UTAH

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)
PHASE III YEAR 2

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SSIP Phase III Year 2 Introduction

Utah's 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 and then to evaluate the impact of Utah's improvement efforts. 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 systematic improvement across the Utah State Board of Education (USBE) and LEAs to leverage existing strengths while simultaneously closing system gaps. For the SSIP to be successful, the USBE 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 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 and pass the American College Testing (ACT) assessment with a Utah college-ready score, get accepted into post-high training programs, colleges, and universities, acquire competitive employment, and/or live independently.

The State Identified Measurable Result (SIMR) was selected after a review of Utah mathematics data over the five previous years on statewide assessments, in which proficiency trends were obvious. To improve achievement in mathematics, stakeholders identified three primary focus areas for USBE and LEAs:

I. Administrator, teacher, parent, and student attitudes, expectations and behavior (resulting in some IEP Team decisions that limit grade-level Core mathematics instruction);
II. Teacher understanding of mathematics standards and effective instruction; and
III. 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 illustrates the proficiency gaps that led stakeholders to reach consensus on the SIMR. All students with disabilities in grades six through eight had a baseline proficiency rate on the SAGE mathematics assessment of 14.9%, while those with the disability categories of SLD and SLI only had a proficiency rate of 7.1%. Utah's stakeholders determined that Utah needed to cut

that gap in half and increase statewide proficiency by 11.11% for students with SLD or SLI in grades six through eight on the Student Assessment of Growth and Excellence (SAGE) end-of level statewide mathematics test over a five-year period (2014–2019). (To review the process Utah used to achieve stakeholder consensus on the SIMR, review the SSIP Phases I and II reports..

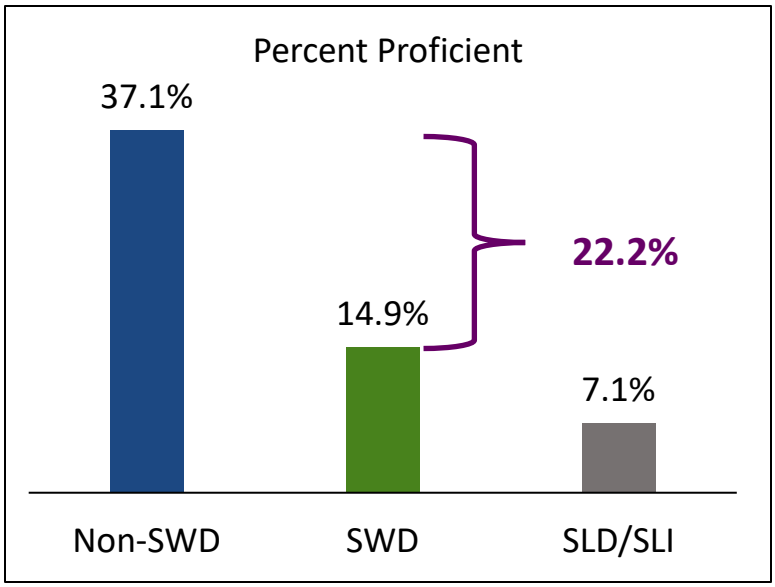

Figure 1: Percentage of sixth through eighth grade students without disabilities, students with disabilities, and students categorized SLD/SLI who were proficient on the SAGE in mathematics in 2013–2014.

Utah then reiterated the process to bring stakeholders to consensus about what specific improvement activities would need to be implemented in order to achieve the SIMR and how the USBE and LEAs would evaluate Utah's progress toward achieving the SIMR.

The focus of the SSIP Phase III Year 2 was on supporting LEAs with the implementation of mathematics EBPs that will lead to the measurable improvement in the SIMR and in evaluating the SSIP's impact. Phase III Year 2 builds on the data and infrastructure analyses, broad Coherent Improvement Strategies, and Theory of Action developed in Phase I. Phase III Year 2 updates Utah's responses to the Implementation Matrix of improvement activities, the Evaluation Matrix and the Evaluation Questions developed in Phase II.

Utah's SSIP Phase III Year 2 report includes an account of Utah's progress implementing improvement activities, allocating resources, and meeting timelines required for the implementation of the Coherent Improvement Strategies, as well as an account of the impact the SSIP has had on mathematics outcomes for students with disabilities.

A. Summary of SSIP Phase III Year 2

A.1. Theory of Action or logic model for the SSIP, including SIMR

Utah's Theory of Action design started during the OSEP TA visit in October 2014. The Theory of Action is a brief but comprehensive representation of Utah's long-term, transformative, and sustainable plan to improve mathematics outcomes for students with disabilities.

Utah's Theory of Action began with the identification of the three root cause concerns for the poor achievement of students with disabilities in mathematics in grades six through eight identified during Phase I of the SSIP and transformed those concerns into three broad Coherent Improvement Strategies, including High Expectations and Beliefs, Content Knowledge and Effective Instruction, and Multi-Tiered System of Supports (MTSS) in Secondary Settings. The Theory of Action then demonstrates how each Coherent Improvement Strategy will leverage the strengths of current USBE and LEA initiatives and priorities to build LEA capacity for improvement, while at the same time decreasing the impact of infrastructure gaps. Finally, the Theory of Action clearly articulates Utah's SIMR.

The power of Utah's Theory of Action is that as stakeholders address the implementation of Utah's three Coherent Improvement Strategies, the mathematics achievement of not just students with disabilities in grades six through eight, but all students in Utah will improve.

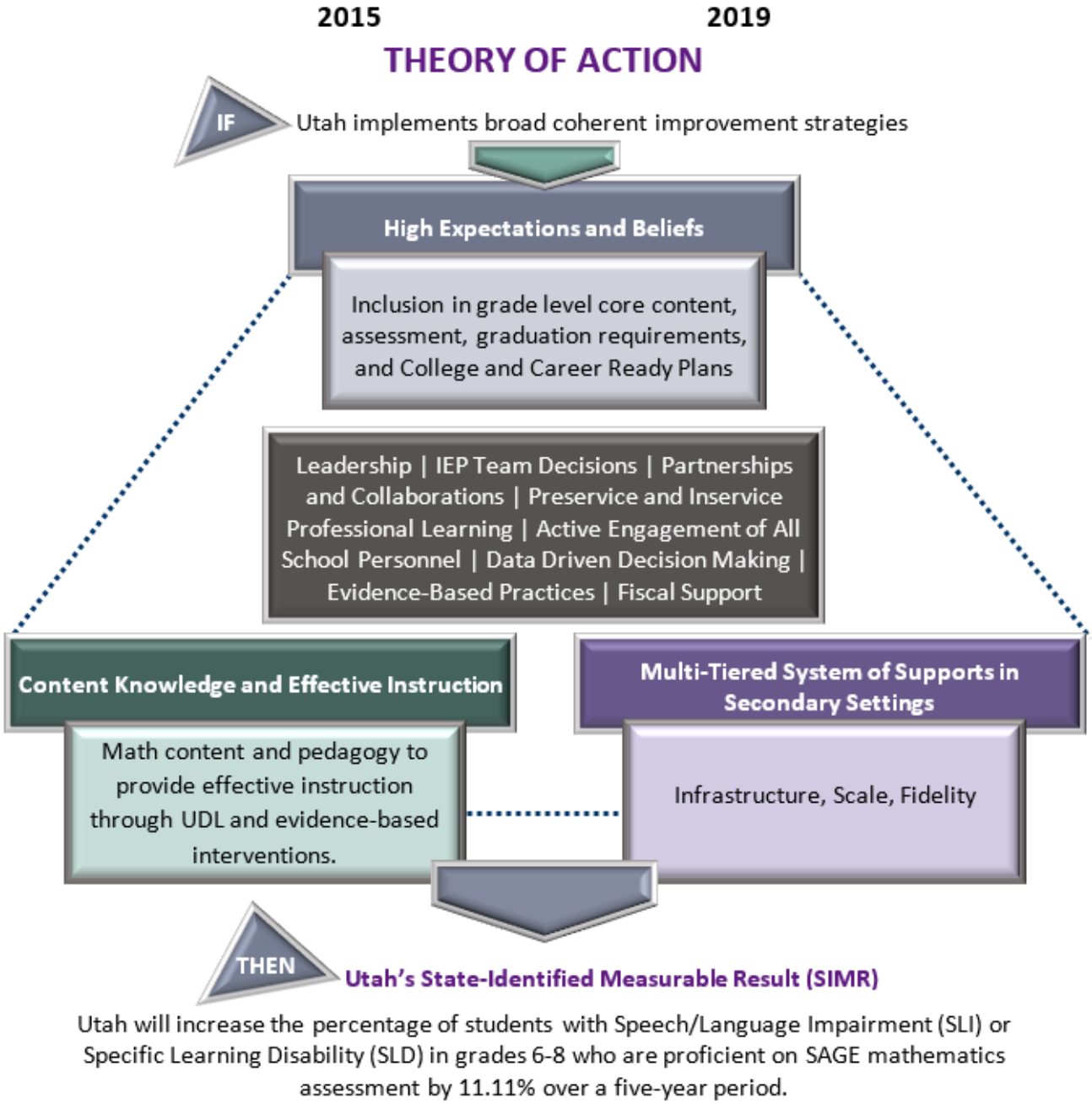

Figure 2: Utah's State Systemic Improvement Plan (SSIP) Theory of Action.

Utah's SIMR is to increase statewide proficiency by 11.11% for students categorized as SLI or SLD in grades six through eight on the SAGE end-of-level statewide mathematics test over a five-year period (2014–2019).

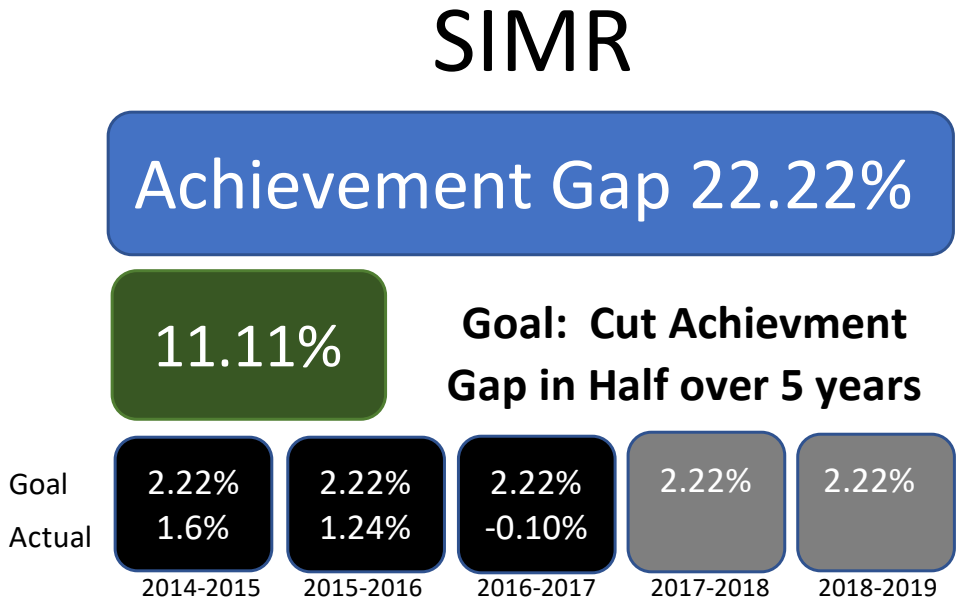

Figure 3: Utah's State Identified Measurable Result (SIMR) progress.

A.2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies

As outlined in Utah's Theory of Action, Utah is focusing on three broad Coherent Improvement Strategies, which will result in correcting the root causes identified in the SSIP Phase I and ensure achievement of Utah's SIMR.

I. Administrators, teachers, parents, and students will see the need and expect students with disabilities to master mathematics content (resulting in IEP Team decisions that require and scaffold grade-level Core mathematics instruction);
II. General education and special education teachers will understand mathematics standards and effective instruction will improve for all students; and
III. The USBE and LEAs will increase general education tiered instructional support and interventions in secondary settings, to scaffold mathematics Core standards as they become more rigorous and abstract (i.e., MTSS).

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

Strategy I: High Expectations and Beliefs, the components are:

- Inclusion in grade-level Core content;
- Assessment;
- Graduation requirements and College and Career Ready (CCR) plans;
- Leadership;
- Preservice and inservice professional learning;
- Data and EBPs;
- Active engagement of all school personnel;
- IEP Team decisions; and
- Fiscal support.

Strategy II: Content Knowledge and Effective Instruction, the components are:

- Math content and pedagogy to provide effective instruction through Universal Design for Learning (UDL) and evidence-based interventions;
- Leadership;
- Preservice and inservice professional learning;
- Data and EBPs;
- Active engagement of all school personnel;
- IEP Team decisions; and
- Fiscal support.

Strategy III: MTSS in Secondary Settings, the components are:

- Infrastructure, scale, and fidelity;
- Leadership;
- Preservice and inservice professional learning;
- Data and EBPs;
- Active engagement of all school personnel;
- IEP Team decisions; and
- Fiscal support.

The impact of the Coherent Improvement Strategies, based upon the root causes and components, will result in vital changes leading to increased student proficiency. The improvement activities that Utah began implementing during the 2016–2017 school year have focused on the Coherent Improvement Strategies and will be discussed in depth in Sections B. and C. of this report.

As outlined in the SSIP Phase II report, Utah created a Cross Department SSIP Implementation Team (CDIT). The CDIT is responsible for ensuring the improvement activities are implemented, and then reviewing the evaluation data from those activities to suggest changes and/or additions, and includes team leads from the USBE Special Education section (the former SSIP Coordinator, who is now the Assistant Superintendent of Student Support, a role that encompasses State Special Education Director) and the USBE Teaching and Learning (T&L) section (the USBE Secondary Mathematics Coordinator), to align and leverage existing improvement efforts and determine the need for new ones. The CDIT includes members from the USBE and T&L sections as well as from the Assessment section, the Student Advocacy Services (SAS) section, the State Personnel Development Grant (SPDG) MTSS project, the Utah Personnel Development Network (UPDN), the Effective Educator Development, Accountability and Reform (CEEDAR) technical assistance (TA) project, and a representative of the Utah Council of Teachers of Mathematics (UCTM). At the beginning of the 2017–2018 school year, two members of the USBE Digital Teaching and Learning sections were added to the CDIT. Additionally, to provide cross-pollination of mathematics improvement efforts inside and outside the USBE, a member of the CDIT sits on the Board of the UCTM as a nonvoting member.

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

The implementation of EBPs has been the biggest concern of Utah moving forward with implementing the SSIP. Research in EBPs for students who are struggling in mathematics is behind that of literacy/English Language Arts (ELA), and research regarding students with disabilities and EBPs in mathematics is even less prolific.

The USBE formed the CDIT to guide the work of SSIP implementation at the state level. The members are working together to advertise the SSIP. They are also creating 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

Several national organizations are creating repositories of EPBs and evidenced-based programs for educational agencies to access. The CDIT is distributing the website information of these repositories to LEAs so that they can review the information and evaluate their own practices and procedures. These repositories include:

- What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Math)
- American Institutes for Research
- Evidence for ESSA (https://www.evidenceforessa.org/programs/math)

The USBE has also reached out to the National Center on Systemic Improvement (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 accumulate resources that have begun to be and will continue to be shared with LEAs regarding the use of EBPs, including multi-tiered supports for students who struggle in mathematics.

