- Other LEA staff, as invited by the Special Education Director (e.g., Superintendent, Asst. Superintendent, Directors, and Title I Directors);
- LEA Curriculum Directors;
- LEA Math Coordinators;
- LEA Assessment Directors;
- LEA Preschool Coordinators;
- UPDN providers and Advisory Board (includes LEA Leadership);
- Utah Parent Center (UPC) (Utah's Parent Training and Information Center (PTI));
- Utah Middle Level Association (UMLA);
- Utah Association of School Psychologists (UASP);
- Utah Education Association (UEA)
- Utah Parent Teacher Association (PTA);
- Utah Chapter of the Council for Exceptional Children (CEC);
- Utah Speech and Hearing Association (USHA)
- Utah Coordinating Council for People with Disabilities (CCPD) (members from Utah state agencies, including Vocational Rehabilitation, Department of Health, Division of Services for Persons with Disabilities, PTI, and Utah Schools for the Deaf and Blind);

- United States Department of Education (USDOE) OSEP;
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR);
- Council of Chief State School Officers (CCSSO) Network for Transforming Educator Preparation (NTEP);
- National Center for Systemic Improvement (NCSI);
- Institutes of Higher Education (IHEs) teacher preparation, leadership, and mathematics departments;
- Educators (administrators, general education and special education teachers);
- Parents;
- Paraeducators;
- Advocates (from Utah's Protection and Advocacy (P&A) and the Legislative Coalition for People with Disabilities (LCPD);
- Utah IHE Deans of Education;
- Legislators; and
- Community members (included in various committees, associations, boards, and statewide conferences).

These stakeholders have been and will continue to be included in the improvement of the USOE's infrastructure because they are vital to the success of Utah's SIMR and their efforts are valued and integral to implementation and the evaluation of the progress of the SSIP, as is their ongoing commitment to continue work towards improving outcomes for students with disabilities.

The evaluation questions on page 43 represent the key measureable objectives Utah stakeholders have identified and want answered as a result of SSIP implementation. In addition to the key objectives detailed in the Evaluation Matrix, the USOE will also share information about specific projects and/or activities that are successful, the barriers to implementation of EBPs and even implementation failures, if there are any. This process will ensure that stakeholders have the opportunity to judge the acceptability of activities and outcomes.

In discussing how to reach as many stakeholders as possible, the CDIT has created a list of groups of stakeholders that, in addition to those already included, would be helpful to the improvement of Utah's infrastructure and evaluation of SSIP implementation. The SSIP Coordinator and SSIP specialist have already reached out these groups and meetings for recruitment and/or presentations have already been scheduled to discuss the role of each of these stakeholders in the implementation and evaluation of the SSIP.

These additional stakeholders include:

- Utah School Counselors Association;
- Utah School Social Workers Association;
- Utah Secondary School Principals Association;
- Utah Elementary School Principals Association;
- Utah Council of Teachers of Mathematics (UCTM); and
- Utah Parent Council (for the Utah Division of Child Welfare Services)

Specific activities to continue to involve stakeholders in the SSIP, including sharing the results of relevant implementation activities and the outcomes of the evaluation plan to support the achievement of the SIMR, are outlined in the Evaluation Matrix in section 3(a).

3(c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR.

In 3(a) above, Utah explained it would use two evaluation methods. The first is a simple measure of the annual percentage of Utah students with SLI or SLD in grades six through eight who are proficient on the SAGE mathematics assessment. This is the data that Utah will report to OSEP in the GRADS360 SPP/APR online application. By 2019, Utah's goals is to improve the percentage by 11.11% from (from 7.10% at baseline to 18.20%) over a five year period. The SIMR would requires that Utah increase its proficiency for this group of students with disabilities by 2.2% per year.

The USOE already collects SAGE proficiency and computes SGPs for each student annually (as well as median growth percentiles for each grade of students within a school.) The USOE uses a public Data Gateway to disseminate aggregate information about annual state, LEA and school proficiency. State, LEA and school administrators can also access disaggregated proficiency data from the Data Gateway with a login and password.

The USOE will collect the mathematics proficiency rate of all students with disabilities in grades six through eight then disaggregate that population of students by grade and disability category to derive the SIMR population of students with disabilities who have the educational classification of SLI and SLD. An overview of the SAGE assessment and an explanation of student growth percentiles is included in Appendix E.

The second part of the evaluation is the periodic evaluation of the components of each of the three Coherent Improvement Strategies. Each component will be evaluated using a method that matches the type of evaluation questions asked regarding the activities that will be implemented to achieve the expected outcomes. Such evaluation tools include surveys to show improvement in expectation and beliefs, to measure educator knowledge gain as a result of professional learning opportunities, and to measure infrastructure alignment; common formative, benchmark or interim assessments or pre-and post-tests to measure students' knowledge/skill gains after receiving instruction and/or intervention using specific EBPs, and measuring student growth scores computed from year to year achievement on the SAGE test after instruction and/or intervention using specific EBPs. The data collection for the evaluation of each of the components will match the type of evaluation used. For instance, to collect and analyze survey data that USOE has several tools. In the fall of 2015, the USOE used Survey Monkey to gather baseline data for the SSIP about the expectations for and beliefs stakeholders have about mathematics achievement and students with disabilities. For survey results, see Appendix A. The USOE SES also has an online tool to register participants and to collect survey evaluation data regarding PD activities organized and/or provided by the staff (PD RIO). Every participant in a PD activity sponsored by the USOE SES, no matter the content of the activity, responds to six standard multiple choice questions and an open-ended question. In this way, the USOE SES can compare responses within and across PD activities. A copy of the PD-RIO survey questions can be found in Appendix H.

As outlined in the Implementation Matrix and the Evaluation Matrix, some I-9s are choosing to improve the content knowledge and instructional effectiveness, including EBPs, by offering courses that will lead to special education teachers becoming HQ to teach secondary mathematics. The USOE will annually track the numbers of teachers who enroll in each course offered, the numbers of teacher who finish the course, the number who drop out, as well as the numbers of teachers who become HQ over the course of the SSIP timeline.

The USOE also has the capability to use the Data Gateway to drill down to the teacher level and compare the proficiency and growth scores of the students assigned to one teacher to the scores students assigned to any other teacher(s) in the state. Using this tool, the USOE can compare if the percentage of students assigned to a teachers who finish the coursework to become highly qualified is

higher than that of teachers who are not highly qualified, or who do not finish the coursework. Similarly, if the proficiency scores are not significantly different between the two levels of teacher qualification, the USOE can analyze the SGP scores to determine if there is a difference in amount of growth from year to year even when it doesn't lead to moving into a higher proficiency category.

Another example of the data that will be collected to evaluate the components of the SSIP Theory of Action is common formative assessments created by instructional teams to measure the progress of students who participate in the SSIP pilot projects being implemented by the I-9 LEAs. Each project has its own evaluation procedure, and data required to evaluate each project will be collected by the LEA and then reviewed during the monthly meetings with the LEA staff and the SSIP Coordinator and SSIP Specialist as well as being reviewed by CDIT. An example of a common formative assessment used in an I-9 LEA project is included in Appendix C.

3(d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation, assess the progress toward achieving the intended improvements, and make modifications to the SSIP as necessary.

As outlined in section 3(c) above, the USOE will be collecting multiple types of evaluation data, each chosen to specifically address the related evaluation question.

For the SiMR, Utah will annually determine the percentage of all students in grades six through eight with the special education classification of SLI and SLD who are proficient. Scores derived from the SAGE test have been determined to be valid and reliable by the vendor, the USOE Assessment department, and a stakeholder committee led by a contract statistician from the Center for Assessment that meets monthly to review SAGE technical specifications, security and administration issues, and data.

Utah has an annual target to improve proficiency by 2.2%. After the implementation of the initial group of activities outlined in section 2(a), the failure to meet the annual target will indicate the need to review the improvement activities and suggest possible course changes. The USOE SES and CDIT will annually review the SAGE data to determine whether Utah is meeting annual targets and achieving the SiMR. As statewide change in proficiency is a slow process, the USOE is not expecting that SAGE proficiency data will change dramatically in the short term, but the USOE does expect that improved outcomes will manifest themselves in SAGE proficiency data in the long term, and that Utah will achieve its SiMR by 2019. This trend was the case for the first year, as Utah increased its proficiency by 1.60% over baseline, but did not meet the target of a 2.22% increase.

