UTAH

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)
PHASE III YEAR 4

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SSIP Phase III Year 4 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 Every Student Succeeds Act (ESSA). 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 ESSA.

These combined improvement efforts have and will continue to 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 statewide end of level mathematics assessment of 14.9%, while those with the disability categories of Specific Learning Disabilities (SLD) and Speech Language Impairment (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 6–8 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.

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.

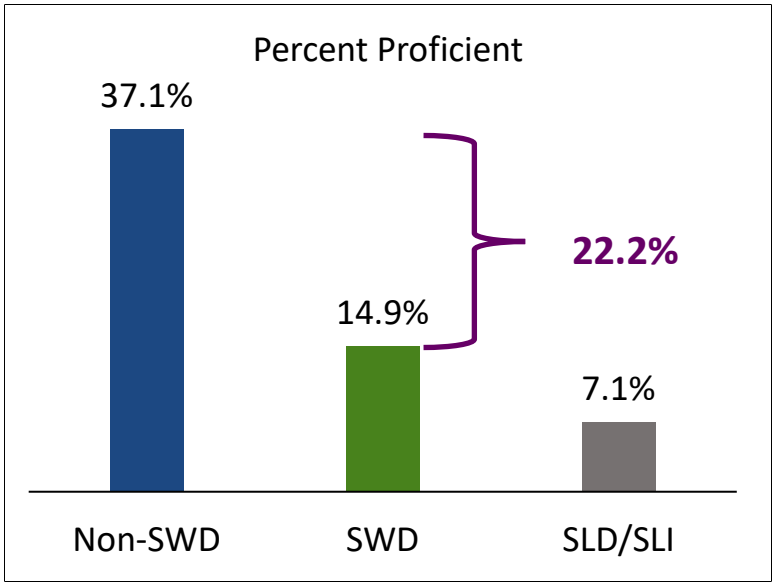

Figure 1: Percentage of sixth through eighth grade students without disabilities, students with disabilities, and students categorized SLD/SLI who were proficient on the SAGE in mathematics in 2013–2014.

However, in FFY2018, Utah administered a new statewide end of level assessment and thus our baseline and targets need to be reset. Figure 2 illustrates the new baseline proficiency rate of the SIMR on the new assessment.

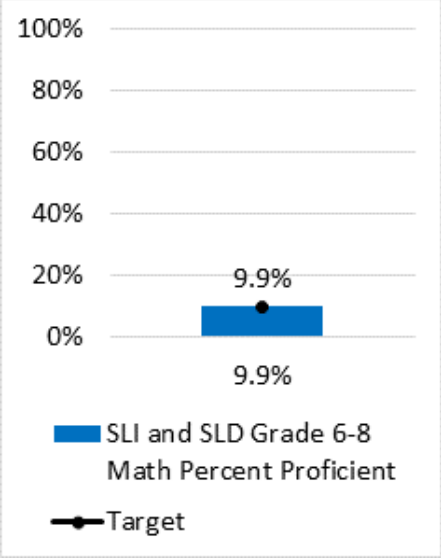

Figure 2: FFY2018 New SIMR baseline.

The focus of the SSIP Phase III Year 4 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 4 builds on the data and infrastructure analyses, broad Coherent Improvement Strategies, and Theory of Action developed in Phase I. Phase III Year 4 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 4 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. It also includes an account of the impact the SSIP has had on mathematics outcomes for students with disabilities.

A. Summary of SSIP Phase III Year 3

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. Those concerns were transformed 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 6–8, but all students in Utah will improve.