The list of EBPs that CDIT began providing professional development about during Phase III, included:

- Ensuring students with disabilities have access to, involvement in, and make progress in the general curriculum
  - Use of 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 National Council of Teachers of Mathematics'(NCTM's) eight mathematical practice standards)
  - Response opportunities
  - Strategic instruction

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

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

    - Instructional explicitness
    - Instructional intensity
    - Instructional time
- Strategies for instructional delivery for mathematics
    - Advanced organizer
    - Concept maps
    - Concrete/Representational/Abstract (CRA)
    - 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
    - Tie it up in a paragraph
- Use of the Coherence Map (http://achievethecore.org/coherence-map/)
- Collaborative study and student interviews[4]
- Open-ended low threshold, high ceiling tasks; offering choices of tasks; developing student self-awareness and responsibility; and exit tickets[5]
- Comprehensive Mathematics Instruction (CMI)[6]

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[7] and leveled grouping, ability tracking, extending a mathematics course over two years, and low expectations[8]. The CDIT continues to be concerned that these ineffective practices has led 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.

The SSIP implementation plan in the SSIP Phase II outlined a multi-tiered approach to SSIP implementation. Each Utah LEA has begun to consider its stage of implementation of EBPs for mathematics instruction and MTSS in secondary settings. For LEAs with multiple schools, the

[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*.

[4] Tapper, John. (2012). *Solving for Why: Understanding, Assessing, And Teaching Students Who Struggle with Math*.

[5] Boaler, Jo. (2016). *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching*

[6] Hendrickson, S., Hilton, S., Bahr, D. The *Comprehensive Mathematics Instruction (CMI) Framework*: A new lens for examining teaching and learning in the Mathematics Classroom.

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

[8] National Council of Teachers of Mathematics (NCTM). (2014). *Principles to Actions: Ensuring Mathematical Success for All.* Reston, VA: NCTM.

LEA is also considering the implementation stages of each school, then determining the implementation drivers that will leverage the most change within the LEA and individual schools. This is yet another way in which the USBE is individualizing PD and TA for LEAs.

A *few* LEAs selected during Phase I of the SSIP have begun to receive intensive support to implement pilot projects that utilize EBPs and eliminate practices that are not evidence-based. A group of nine LEAs were invited to participate in the initial implementation and to receive intensive support from the USBE and are referred to as the "intensive nine" or "I-9" LEAs. Five large LEAs were chosen to be I-9 LEAs: Davis School District, Granite School District, Jordan School District, Alpine School District, and Washington County School District. Two medium-sized LEAs were chosen as I-9 LEAs, including Iron County 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. At the end of the 2016–2017 school year, Quest Academy chose not to continue to work intensely with the USBE because their LEA continuous improvement plan is focusing on English Language Arts instead of mathematics, and they want to focus on one initiative at a time.

When LEAs identify in their special education Program Improvement Plan (PIP) that they need support to improve mathematics outcomes for students with disabilities, they have the ability to request PD and/or TA support from the USBE and UPDN. In this manner, the USBE is providing "targeted" support to *some* LEAs who self-identify the need. Five LEAs have gone beyond simply requesting PD and have begun "targeted" pilot projects during Phase III Year 2, including Cache School District, Carbon School District, Ogden School District, and two charter schools, Legacy Preparatory Academy and Weilenmann School of Discovery. Each has created a project based on the individual needs and the context of the LEA. For example, one LEA is doing a facilitated lesson study with all middle school mathematics and special education teachers. Another LEA is doing monthly professional development for all staff on the mathematics progressions in the Core. The USBE SES and CDIT are using the fidelity of implementation data received from these PD activities as part of a continuous feedback and improvement loop.

The universal tier of SSIP implementation is 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 USBE has been providing "universal" supports to all LEAs in the state, while providing "targeted" supports to LEAs who requested PD and TA related to mathematics in their special education Program Improvement Plans (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 USBE SES and CDIT are using the outcome data received from these activities as part of a continuous feedback and improvement loop.

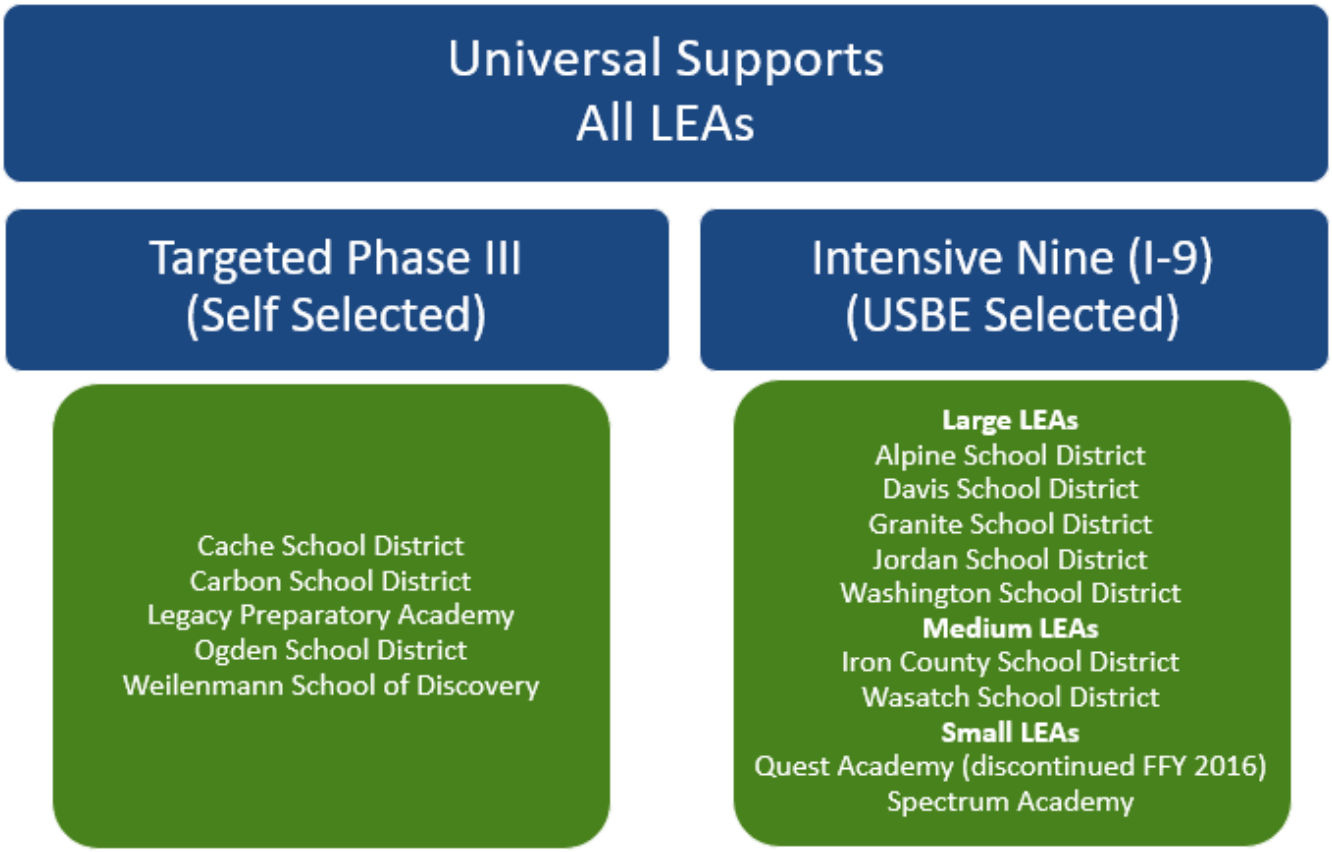

Figure 4: LEAs receiving SSIP Support at the Universal, Targeted, and Intensive Levels

Brief overview of the year's evaluation activities, measures, and outcomes

Utah's evaluation plan for the SSIP 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. These are 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 would require that Utah increase its proficiency for this group of students with disabilities by 2.2% per year.

In FFY2014, the target for Utah's SIMR was 9.32%. Utah's actual data was 8.70% proficiency, which did not meet the target, but which was an improvement of 1.60 over baseline. In FFY2015, the target for Utah's SIMR was 11.52%. Utah's actual data was 9.90%, which did not meet the target, but which was an improvement of 1.20 over FFY2014 and 2.84 over baseline. IN FFY2016, the target for Utah's SIMR was 9.80%, which is a drop from the previous year.

The USBE is disappointed that the SIMR target was not met and even more disappointed that Utah's SIMR target group regressed. However, the USBE is encouraged by the fact that the students with disabilities targeted by the SIMR had less regression than students without disabilities. Utah believes this is because the SSIP implementation work is having a positive impact.

As reported in Utah's SSP/APR Indicator 3, students with disabilities in grades three through eight had a mathematics baseline in FFY2013 of 20.11%, which decreased in FFY2014 to 17.06%, then increased by 0.55 to 17.61% in FFY2015. Scores again increased for this age group in FFY2016 to 17.90%. In grade 10, Utah had a mathematics proficiency baseline in FFY2013 of 7.86%, with decreases in FFY2014 to 7.15%, in FFY2015 to 7.08%, and in FFY2016 to 6.50%. As proficiency in grades three through eight is increasing but proficiency in grade 10 is not, it appears from these initial results that by focusing on middle school mathematics, Utah's SSIP is having a positive impact on proficiency.

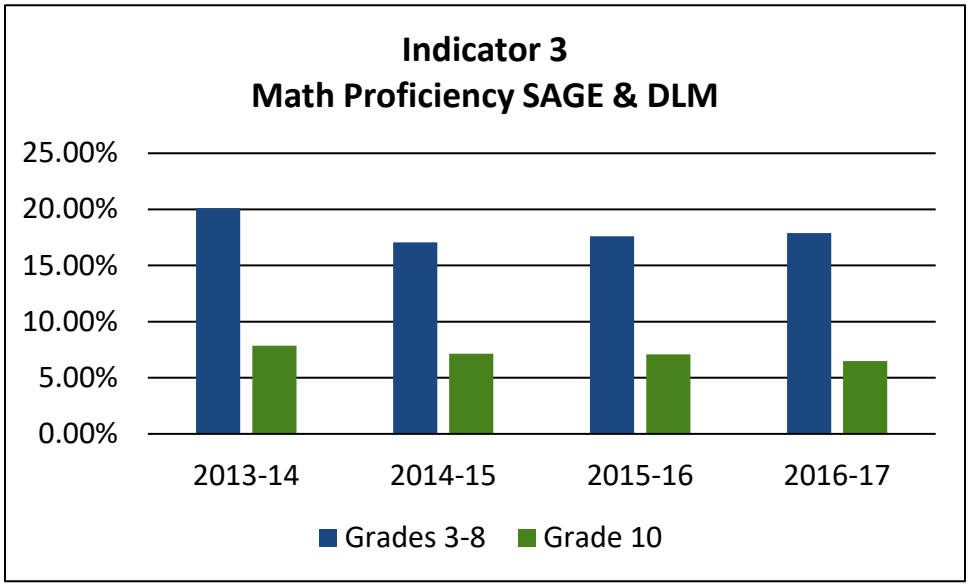

Figure 5: Percentage of students with disabilities who are proficient in mathematics on Indicator 3 in both third through eighth grades (aggregated) and grade 10.

The second part of the evaluation is the periodic evaluation of the components within each of the three Coherent Improvement Strategies, as defined by the Evaluation Questions and the Evaluation Matrix in the SSIP Phase II report. The outcome data related to each Evaluation Question and each component in the Evaluation Matrix will be provided in an Evaluation Matrix Progress chart in Section E.1. All data analyses are appropriate for the type of data identified. Most data reported are counts or percentages as specified in the Evaluation Matrix.

Both pre-post comparisons and comparisons of I-9 LEAs to all LEAs in the state are included to demonstrate the effectiveness of the coherent improvement strategies. I-9 LEAs are included in both groups in the comparisons (i.e., I-9 LEA's percentages of students proficient compared to the state's percentage of students proficient), which is explicit in reporting. While separating I-9 LEAs and the rest of the LEAs in the state would result in independent samples for comparison, the state metric is the percentage of students who are proficient on the SAGE. Hence, comparing I-9 LEAs to the reported state metric seems most appropriate.

A.4. Highlights of changes to implementation and improvement strategies

Utah has not made any changes to the SIMR, the Coherent Improvement Strategies in the SSIP, or the Theory of Action. Utah has made several minor changes to the activities in the Implementation Matrix from the SSIP Phase III report.

Utah has completed four activities within the timeline outlined in the Implementation Matrix. Completed activities were removed from the Implementation Matrix.

Under Content Knowledge and Effective Instruction, Utah has completed:

- Support I-9 LEAs in creating and implementing pilot projects using EBPs.
- Attend the MidSchoolMath conference.
- Hold an SSIP mathematics conference as a universal support for educators and administrations.

Under MTSS in Secondary Settings, Utah has completed:

- Create a document visually articulating and explaining definitions of UDL v. accommodations v. tiered instruction v. specialized instruction.

Utah has also discontinued several activities because of changes in resources leading to the USBE's ability to implement the activity effectively, or because the CDIT determined the activity was no longer necessary. Utah has discontinued four activities outlined in the Implementation Matrix. Discontinued activities were removed from the Implementation Matrix.

Under Content Knowledge and Effective Instruction, Utah has discontinued the following:

- Provide a monthly resource to I-9 LEA Special Education Directors regarding mathematics instruction (this activity was discontinued because the Math Corner of the SpEdOmeter provides the necessary information to all LEA directors; an additional monthly resource for I-9s was therefore not needed).
- Collaborate with the USBE Assessment to Achievement project (this activity was discontinued because the funding for the project ended).

Under MTSS in Secondary Settings, Utah has discontinued:

- Provide systems coaching to LEAs and/or schools (this activity was discontinued because the SPDG MTSS project grant ended in September 2017).
- Provide access to the WestEd Formative Assessment Insights course (this activity was discontinued because as the course was no longer free, no Utah educators chose to participate).

During the SSIP Phase III, as a direct result of stakeholder feedback and initial SSIP data reviews conducted by the CDIT, in FFY 2015 Utah had added three new activities: Under High Expectations and Beliefs, Utah added:

- Facilitate an online book study on *Mindset* by Carol S. Dweck for parents; and
- Create a website on which a repository of mathematics resources can be provided for parents, educators, administrator and other stakeholders.

The USBE in collaboration with the Utah Parent Center (UPC) (Utah's Parent Training and Information Center) has led three sessions of the online book study and over 500 individuals have participated.

Under Content Knowledge and Effective Instruction, Utah had added:

- Hold an SSIP mathematics conference as a universal support for educators and administrations.

The USBE in collaboration with the UCTM held the conference in August 2017 and had over 900 participants. Participants rated the conference as “effective” overall in meeting the objectives of the conference, which were the three coherent improvement strategies of the SSIP Theory of Action. As the activity has been completed, it has been removed from the Implementation Matrix.