PD provided by the USOE SES, UPDN, or the CDIT will be evaluated to determine if it includes the required elements to be considered high quality. The UPDN has created a seven-step (review, objective, link, relevance, demonstration, guided practice, independent practice) PD planning process that, when implemented, will ensure PD providers incorporate all the necessary elements required for educator skill transfer leading to improved student outcomes. A copy of the Effective Professional Development Cycle is included in Appendix J. The PD-RIO system will also be used to survey participants about their reactions to, and their learning as a result of, the PD provided. Each PD experience will use the PD-RIO survey questions to determine whether desired outcomes are being achieved. A copy of the PD RIO survey questions is included in Appendix H.

To determine the effectiveness of EBPs implemented directly with groups of students, common formative assessment and/or benchmark data on student responses to the EBPs will be collected at regular intervals according to the schedule and the established criteria for successful implementation outlined in the evaluation plan of each individual I-9 LEA project. The formative and/or benchmark data will then be compared to groups of students who did not receive the EBP. Successful interventions will be continued and scaled up, while interventions that are not successful will be evaluated to determine whether they were 1) implemented with fidelity and simply were not effective, 2) implemented with fidelity but likely need more time for improved outcomes to be manifest, or 3) not implemented with fidelity and need to be adjusted and re-implemented. The LEA will submit the results of the project evaluation plan to the CDIT, who will review the data and share results with stakeholders to elicit feedback about the process. If the EBPs produce no noticeable increase in student achievement, they will likely be abandoned, and Utah's annual SSIP report will note that and suggest any revisions determined appropriate.

Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; support for LEA implementation of EBPs; evaluation; and stakeholder involvement in Phase II.

The USOE has appreciated and valued the TA it has received from OSEP personnel during SSIP Phase I and Phase II visits, and would welcome similar TA as the Phase III report is being prepared. The state calls/webinars, guidance documents, and Q & A documents have also been valuable resources that Utah has referenced while working through the implementation and evaluation questions and challenges that have arisen during Phase II. Utah would appreciate continued of receipt of such resources during the preparation of Phase III.

The TA, PD, networking, and resource-sharing opportunities provided by the NCSI have also been valuable to the USOE, especially the work of the State Collaborative on Mathematics. The National Evaluation Webinars and documents were especially useful and the USOE requests that similar webinars continue throughout the SSIP implementation and evaluation process.

The biggest challenge the USOE anticipates in the implementation of the SSIP is implementing and scaling up the use of EPBs within an MTSS. The USOE would benefit from the continued support of the NCSI, especially the State Collaborative on Mathematics, and since the USOE is the only state focusing exclusively on middle school mathematics, any resources the NCSI could provide that are specific to Utah's SIMR would be valuable.

OSEP could also contribute to Utah's successful implementation of the SSIP by funding research specific to EBPs in secondary mathematics and/or implementing an MTSS in a secondary setting. Similarly, OSEP could provide funding for a platform for sharing such research that included how large, medium and small LEAs and urban, suburban and rural LEAs could contextualize research findings to fit their unique demographic and geographic needs while maintaining implementation fidelity.

APPENDIX A: Utah Belief Survey Results (Baseline Data)

Utah Belief Survey Results: Baseline Data December 2015

Survey Purpose

The purpose of this survey is to determine public knowledge, perceptions, and expectations regarding Utah students with disabilities, their academic and social achievement, and expected post-school outcomes.

Survey Dissemination

An online survey was disseminated through social media and email to Utah stakeholders, both within the education system and those not involved in public education. The survey was available for completion from September 23, 2015 through December 4, 2015.

Respondent Data

One thousand, five hundred thirty-two people (1,532) participated (majority female), between the ages of 14–85. 62% of respondents had students in PreK–12+, and of those 50% had a student on an IEP or 504 plan. Occupations ranged, but more than 50% were in education, training, and library occupations, more than 12% were homemakers, and 5% were in community and social service occupations. 3.81% were Hispanic or Latino and 97% were white.

Survey Results

- 74.9% agree that the IEP sets high expectations for SWD and 77.5% agree that SWD should access grade-level UCS.73.8% agree that SWD can learn and achieve grade level UCS.
- 65.1% agree that SWD should receive specialized instruction that replaces regular education instruction.
- 43.39% are concerned that SWD will not be accepted by the rest of the general education class.
- Respondents believe that the achievement gap between SWD and non-disabled peers is the result of:
    - Disabilities (67.7%).
    - Instructional differences for SWD (59.5%).
    - State assessments (57.4%).
    - Assessment accommodations (27.8%).
- 51.6% agree that all students can reach grade-level benchmarks with sufficient support.
- 29.4% believe that students who come from families in poverty are more likely to have disabilities than students from middle- to high-income families.
- 47.9% agree that the UCS contains appropriate learning standards for SWD in Utah.
- 79.31% believe that using student performance data to determine intervention effectiveness is more accurate than using teacher judgement alone.
- 59.7% believe that Utah teachers have the knowledge and skills to teach all students to a basic level of reading proficiency, 54.8% believe that Utah teachers have the knowledge and skills to teach all students to a basic level of math proficiency, and 49.3% believe that Utah teachers have the knowledge and skills to teach all students to a basic level of social-behavioral competency.
- 81% agree that special education and related services are effective at raising student achievement.
- 37.9% agree that the appropriate time to set criteria for exit from special education is upon entry into special education services and 43% agree that students do not typically return to general education once eligible for special education services.
- Respondents believe that Utah has an achievement gap due to:

- The system not providing a tiered system of supports to prevent students from failing (54%).
- Utah educators not having the appropriate skills to serve students, including students with IEPs (43%).
- As a state, Utah has not set high expectations for SWD (35%).
- The system not relying on evidence-based to inform educational decisions (31.3%).
- The IEP process not informing the education of SWD (23%).
- The system not using data to make educational decisions (23%).

Respondent Comments (450 total)

- 14 were positive about services provided to their child/children.
- 129 were specific to resources, training, and funding, specifically around increasing teacher pay, increasing staffing, reducing class size, and providing professional learning to educators on instruction and behavior.
- 123 were about IEP classification and specialized instruction, specifically around inclusion, grade-level instruction and Core, consideration of the range of disabilities and abilities, and needing to identify reading disabilities such as dyslexia.
- 90 questioned the survey design and content, as many wished to address a smaller range of disabilities, rather than the category of SWD as a whole. There was concern raised about not being able to mark neutral.

APPENDIX B: Examples of I-9 LEA Projects

Proposal for Utah State Systemic Improvement Plan Support

Davis School District Elementary Mild/Moderate Special Education

Purpose

The USOE has determined that a lack of teacher content knowledge and effective instruction is one of three root causes that impact student achievement. In an effort to address the Utah State Systemic Improvement Plan (SSIP), Davis School District's elementary special education team, in conjunction with the math curriculum department, has developed a training for resource teachers which focuses on the scope and sequence of each math domain as well as effective pedagogy.

Proposal

For the 2016–17 school year, training would be provided for a half day seven times throughout the year. The class would be open to 35 teachers per session. Each session would focus on the scope and sequence of a math domain. Instructors would also discuss effective pedagogy within the domain and model specific strategies.

Cost

Sub for a ½ day ($40.50) x 35 teachers x 7 sessions = $9,922.50
Instructor Stipend ($100.00) x 7 sessions = $700.00
Total Cost = $10,622.50

Evaluation Methods

Three methods of evaluation will be utilized to determine the effectiveness of the proposal.

1. SAGE/CRT scores—Student scores from SY2017 will be compared to the scores from SY2016 to determine if the changes made improved student outcomes on end-of-level assessments.
2. Observations—The district elementary team members will observe participants during math instruction twice throughout the year to determine if teachers are implementing the strategies, techniques, etc. taught during the course.
3. Disposition survey—Teachers will be asked to complete a disposition survey to determine their level of interest/effort, their increase in understanding/knowledge, and their fidelity in implementation.

Proposal for Utah State Systemic Improvement Plan Support

Davis School District (DSD) Related Services Department

Purpose

The purpose of this memo is to request funding from the Utah State Office of Education to support a proposed project in which resource math teachers, speech-language pathologists, and general education teachers collaborate to identify conceptual gaps in students' understanding of mathematics and provide interventions to address the gaps.