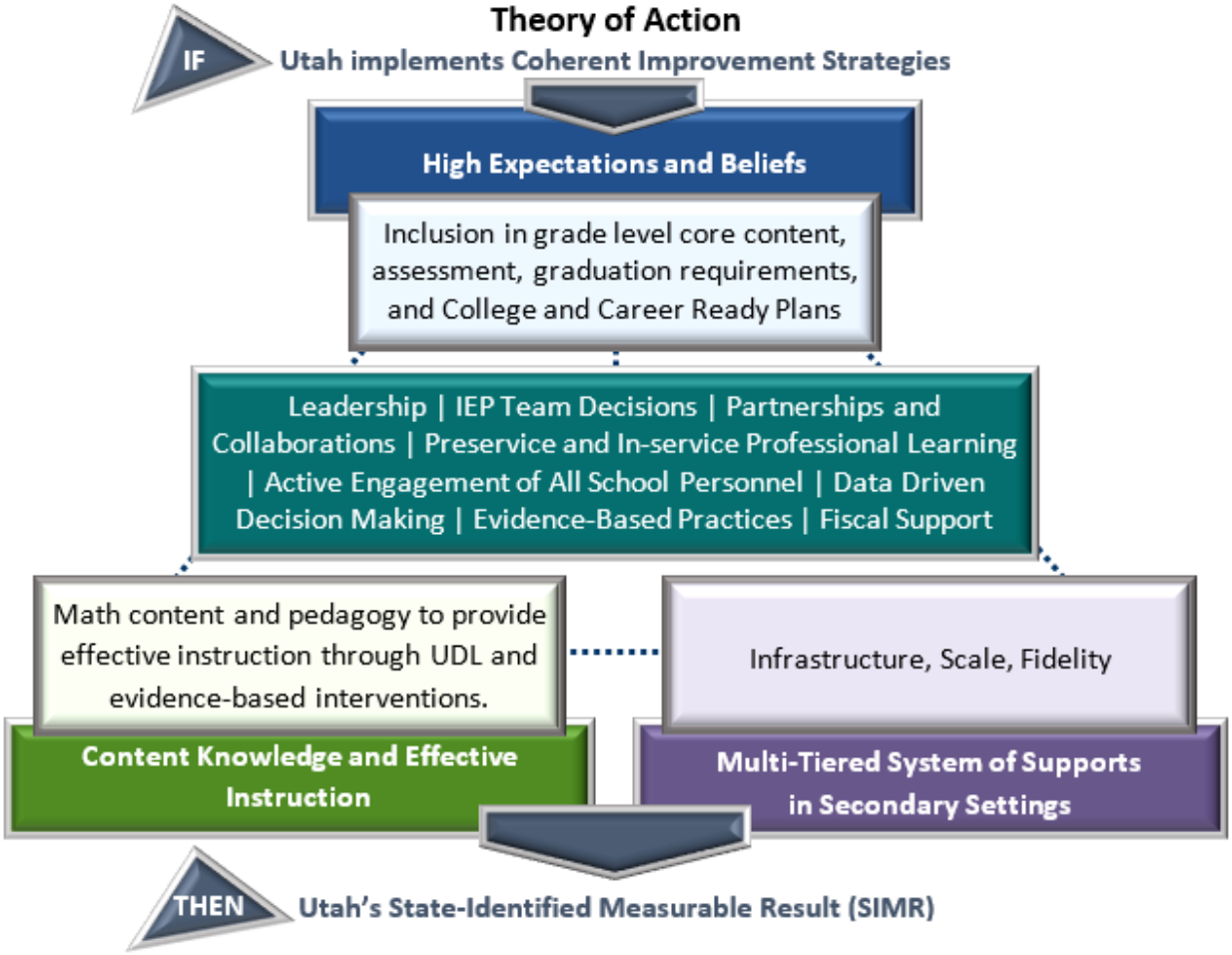

Figure 3: Utah's State Systemic Improvement Plan (SSIP) Theory of Action.

As Utah administered a new statewide end of level assessment in FFY2018, Utah has new SIMR baseline data and new SIMR targets. In preparation for the implementation and evaluation of the SSIP, a stakeholder feedback committee was created and met to discuss Utah's new baseline results and proposed targets. The committee evaluated multiple data sets and had robust conversations to ensure the new targets are not only realistic to achieve, but also maintain high expectations for students with disabilities. The goal was to set rigorous but realistic targets, which was done by using trend data and appropriate standard deviations calculations. Research suggests that effect sizes of 0.25 standard deviations are considered to be substantively important.[*†‡] Therefore, the stakeholder committee advised the use of a set of targets that will allow for the achievement of a total of a 0.25 standard deviation increase at the end of ten years, which is the calculation Utah has chosen. Utah values stakeholder input and solicits ongoing feedback.

Utah's new SIMR is to increase the number of students with SLI or SLD in grades 6–8 who are proficient on the Readiness Improvement Success Empowerment (RISE) statewide end of level (mathematics) assessment by 0.25 standard deviations over ten years (or a target proficiency rate of 10.95% in five years [by 2022-2023]).

2018-2019 SIMR Baseline: 9.90% proficient

Year	2018–2019	2019–2020	2020-2021	2021-2022	2022-2023
Target	9.90%	10.13%	10.40%	10.68%	10.95%
Actual	9.90%	N/A	N/A	N/A	N/A

Figure 4: Utah's new SIMR targets.

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 for 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 supports and interventions in secondary settings, to scaffold mathematics Core standards as they become more rigorous and abstract (i.e., MTSS).