B. Progress in Implementing the SSIP

B.1. Description of the State's SSIP implementation progress

Utah is pleased with the SSIP implementation progress made during FFY2016. The CDIT led the implementation effort by meeting regularly as a large group and also creating six committees/work groups including, Equity, EBPs, Messaging, K–16 Alignment, Data Outcomes, and MTSS. Each committee created at least three goals for the 2017–2018 school year, including a goal about how to use their work to support and improve the CDIT messaging of SSIP implementation and outcomes.

Each committee has a facilitator to be responsible to set the agendas for the monthly meetings, to monitor the progress of the relevant improvement activities in the Implementation Matrix, and to monitor the committee members' progress presenting on the SSIP to myriad parent groups, groups of educators and administrators, and other stakeholders. A report of the progress of implementation of each of the activities listed is included below in the Implementation Matrix Progress chart. The chart details Utah's implementation progress in the "Progress" column. It details whether the intended *timeline* has been met in the line labeled "T". The chart details what has been *accomplished*, including intended outputs, and what *milestones* have been met in the line labeled "A/M". The chart details the *fidelity* of the planned measured in the line labeled "F". (For the sake of brevity, students with disabilities is abbreviated as SWD in the chart.)

Coherent Improvement Strategy I: High Expectations and Beliefs

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

Implementation Activities (Outputs)	Timeline	Progress
a. Use the CDIT to produce SSIP information for dissemination, recommend statewide implementation plan, and review evaluation data from SSIP improvement activities.	2015–2019	T: Done and ongoing F: NA A/M: Disseminated info about SSIP and EBPs throughout Utah to education staff and other stakeholders; reviewed I-9 LEA pilot project data and initially available "targeted" LEA data, and Evaluation Question progress data.
b. Create and disseminate a beliefs and expectations survey related to SWD and mathematics access and achievement.	2015–2019	T: Done 2015, will re-release in 2018 F: NA A/M: 1,500 stakeholders responded to initial survey; baseline data was included in the SSIP Phase II report.
c. Continue to disseminate copies of the executive summary of Phase I of the SSIP to stakeholders statewide.	2015–2019	T: Done and ongoing F: NA A/M: Document is available online.
d. Disseminate copies of the executive summary of Phase II of the SSIP to stakeholders statewide.	2016–2019	T: Done and ongoing F: NA A/M: Document is available online.
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.	2015–2017	T: Done and ongoing F: NA A/M: See SSIP PD Tracking form in Appendix A.
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 SWD receive, course taking patterns, and college and career readiness.	2015–2017	T: Done and ongoing F: NA A/M: See SSIP PD Tracking form in Appendix A and the UPC Progress report in Appendix B.

Implementation Activities (Outputs)	Timeline	Progress
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.	2015–2019	T: Done and ongoing F: NA A/M: The UPC has: trained all staff on the SSIP, including the need to increase expectations for their own SWD and to help other parents do so; updated the "Transition of Adult Life Parent Handbook" to include information about having high expectations; discussed expectations and beliefs during parents calls; added content items about expectations to their website and to emails they sent out; created a resource list and information sheets to assist parents help their SWD with mathematics; and co-sponsored the second year of Mindsets book studies. See Appendix B for an overview of UPC SSIP-related activities.
h. Provide PD and TA to teachers of students with significant cognitive disabilities.	2015–2019	T: Done and ongoing F: Participants upload copies of lesson plans and formative assessments, USBE staff provide feedback. A/M: Provided regional two-day trainings.
i. Engage a public relations firm to create and disseminate a statewide public awareness campaign about the SSIP.	2016–2019	T: Done and ongoing F: NA A/M: Contracted with The Summit Group in August 2016. Published several state and national articles about SSIP work, largely mindset- and coteaching-related. Facilitated several radio spots about SSIP work, largely mindset-related.
j. 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.	2016–2019	T: Done and ongoing F: NA A/M: See SSIP PD Tracking form in Appendix A.

Implementation Activities (Outputs)	Timeline	Progress
k. 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.	2016–2019	T: Done and ongoing F: NA A/M: See SSIP PD Tracking form in Appendix A and the UPC Progress report in Appendix B.
l. Facilitate a book study on *Mindset*, by Carol Dweck, or *Mathematical Mindsets* by Jo Boaler, for educators.	2016–2018	T: Done and ongoing F: NA A/M: Two sessions of an online book study on *Mindset* were provided between November January and March 2018. Over 200 individuals participated.
m. Continue to align USBE initiatives and all instructional improvement efforts to move the USBE along the Collaboration Continuum.	2015–2019	T: Ongoing F: NA A/M: Participating in NCSI System Alignment Learning Collaborative and CCSSO's School and District Improvement SCASS. USBE promoted the state director of special education to an Assistant Superintendent position who supervises all Federal program and some state prevention/student support programs.
n. Request increased funding for public education, especially programs and services for SWD.	2015–2019	T: Ongoing F: NA A/M: The 2018 Legislature increased the Weighted Pupil Unit (WPU) (per student funding) by 2.5%.
o. Facilitate an online book study on *Mindset* by Carol S. Dweck for parents.	2016–2017	T: Ongoing F: NA A/M: 300 parents participated in the first session of an online book study on *Mindset* in the spring of 2017. Two more sessions were provided in the winter of 2018, to which over 200 individuals participated.
p. Create a website on which a repository of mathematics resources can be provided for parents, educators, administrators and other stakeholders.	2016–2019	T: Ongoing F: The CDIT is creating the website with the help of the contracted PR firm; EBPs and processes are and will be posted on the website. A/M: The CDIT has secured a page linked through the USBE's website and is organizing the content now.

Coherent Improvement Strategy II: Content Knowledge and Effective Instruction

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

Implementation Activities (Outputs)	Timeline	Progress
a. Facilitate a book study on *Principles to Actions*, by NCTM, for educators.	2015–2017	T: Done and ongoing F: Embedded activities into the PD that demonstrates participants' understanding and ability to apply the information. A/M: 50 participants have completed or will complete the *Principles to Actions* course online by the end of April 2018.
b. Facilitate an online book study and webinar on the Mathematics Practice Standards published by NCTM for educators.	2015–2019	T: Done and ongoing F: Embedded activities into the PD that demonstrates participants' understanding and ability to apply the information. A/M: 50 participants have completed or will complete the *Principles to Actions* course online by the end of April 2018. 30 participants have completed the *Magnifying Sixth Grade Mathematics* online course and 30 participants have completed the *Magnifying Eighth Grade Mathematics* online course.
c. Facilitate an annual coteaching cohort of general and special education teachers focusing on both EBPs in coteaching as well as mathematics content and instruction and intervention using EBPs.	2015–2019	T: Done and ongoing F: Student pre- and post-test content knowledge data and three observations/coaching visits per team are provided. A/M: 43 new coteaching teams (consisting of a general educator and a special educator) participated in a yearlong cohort training on coteaching using mathematics content.
d. Support I-9 LEAs in scaling up effective pilot projects using EBPs.	2016–2019	T: Done and ongoing F: Each of the eight I-9 LEAs have continued their SSIP implementation work and each has a fidelity measure specific to its project. One LEA, Quest Academy, chose to discontinue participation in order to focus on the literacy initiative in their LEA continuous improvement plan. A/M: Each LEA continues to implement its plan and scale up as appropriate and as resources are available.

Implementation Activities (Outputs)	Timeline	Progress
e. Support LEAs in adopting and implementing successful "targeted" pilot projects using EBPs.	2016–2019	T: Done and ongoing F: Five LEAs began "targeted" projects, including Cache District, Carbon District, Legacy Preparatory Academy, Ogden District, and Weilenmann School of Discovery. A/M: Carbon provided intensive training on EBPs for all of their middle school paraprofessionals during the summer before the 2017–2018 school year.
f. 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.	2015–2019	T: Done and ongoing F: Embedded activities into the PD that demonstrate participants' understanding and ability to apply the information. A/M: All eight participating I-9 LEAs have continued to receive PD specific to their needs.
g. Provide professional development on Universal Design for Learning (UDL) within the context of mathematics instruction to general and special education staff.	2015–2019	T: Done and ongoing F: Embedded activities into the PD that demonstrate participants' understanding and ability to apply the information. A/M: Added UDL to all mathematics content and pedagogy presentations delivered by USBE and UPDN staff; USBE and UPDN created online modules about the use of UDL (for all content areas) released during the 2017–2018 school year.
h. Provide special education administrators an overview of an EBP in the SpEdOmeter newsletter monthly.	2015–2019	T: Done and ongoing F: Provide information in the SpEdOmeter about EBPs. A/M: Created a monthly "Math Corner" in which an EBP is outlined and explained.
i. Work with School Improvement section of Student Advocacy Services (SAS) department on Student Support Teams (SSTs) to ensure mathematics proficiency improvements are considered during the school improvement process for the lowest-performing Utah schools.	2015–2019	T: Done and ongoing F: Ensure school designated as having "Improvement" or "Turnaround" status propose only the use of EBPs in their improvement plans. A/M: SSIP Coordinator has become the Assistant Superintendent of Student Support and so now supervises of the School Turnaround team, providing PD, TA and coaching to Turnaround principals.
j. Provide PD and TA regarding mathematics improvements to LEAs based on their special education Program Improvement Plan (PIPs).	2015–2019	T: Done and ongoing F: Embedded activities into the PD that demonstrate participants' understanding and ability to apply the information. A/M: 51% of LEAs participated in PD/TA regarding mathematics instruction improvement.

Implementation Activities (Outputs)	Timeline	Progress
k. Create courses and/or a cohort of teachers to earn the Special Education Mathematics Endorsement.	2016–2019	T: Ongoing F: NA A/M: USBE offered a stipend reimbursement for taking courses toward the endorsement; two LEAs are providing a cohort of teacher with the coursework; USBE is working with two (of four) Regional Resource Centers in Utah to offer regional endorsement courses.
l. Provide co-sponsorships to Utah agencies and associations (such as Utah CEC, Utah Association of School Psychologists [UASP], UCTM, Utah's Council of Administrators of Special Education [CASE]) for conferences and conference sessions that address mathematics achievement and any of the three Coherent Improvement Strategies.	2015–2019	T: Done and ongoing F: Reviewed presentation material to ensure information was evidenced-based. A/M: Provided co-sponsorships to Utah CEC, Utah CASE, UCTM, and the Utah Education Policy Center (UEPC).
m. Participate in the NCSI Mathematics State Collaborative.	2015–2019	T: Done and ongoing F: NA A/M: Participated in face-to-face meetings, monthly lead calls, and quarterly team calls.
n. Provide PD and TA to administrators and educators about effective instructional coaching for mathematics and how to conduct fidelity checks of implementation.	2015–2017	T: Done and ongoing F: Provided PD and TA, including forms, to coaches and those receiving coaching on effective instructional coaching and fidelity checks. A/M: 42 participants had initial training on mathematics content coaching, including guidelines for coaching cycles, role of coach, and utilizing a coaching protocol.
o. Provide PD and TA to educators about developing, delivering, and evaluating PD, including the provision of transfer supports, and using the seven step Effective Professional Development Cycle.	2015–2019	T: Done and ongoing F: Embedded activities into the PD that demonstrate participants' understanding and ability to apply the information. A/M: USBE staff and several LEAs received PD, TA and coaching on development of evidence-based PD.

Coherent Improvement Strategy III: MTSS in Secondary Settings

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

Implementation Activities (Outputs)	Timeline	Progress
a. Create an online training module describing systems and instructional components required to implement an MTSS for mathematics.	2016–2019	T: Done and ongoing F: Created required quizzes for each section of the online module. All participants must pass each quiz before the system will allow them to continue into the next section of the module. A/M: 101 participants have taken the course.
b. Update the Utah three-tiered mathematics instruction and intervention document and disseminate statewide.	2016–2019	T: Ongoing F: NA A/M: Utah's 3 Tiers of Mathematics (2008) is under revision and becoming Utah's MTSS in Mathematics (2018); the revision includes a Framework (aligned to USBE MTSS Critical Components), plus additional research and professional development supports.
c. Provide annual data drill TA meetings that explain LEA child count and proficiency data and teach LEAs how to identify root causes and then how to turn root causes into special education PIP goals.	2015–2019	T: Done and ongoing F: NA A/M: 59 LEAs participated in the 2018 data drill TA meetings.
d. Provide PD and TA to educators on the mathematics Coherence Map (https://achievethecore.org/) and how to use it to scaffold the learning of struggling students.	2015–2019	T: Done and ongoing F: Embedded activities into the PD that demonstrate participants' understanding and ability to apply the information. A/M: Presented at multiple meetings to educators and parents. See SSIP PD Tracking form in Appendix A and the UPC Progress report in Appendix B.

Implementation Activities (Outputs)	Timeline	Progress
e. Provide instructional coaching to educators using the Coaching Growth Continuum as they implement EPBs and discontinue the use of ineffective practices in mathematics instruction.	2015–2019	T: Done and ongoing F: NA A/M: 42 participants had initial training on mathematics content coaching, including guidelines for coaching cycles, role of coach, and utilizing a coaching protocol; implementation included teaching practices, growth mindset, and coaching questions to improve EBPs related to these areas; ineffective practices discussed through lens of instruction that leads to fixed mindset (for example, not letting students communicate or asking only questions that promote memorization/fast answers, therefore silently communicating to a class that "you are smart at math if you memorize" vs "you are smart because you reason and think critically about problems").

B.2. Stakeholder involvement in SSIP implementation

Utah recognizes that in order to adequately and effectively implement the SSIP and improve infrastructure, other state agencies and stakeholders must collaborate with the USBE and LEAs. To that end, the USBE SES and the CDIT have already disseminated and shared detailed information about the SSIP and how stakeholders can collaborate with the USBE to implement and participate in the improvement activities outlined in the Implementation Matrix.

In addition, the USBE Assistant Superintendent of Student Support and the SSIP Specialist and other members of CDIT have been meeting with stakeholders, including other state agencies to support state infrastructure improvements, solicit feedback regarding the SSIP implementation efforts and initial outcomes, elicit support for and help with the SSIP implementation process, and elicit ideas about possible gaps in the improvement activities and implementation process. The CDIT has created products to advertise the SSIP and resources to share with LEAs, and the members have disseminated information and resources to all of the stakeholder groups with which they interact. In addition, CDIT members have requested that representatives from state agencies, organizations, and associations do the same. The continued level of interest and the numbers of questions the USBE has received about implementation activities has been exciting. When asked at meetings and conferences if stakeholders know about the SSIP and/or are participating in implementation activities, the number of individuals who acknowledge awareness has become more than those who don't.