Background

The DSD is engaged in an effort to increase math proficiency scores:

> **DSD Special Education Math Proficiency Wildly Important Goal (WIG)**: By June 2016, Davis School District will decrease the proficiency gap for students with disabilities by 5% (from 35% to 30%). This will be accomplished by retaining all proficient students and moving one third of all non-proficient students to a higher proficiency score.

The Related Services Department has embraced this effort and every related service professional has written a goal to infuse one or more of the Math Practice Standards into their professional practice.

Proposal

The Related Services Department and the Special Education Department propose a collaborative project among seventh grade math resource teachers and speech-language pathologists serving seventh grade students and general education seventh grade math teachers. The project will focus on screening seventh grade math students in order to 1) identify conceptual gaps in understanding of mathematics and 2) deliver interventions to address the identified gaps. Areas of focus include:

- Basic core quantitative language vocabulary
- Basic core place value and numeration skills
- Basic core operations and fluency skills
- Basic core rounding and estimating (mental math) skills
- Basic core units of measurement
- Basic core procedures and calculation skills
- Basic core fractions, decimal, and percent equivalences skills
- Basic core algebra vocabulary skills
- Basic core geometry vocabulary
- Basic core statistics vocabulary

The following steps will be taken:

- Reporting. Information from the PLCs will be used to generate reports, conclusions, and

    - Summer 2016 Develop the pilot study proposal using a single subject case study design that would help to address the 3-root causes outlined in the SSIP.
    - Aug–Apr 2016–2017 conduct the study.
    - 2017–2018 tweak and scale up: Refine the intervention(s) and assessments; develop PD materials. Include input from a focus group of service providers, teachers, principals, etc. who participated in the pilot study.
    - Attend USEAM second week in September 2016 and report, and other conferences as needed.

Outcome and Evaluation

The anticipated outcome will be improvement of student's math scores, an increase in the knowledge and skills of professionals, and an increase in the amount of time in which students will be receiving Tier 1 math instruction. The success of the project will be measured by:

1. Student progress measured by teacher-made assessments.
2. Students' self-report grades.
3. Increase of Tier 1 service time.
4. Meeting agendas and minutes.
5. Participants' reflection.
6. SAGE scores (Use SSID numbers and look at SAGE scores).

Wasatch County School District State (WCSD) Systematic Improvement Plan Summary (SSIP): Improving Math Proficiency in Students with Disabilities in 6th and 8th Grade

WCSD's 2014–2015 Student Assessment of Growth and Excellence (SAGE) tests show 43% of 6th Graders without disabilities were proficient in mathematics and 47% of 8th graders without disabilities were proficient in mathematics. In contrast, 10.9 % of 6th graders with disabilities were proficient in mathematics and 9.5% of 8th graders with disabilities were proficient.

To address this gap, WCSD will be coordinating specific efforts with district stakeholders, (WCSD curriculum department, WCSD administrators, WCSD assessment department, and WCSD faculty and staff):

1. Implement a district-wide math curriculum with specific pedagogy driven by the Comprehensive Math Instruction (CMI) model in a partnership with Brigham Young University.
2. Implement tri-annual benchmarking to provide formative feedback in math instruction via the Northwest Evaluation Association (NWEA) adaptive testing software.
3. Identify and target students with disabilities struggling to reach proficiency on the SAGE to help increase high expectations and increase content knowledge and effective instruction.

At the center of these efforts will be ongoing coaching and professional development provided by WCSD to 6th and 8th grade math instructors to specifically address the unique needs of students identified with disabilities in their classrooms. Coaching and professional development will be aligned with the SSIP by providing high expectations and beliefs to students of all abilities, enhance access to mathematics content knowledge and effective instruction, and improve the tiered system of supports in secondary setting.

Comprehensive Mathematics Instruction

Comprehensive Mathematics Instruction (CMI) refers to both a research-based instructional framework and a research-based professional development model designed to increase elementary student achievement in math by improving teachers' mathematics content knowledge and pedagogical skills. CMI was developed through the Brigham Young University Public School Partnership (BYU-PSP). The BYU-PSP is comprised of the following partners: BYU, Alpine School District, Jordan School District, Nebo School District, Provo School District, and Wasatch School District. These partners are located along the Wasatch Front in central Utah.

The CMI Framework is intended to offer classroom teachers one way in which classroom instruction can be framed in order to fill this gap and meet this need. An instructional framework provides a structure within which thinking about instruction and learning can occur; however, it doesn't dictate what teachers should think, nor does it prescribe a formula or script for instruction. The CMI framework has three major components: a Teaching Cycle, a Learning Cycle, and a Continuum of Mathematical Understanding. The teaching cycle presented in the CMI framework embodies what is found in math education research about reform or standards based mathematics instruction. The learning cycle presented in the CMI framework offers a novel way for teachers and researchers to view math instruction by explicitly tying it to student development of mathematical understanding. The continuum of mathematical understanding presented in the CMI framework offers our conceptualization of the primary goal of math instruction. It acknowledges the developmental nature of student understanding and offers landmarks of progress in three interconnected domains that comprise understanding: conceptual, procedural, and representational.

The CMI professional development model is a school-based professional development model. All teachers at the school are expected to participate, and all professional development sessions are provided at the school by a facilitation/implementation team comprised of an off-site facilitator who is either a district or university employee, onsite facilitators who are classroom teachers or staff instructional leaders at the school, and the school principal. Each member of the facilitation team plays

a key role in the implementation of the CMI PD model. The PD curriculum is implemented over a 3-year period; therefore participating schools make a three year commitment when they begin this PD. All sessions are two hours. In the first half of the first year of implementation, the implementation team is identified, and they receive two full days of training in the vision and curriculum materials associated with the Foundation Seminar. The Foundation Seminar is a series of 6 two-hour sessions that targets attitudes and beliefs about mathematics, math instruction, teacher roles, and student capabilities. School faculty participate in the Foundation Seminar in the last half of the first year.

During the second year of implementation, all school faculty participate in 16 two-hour sessions which target teachers' math knowledge and math instructional practices. Eight sessions are devoted to deepening math content knowledge and eight are devoted to understanding the CMI Framework and the principles of guided inquiry. Teachers also participate in one round of lesson study. The third year of implementation is similar to the second except teachers participate in 18 two-hour sessions (10 focused on math content knowledge and 8 focused on math pedagogy) and in three rounds of lesson study.

All professional development sessions use the CMI Framework to engage the teachers in task-based mathematics where they can experience learning mathematics in the way they are being expected to provide for their students. The facilitation/implementation team receives training and support throughout the three years. In the summers between the first and second year and between the second and third year, these teams participate in three-day training workshop and throughout the year they receive four days of training.

The immediate goals of the initiative are to change teachers' attitudes towards mathematics and math instruction, to deepen teachers' mathematical understanding, and to shift teachers' classroom instruction to an inquiry-based pedagogy that will promote student mathematical understanding as defined in the CMI Framework. Improving student understanding of mathematics and improving performance on end-of-level assessments are also immediate goals of this project. The intermediate goal of this initiative is to build district capacity to further disseminate the CMI professional development model. The long range goal of this initiative is to create systems of support within the district, school, and classroom systems to promote and sustain students' deep understanding of mathematics throughout the partnership districts.

Tri-Annual Northwest Evaluation Association Benchmarks

The views of parents, teachers and district administrators are particularly relevant as states and districts move forward with new assessment systems for students and consider using these measures for accountability, including evaluating teacher and principal effectiveness. Their perceptions matter.

The Northwest Evaluation Association (NWEA) participated in one of the only studies on standardized assessments that included important stakeholders in utilizing assessment metrics (NWEA, 2012). The surveys of parents, teachers and district administrators revealed their interest in multiple measures of student performance. These key stakeholders want assessments to zoom in for a close-up view of each individual child's performance, progress and needs. They wanted assessments to capture more than a snapshot of each child's performance at a single moment in time, in a limited number of subjects and grade levels. They wanted assessments to zoom out and use a wider lens to track progress over time, throughout the school year, and cover a wide range of subjects and skills.

Equally important, parents, teachers and district administrators wanted assessments to give them timely, useful and actionable information. They wanted more time to talk about assessments throughout the school year, which they believe will help them better understand assessment results and better support student learning at home and in school. They wanted decisions about what students are learning to be made at the local level, by those closest to students.