[*] Cohen, J. (1992). A power primer, *Psychological Bulletin*, *112*(1), 155-159. doi:10.1037/0033-2909.112.1.155
[†] Gong, B., & Tappan, R. (2001, April 10). *How much school improvement should accountability systems require?* Presentation at the Reidy Interactive Lecture Series, Nashua, NH.
[‡] Institute of Education Sciences. (2014). *What works clearinghouse procedures and standards handbook* (v.3). Washington, DC: Author.

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

Strategy I: High Expectations and Beliefs components are:

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

Strategy II: Content Knowledge and Effective Instruction components are:

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

Strategy III: MTSS in Secondary Settings components are:

- Infrastructure, scale, and fidelity;
- Leadership;
- Preservice and in-service 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 improvement activities are implemented, and then reviewing the evaluation data from those activities to suggest changes and/or additions. The FFY2018 team leads are the Elementary Mathematics Specialist from the USBE Special Education Services (SES) section and the Middle School Mathematics and MTSS Specialist from the USBE Teaching and Learning (T&L) Section. They work to align and leverage existing improvement efforts and determine the need for new ones. The CDIT includes additional members from the USBE SES and T&L sections, as well as members from the USBE Assessment, Student Support, and Digital Teaching and Learning sections; the State Personnel Development

Grant (SPDG) Utah Multi-Tiered System of Supports (UMTSS) project, and a representative from the Utah Council of Teachers of Mathematics (UCTM). 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.

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

The implementation of EBPs and how to measure implementation fidelity 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). 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 and evaluation 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, and to provide evidence-based interventions within an MTSS context.

Several national organizations are creating repositories of EBPs and evidence-based programs for educational agencies to access. The CDIT is distributing the website information of these repositories to LEAs so 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 (https://www.air.org)
- Evidence for ESSA (https://www.evidenceforessa.org/programs/math/)

The USBE has also reached out to the National Center on Systemic Improvement (NCSI), the National Center on Intensive Interventions (NCII), and the National Center for Educational Evaluation and Regional Assistance at the Institute of Education Sciences (IES) to accumulate resources to share with LEAs regarding the use of EBPs, including multi-tiered supports for students who struggle in mathematics.

The EBPs the CDIT began providing professional development on during Phase III include:

- Ensuring students with disabilities have access to, involvement in, and make progress in the general curriculum
  - Use of UDL[§] framework for engineering the instructional environment to increase engagement, representation, and action and expression
- The five anchors of differentiation[**] (and incorporating them into the National Council of Teachers of Mathematics' [NCTM's] eight mathematical practice standards)
  - Response opportunities
  - Strategic instruction

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

[**] Allsopp, D. & Alvarez McHatton, Patricia & Ray, S. & Farmer, J. (2010). Mathematics RTI: A Problem-solving Approach to Creating an Effective Model.

    - 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[††] (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[‡‡]
- Open-ended low threshold, high ceiling tasks; offering choices of tasks; developing student self-awareness and responsibility; and exit tickets[§§]
- Comprehensive Mathematics Instruction (CMI)[***]

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[†††] and leveled grouping, ability tracking, extending a mathematics course over two years, and low expectations.[‡‡‡] The CDIT continues to be concerned that these ineffective practices have 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 considered its stage of implementation of EBPs for

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[††] Kiuhara, S. A., Witzel, B., Dai, T., & Rouse, A. G. (2016, April) Understanding fractions via writing-to-learn arguments within a multi-tiered system of supports. In S.A. Kiuhara & B. Witzel (Chairs), *Overcoming difficult areas in mathematics for students with disabilities: Potential approaches and interventions*. Conference paper presented at the symposium conducted at Council for Exceptional Children, St. Louis, MO.

[‡‡] Tapper, John. (2012). *Solving for why: Understanding, assessing, and teaching students who struggle with math*. Sausalito, CA: Math Solutions.

[§§] Boaler, Jo. (2016). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching*. San Francisco, CA: Jossey-Bass.

[***] Hendrickson, S., Hilton, S.C., Bahr, D. (2008). The comprehensive mathematics instruction (CMI) framework: A new lens for examining teaching and learning in the mathematics classroom. *Utah Mathematics Teacher, 1*(1), 44-52.

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

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

mathematics instruction and MTSS in secondary settings. For LEAs with multiple schools, the LEA has been 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.

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 Plan (PIP). Additionally, in the first few years of SSIP implementation, the USBE provided 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 have used the outcome data received from these activities as part of a continuous feedback and improvement loop.