Using the same process Utah successfully employed to solicit stakeholder input and buy-in during Phases I through III, the Assistant Superintendent of Student Support, the SSIP Specialist and other CDIT members have guided the implementation process by going directly 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 has now discussed the SSIP with thousands of stakeholders, eliciting ideas about how best to achieve the SIMR. Utah has received and acted upon valuable feedback about the implementation and the evaluation of the SSIP and provided valued follow-up information to interested individuals and groups. These discussions have occurred with a wide selection of stakeholders at numerous state, regional, and local meetings, and Utah continues to reach 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 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) (See the USBE website for a list of all USEAP membership and roles

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);
LEA Title I Directors;
LEA Curriculum Directors;
LEA Math Coordinators;
LEA Secondary Math Leaders;
LEA Assessment Directors;
LEA Preschool Coordinators;
Utah Middle Level Association (UMLA);
UPDN providers and Advisory Board (includes LEA leadership);
UPC (Utah's Parent Training and Information Center);
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 to Persons with Disabilities, and Utah Schools for the Deaf and Blind);
United States Department of Education (USDOE) OSEP;
CEEDAR;
Utah Partnership for Transforming Educator Preparation (UPTEP), formerly the Council of Chief State School Officers' (CCSSO's) sponsored Network for Transforming Teacher Preparation (NTEP);
NCSI;
Utah Institutes of Higher Education (IHE) Deans of Education;
Utah IHE teacher preparation, leadership, school psychology and mathematics departments;
Educators (administrators, general education, and special education teachers);
Parents;
Paraeducators;
Advocates (from Utah's Protection and Advocacy Center and the Legislative Coalition for People with Disabilities (LCPD));
Legislators;
Utah School Counselors Association;
Utah School Social Workers Association;
Utah Secondary School Principals Association;
Utah Elementary School Principals Association;
UCTM;

Utah Parent Council (for the Utah Division of Child and Family Services); and
Community members (included in various committees, associations, boards, and statewide conferences).

These stakeholders have been and will continue to be included in the discussion of SSIP implementation because they are vital to the achievement of Utah's SIMR. 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.

The CDIT successfully implemented two new improvement activities this past year as a direct result of the feedback received from stakeholders during and after these meetings. The USBE and UPC provided three sessions of an online book study for parents using Carol S. Dweck's book *Mindset* and have had over 500 total participants. The USBE and the UCTM hosted a statewide mathematics conference that focused on all three coherent improvement strategies in the SSIP and had over 900 participants. The CDIT is continuing to implement a third new improvement activity by creating a webpage repository for the dissemination of EBPs for mathematics.

C. Data on Implementation and Outcomes

C.1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

In order to efficiently and effectively monitor outputs and assess the effectiveness of Utah's SSIP implementation plan, at least one member of the CDIT was assigned to facilitate the implementation of each activity on the Implementation Matrix.

In addition, the SSIP Specialist was assigned to review the Implementation Matrix monthly and track the progress of each activity outlined in the Implementation Matrix. She also keeps a record of all the discussions and presentations about the SSIP that have happened since the last CDIT meeting so that members can review stakeholder feedback and incorporate any ideas or concerns from stakeholders into the planning of the next month's SSIP implementation and evaluation discussion.

Utah is very pleased, and frankly impressed, with the progress the CDIT members are making in facilitating the implementation of the broad Coherent Improvement Strategies and the improvement activities. CDIT members were recruited from all instructional sections of the USBE and have not been given extra time or had other assignments taken off their plates to compensate for their time spent working on SSIP implementation. Each member has agreed to participate and follow through with assignments because he/she believes that the SIMR can and should be achieved and that as mathematics achievement improves for students with disabilities, it will improve for all students.

Utah has seen further indicators that an increased number of stakeholders are supporting the overall belief that mathematics proficiency is a concern worth addressing which needs to be supported by many to make effective change. This past year two things have highlighted this change in belief. First, at the June 2017 Utah PTA Convention, Utah PTA members voted on and passed the resolution "High Expectations for Students with Disabilities." They stated, "With this resolution Utah PTA hopes to begin to change the mindset of all the stakeholders—parents, teachers, administrators, the community and the students themselves. Utah PTA supports high expectations for all students and insists that all students, including students with disabilities, should be given the opportunities, tools, resources, accommodations and instruction to enable them to go as far as possible toward achieving their full potential. We ask for your help in changing the mindset to improve outcomes for our students with disabilities."

Second, at the March 2, 2018 convention for the Utah Speech-Language Hearing Association (USHA) Mary Alt, MS, CCC-SLP presented on "Math and Language: What SLPs Should Know." Her presentation included information about 1) how math is related to language, 2) what makes math language difficult, and 3) what makes children with Developmental Language Disorders (DLD) vulnerable, including research on the subject.

The CDIT is continuing to measure the effectiveness of the pilot projects and improvement activities being implemented by the I-9 LEAs through a review of their formative data and then comparing their SIMR results to the SIMR results of the state. This year, visits were made to Iron County School District (ICSD) and Davis School District (DSD) to examine the outcomes of

their I-9 pilot projects to improve middle school mathematics proficiency. A review of each district's project and initial data is provided below.

Iron County School District

The ICSD has two middle schools that enroll students from grades six through eight. Each middle school designed its own SSIP implementation pilot project. One of the middle schools participated in the mathematics coteaching project with one set of teachers in sixth grade and one set in seventh grade, meaning that mathematics content courses were taught by a general educator (highly qualified mathematics content expert) and a special educator. The sixth-grade coteaching pair taught 3 classes which included 80 total students, 19 of which were students with disabilities. There were three other sixth grade teachers who taught 80, 77, and 78 total students with 11, 10, and 8 students with disabilities in each class, respectively. The sixth-grade co-teachers were in their second year of coteaching and feel that they have improved their instruction as they continue to attend professional development and practice the implementation of EBPs. In addition, they indicated part of their success is due to having the same prep time and an ability to plan together, personalities that work well together, understanding of different responsibilities, and ability to work together as they are in the classroom together the majority of the day. They feel that they are truly "co-teachers," not just one teacher and one classroom aide. The results of their comparative SAGE Benchmark data are provided below.

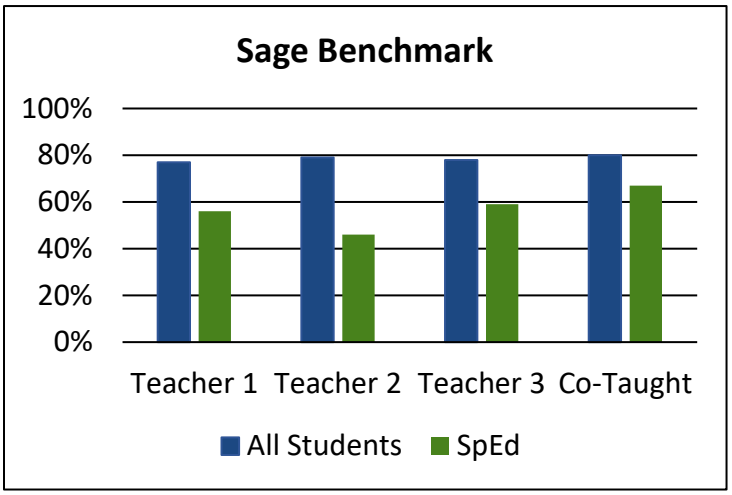

Figure 6: Percent proficient on the sixth grade SAGE math assessment

In addition to mathematics formative assessments at this school, the students also took a survey in 2016–2017 regarding their attitudes towards mathematics. Results of the survey indicate that students' feelings about mathematics and their abilities to master mathematics were changed following a year in the co-taught class.

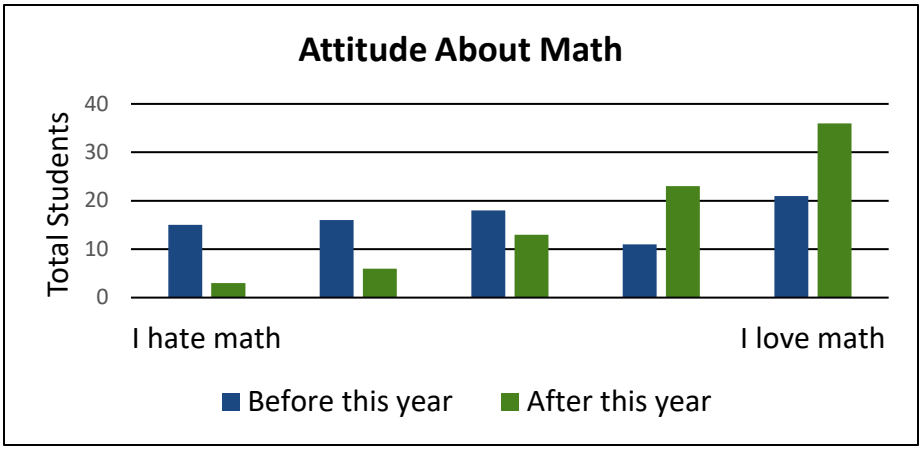

Figure 7: Results of survey regarding attitudes toward math at the beginning and ending of the school year.

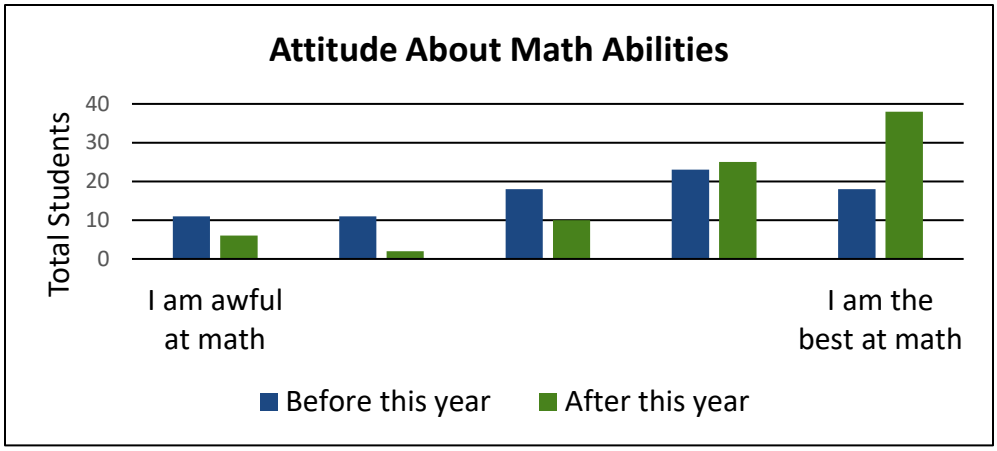

Figure 8: Results of survey regarding attitudes toward math abilities at the beginning and ending of the school year.

The second middle school in ICSD chose to use an instructional coach model, in which the coach provided teacher support, student support, and "walk throughs." Teachers were surveyed regarding the mathematics coach and were unanimous in their feelings that: 1) having a mathematics coach has been beneficial to the sixth-grade special education students and 2) having a mathematics coach has increased the teachers' effectiveness as mathematics educators.

Davis School District

The DSD special education department engaged in an effort to increase mathematics proficiency scores for students with disabilities. The Related Services department embraced this effort and every related service professional, including adapted physical education teachers, audiologists, hearing specialists, speech-language pathologists, occupational therapists, physical therapists, school psychologists, and vision specialists, wrote a goal to infuse one or more of the NCTM Math Practice Standards into their professional practice. Because of the district-wide discussion and training, interest in collaborative efforts that focused on conceptual understanding of math concepts was generated. An area of need identified by the collaboration was that many seventh-grade students struggling in mathematics did not have the fundamental

understanding needed to master grade level content or, potentially more problematic, some students had developed misconceptions on concepts from the elementary grades.

The project focused on creating and administering a common assessment with seventh grade students receiving specially-designed instruction for mathematics in order to 1) identify students' knowledge gaps in conceptual understanding of mathematics and 2) deliver intervention to address the identified knowledge gaps.

The project team leaders identified four teams at the school level and one team at the district level to participate in the project. Each team consisted of one administrator, one resource mathematics teacher, one Speech-Language Pathologist, and one general education mathematics teacher.

Team 1 focused on improving conceptual understanding in grade-level DSD DESK numeration and arithmetic standards and understanding language in story problems. Ten of 15 students in this group increased their basic mathematics vocabulary by an average of 6%. Assessments of average story problem level increased across 25 assessments by an average of approximately two years. As students gained in their conceptual understanding, math calculation increased by 40%.

Team 2 focused on improving conceptual understanding of quantitative thinking and mathematics vocabulary. Thirteen students were assessed, and all students improved their scores from an average of 22% to an average of 64% in a three-month period.

Team 3 focused on quantitative conceptual understanding and vocabulary. Thirteen of 16 students under this team made improvements, increasing by an average of 16% in a two-week period.

Team 4 focused on mathematics vocabulary definitions. Forty three of 87 students that needed to improve as measured by a pretest, improved their scores by an average of 14 percentage points moving from 65% to 79%.

In addition, the DSD special education department developed a training for special education teachers on effective instruction with a focus on strategies from *Visible Learning*[9] and the DSD evaluation system. The goal was: Educators will improve student outcomes in mathematics as demonstrated by increasing the average of all "Evaluate Davis" observations from 2.88 to 3.00 by June 2018. (Outcome data will be available for the FFY2017 SSIP report.)

State Monitoring and Measurement

The CDIT is measuring the effectiveness of the implementation of improvement activities in several ways. The first is an anecdotal analysis of the number of stakeholders who know what the SSIP is and that are participating in one or multiple improvement activities. The USBE is overwhelmed with the statewide interest and participation. Parents, teachers, and administrators have begun to talk about the need to improve expectations, content knowledge, pedagogy, and tiered systems of supports in mathematics. They are challenging each other's

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

mindsets during meetings, so CDIT members no longer have to fulfill that role alone. They are also asking for more resources and more PD about EBPs.

The CDIT is measuring the effectiveness of PD activities using the USBE SES's online tool for PD registration and evaluation, Professional Development-Results Improvements and Outcomes (PD-RIO). Each time the USBE SES or the UPDN provides PD, participants are sent a survey that measures satisfaction and perceptions of knowledge and/or skill gain as a result of attendance. Participants respond to the same seven questions after every PD experience, but providers can also add questions that relate to their specific PD experience if they choose to do so. The CDIT has been able to review survey data from all of the universal and targeted activities that were provided in FFY2016. The vast majority of survey responses have informed the CDIT that the PD activities provided are 1) of high quality, 2) meeting a need, and 3) appreciated. However, the CDIT has also altered several PD activities slightly to respond to requests, needs, and criticisms provided through survey responses.

The CDIT is measuring the effectiveness of the pilot projects and improvement activities being implemented by the I-9 LEAs and by "targeted" LEAs through a review of their formative data and then by comparing their SIMR results to the SIMR results of the rest of the state.

The CDIT is measuring the effectiveness of all other implementation activities by measuring the progress being made on the Evaluation Questions and the objectives in the Evaluation Matrix. The CDIT reviewed the baseline data on each Evaluation Question and each objective in the Evaluation Matrix for FFY2014. In late 2017, the CDIT Data and Outcomes committee reviewed all the available data for determining the effectiveness of the SSIP implementation. In January 2018, the CDIT compared the FFY2016 results with the baseline data. Questions about how the data were coded and aggregated were discussed as well as ideas about how to better display the data to ensure stakeholders can quickly understand it. Overall, the CDIT was pleased with the progress made on the SIMR compared with the progress all students with disabilities made on the SAGE mathematics test but was disappointed that there was regression.

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

Utah has demonstrated progress by providing an overview of how each of the improvement activities for each of the three Coherent Improvement Strategies has been implemented during FFY2016. The Implementation Matrix Progress chart is included in Section B.1. An overview of the progress made to answer each of the Evaluation Questions and the Evaluation Matrix Progress chart is provided in Section E.1.