Clearly, no single type of assessment can meet all of these expectations. WCSD will continue to utilize targeted, grade-level Professional Learning Communities (PLCs), formative assessments, benchmarking, and SAGE results to help identify the specific needs of students of all abilities.

Targeted Student Support via SAGE Test Results

The WCSD assessment specialist and the department of special education have created a database to track specific students with disabilities (SWD) in WCSD and their respective performances on the SAGE test. This database will be used to inform individual special education teams about targeted resource to support individual student achievement.

APPENDIX C: Example of a Common Formative Assessment from an I-9 LEA Project

Basic Quantitative Language Vocabulary Probe (semantics)

Name/Date:

Put the number by the definition next to the word/term.

Word/Term		Concept/Example
Miscellaneous (verbs)		
☐ rounding and estimating	1	measuring
☐ operations	2	add, subtract, multiply, divide
☐ math	3	changing numbers a little to do mental math
☐ equals	4	is
Circle the correct answer: The terms above are things / actions		
Numeration (nouns)		
☐ whole number	1	gives the amount of each place in a number
☐ place value	2	numbers on the left of the decimal point
☐ decimal point	3	numbers on the right of the decimal point
☐ decimal number	4	separates the whole numbers from the decimal numbers
Circle the correct answer: The terms above are things / actions		
Operations (verbs)		
☐ subtraction	1	finding how many groups are in another
☐ multiplication	2	putting together different numbers
☐ division	3	putting together the same number a number of times
☐ equals	4	removing one number from another
Circle the correct answer: The terms above are things / actions		
Ways to Show Amounts (nouns)		
☐ unit of measure	1	numbers less than one
☐ unit	2	a single thing
☐ mixed number	3	fraction plus a whole number
☐ fraction	4	how much
☐ amount	5	inches, lbs, hours
Circle the correct answer: The terms above are things / actions		

Basic DESK Place Value and Numeration Skill Probe

Name/Date:

Circle the decimal point, add commas, and put the letter of the place value above each number.

Place values. . .

	$3	5	7	2	1	9	6	.8	4	

Write the number and its unit of measure above in words.

_____

_____

_____

Place Value List

A. Hundred thousands
B. Hundreds (hundred dollar bills)
C. Hundredths (pennies)
D. Millions
E. Ones (one dollar bill)
F. Ten thousands
G. Tens (ten dollar bills)
H. Tenths (dimes)
I. Thousands

Circle the words that make this sentence correct.

Our **base number ten system** means the place value on the (right / left) is worth ten times **LESS** than the place value on its (right / left).

Fill in the Blank

The number in the 10s place equals how much money? _____

Basic DESK Operations with Single Digit Math Facts Skill Probe

Name/Date:

This is a timed probe; your goal should be about 30 per minute.

11 - 6	=	
4 ÷ 2	=	
27 ÷ 3	=	
9 - 9	=	
8 x 2	=	
7 x 7	=	
10 - 5	=	
14 ÷ 7	=	
7 - 6	=	
40 ÷ 5	=	
5 - 4	=	
10 ÷ 2	=	
14 - 9	=	
16 ÷ 2	=	
3 - 2	=	
4 x 2	=	
42 ÷ 6	=	
7 x 5	=	
6 - 3	=	
9 - 8	=	
9 x 5	=	
7 - 4	=	
7 x 6	=	
6 - 6	=	
6 x 5	=	
42 ÷ 7	=	
63 ÷ 9	=	
3 - 3	=	
24 ÷ 8	=	
2 x 1	=	
5 x 2	=	
9 - 7	=	
8 - 8	=	
7 ÷ 7	=	
21 ÷ 3	=	
4 x 4	=	
54 ÷ 9	=	
8 x 3	=	
6 ÷ 3	=	
56 ÷ 7	=	

Basic DESK Rounding and Estimating (Mental Math) Skill Probe

Name/Date:

Round to the correct place value, add commas, estimate the answer, add unit of measure (no calculator).

Place Value						Estimate
	$4.29	÷	$1.78			
Ones		÷		=		
	$.059752	+	$.09679			
Hundredths		+		=		
	$6,213,426	-	$1,230,147			
Millions		-		=		
	$51,918	+	$18,223			
Ten Thousands		+		=		
	$921	÷	$299			
Hundreds		÷		=		
	48 min	+	7 min			
Ten Minutes		+		=		
	8:12 am	-	3 hrs 53 min			
Hours		-		=		
	$373,412	-	$96,989			
Hundred Thousands		-		=		
	$12.89	x	9.89			
Tens		x		=		
	$0.67	-	$0.09			
Tenths		-		=		
	$8,410	+	$1,823			
Thousands		+		=		

Basic Units of Measurement Facts Probe

Name/Date:

Fill in the blank (calculator ok).

Time:

	wks (weeks)	=	1	mth (month)
	wks (weeks)	=	1	yr (year)
	sec (seconds)	=	1	min (minute)
	mths (months)	=	1	yr (year)
	min (minutes)	=	1	hr (hour)
	hrs (hours)	=	1	day
	days	=	1	wk (week)
	days	=	1	mth (month)
	days	=	1	yr (year)

Measurement:

L (Length)

	in (inches)	=	1	ft (foot)
	ft (feet)	=	1	mi (mile)
	ft (feet)	=	1	yd (yard)

V (Volume)

	qts (quarts)	=	1	gal (1 gallon = 128 oz)
	pts (pints)	=	1	qt (1 quart = 32 oz)
	oz (ounces)	=	1	c (cup)
	c (cups)	=	1	pt (1 pint = 16 oz)

Weight

	oz (ounces)	=	1	lb (pound)
	lbs (pounds)	=	1	ton

$ (Money)

	quarters	=	1	dollar
	pennies	=	1	dollar
	pennies	=	1	quarter
	pennies	=	1	nickel
	pennies	=	1	dime
	nickels	=	1	dollar
	nickels	=	1	quarter
	nickels	=	1	dime
	dimes	=	1	dollar

Basic Calculator Skills Probe

Name/Date:

Match what the button does to the correct button.

Button			What it does
	-	1	adds
	+	2	changes fractions to decimals and decimals to fractions
	÷	3	changes what the buttons do
	2^{nd}	4	divides
	A b/c	5	enters fractions and mixed numbers
	Clear	6	erases the screen
	f<-->d	7	multiplies
	x	8	subtracts

Use numbers and decimal points to show how to put the following into a calculator.

dime	
dollar	
nickel	
penny	
quarter	

Calculate an average for the numbers below, round answer to the tenth place (calculator ok).

78	83	64	46	51	30	=		Answer

Calculate the answer and put it in standard time or hours and minutes (calculator ok).

End Time		Start Time		Amount of Time	
5:44	am	4:17	pm	2:53	pm
+ 2 hrs 19 min		- 4 hrs 35 min		- 11:57	am

Calculate the answer, add commas, round answer to the hundredth place (calculator ok).

72,361.8178	532,871.846		1 =
x 96	÷ 1,537.339	961.67 | 673.54	7

Convert amount to the indicated unit of measure (calculator ok).

2 qts = _____ cups

Basic DESK Fractions, Decimal, and Percent Equivalent Skill Probe

Word/Term			*Definition/Concept*
	denominator	1	total parts of one whole thing to start with
	improper fraction	2	parts that are left of one whole thing
	line in a fraction	3	fraction with the top number bigger than the bottom
	numerator	4	equivalent fraction with the lowest numerator and denominator
	simplify/reduce	5	division sign

	equivalent	1	rate with a demoniator of one
	percent	2	fractions, decimal numbers and percents that are equal
	rates	3	compare two numbers with different units of measure
	ratios	4	compare the number of different units
	unit rate	5	a fraction of 100

Fill in the blanks with the correct answer in simplest form (calculator ok).

Fraction		Decimal Number		Percent
	=	.6$\bar{6}$	=	**66.6$\bar{6}$%**
3/4	=		=	75%
1 1/2	=	**1.5**	=	

Put the bold numbers from the table on the number line.

<--->

-2 -1 0 1 2

Solve (calculator ok).

$$1 \quad \frac{3}{4} + \frac{11}{8} = \boxed{}$$

Solve the proportion and then simplify (calculator ok).

$$\frac{20}{40} + \frac{}{16} = \frac{}{}$$

Change the following improper fraction to a mixed number (calculator ok).

$$\frac{7}{2} =$$

Solve and add the unit of measure. Round to the hundredths place (calculator ok).