In past years, Utah analyzed the progress of the LEAs who received intensive, and even targeted supports compared to the rest of the state and demonstrated that those LEAs were making more progress toward achieving the SIMR. However, as the CDIT has analyzed the results in FFY2017, that delineation no longer seemed relevant. The LEAs who were receiving intensive and targeted supports were also participating in the universal supports, and schools in those LEAs who were not receiving intensive support were receiving universal support. Thus, in FFY2017, the CDIT recommended not disaggregating results between the three tiers of LEA support and removed the evaluation question that required disaggregation between the intensive LEAs and all other Utah LEAs from the FFY2017 and future SSIP Phase III reports.

In FFY2018, instead of providing intensive support to LEAs, when LEAs identified in their special education PIP that they needed support to improve mathematics outcomes for students with disabilities, they had the ability to request PD and/or TA support from the USBE as well as state level activities funds to implement that PD/TA. 102 LEAs included a mathematics goal in their PIP and 39 requested state level activities funds to implement mathematics PD/TA. In this manner, the USBE is providing "targeted" support to *some* LEAs who self-identify the need. 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.

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 6–8 who are proficient on the RISE (mathematics) statewide end of level assessment. This is the data Utah will report to OSEP in the SPP/APR online reporting tool. Utah's new SIMR for FFY2018 is to increase the number of students with SLI or SLD in grades 6–8 who are proficient on the RISE statewide end of level (mathematics) assessment by 0.25 standard deviation over ten years (or a target proficiency rate of 10.95% in five years [by 2022-2023]).

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 is 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.

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

Utah has changed the SIMR targets as a result of administering a new statewide end of level assessment and acquiring new baseline data. Utah has not made any changes to the SIMR, the Coherent Improvement Strategies in the SSIP, or the Theory of Action.

However, Utah has made several minor changes to the activities in the Implementation Matrix from the SSIP Phase III Year 3 report. Utah has also chosen to delete two Evaluation Questions that no longer seem relevant to the SSIP evaluation.

Utah has completed seven activities within the timeline outlined in the Implementation Matrix. These activities have been removed from the Implementation Matrix and the remaining activities have been re-lettered.

Under High Expectation and Beliefs, Utah completed:

c. Continue to disseminate copies of the executive summary of Phase I of the SSIP to stakeholders statewide (since the baseline has been revised this year, the Phase I executive summary document is out of date).

d. Continue to disseminate copies of the executive summary of the Phase II of the SSIP to stakeholders statewide (since the baseline has been revised this year, the Phase II executive summary document is out of date).

Under Content Knowledge and Effective Instruction, Utah has completed:

a. Facilitate a book study on *Principles to Actions*, by NCTM for educators.

b. Facilitate an online book study and webinar on the Mathematics Practice Standards published by NCTM for educators.

d. Support the initial eight LEAs receiving intensive support from the USBE in scaling up effective pilot projects using EBPs (since the USBE is no longer providing “intensive” support to the original eight LEAs, but instead providing “targeted” support to all LEAs who request it.)

l. Participate in the NCSI Mathematics State Collaborative (the State Collaborative ended because the NCSI 1.0 grant period ended.)

n. Provide PD and TA to educators about developing, delivering and evaluating PD, including the provision of transfer supports, and using the several step Effective Professional Development Cycle (this PD opportunity ended because the contract with the Utah Professional Development Network ended in September 2019.)

Though this section does not specifically ask for highlights to changes in the Evaluation Questions, as mentioned earlier, Utah has chosen to delete two Evaluation Questions that no longer seem relevant to the evaluation of the SSIP:

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?

As noted in the Evaluation Matrix, fewer LEAs are participating in the Data Drills in the last couple years as they feel confident understanding and planning improvement activities related to their data.

Coherent Improvement Strategy II, MTSS in Secondary Settings, Evaluation Question Three: Was the scaling up of intensive and target LEA SSIP pilot projects successful in increasing the assessment results of the LEAs who adopted the projects?

Since the USBE is no longer providing "intensive" support to the original eight LEAs, this evaluation question is no longer relevant to the evaluation of the SSIP.