All data analyses are aligned with objectives and are appropriate for assessing progress towards achieving intended improvements and outcomes. As mentioned previously, counts are used when the denominator (total sample or population) fluctuates or is challenging to determine.

The CDIT reviews the progress made on each activity in the Implementation Matrix as well as the stakeholder feedback received from activity evaluation surveys and evaluation data that are available during monthly meetings and continues to agree that Utah's Theory of Action and Coherent Improvement Strategies are appropriate to achieve the SIMR. Each of the three Coherent Improvement Strategies is tied to a root cause, and the data collected to measure

progress is tightly linked to the three Coherent Improvement Strategies and measurable short-term objectives.

No changes have been made to initial implementation/improvement strategies. During FFY2016, the USBE completed four activities and discontinued four other activities as described in Section B.1.

C.3. Stakeholder involvement in the SSIP evaluation

The USBE recognizes that in order to adequately evaluate the SSIP and make course corrections as a result of evaluation data, other agencies and stakeholders must participate with the USBE and LEAs. To that end, the USBE Assistant Superintendent of Student Support, SSIP Specialist, and other CDIT members have been meeting with stakeholders to share the progress of SSIP implementation and initial outcomes.

Using the same process Utah successfully employed to solicit stakeholder input and buy-in during Phases I and II of the SSIP, the USBE Assistant Superintendent of Student Support, SSIP Specialist, and other CDIT members have shared the Evaluation Questions and Evaluation Matrix 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 evaluation of the SSIP, including continuing outcome data. 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 evaluation activities were undertaken.

The Evaluation Questions represent the key measurable questions and thus objectives Utah stakeholders have identified and want answered as a result of SSIP implementation. In addition to the objectives detailed in the Evaluation Matrix, the USBE shares 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. Stakeholders that have participated in the discussions include:

USBE;
USBA
USSA;
UBAA;
USCSB;
Utah Special Education Advisory Panel (USEAP) (See the USBE website for a list of all USEAP membership and roles

Utah LEA Special Education Directors;
Utah CASE;

Other LEA staff, as invited by the Special Education Director (e.g., Superintendent, Asst. Superintendent);
LEA Title I Directors;
LEA Curriculum Directors;
LEA Math Coordinators;
LEA Secondary Math Leaders;
LEA Assessment Directors;
LEA Preschool Coordinators;
UMLA;
UPDN providers and Advisory Board (includes LEA leadership);
UPC
UASP;
UEA;
PTA;
Utah CEC;
USHA;
Utah CCPD (members from Utah State agencies, including Vocational Rehabilitation, Department of Health, Division of Services to Persons with Disabilities, and Utah Schools for the Deaf and Blind);
USDOE OSEP;
CEEDAR;
UPTEP (formerly CCSSO's sponsored NTEP);
NCSI;
Utah IHE Deans of Education;
Utah IHE teacher preparation, leadership, school psychology and mathematics departments;
Educators (administrators, general education, and special education teachers);
Parents;
Paraeducators;
Advocates (from Utah's Protection and Advocacy Center and LCPD);
Legislators;
Utah School Counselors Association;
Utah School Social Workers Association;
Utah Secondary School Principals Association;
Utah Elementary School Principals Association;
UCTM;
Utah Parent Council (for the Utah Division of Child and Family Services); and
Community members (included in various committees, associations, boards, and statewide conferences).

These stakeholders have been and will continue to be included in the discussion of SSIP evaluation because they are vital to the achievement of Utah's SIMR. Their efforts are valued and integral to evaluation of the SSIP, as is their ongoing commitment to continue to work towards improving outcomes for student with disabilities.

D. Data Quality Issues

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

Accurate, relevant, and timely data can inform policy makers, stakeholders, and educators in setting goals, targeting interventions, identifying strengths, establishing policy, and monitoring progress. Accurate, relevant, and timely data require that the appropriate people have access to the data they need when they need it and know how to effectively and accurately report the data. Data access must also be balanced by privacy concerns and proper data use.

USBE has developed a data governance structure based on proven data governance practices and educational data needs. The USBE data governance structure centers on the idea that data are the responsibility of all USBE sections and that data-supported decision making is the goal of all data collection, storage, reporting, and analysis. Data-supported decision-making guides what data are collected, reported, and analyzed.

While data governance works best when all employees take an interest in data and data issues, specific individuals are assigned to guide and facilitate proper data use. Each section at USBE assigns at least one data steward to oversee how data specific to that section are defined, collected, stored, shared, and reported. Data do not exist in a vacuum but are only properly used within context. While the USBE Data and Statistics section and Information Technology section staff have knowledge about data, analysis, and data systems, they lack the contextual knowledge needed to make policy decisions about the collection and use of data. Good data management requires both an understanding of the data and an understanding of the program or context. Thus, USBE section-based data stewards function as liaisons and bridge the gap that sometimes exists between “data experts” and “program experts.” Data meetings foster collaboration among the USBE sections and between the USBE and LEAs. It is important that all data be collected once, have one source system of record, and be shared among all that are authorized and have a need for the data. Reported data should meet the standards of reliability and validity and adhere to established quality control processes. Finally, interpretation and use of reported data should be appropriate to the definitions, the collection, and educational theory surrounding the data.

Over the past several years, Utah invested considerable effort to improve the accuracy and reliability of data. USBE has implemented the Schools Interoperability Framework (SIF) in order to facilitate quality reporting of student data and transfer of information between USBE and LEAs. Data are submitted from the LEAs to USBE on a daily basis. This ensures a continual review of data so that LEA staff can make ongoing corrections as needed. Further, USBE requires three distinct submissions which allow for a “snapshot” of enrollment at a particular time. For these three submissions, USBE staff conduct general reviews of the data and provide timely feedback to LEAs so that corrections can be made before the data are considered final. These reviews are designed to catch major problems, such as the omission of large groups of students from the reporting. If necessary, USBE does have policies and procedures in place for LEAs to request the correction of previously submitted data. This review is provided by the USBE Data and Statistics section, and submissions are reviewed by each data steward for the identification of potential program-specific errors.

SSIP data sources (students, parents, general or special education teachers, LEA Special Education Directors, and other LEA staff) for each key measure are described. For example, there were 142 LEAs in FFY2014, 146 in FFY2015 and 150 in FFY2016, and each has an LEA Special Education Director, so the percentage of respondents or those served is available. The number of students with disabilities in the state is known, though numbers may fluctuate slightly, so the percentages of students assessed or proficient on assessments is accurate within a small margin of error due to enrollment or classification fluctuations. However, in some cases, the population or sample size might help with interpretation of data but is not easily identified. For example, response rates for surveys are often not included as the total number (population) of parents and/or educators who are available to respond to a survey is challenging to determine. Though the number (or percentage) of LEAs with representation at trainings or meetings relevant to the SSIP are reported, the number of people (or percentage) representing each district is not, as the denominator (population of interest) can be challenging to determine and increases complexity in reporting and interpreting.

The key baseline data for the SIMR is the percent of students who are proficient on the SAGE end-of-level statewide mathematics assessment. Those data were used for the SSIP Phase I data analysis and subsequent reporting. Other baseline data for key measures are described in the Evaluation Matrix Progress chart. Some cells in the chart include "NA" for baseline data as implementation of activities did not begin in the first year of the SSIP.

The SAGE assessments are administered in the spring of each school year. Other data (i.e., survey and count of participants from trainings, formative assessment data, etc.) are collected as implemented or on an on-going basis and analyzed as needed to determine progress towards goals. Because the SIMR is the key metric, and it is based on the state's SAGE assessment, Utah is confident in the quality of data upon which the SIMR is based.

Because LEAs develop or select their own benchmarks for formative assessment and measuring fidelity of implementation, Utah will continue to provide guidance on assessing the reliability and validity of these measures and interpreting findings, particularly if the outcomes reported by districts using these measures do not correlate with the SAGE. To date, this has not been an issue, and Utah will address the discrepancies with individual LEAs as they arise. It is less likely that these measures will be assessed for reliability of data, so Utah will not know the extent to which they provide reliable data and accurately measure the constructs they target. Formative evaluation findings based on these potentially less reliable measures will be tempered accordingly. However, given the focus on the SIMR and SAGE results, Utah is confident that our summative conclusions are valid and will remain the key target.

All students with disabilities enrolled in public schools are included in the sample used for SSIP reporting. All LEAs (districts and charter schools) are included in SSIP reporting. Hence, sampling procedures are not necessary for data aggregated at these levels. Districts vary in their rules for allowing access to teachers and parents. For example, one large school district's negotiated agreement only allows surveys approved by the union to be administered to teachers, so that district is typically excluded from teacher surveys but included when teachers attend USBE trainings. Given Utah's focus on local control, districts report other aggregated data (i.e., formative assessments, implementation fidelity using district created/selected

instrumentation) and sample selection procedures to the USBE, and these samples and procedures may vary across LEAs.

The data used to measure the number of teachers who have the Special Education Mathematics Endorsements are taken from the USBE licensing database, the Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) and are an accurate reflection of the number of teachers who have valid educator licenses and Special Education Mathematics Endorsements attached to those licenses.

The data used to measure the number of students who took the ACT test in eleventh grade and also who achieved a Utah college-ready score of 18 on the ACT come from an ACT download. The student identification numbers attached to each ACT score are then cross-referenced with the Utah EdFacts submission of child count data to determine how many of the students who took and passed the ACT test were students with disabilities. Utah's data sharing agreement with ACT ensures that the data are accurate and secure.

Data are informing next steps in SSIP implementation. For example, attendance by LEA Special Education Directors at the data drill in March 2018 was lower than March 2017, which was lower than in March 2016. The USBE has received feedback from LEAs that they are feeling confident in analyzing their data and no longer feel they need to attend to learn how to analyze their data but would benefit from support writing their PIPs. And, since the majority of districts included a mathematics goal in their annual special education PIP, it's obvious that previous data drill work has created an increased awareness of and focus on students with disabilities and mathematics.

Given our data analyses and interim outcomes, Utah feels confident we can defend the claim that the SSIP is on the right path. Utah will continue to analyze data, monitor progress, and make adjustments to implementation as needed to attain the SIMR. Because Utah is concerned about the trend of parents opting their students out of taking the SAGE assessment, Utah is currently analyzing growth data to determine if a measure of growth would be a more appropriate target than a measure of proficiency. Utah is not proposing to change its SIMR at this point in the analysis process but may choose to request an amendment to its SIMR next year.

E. Progress Toward Achieving Intended Improvements

E.1. Assessment of progress toward achieving intended improvements

As reported in Utah's SPP/APR, Indicator 3, students with disabilities in grades three through eight had a mathematics baseline in FFY2013 of 20.11%, then a decrease in FFY2014 to 17.06%, and a small increase of 0.55 to 17.61% in FFY2015. Scores again increased for this age group for FFY2016 to 17.90%. In grade 10, Utah had a mathematics baseline in FFY2013 of 7.86%, then a decrease in FFY2014 to 7.15%, a decrease in FFY2015 to 7.08%, and another decrease in FFY2016 to 6.50%.

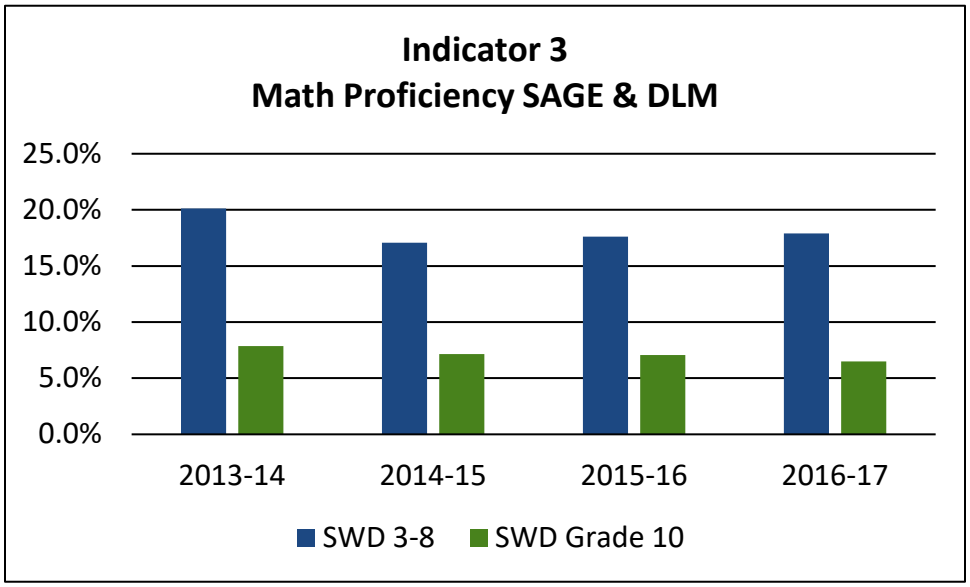

Figure 9: Math proficiency on SAGE and DLM for students with disabilities in grades 3–8 and 10 as reported on Indicator 3 for 2013-2016.

While proficiency has not returned to FFY2013 baseline for any grades, the increase in scores for grades 3–8 appears to indicate that by focusing on middle school mathematics, Utah's SSIP is having a positive impact on proficiency.

In further analyzing this data, the decrease in participation rate was examined. Historically, Utah has had high participation rates. At the same time as Utah introduced the SAGE statewide assessment, a complex computer adaptive assessment aligned with the Utah Core Standards, Utah lawmakers passed legislation outlining a parent's right to opt their children out of statewide testing. The law was further clarified in FFY 2015, allowing parents to exclude their children from "any assessment" that is mandated on a state or federal level. As a result, participation rates have decreased. Utah's statewide parental opt out of students from statewide assessment increased from 5% in FFY2015 to 6% in FFY2016 for mathematics. Parental opt out of students with disabilities increased from 6.5% in FFY2015 to 7.4% for FFY2016 for mathematics.

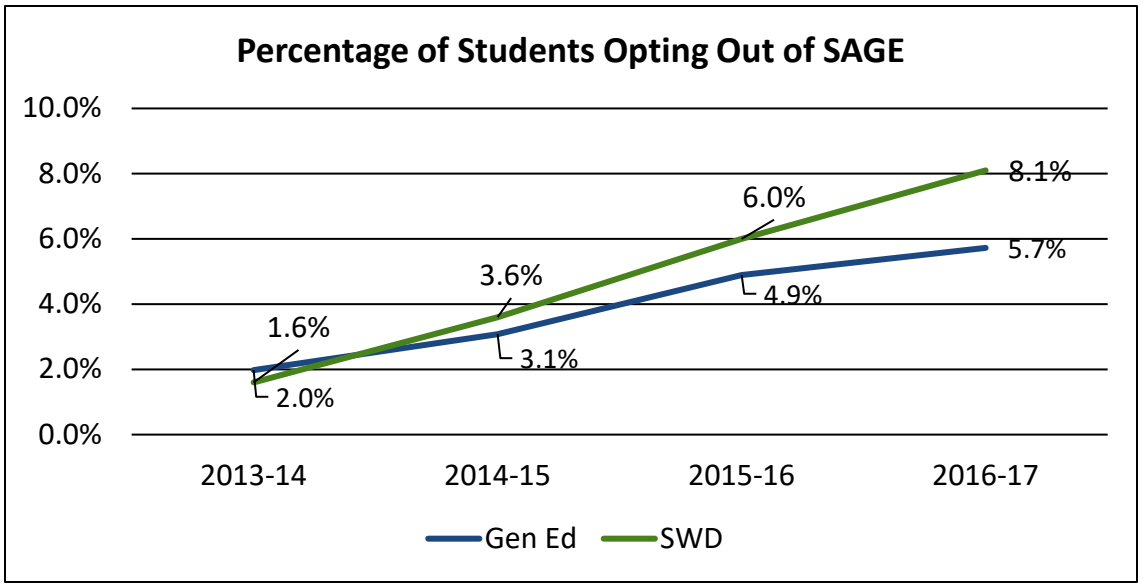

Figure 10: Percentage of students whose parents have opted out of taking the SAGE for both general education students and students with disabilities

An analysis of the characteristics of students who are opting out of the SAGE indicates that a larger proportion of students who have previously been proficient are opting out of taking the SAGE than students who have previously been non-proficient. Because Utah is concerned that this trend of nonparticipation will continue and even increase, Utah is currently analyzing growth data to determine if a measure of growth would be a more appropriate target than a measure of proficiency.