2+/5 x $1.34 = .49¢ ÷ 3/9 = 45% of 9 yds =

Circle either RATE or RATIO to identify the following. $\frac{4 \text{ mi}}{1 \text{ hr}}$

Basic DESK Algebra Vocabulary Skills Probe

Name/Date:

Match the term with the correct definition.

Word/Term			*Definition/Concept*
	algebra	1	using ***properties and logic*** to solve for unknown numbers
	rational numbers	2	the number of times another number is multiplied
	multiple	3	system of place values based on multiples of ten (whole numbers) and tenths (decimal numbers)
	integer	4	positive and negative whole numbers
	factor	5	multiple that gives a chosen product
	base 10 numeration	6	decimal numbers that can be a fraction

	sum	1	subtraction answer
	set	2	multiplication answer
	quotient	3	group
	product	4	division answer
	irrational numbers	5	decimal numbers that can not be fractions
	difference	6	addition answer

	variable	1	number that does not change
	relation	2	multiple of a variable
	parenthesis	3	has something in common
	equation/rule	4	groups terms which are first in the order of operations
	constant	5	a set of terms and operations that equals another
	coefficient	6	a letter used for an unknown number that could change

	term	1	when a coefficient is next to a variable, parenthesis or symbol
	multiply	2	number of times a base number is a multiple of itself
	like terms	3	known or unknown amount/quantity
	inequality	4	includes terms and operations, does not include an equals sign
	expression	5	can be put together/combined
	exponent	6	an expression or term that may or may not equal another

	property	1	order can be changed with multiplication or addition a+b = b+a
	independent variable	2	characteristic or part of identity
	dependent variable	3	allows changing grouping with multiplication or addition (a+b)+c = a + (b+c)
	commutative property	4	a letter representing a number that is put into an equation (independent)
	associative property	5	a letter representing a number that is a result of an equation (dependent)

	range	1	set of numbers put into an equation
	order of operation	2	product of a number and a sum is equal to the sum of the individual products a(b+c) = ab+ac
	function	3	**P**arentheses, **E**xponents, **M**ultiplication and **D**ivision, **A**ddition and **S**ubtraction (PEMDAS)
	domain	4	equation with a one input to one output relationship
	distributive property	5	difference of the highest and the lowest in the set of numbers resulting from an equation

	y axis	1	vertical line on a graph
	x axis	2	show a point on a plane using the x and y axis
	ordered pair	3	method to organize numbers
	graph	4	method of showing a relationship between numbers
	data table	5	horizontal line on a graph
	Cartesian plane	6	graphing method with four quadrants

Basic DESK Geometry Vocabulary Probe

Name/Date:

Match the term with the correct definition.

	Word/Term		*Definition/Concept*
	geometry	1	the shorter side of a rectangle
	width	2	the longest side of a rectangle
	length	3	measurement and properties of shapes
	height	4	how tall a shape is
	base	5	bottom of a shape

	π	1	ratio of circumference to diameter
	radius	2	half the distance of the diameter
	diameter	3	figure made with a 360° angle
	circumference	4	distance around a circle
	circle	5	distance across the middle of a circle

	supplementary	1	unit of measure for an angle
	degree	2	two angles that sum to 90°
	complimentary	3	two angles that sum to 180°
	angle	4	degree of separation in lines sharing a common point

	straight angle	1	90°
	right angle	2	45°
	obtuse	3	180°
	half of a right angle	4	> 90°
	acute	5	< 90°

	ray	1	part of a line
	point	2	location that has an x and y location / coordinate
	perpendicular	3	lines that intersect/meet at a right angle
	parallel	4	lines that do not share a common point
	line segment	5	continuous points along one directions and the reverse direction
	line		continuous points along one direction

	polygon	1	two dimensional defined space
	plane	2	space within a two dimensional closed shape
	perimeter	3	many sided closed 2D figure
	figure	4	distance around a polygon
	area	5	closed shape

	volume	1	3rd dimension of a closed shape
	two dimension	2	three dimensional box
	three dimension	3	space in a three dimensional closed shape
	surface area	4	outside of a closed 3D shape
	depth	5	has depth
	cube	6	does not have depth

Basic DESK Statistics Vocabulary Probe

Name/Date:

Match the term with the correct definition.

Word/Term			*Definition/Concept*
	statistics	1	numerical information
	data	2	number that occurs most often
	mean	3	middle of a group of numbers
	median	4	collection, organization, and interpretation of numberical information
	mode	5	average (calculated middle of a group of numbers)

	trend	1	whole group
	survey	2	where the information came from
	source	3	relationship
	probability	4	reation of what you want compared to what could happen
	population	5	questions

	valid	1	selection
	sample	2	results or outcome
	prediction	3	inference, assumption
	event	4	correct
	distribution		amount of each type of outcome

	representative	1	number of ways for one event times the number of ways for another
	random	2	not correct, incongruent
	fundamental counting principle	3	equal chance
	discrepancy	4	change
	deviation/separation/variation	5	appropriate sample (sub group)

APPENDIX D: Examples of SSIP Implementation Activities Available to All LEAs

USOE Special Education Director/RS Provider Book Study:
Online Meeting/Reading Agenda

Principles to Actions:
Ensuring Mathematical Success for All

by the **National Council of Teachers of Mathematics**

Thursday, Nov. 5, 11:30 a.m. to 1:00 p.m.
Thursday, Dec. 17, 11:30 a.m. to 1:00 p.m.
Thursday, Jan. 28, 11:30 a.m. to 1:00 p.m.
Thursday, Feb. 25, 11:30 a.m. to 1:00 p.m.

SAVE THE DATES, REGISTRATION IS OPEN!

USOE will purchase the book for each participant

Session #1 (November 5)—Read pp. vii-29

- Preface
- Progress and Challenge
- Effective Teaching and Learning:
    - 8 Mathematical Practice Standards
    - Mathematical Teaching Practices:
        - Establish mathematical goals to focus learning
        - Implement tasks that promote reasoning and problem solving
        - Use and connect mathematical representation

Session #2 (December 17)—Read pp. 29-57

- Effective Teaching and Learning—Continued:
    - Facilitate meaningful mathematical discourse
    - Pose purposeful questions
    - Build procedural fluency from conceptual understanding
    - Support productive struggle in learning mathematics
    - Elicit and use evidence of student thinking

Session #3 (January 28)—Read pp. 59-69; 89-98; 99-108

- Essential Elements:
    - Access and Equity (pp. 59-69)
    - Assessment (pp. 89-98)
    - Professionalism (pp. 99-108)

Session #4 (February 25)—Read pp. 109-117

- Taking Action

Co-Teaching Cohort
2016-2017
Secondary Math | Grades 6-10

What is Co-teaching?
"Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space."
(Cook and Friend, 1995)

Overview:
Co-teaching is one of the fastest growing inclusive school practices and is identified as a successful instructional model to support students' academic achievement. Participation in this project requires 10 days: 5 days of engaging professional learning focused on developing effective co-teaching practices and a classroom culture fostering risk-taking and growth mindsets; and 5 days focused on how to differentiating math instruction with a focus on the UCS domains and practice standards. The co-teaching project began in 2012 to make the UCS in mathematics accessible to students with disabilities and learners who struggle with math. The project provides opportunities for teachers to learn from effective co-teachers and participate in onsite classroom coaching.

About the Cohort:
The Utah Co-teaching Project is a venture to support effective co-teaching strategies while ensuring access for all learners in grades 6-10 to grade level Utah Core Standards (UCS). The year-long experience focuses on implementing best practices in co-delivered instruction, co-accountability for student learning.

Participant Requirements:
School administrators must commit to scheduling at least one section of co-teaching with time for teachers to plan and collaborate. Participants must attend all sessions, administer a student pre and post-test, participate in observations, and help collect student data to measure success.