As a subset of the Indicator 3 grades three through eight target, the SIMR includes students with disabilities in grades 6–8 with the cla

ssification of SLD and SLI. Baseline data from FFY2013 indicated Utah's overall proficiency rate was 7.1%, while I-9 LEA's baseline was 8.1%. Both groups saw an increase for FFY2014 to 8.7% and 9.5% for the state and the I-9s respectively, and additional increases in FFY2015 to 9.9% and 10.6% respectively. FFY2016 data indicate decreases to 9.8% for Utah's overall SIMR proficiency, while I-9 data indicate they maintained at 10.6%. The USBE is disappointed that the SIMR target was not met and even more disappointed that Utah's overall SIMR regressed. However, the USBE is encouraged by the fact that students in I-9s did not regress and that the students with disabilities targeted by the SIMR had less regression then students without disabilities in the same grades. Utah believes this is because the SSIP implementation work is having an impact.

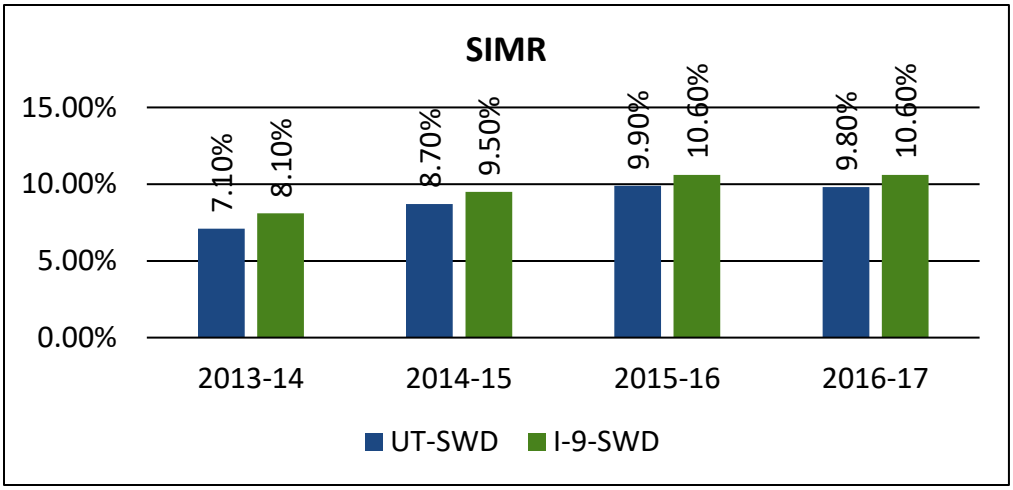

Figure 11: Results of the SIMR for all students will disabilities in Utah and the I-9 LEAs for school year 2013–2014 to school year 2016–2017.

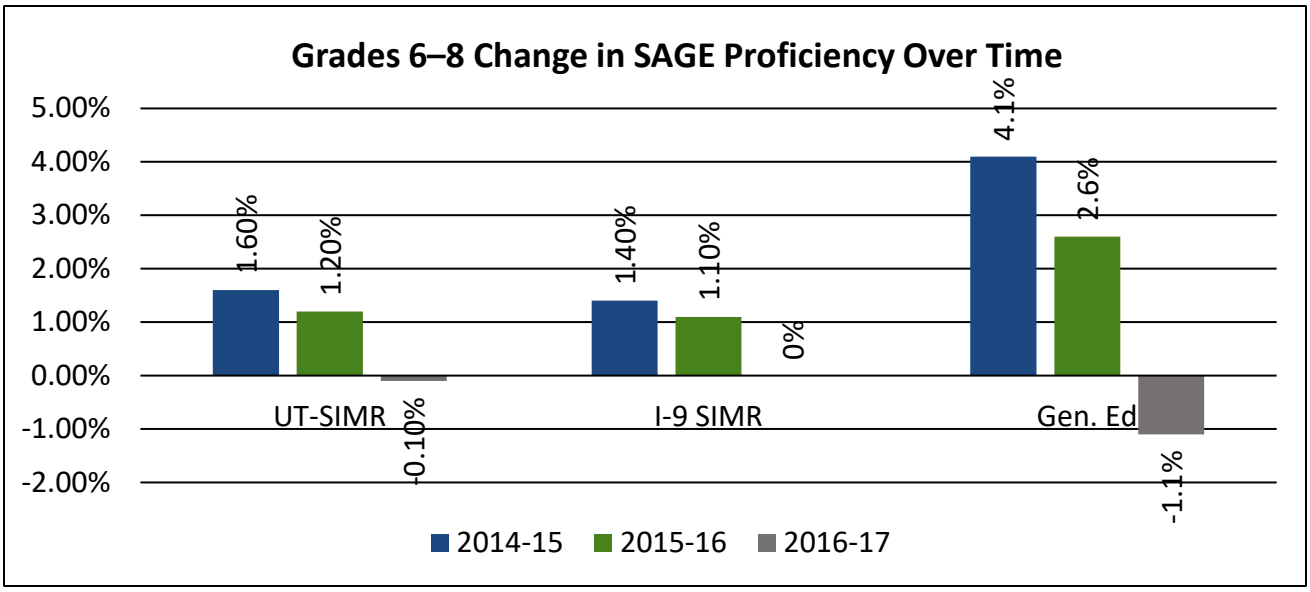

Figure 12: Grades 6–8 change in SAGE proficiency over time, comprising the 2014–2015, 2015–2016, and 2016–2017 school years.

Utah also made progress in achieving most of the short-term objectives in the Evaluation Matrix which was created in Phase II of the SSIP to answer the Evaluation Questions. Each of the Evaluation Questions is briefly addressed below and then in the Evaluation Matrix Progress chart. The Evaluation Matrix Progress chart also demonstrates Utah's progress on each of the short-term objectives used to answer the Evaluation Questions.

Coherent Improvement Strategy I, High Expectations and Beliefs, Evaluation Question One: 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-level content?

Utah will survey stakeholders during 2018 to determine if expectations and beliefs have improved since the baseline survey was administered in the fall of 2015. However, Utah

does know that the efforts made to make stakeholders aware of the need to improve expectations and beliefs about mathematics achievement for students with disabilities is having an impact. As the CDIT shares information about the SSIP with stakeholders at conferences and meetings, the number of individuals who acknowledge awareness of the SSIP efforts happening is exceeding the number who don't. Further, the work of the public relations firm Utah has contracted with to share the message of the SSIP as well as the parent book study on *Mindset* by Carol S. Dweck have already provided anecdotal evidence that parent, educator, and administrator beliefs are being challenged.

Coherent Improvement Strategy I, High Expectations and Beliefs, Evaluation Question Two: Did the USBE data drill activities result in LEA improvement plans designed to address the improvement of mathematics proficiency of students with disabilities?

The USBE has now successfully conducted data drill activities for four years (February and March 2015, 2016, 2017, and 2018). 39% of LEAs were represented at data drill activities this year. The USBE has received feedback that LEAs are feeling confident in analyzing their data and no longer feel the need to attend. 79% of LEAs wrote goals addressing mathematics this year, demonstrating that LEAs are prioritizing math proficiency for students with disabilities. A discussion about how to make the data drills more effective next year is ongoing, and one suggestion is that USBE schedule longer meetings and use a portion of the time to support LEAs with writing their PIPs.

Coherent Improvement Strategy I, High Expectations and Beliefs, Evaluation Question Three: Did SSIP implementation activities related to high expectation and beliefs increase the number of students with disabilities participating in the ACT test?

In FFY2016, participation in the ACT by students with disabilities in eleventh grade decreased slightly from FFY2015 to 3,236 students, or 65.1%, and for students classified as SLI and SLD in Utah to 2,421 students or 73.6% (however, there was a slight increase in students classified as SLI and SLD in I-9s to 1,140 or 72.8%). Even with the statewide decrease, these numbers are still higher than the baseline year FFY2014 total of 2,980 or 62.5% of eleventh grade students with disabilities participating in the ACT.

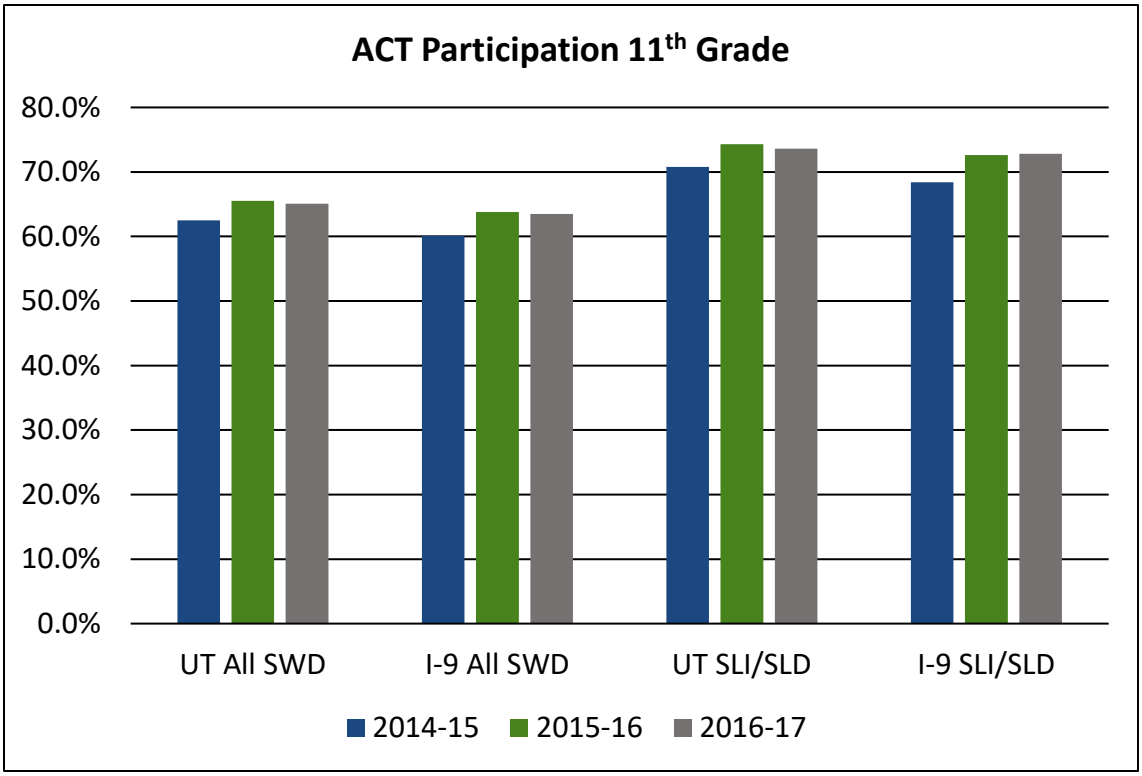

Figure 13: Percent of students with disabilities who participated in taking the ACT in 2014–2015, 2015–2016 and 2016-2017 for (a) all students with disabilities enrolled in Utah schools, (b) students with disabilities enrolled in I-9 LEAs, (c) all students with SLI or SLD classifications enrolled in Utah schools, or (d) students with SLI or SLD classifications enrolled in I-9 LEAs.

Coherent Improvement Strategy I, High Expectations and Beliefs, Evaluation Question Four: Did the implementation of the CDIT at the USBE result in infrastructure alignment and improvement and movement along the Collaboration Continuum?

During the infrastructure analysis done for Phase I of the SSIP, the USBE staff agreed that cross-department work was limited to specific projects and specific specialists. When asked to determine where along the Collaboration Continuum staff felt USBE efforts fell, there was consensus that most USBE work was happening at the Contact level but that a few efforts had moved into the Cooperation Level. Since the formation of the CDIT, which has successfully created resources, reviewed data, planned and provided PD and TA, the USBE has initiated other cross-department efforts to work on creating a comprehensive tiered system of supports that the USBE will provide for LEAs. As a result, USBE administration and the majority of the instructional staff agree that the USBE has moved on the Collaboration Continuum into Coordination and is often operating at the Collaboration Level. This shift demonstrates significant growth for the USBE and the efforts of the CDIT as well as other cross-department work are expected to continue the infrastructure growth toward Convergence.

Coherent Improvement Strategy II, Content Knowledge and Effective Instruction, Evaluation Question One: 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?

Utah is disappointed to report that the numbers of special education teachers with Mathematics Endorsements has again decreased since the baseline year. In FFY2014, the number was 495 of 4,444, or 11.14%, while in FFY2015, the number was 466 of 4,397, or 10.60% and for FFY2016 the number was 436 of 4,229, or 10.32%. Similarly, the number in the I-9 LEAs, in FFY2014, was 199 of 2,077, or 9.58%, while in FFY2015, the number in I-9 LEAS was 187 of 2,020, or 9.26% and for FFY2016 was 181 of 1,960, or 9.23%. Though more than 60 special education teachers expressed interest in starting the course work to receive a Special Education Mathematics Endorsement, few teachers have actually started taking courses. The USBE is now working with two of the four Utah Regional Resource Centers in Utah to provide on-site coursework creating an easier path for teachers to obtain a Special Education Mathematics Endorsement.

It should be noted that the total number of special education teachers overall decreased, which is especially disturbing because the population of Utah is growing.

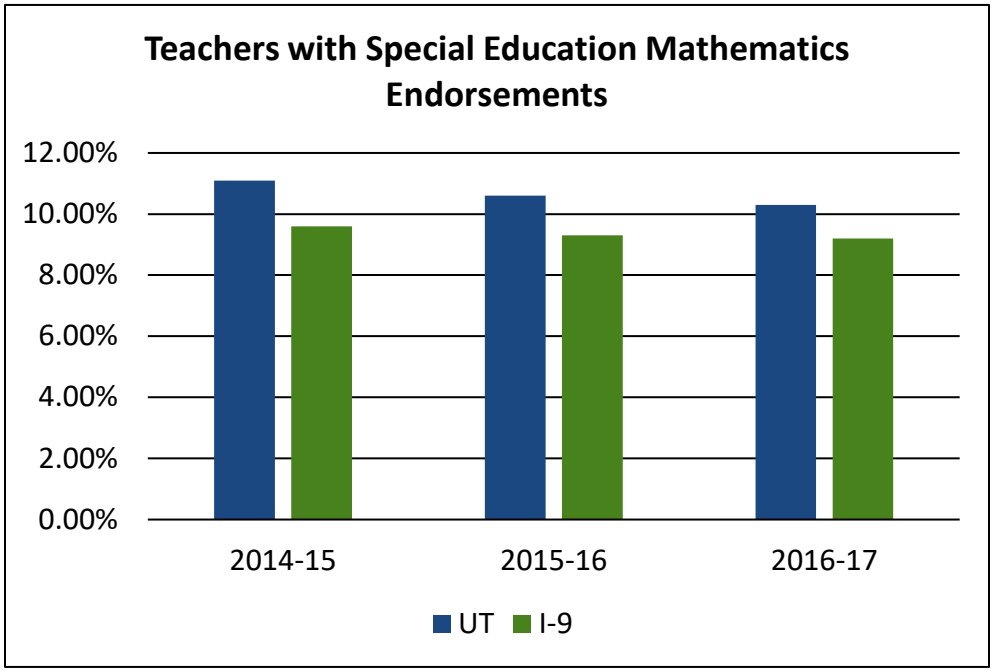

Figure 14: Percentage of special education teachers with Mathematics Endorsements with (a) all special education teachers working in LEAs in Utah and (b) special education teachers working at I-9 LEAs.

Coherent Improvement Strategy II, Content Knowledge and Effective Instruction, Evaluation Question Two: Did the SSIP implementation activities increase the number of teachers who have been trained on EBPs for mathematics instruction?

The USBE has provided universal, targeted, and intensive supports to LEAs. The universal supports include online books studies, online webinars, online courses, online modules, and in-person workshops and discussions, as well as sessions at numerous

conferences, that introduce, help staff practice and scale up, and provide coaching for EBPs. Utah is thrilled with the interest and participation of educators across the state in these professional learning opportunities as the numbers of teachers who have been trained on EPBs for mathematics increases each month. The percentage of LEAs who participated in those experiences was 51%. Eight of the I-9 LEAs and five "targeted" LEAs have begun implementing pilot projects and activities to implement and scale up the use of EBPs.

Coherent Improvement Strategy II, Content Knowledge and Effective Instruction, Evaluation Question Three: Did Utah's participation in the CEEDAR and CCSSO's NTEP projects result in increased access to mathematics coursework by special education preservice teachers?

Utah's participation in CEEDAR project produced increased access to mathematics courses by special education teachers at Utah State University, Weber State University, Utah Valley University, Southern Utah University, and the University of Utah. Professors from each university have met to discuss ways to increase the rigor of and requirements for mathematics content in their pre-service special education programs. However, the five-year grant for the CEEDAR Center's work ended at the end of 2017. The CEEDAR Center was refunded for another five-year period and Utah and CEEDAR personnel are considering continuing their work. Even if Utah doesn't continue to work with CEEDAR, the collaborative relationships that were created will continue through the Utah Partnership for Transforming Educator Preparation (UPTEP, formerly the CCSSO-sponsored NTEP) work.

UPTEP, formally the CCSSO-sponsored NTEP project, has a committee of USBE staff from teaching and learning, educator licensing, the Assistant Superintendent of Student Support who serves as the State Special Education Director, as well as a three Deans of Utah IHE teacher preparation programs and a member of the staff of the Utah Board of Regents. NTEP's original theory of action, implemented since 2015, states that "if Utah transforms educator preparation and educator licensure then every K12 student will have access to learner-ready teachers and leaders." The CCSSO-sponsored NTEP project ended in late 2017, but the work of the collaborative was important enough to the group members that they have continued to meet, now calling themselves UPTEP. UPTEP is currently working on refining new goals, including:

1) Ensure that every Utah teacher creates engaging and successful learning opportunities so that each learner is proficient at grade level.
2) Ensure every teacher has the knowledge, skill, and commitment to teach each learner, regardless of learner characteristics.
3) Require preparation programs and LEAs to collaborate in order to engage educator candidates in continuous, contextualized, and carefully structured school-based clinical experiences in order to ensure educator candidates can demonstrate competencies that lead to learner proficiency.
4) Ensure statewide policy supports opportunities for innovative teacher preparation and support that results in increased learner proficiency.

The USBE may need to revise this Evaluation question in FFY2017 if Utah's relationship with CEEDAR doesn't continue. UPTEP will continue its work regardless of any Utah and CEEDAR participation.

Coherent Improvement Strategy II, Content Knowledge and Effective Instruction, Evaluation Question Four: Was the scaling up of I-9 LEA SSIP pilot projects successful in increasing the assessment results of LEAs who adopted the projects?

DSD and ICSD have both shared initial formative-type data with the CDIT, and the achievement of student with disabilities whose teachers are implementing the projects is significantly higher than those who are not participating. The formative data from these two pilot projects is described in section C.1. However, the SAGE data from these two I-9 LEAs doesn't show improvement yet. Since the percent of students in the SIMR group who are proficient in the SAGE has not increased, Utah is currently analyzing data to determine if a measure of growth would be a more appropriate target than a measure of proficiency in the future.

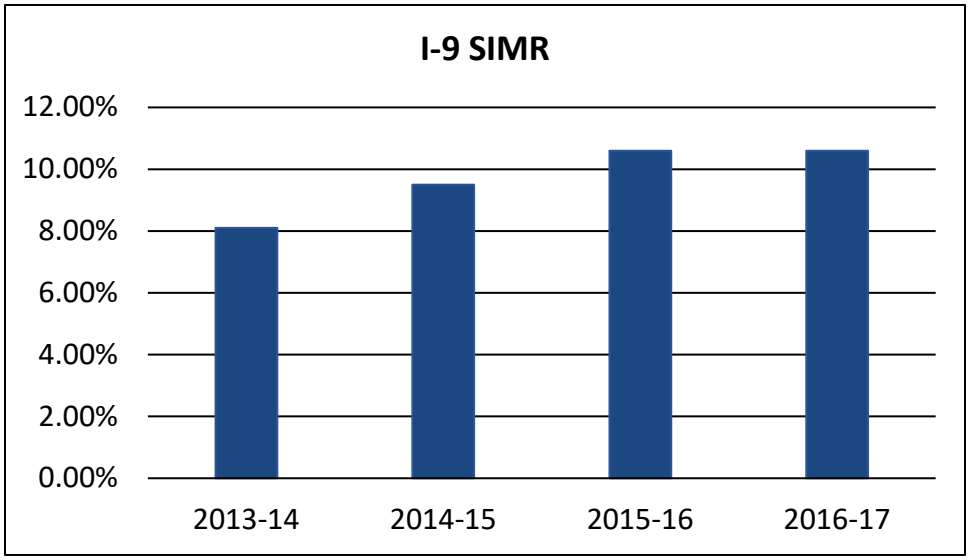

Figure 15: SSIP progress in the SIMR across years for students with disabilities enrolled in I-9 LEAs.

Coherent Improvement Strategy III, MTSS in Secondary Settings, Evaluation Question One: 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?

As mentioned in an earlier Evaluation Question, the USBE has provided universal, targeted, and intensive supports to LEAs. The universal supports include online books studies, online webinars, online courses, online modules, and in-person workshops and discussions, as well as sessions at numerous conferences, that introduce, help staff practice and scale up, and provide coaching for EBPs. Utah is thrilled with the interest and participation of educators across the state in these professional learning opportunities as the numbers of teachers who have been trained on EPBs for mathematics increases each month. The percentage of LEAs who participated in those experiences was 51%. Eight of the I-9 LEAs and five "targeted" LEAs have begun implementing pilot projects and activities to implement and scale up the use of EBPs.

Coherent Improvement Strategy III, MTSS in Secondary Settings, Evaluation Question Two: 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?

As noted above, numbers of students with disabilities participating in the ACT significantly increased from FFY2014 to FFY2015 but leveled off for FFY2016. Along with this increase was a significant increase in students with disabilities achieving benchmark, which has also leveled off. It is believed that these increases were due to an increased emphasis on ensuring students with disabilities have the opportunity to and are encouraged to take the ACT. While the numbers of participants did not increase for FFY2016, it is hoped that as middle school students who participated in pilot projects enter eleventh grade, beginning with the FFY2017 ACT, that the number of students with disabilities who receive an 18 or higher on the ACT will likewise increase. Though the focus of SSIP implementation and the SIMR is on middle school mathematics, Utah's overall goal for all students with disabilities is that they will graduate from high school and be ready for college, career and independent living. Increasing the number of students with disabilities who take the ACT and who receive a college ready score brings Utah closer to accomplishing that overarching goal.

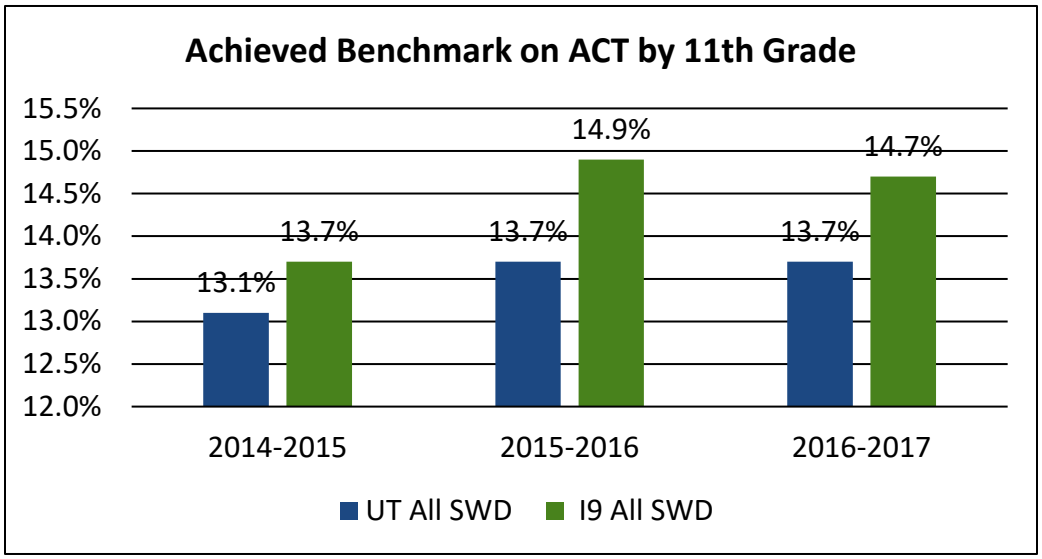

Figure 16: Percentage of students with disabilities who achieved an ACT score of 18 or higher by eleventh grade by (a) all students with disabilities enrolled in Utah schools and (b) students with disabilities enrolled in I-9 LEAs.

Coherent Improvement Strategy III, MTSS in Secondary Settings, Evaluation Question Three: Was the scaling up of I-9 LEA SSIP pilot projects successful in increasing the assessment results of LEAs who adopted the projects?

Results from SAGE proficiencies for those in the SIMR group have not increased at the rate expected. While interim, benchmark, and/or formative assessment data show increases, these increases have not moved students with disabilities from non-proficient to proficient status. It is difficult to ascertain if this is due to the decrease in

participation due to the parent opt-out legislation or if move in proficiency is not sensitive enough to capture growth in students with disabilities. Utah is currently analyzing growth data to determine if a measure of growth would be a more appropriate target than a measure of proficiency. The student growth percentile (SGP) is a way of measuring the amount of academic growth a student has made, as a result of one year of instruction, compared to similarly performing peers. It is calculated for those students who have at least two points of data and uses an "academic peer group" of students who performed at the same level in the prior year. This produces a growth score based on how those students performed on SAGE in the current year. An SGP of 50 means that a student made more growth than 50% of the students who had the same score the previous year. Students who achieve an SGP of 40 or higher are considered to have made adequate growth. Utah is not proposing to change its SIMR at this point in the analysis process but may choose to request an amendment to its SIMR next year.

After reviewing progress toward each Evaluation Question, Utah is confident that interim findings and formative measures provide an adequate indication of progress. Because of the issues identified earlier, Utah is slightly less confident that as a summative measure, the SIMR based on the SAGE remains the key indicator of progress. However, no change to using a proficiency measure as Utah's SIMR target would be proposed until all data has been thoroughly analyzed. To date, Utah is pleased with overall improvements in the SIMR, particularly given the activities implemented across time as we strive to attain full implementation of the SSIP.

Utah's progress achieving the short- and long-term objectives related to the Evaluation Questions is outlined in the Evaluation Matrix Progress chart below. (For brevity, students with disabilities is abbreviated as SWD in the chart.)

SIMR: Increase the number 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: **7.10% proficient**

Year	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Target	9.32%	11.54%	13.76%	15.98%	18.20%
Actual	8.70%	9.90%	9.80%	NA	NA

Evaluation Matrix Progress Chart

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 and EBPs; active engagement of all school personnel; IEP team decisions; and fiscal supports.

Measurable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Baseline Data 2014–2015	Progress 2016–2017
Increase the percentage of educators and parents who believe SWD can master grade-level mathematics content by 10%	Stakeholder beliefs/expectations survey	Of 1,401 respondents, 73.99% agree or strongly agree that SWD can master grade-level content. Of 1,401 respondents, 13.06% believe SWD can master 90%+ of grade-level content; 34.76% believe SWD can master 70–89%; 34.40% believe SWD can master 40–69%; and 14.78% believe SWD can master 10–39%	N/A (Survey will be re-released in Fall of 2018 and results reported in FFY2017)
Decrease the number of SWD who are taking off-level mathematics courses and assessments by 20%	SAGE tests and course codes	3,293 SWD or 4.48%	3,453 SWD or 4.31%
Presentations given by any CDIT members, any SES members, and USBE 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	Approximately 20% of the presentations included information about the SSIP	Approximately 30% of the presentations included information about the SSIP
75% of LEA Special Education Directors will attend a data drill	Attendance logs of data drills	66% of LEA Special Education Directors participated in a data drill in March of 2016	39% of LEA Special Education Directors participated in a data drill in February of 2018
50% of LEAs that don't meet state mathematics proficiency targets will include mathematics goals in annual special education PIP	Percentage of special education PIPs that include mathematics goals	N/A	79% of LEAs included a mathematics proficiency goal in their annual special education PIP

Evaluation Matrix Progress Chart

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 and EBPs; active engagement of all school personnel; IEP team decisions; and fiscal supports.

Measurable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Baseline Data 2014–2015	Progress 2016–2017
Increase the number of highly qualified/state qualified (HQ) special education teachers by 10%	Number of special education teachers recorded in CACTUS as HQ in mathematics	495 of 4,444 or 11.14%	436 of 4,224 or 10.3%
Increase the number of special education and general education teams trained to coteach providing Core mathematics to SWD by 20 teams	Count of teams who finish a coteaching professional learning cohort	N/A	43 new coteaching teams (consisting of a general educator and a special educator) received yearlong professional development on co-teaching using mathematics content
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	42% of LEAs participated in mathematics PD	51% of LEAs participated in mathematics PD
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 LEA's common formative assessment or benchmark data	N/A	ICSD's data indicate that SWD in the 6th grade co-teaching class did 13% better then SWD enrolled in classes without co-teachers. DSD's data indicate that by focusing on SWD's understanding of math vocabulary, 33% increased their conceptual understanding of math.