Comments from Teachers:
- *"This workshop has been a powerful tool in improving mine and my fellow co-teachers instruction."*
- *"The students have enjoyed all of the things I have learned and have used with them."*
- *"My special education students are keeping up and performing at the level their peers are."*
- *"Without this type of workshop there would be no credible foundation for our co-teaching model. Proper training allows us to be successful and have resources to lean on for our challenges."*

Scheduled Dates
Other Dates to be Determined

April 14, 2016: Building & Special Education Administrator Meeting (live or adobe connect)

August 8-9, 2016: 2016-2017 Opening Session

Registration
Opens January 11, 2016

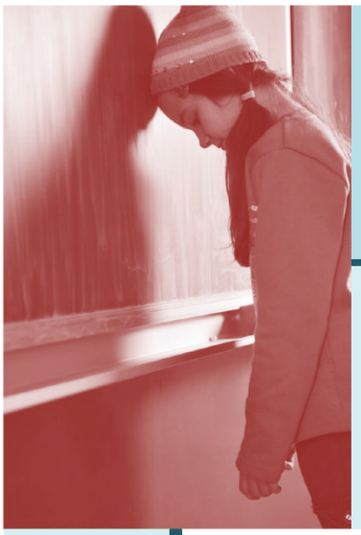
https://pd.spedsis.com/Public

Special and General Educators must register to participate, and space is limited.

For questions, contact
Malynda Tolbert (malynda.tolbert@usu.edu)
or Lori Gardner (utahschoolstowatch@gmail.com).

Utah State Office of Education

UPDN Utah Professional Development Network



Supporting Students Who Struggle in Mathematics Grades 6-8

The four sessions begin an intensive look at specific mathematical topics that lead to enhanced instruction incorporating the Standards for Mathematical Practice. The sequencing of the sessions allow participants to see a learning progression and explore alternative ways to view mathematics.

The UPDN has partnered with Dr. Barbara Dougherty, Professor in Mathematics Education at The University of Missouri, to share four virtual sessions via Adobe Connect.

4 Virtual Sessions

1	**JAN 26** **3:30-4:30 pm**	*Understanding Why Students Struggle in Mathematics*
2	**FEB 16** **3:30-4:30 pm**	*Understanding Fractional Computations and Explicit Instruction*
3	**MAR 15** **3:30-4:30 pm**	*The Relationship between Fractions and Ratios*
4	**MAR 29** **3:30-4:30 pm**	*Variables in Ratios and Formative Assessments*

Please register on PD-RIO: https://pd.spedsis.com/Public

To connect to the Adobe session:
Link to: https://connect.usu.edu/autumnsteinke/
For audio: Call 1-855-878-0222 and enter code: 9613233

For more information, contact
Autumn Steinke (autumn.steinke@usu.edu)

UPDN
Utah Professional Development Network

Agenda

RDA Data Drill Meeting 2015-16
Students with Disabilities
March 4, 2016
Ogden, UT

Purpose:

To provide an opportunity for LEAs to disaggregate and discuss their special education data to allow for understanding within a larger LEA and state context, and determine less obvious areas of strengths and concerns that ultimately impact the outcomes of students with disabilities.

Objectives:

- Review and analyze state and LEA data in small groups, to determine strengths and improvements needed in the state and LEA special education programs
- Engage in across-LEA discussions regarding student data discussion of reasons/hypotheses for upward/downward trends and for differences across LEAs
- Identify areas that require further analysis within the state and the LEA
- Use the data to inform planning, resource allocation, student placement, and professional development within the state and the LEA
- Consider ways to incorporate identified improvements into the Utah Program Improvement Planning System (UPIPS) Program Improvement Plan (PIP) to support the State Systemic Improvement Plan (SSIP), Utah State Board of Education Strategic Plan, and other LEA improvement efforts.

Materials:

- Laptop or tablet to access UPIPS website (brought by participants)
- Agenda

Outcome:

LEAs will have a greater understanding of their areas of strengths and concerns, engage in informed discussions within their LEA and/or with other LEAs based on these data, and leave with additional information and plans for addressing these within the context of their Program Improvement Plan (PIP) and other LEA improvement efforts.

TIME	DESCRIPTION
8:30–8:40	Introductions, Review of Meeting Purpose and Objectives, Assumption, and Partnerships, Agenda Review and LEA Access to UPIPS
8:40–9:10	Brief Big Picture Review of State Performance, Followed by LEA Data Review and Discussions • Utah FFY 2013 and FFY 2014 APR Data • Utah Child Count Demographics (6-21) Report 1A (available for LEA review) • Utah Environment (6-21) by Grade Level and Disability, Report 1B • Utah Percentage of Students (6-21) Classified by Disability by Grade Level, Report 1C • Utah (6-21) Likelihood of Placement in an Environment, Report 1D • Utah Child Count Demographics (3-5) Report 2A (available for LEA review) • Utah Environment (3-5) by Preschool, Report 2B • Utah Percentage of Students (3-5) LRE for Kinder, Report 2C • Utah (3-5) LRE for Preschool and Kinder, Report 2D • Utah Graduation and Drop Out Data by Subgroup, Report 3A • Utah Proficiency Rates by Subgroup (SAGE), Report 4A • Utah Visual Display of Proficiency by Subgroups, Report 4B • Utah Characteristics of Students Scoring at a Given Performance Level, Report 4C • Utah SIMR Report for Grades 6-8, 5A

TIME	DESCRIPTION
	• Utah DLM Results, Report 6A • Utah K-12 special Education Identification Report, Report 7A • LEA RDA Data (from RDA Letter) (If available)
9:10–12:00	• LEAs will have an opportunity to review their reports with their teams. • LEAs will have an opportunity to do additional drill-downs in their data. • LEAs will share-out their highlights; interesting data elements; their reflections regarding whether original hypotheses were accurate or required revision. • LEAs will leave with a draft plan of additional action or changes needed resulting from data review.

Secondary Special Education Teachers

Earn your Secondary Mathematics Endorsement!

Special education teachers teaching mathematics should be highly qualified, which requires completion of multiple math courses and successful completion of a Praxis exam.

How it works

- **Distance training program: recorded lectures – view on your schedule.**
- **Achieve your HQ endorsement in approximately two years.**
- **First class: June of 2016 – MATH 1050 College Algebra.**
- **Multiple weekly online help sessions with instructor.**

Associated Costs

- **$250.00 per course, with $30 per credit recording fee for USU credit.**
- **Book Fees - TBD**
- **Reimbursement for courses/recording fees for persons receiving a math endorsement.**

Steps to Receiving a Math Endorsement

Pass Praxis Exam
You're Endorsed and Highly Qualified!

STAT 1040 Probability and Statistics (3 credits)

Algebra/Functions from a Teaching Perspective (TBD)

MATH 3110 Geometry (3 credits)

MATH 1210 Calculus I (4 credits)

Math 1060 Trigonometry (2 credits)

MATH 1050 College Algebra (4 credits)

Pass Accuplacer CL Math Exam
to place into MATH 1050

More information about HQ endorsements can be found at
http://www.schools.utah.gov/cert/No-Child-Left-Behind/Highly-Qualified.aspx

If interested, *scan the code above or visit https://www.surveymonkey.com/r/SpedMathInterest* **by March 15th**

The USOE, UPDN and Davis School District are collaborating to offer this opportunity.

Utah State Office of Education

UPDN
Utah Professional Development Network

Davis School District
Fostering Educational Excellence

APPENDIX E: SAGE and Student Growth Percentiles Overviews

The SAGE is an online, adaptive end-of-level statewide assessment of the ELA, mathematics, and science proficiency of students in grades three through eleven. The USOE administered the SAGE for the first time during the 2014–2015 school year and those initial scores were the basis for the SIMR target. The most compelling reason to move to an adaptive statewide assessment system is that Utah now has a system designed to measure the full range of grade-level depth and content for each and every student independent of student ability level. In addition, Utah now has access to SGPs. In the previous fixed form test every student was given the same items. Most of the items were in the middle of the achievement scale so as to be appropriate for the highest number of students. This meant high achieving students got items that were too easy and low achieving students got items that were too difficult; as such, this fixed form design did not allow accurate measurement of the students at the two achievement extremes of high and low. In the adaptive assessment students are assessed at different levels of difficulty from the lowest end to the highest end and every point in between. The system adapts, presents easier or harder items, depending on student responses. This allows students to be given most of the test items at the appropriate level of difficulty. At the same time, the test presents each student the full range of grade-level content. It is important to measure each student on the grade-level content to ensure that educators teach the full, on-grade curriculum to each student. The difficulty of test items can vary quite dramatically, even when all items measure the grade-level content.