Evaluation Matrix Progress Chart

Coherent Improvement Strategy III: Multi-Tiered Systems of Support in Secondary Settings

Infrastructure, scale, and fidelity; leadership; preservice and inservice professional learning; data and EBPs; active engagement of all school personnel; IEP team decisions; and fiscal supports.

Measurable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Baseline Data 2014–2015	Progress 2016–2017
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	42% of LEAs participated in PD	51% of LEAs participated 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 LEA's common formative assessment or benchmark data	N/A	ICSD's data indicate that SWD in the 6th grade co-teaching class did 13% better then SWD enrolled in classes without co-teachers. DSD's data indicate that by focusing on SWD's understanding of math vocabulary, 33% increased their conceptual understanding of math.

F. Plans for Next Year

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

Utah has not added any new activities to be implemented in FFY2017. Utah will continue working on all the activities outlined in the Implementation Matrix.

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

During FFY2017, Utah is and will continue to use the evaluation plan outlined in Phase II of the SSIP and described in Section C.1. above. The CDIT will continue to review all outputs and outcomes and make course corrections, if needed. Stakeholders will continue to be provided with data about outputs and outcomes so that their feedback can continue to contribute to the continuous feedback loop needed to successfully implement and evaluate the SSIP.

F.3. Anticipated barriers and steps to address those barriers

There are several significant barriers that Utah is experiencing in implementing the SSIP. The first, described earlier in the Evaluation Questions, is that though Utah is committed to increasing the number of special education teachers who have Mathematics Endorsements, Utah is struggling to find Utah IHE coursework that teachers can take after their school days or that does not require teachers become matriculated students of the universities. The USBE has been actively seeking other ways to provide teachers with the content knowledge and effective instruction information and skills they need to improve the mathematics proficiency of students with disabilities and is now working with two of the four Regional Resource Centers in Utah to provide on-site coursework for the Mathematics Endorsement.

Another barrier to SSIP implementation is the initiative overload that LEAs are currently experiencing. LEAs are involved in multiple improvement initiatives, either because they are low-performing in some area and are required by Federal and or state law to participate, or because they have opted in to the initiative to receive extra fiscal or other support to address an area of need in their LEA continuous improvement plans. Utah LEAs are strapped financially and take every opportunity to acquire additional funds, even when it means creating new plans and writing new reports that may or may not align with all the other plans and reports for which they are responsible. The end result of this initiative overload is that administrators, teachers, and other staff may not have the time or energy to add more professional learning or implement new activities in their LEAs, schools, and classrooms. LEA administrators have reported to the USBE SES and the CDIT numerous times that they would love to participate in SSIP improvement activities, but they simply don't have the time to administer them and/or the funding to pay teachers to implement such activities. The USBE and CDIT experienced this barrier first hand during FFY2016 when Quest Academy Charter School, an I-9 LEA, chose to discontinue participation as an "intensive" LEA because their continuous improvement plan addresses English language arts, not mathematics, and they don't have the capacity to participate in multiple initiatives.

The USBE will continue to actively seek ways to increase the time and funding available for LEAs to provide teachers with professional learning opportunities and implement EBPs.

Another barrier is the limited research on EBPs in mathematics instruction for students who are struggling with learning, especially students with disabilities. Utah identified this barrier in Phase II of the SSIP and continues to struggle with finding specific EBPs practices that apply to students with disabilities, especially those in secondary settings. The resources provided by the NCSI, NCII, CEEDAR, and the NCTM have informed the professional learning experiences that Utah has provided during FFY2016 and will continue to do so. Utah has benefitted from the cross-state collaborative work of the NCSI and looks forward to the discussions and events that have already been planned for the remainder of FFY2017 and the beginning of FFY2018. Even though there are few EPBs that apply directly to Utah's SIMR, Utah recognizes that if all LEAs across the state only implement or scale up one new EBP, instruction will improve and so will the mastery and achievement of students with disabilities.

F.4. The State describes any needs for additional support and/or technical assistance

Utah values the support and technical assistance provide by OSEP. The OSEP state calls/webinars, guidance documents, and Q & A documents have been valuable resources that Utah has referenced while implementing improvement activities and writing this Phase III Year 2 report. Utah would appreciate continued receipt of such resources during the remaining years of SSIP implementation and evaluation.

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

The biggest challenge the USBE is facing and anticipates continuing to face in the SSIP implementation is scaling up the use of EPBs within an MTSS and convincing LEAs to stop using practices that are not evidenced-based. The USBE would benefit from the continued support of the NCSI, especially the State Collaborative on Mathematics, and since the USBE 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 MTSS in a secondary setting. Similarly, OSEP could fund a platform for sharing such research that includes 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

Appendix A: SSIP Presentations 2017–2018

Month	Organization	Presenters	Topic
August	UCTM	Joleigh, Diana	Equity
August	Jordan Co-teaching Cohort 2	UPDN—Jessica Sitton, Melody Andreasen, Trevor Warburton	Co-Teaching Models and Math Content Instruction
August	Jordan Co-teaching Cohort 1 Booster	UPDN—Trevor Warburton	Co-Teaching Models, Strategic Instruction
August	Salt Lake Tribune Article-Math Conference	Karen Feld, Cathy Seeley	Mathematics, High Expectations
August	Cache Co-teaching Cohort 2017-2018	Kim and Becky, Melissa Graside, Bonita Richins	Co-teaching, Growth Mindset, 6–8 Mathematics
August	Carbon District Math and Sped-Year Long	Shannon and Becky	6–8 Mathematics Lesson Study
August	Legacy Prep Academy-Year Long	Shannon and Becky	Math Progressions
August	UCTM	Shannon	Progressions
August	Wasatch Back Conference	Shannon	Progressions
August	Special Ed Law Conference	Leah	Update on SSIP Progress
August	Washington Co-Teaching	Kim and Becky, Jet Warr	Co-Teaching, Growth Mindset, 6–8 Mathematics
August	Statewide Co-Teaching-Year Long	Kim and Becky, Jet Warr, Rachel Rolf	SSIP
August	UCTM	David	Observing Student-Centered Mathematics Classrooms
September	Jordan District Co-Teaching Coaches	Jessica Sitton and Melody Andreasen	Coaching Model and Strategies
September	Statewide offering	UPDN Staff (Jo Boaler)	How to Learn Math for Teachers: Mindset, Mistakes and Persistence, Teaching for Growth Mindset, Conceptual Learning, Appreciating Algebra.
September	PTA Special Needs Sub-Committee	Leah	SSIP, Mindset

Month	Organization	Presenters	Topic
September	Box Elder	UPDN—Dave Forbush and Kym McClimans	Effective Feedback in Self-Reflection & Peer Coaching in Math Content
September	Carbon District	UPDN—Leslie Evans and Melody Andreasen	Using Specially Designed Instruction to Increase Access to Utah Math Core Standards
September	Rater Certification Course	David	SSIP, Mindset
September	Mathematics Coaching Institute-Year Long	Joleigh, Shannon	SSIP, Content, Progressions
September	SMECC Statewide	Shannon, Joleigh	UMTSS: Team-Based Problem Solving
October	STEM Meeting	Becky, Shannon, Nate	SSIP
October	Jordan Co-Teaching Cohort 2	UPDN—Jessica Sitton, Melody Andreasen, Trevor Warburton	Co-Teaching Models and Math Content Instruction
October	UEA Convention	Shannon	Progressions
November	Jordan Co-Teaching Cohort 1 Booster	UPDN—Trevor Warburton	Co-Teaching Models, Strategic Instruction
November	EME Course: A&I in Carbon	Shannon	UMTSS
November	UCTM Leadership	Diana	Maximizing Leadership
December	Jordan Co-teaching Cohort 2	UPDN—Jessica Sitton, Melody Andreasen, Trevor Warburton	Co-Teaching Models and Math Content Instruction
December	T&L Staff Meeting	Shannon	Progressions—Ignite Presentation
December	CEEDAR	Leah, Joleigh, David, Diana	SSIP
January	Jordan Co-Teaching Cohort 2	UPDN—Jessica Sitton, Melody Andreasen, Trevor Warburton	Co-Teaching Models and Math Content Instruction
January	Northern UT: Supporting Struggling Middle School Math Students	(UPDN) Barb Dougherty	Conceptual Development, Strategies for Struggling Learners

Month	Organization	Presenters	Topic
January	Southern UT: Supporting Struggling Middle School Math Students	(UPDN) Barb Dougherty	Conceptual Development, Strategies for Struggling Learners
January	Jordan Co-Teaching Cohort 2	UPDN—Jessica Sitton, Melody Andreasen, Trevor Warburton	Co-Teaching Models and Math Content Instruction
January	Rater Certification Course	David	Certify Admins to Conduct Formative and Summative Evaluations
February	Equity Conference	Christelle	Promising Practices for English Learners in Content Areas

Appendix B: Utah Parent Center SSIP Phase III Year 2 Progress Report

SSIP 2017–2018 Report of Activities

Activity	Status	Dates	Notes
Discuss expectations and beliefs during parent calls.	Ongoing	Various dates	Staff has had ongoing training on this topic to ensure that parents understand the value of high expectations, especially in the area of math, during individual consultations. They also have been provided resources they can pass along to parents.
Update Transition to Adult Life Parent Handbook to include information about having high expectations.	Complete	June 2017	This year, our Transition to Adult Life handbook was re-designed to include information about having high expectations for students with disabilities surrounding employment, education, and post-secondary education.
Add two content items to UPC website about high expectations and math.	Complete	March 2018	Two new pages have been added to the UPC website. The first page will house math resources for parents (http://www.utahparentcenter.org/resources/math-resources/). Currently, there are three information sheets posted. They include: Math Matters, Helping Struggling Students in Math, and Online Math Supports. A second page on setting high expectations for youth with disabilities has also been set up (http://www.utahparentcenter.org/resources/math-resources/). This page features resources and information for families on high expectations regarding parents, employment, and education.
Train UPC staff at least once annually	Complete	December 19, 2017 and February 20, 2018	UPC staff were trained and provided resources from the DD Council of Maryland and we have also discussed internal efforts to help families hold high expectations for their own children including using social media and conducting future webinars around the topic.

Activity	Status	Dates	Notes
Include one item annually in an email blast or social media about mastering grade level math.	Complete	June 2017 and March 2018	In June 2017, an article was published in the E-Connections newsletter about how to keep your child's math skills up during the summer. We also posted on Facebook on February 28,2018 about how to use LEGO® bricks to teach your child math and other academic skills. That post reached 879 people, was shared 8 times, and got 11 likes.
Create information sheets to assist parents in helping their children learn grade level math.	Complete	Created February 2017. Posted online February 2018	Three resources information sheets for parents have been created and posted on the Math Resources page of the UPC website (http://www.utahparentcenter.org/resources/math-resources/). The three sheets are entitled Math Matters, Helping Struggling Students in Math, and Online Math Supports.
Mindset Book Study	Complete	January 10–March 7, 2018	Continued book study in conjunction with USBE. USBE bought books, UPC advertised and made flyers. Both UPC and USBE co-facilitate sessions. See detailed data below.

2018 Book Study Report

Series 1

***Session 1**:*

- **Date:** January 10, 2018
- **Attendance:** 66 people
- **Comments on discussion board**: 256
- **LEAs represented**: Alpine, Logan, Fast Forward Charter, Carbon, Wasatch, Iron, Box Elder, Thomas Edison Charter, Davis, Jordan, Canyons, Salt Lake, Nebo, Washington, Provo, Utah Virtual Academy, Granite
- **A few positive comments from this session:**
    - "Such a great discussion!!"
    - "Trying something new yourself sets a great example for your children to take on a growth mindset. It shows that no matter your age, it's never too late to try something new!"
    - "Great summary and great information; thank you!

Session 2:

- **Date:** January 17, 2018
- **Attendance:** 52 people
- **Comments on discussion board:** 153
- **LEAs represented:** Weber, Washington, Logan, Thomas Edison Charter, Jordan, Utah Autism Academy, Fast Forward Charter, Franklin Discovery Academy, Davis, Cache, Utah Virtual Academy, Granite

- **A few positive comments from this session:**
    - **"**Dweck talks about praising effort, instead of results. This is especially important when they have done something difficult and stuck with it. If we practice, we can notice things that they can do this year that seemed impossible to them last year."
    - "Growth mindset isn't preoccupied with the end results. It recognizes that growth and depth and potential come from the quest or journey ("playing the game"), not winning OR losing. Growth mindset seizes on just enjoying the ride, riding the wave, rolling with the punches, etc., rather than this cultural fixation on final score, medal count, dollar amount, etc."
    - "Great presentation! Enjoyed. Thank you!!!"

Session 3:

- **Date:** January 24, 2018
- **Attendance:** 31 people
- **Comments on discussion board:** 138
- **LEAs Represented:** Alpine, Weber, Logan, Jordan, Fast Forward Charter, Davis, Box Elder, Tooele, Granite
- **A few positive comments from this session:**
    - "You guys are great, and I have loved it and will share with my other parents."
    - "Thank you for great and meaningful discussions!"
    - "Thanks! I've told LOTS of people!!"
    - "Thank you for sharing your thoughts and books with us!"

Series 2

Session 1:

- **Date:** February 21, 2018
- **Attendance:** 42 people
- **Comments on discussion board:** 365
- **LEA's represented:** Box Elder, Tooele, Granite, Sevier, Timpanogos Academy, Maeser Prep Academy, Roots Charter School, South Summit, Davis, Carbon, Fast Forward Charter School
- **A few positive comments from this session:**
    - "I'm learning to enjoy my learning process is important in helping me grow."
    - "Thanks for the great and fun conversation! The hour has flown by."
    - "Thank you everyone. I am really excited to read the comments and listen to the chat."

Session 2:

- **Date:** February 28, 2018
- **Attendance:** 40 people
- **Comments on discussion board:** 200

- **LEAs represented:** Box Elder, Tooele, Granite, Maeser Prep Academy, Davis, Fast Forward Charter, Werner Valley Academy, Good Foundations Academy, Spectrum Academy, Lakeview Academy, Salt Lake
- **A few positive comments from this session:**
    - "Character is fighting past the quitting point when losing is likely, but not inevitable. Fixed thoughts fail when you are behind, growth is critical thinking and FIGHTING until you have done everything there is and then being satisfied."
    - "Thanks for providing this book and forum!"
    - "It stood out to me that people with the growth mindset are very goal oriented."

Session 3:

- **Date:** March 7, 2018
- **Attendance:** 31 people
- **Comments on discussion board:** 217
- **LEAs represented:** Box Elder, Tooele, Granite Davis, Salt Lake, Carbon, Weber, Canyons, American International, Athenian eAcademy-Delta, Nebo
- **A few positive comments from this session:**
    - "These last two chapters were very eye opening!!"
    - "We need to remember to let our kids know how important practice is to the outcome. Nothing comes easy."
    - "Thank you. This is a great way to do a book club. Hopefully there are more in the future."
    - "Thank you for the great discussions. I am going to share this with the school Community Councils that I serve on."