The SGP quantifies the academic progress of individual students and serves as a way for educators to understand how much growth a student makes relative to a student's "academic peers." SGPs are calculated by matching a student to his/her "academic peers" or those students in a particular grade and content area with a similar test score history. The score history examined includes all past scores available for each student (as Utah has given the SAGE for two years, this would only include two scores. However, as students take the SAGE annually, another score will be added to the calculation for each student each year). An SGP is a regression-based procedure used to determine the probability of the student's outcome in the current year based on previous years' performance. This is expressed as a growth percentile.

Some of the advantages of the SGP approach are that it accounts for different "starting positions" and allows for meaningful differentiation of performance for students across the full distribution of scores; an SGP is based on multiple prior scores (when available), which increases precision; the interpretation of an SGP is straightforward, so the majority of stakeholders, including parents, can understand it; an SGP can be meaningfully related to "criterion-referenced" expectations; and an SGP is not tied to a particular score scale and can help with transitions to new assessments.

For further information, access the USOE Assessment website.

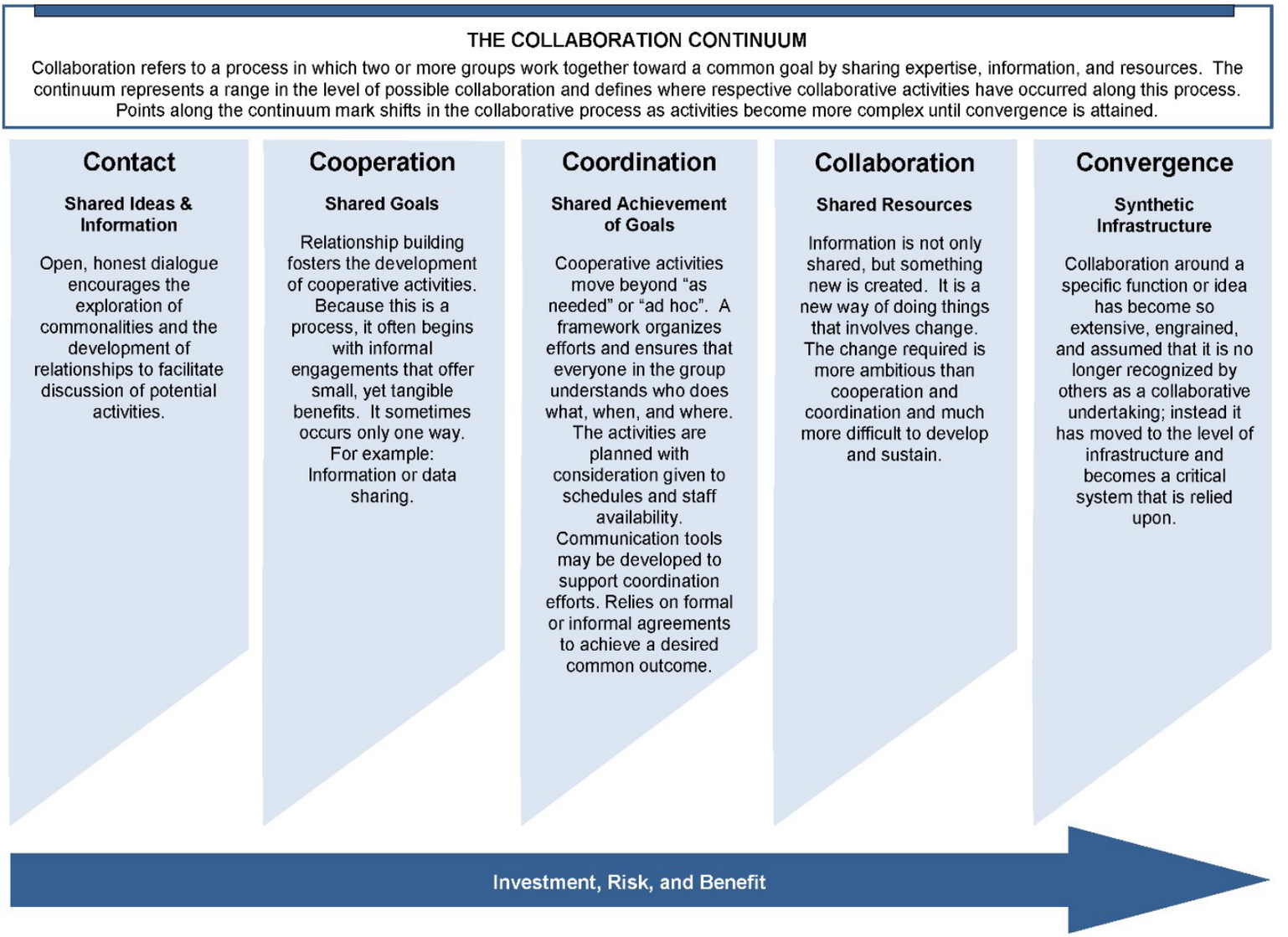
APPENDIX F: EBPs

Eight Mathematical Practice Standards	What it is…	What it does…
1. Make sense of problems and persevere in solving them	Working to understand the problem, finding a way to attack it, and work until it is done by planning a solution pathway, comparing, and checking to see if answers make sense.	Allows students to work through a tough task use reasoning skills; the math becomes about the process and not about the one right answer.
2. Reason abstractly and quantitatively (create reasonable arguments)	Breaking apart a problem and showing it symbolically, with pictures, or in any way other than the standard algorithm.	Allows students to figure out what to do with data themselves, instead of boxing them into one type of organization.
3. Construct viable arguments and critique the reasoning of others	Talking about math, using mathematical language to kindly support or oppose the work of others.	Encourages students to participate in mathematical discourse in an environment where they feel safe to discuss their ideas, ask questions, and justify their answers.
4. Model with Mathematics	Students use math in science, art, music, and even reading. Use real graphics, articles, and data from the newspaper or other sources to make math relevant.	Helps students use math to solve real-world problems, simplify complicated situations, organize data, and understand the world around them.
5. Use appropriate tools strategically	Deciding what tool is appropriate to use with the math they are working on, i.e. protractor, paper, calculator, , graphs, spreadsheet, or computer software.	Gives students the opportunity to select the appropriate math tool to use to correctly solve problems.
6. Attend to precision	Speaking and solving mathematical problems with exactness, using clear definitions.	Enables students to make use of precise and exact math language. Their measurements will be exact and numbers will be precise and explanations will be detailed.
7. Look for and make use of structure	Looking for patterns and recognizing the significant aspects of mathematical problems using clear definitions.	Allows students to identify multiple strategies and select the best one and see complicated situations as being made of multiple parts. Students will use what they know is true to accurately solve a new problem.
8 Look for and express regularity in repeated reasoning	Showing students how a problem works, looking at shortcuts, repeated calculations, and attending to details.	Allows students to take their mathematical reasoning and apply it to other situations and generalize to other problem types.

Strategies for Instructional Delivery – Mathematics

Strategies	What it is…	What it does…
Advanced Organizer	A visual graphic organizer.	Visually illustrates mathematical connections and describes them in writing.
Concept Maps	Teacher connects new information to previously learned skills, states the new topic to be learned and provides a rationale of why this new information will be learned.	Allows the student to organize and reflect on their conceptual understanding.
Concrete | Pictorial | Abstract	CPA/CRA is a three part instructional strategy with each part building on the previous instruction to promote student learning and retention and to address conceptual knowledge.	Helps the student connect ideas so they gain a deep understanding of the math concept.
Explicit Teaching	Determining the most important and distinct features of a concept and highlighting them through multi-sensory methods so that students can clearly and meaningfully access them.	Multi-sensory methods provides students multiple modes to process and learn information.
Guided Practice	The student will practice a new skill with teacher guidance.	Provides sufficient practice of content that the student will be asked to do independently.
Highlighting	Color highlighting on the whiteboard or a student's paper to attract and hold student attention.	Draws the student's attention to key information and details to help them organize it in a way that makes sense.
Independent Practice	Practice of a new skill independent of the teacher's help.	Allows the student time to practice and internalize the skills and content they are learning.
Manipulatives	Hands-on tools that allow a student to visualize the concepts and seek solutions to problems.	Facilitate the students understanding of important math concepts, then helps them link these ideas to representations and abstract ideas.

APPENDIX G: Collaboration Continuum



Adapted from Zorich, Diane; Waibel, Gunter; and Erqay, Ricky (2008).

APPENDIX H: PD RIO Survey Questions

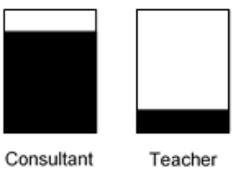
PD RIO Survey Questions

1. Overall, the content presented at this training was useful. (1–5 scale)
2. The presenter(s) was (were) knowledgeable and understood the topic. (1–5 scale)
3. The presenter(s) was (were) able to keep the participants engaged and demonstrated effective instructional techniques. (1–5 scale)
4. You feel prepared to make use of the knowledge and skills learned in this training. (1–5 scale)
5. When you apply the knowledge and skills learned in this training, you expect to see improvement on student performance. (1–5 scale)
6. Which of the following added supports would benefit you most in implementing the knowledge and skills you learned?
    a. Teaming with a colleague who participated in the training.
    b. Practice using the skills with feedback.
    c. Additional direct training.
    d. View examples of effective use of the knowledge or skill.
    e. Other. (please specify)
7. Please list any additional comments.

APPENDIX I: Coaching Growth Continuum

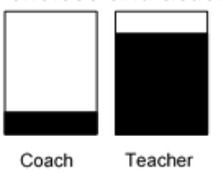
Interaction Stance

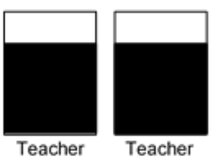
Administrator	Mentor	Coach	Coach
Evaluation: Directive Driven	Consulting: Growth Driven	The Bridge: Consulting/Coaching	Coaching – Data Driven
• The teacher is not willing to see his/her own problems. • Problematic situation with termination as a possible result. • The teacher does not own his/her problems in the classroom	• The teacher does not have the knowledge. • The teacher cannot see his/her own problems. • Lack of assessment of students and self.	• The teacher wants to make a change or try a new strategy; but is unsure and not willing to chance mistakes along the way. • The teacher is in need of a friend for his/her own growth. • The teacher and coach both hold pieces of the knowledge and the combination will create a synergistic product. • The teacher is unaware of what is causing certain situations but through looking at data, he/she is able to take ownership of the situation and make the necessary changes.	• The teacher knows what objective (core and/or management) he/she wants to focus on and assessment (how he/she will know if students have met the objective). • The teacher is an innovator – desiring to try new teaching strategies. • The teacher is concerned about meeting the various needs of his/her students.



CONSULT (80% consultant / 20% teacher)
- Inform regarding process and protocols
- Advise based on well-developed expertise; share the reason why a specific strategy is important: offer the "expert" frame before the idea.
- Advocate for particular choices and actions.

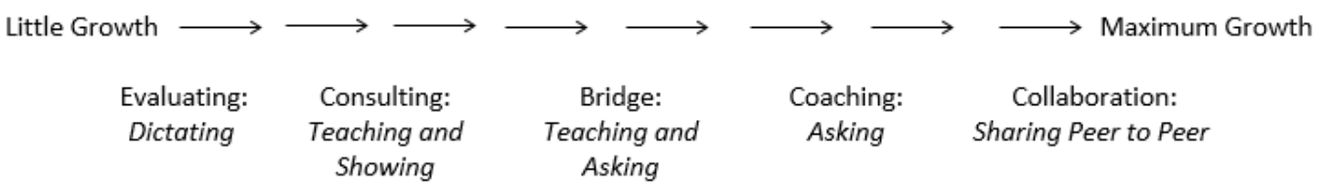
COACH (20% coach / 80% teacher)
- Nonjudgmental mediation of thinking and decision making
- Presumes the other person is giving ideas



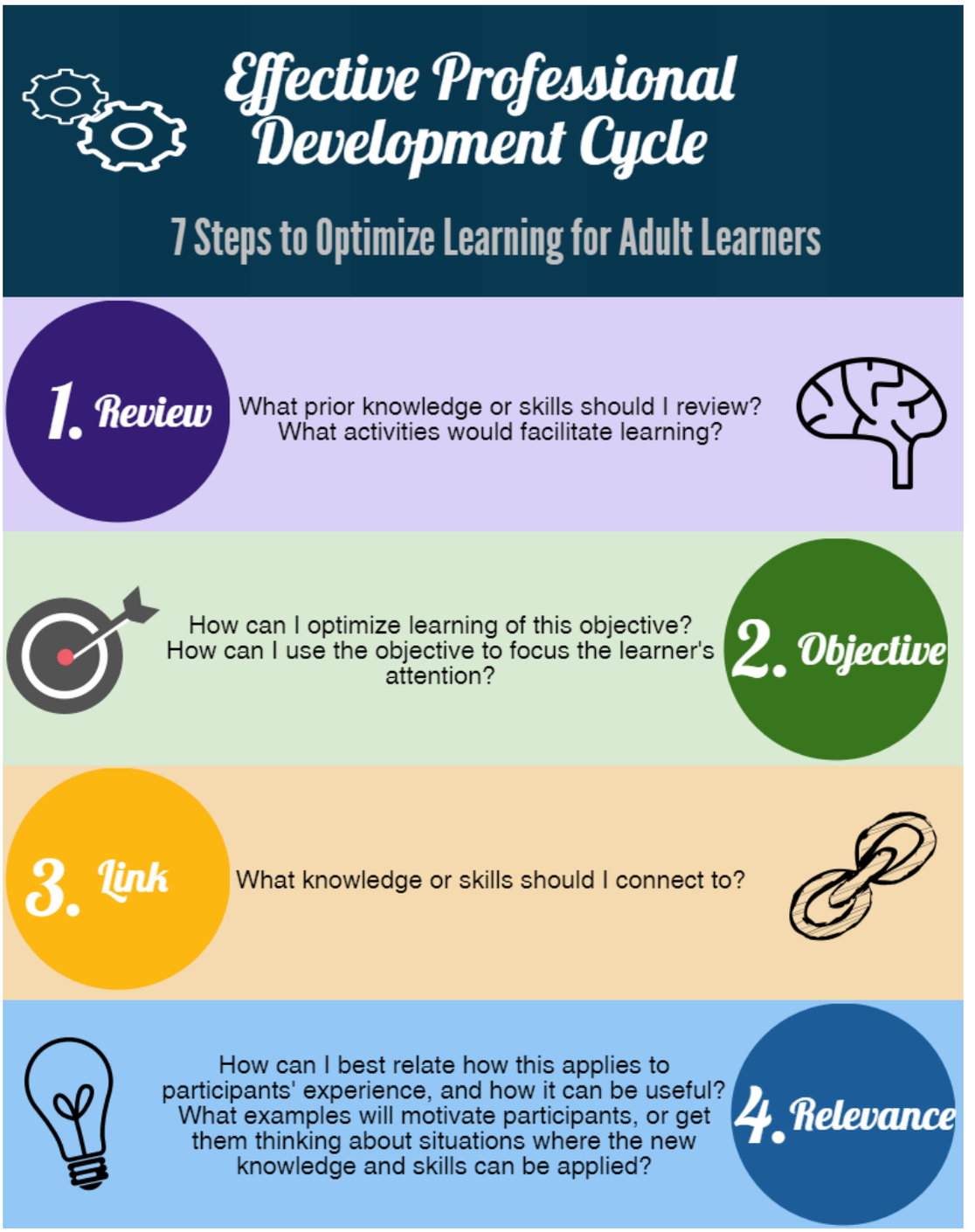


COLLABORATE (80% teacher / 80% teacher)
- Participate in planning, reflecting and problem solving
- It is important not to offer solutions.

Growth Continuum



APPENDIX J: Effective Professional Development Cycle



5. Demonstration

How can I make my internal thoughts and processes explicitly visible?
What elements of the skill should I dialogue about?

What guided practice activities will maximize learning, and demonstrate participants increasing mastery of this knowledge or skill, with less support than offered during the demonstration?

6. Guided Practice

7. Independent Practice

What independent practice activities will maximize learning and demonstrate my participants' independent mastery of this knowledge or skill?
Does this activity require the same actions called for in the performance statement of the objective?

For more information, please contact Jessica Bowman at USOE (jessica.bowman@schools.utah.gov) or Leslie Buchanan at UPDN (leslie.buchanan@usu.edu)

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