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 FFY2018. The CDIT led the implementation effort by meeting regularly as a large group. Because the two facilitators of the CDIT changed this year, the CDIT chose not to break into committees as in previous years. Instead, the entire CDIT focused on implementing and evaluating the improvement strategies as a group. This allowed them to really get to know the improvement and evaluation activities and better support one another in the SSIP implementation process. The CDIT focused on several specific activities this year including:

- Identify and determine avenues for communication with gap audiences/stakeholders who are not involved and do not receive information
    - Identification of stakeholders
- Improve and increase the co-teaching cohort
    - Review all available co-teaching data for the past five years
    - Create data dissemination documents
    - Provide frequent PD to LEAs about the benefits of co-teaching
- Dissemination and PD on the MTSS in Mathematics Framework
    - Over 2,000 MTSS Framework documents provided to educators across Utah
    - Statewide summer PD centered on implementation of the Framework
- Collaborate with public relations firm to look for and highlight bright spots across state
    - News radio interviews and blogs
    - Newsprint interviews and blogs
- Develop and implement opportunities for parent involvement
    - Parent book study
- Increase teacher leaders in general education and special education through the Coaching Institute

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* (T) has been met; the *fidelity* (F) of the planned measure; and what has been *accomplished*, including intended outputs and *milestones* that have been met (A/M). (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.	2015–2020	T: Done and ongoing F: N/A A/M: Disseminated info about SSIP and EBPs throughout Utah to education staff and other stakeholders; reviewed 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 in 2015 and again in 2018 F: N/A A/M: Stakeholders are considering if another survey is needed and if yes, how many years hence it should occur.
c. Present at state and LEA conferences/meetings on the purpose of the 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.	2015–2020	T: Done and ongoing F: N/A A/M: See SSIP Presentations table in Appendix A.
d. Present at state and local conferences/meetings on the purpose of the 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.	2015–2020	T: Done and ongoing F: N/A A/M: See SSIP Presentations table in Appendix A. See UPC Activities table in Appendix B.

Implementation Activities (Outputs)	Timeline	Progress
e. Discuss expectations and beliefs during parent intakes at the UPC, add at least one slide about expectations and beliefs to the IEP parent workshops; add at least two content items to the 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.	2015–2020	T: Done and ongoing F: N/A A/M: The UPC has trained all its staff on the SSIP, including the need to increase expectations for their own SWD and to help other parents do so; discussed expectations and beliefs during parent calls; added content items about expectations to their website and to emails they sent out; created a resource list and information sheets to help parents help their SWD with mathematics; and co-sponsored the second year of *Grit* book studies. See UPC Activities table in Appendix B.
f. Provide PD and TA to teachers of students with significant cognitive disabilities.	2015–2020	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.
g. Engage a public relations firm to create and disseminate a statewide public awareness campaign about the SSIP.	2016–2020	T: Done and ongoing F: N/A A/M: Contracted with The Summit Group in August of 2016. Published several state and national articles about SSIP work, largely mindset- and co-teaching-related. Facilitated a radio and several newsprint spots about SSIP work, largely mindset- and co-teaching-related. Continued to disseminate the video outlining Utah's implementation of the SSIP that can found on the CDIT's landing page (https://mathforallstudents.schools.utah.gov/).
h. Present at state and LEA conferences/meetings on the progress of the SSIP and review the purpose of the 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.	2016–2020	T: Done and ongoing F: N/A A/M: See SSIP Presentations table in Appendix A.

Implementation Activities (Outputs)	Timeline	Progress
i. Present at state and local conferences/meetings on the progress of the SSIP and review the purpose of the 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.	2016–2020	T: Done and ongoing F: N/A A/M: See SSIP Presentations table in Appendix A. See UPC Activities table Appendix B.
j. Continue to align USBE initiatives and all instructional improvement efforts to move the USBE along the Collaboration Continuum.	2015–2020	T: Done and ongoing F: N/A A/M: Participated in NCSI's System Alignment Learning Collaborative and CCSSO's School and District Improvement SCASS.
k. Request increased funding for public education, especially programs and services for SWD.	2015–2020	T: Ongoing F: N/A A/M: The 2020 Utah Legislature increased the Weighted Pupil Unit (WPU) (per student funding) by an additional 5.0%.
l. Facilitate an online book study on *Grit* by Angela Duckworth for parents.	2018–2020	T: Ongoing F: N/A A/M: Almost 200 new parents participated in the two sessions of the book study (three online meetings were held for each session). (300 parents participated last year.)
m. Create a website on which a repository of mathematics resources can be provided for parents, educators, administrators, and other stakeholders.	2016–2020	T: Done and ongoing F: The CDIT created its landing page on the USBE's website with the help of the contracted PR firm. A/M: The CDIT continues to add content to the landing page and disseminate the video.

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 an annual co-teaching cohort of general and special education teachers focusing on both EBPs in co-teaching as well as mathematics content and instruction and intervention using EBPs.	2015–2020	T: Done and ongoing F: Student pre- and post-test content knowledge data and three observations/coaching visits per team are provided. A/M: Eight new co-teaching teams (consisting of a general educator and a special educator) are participating in a year-long cohort training on co-teaching using mathematics content.
b. Support LEAs in adopting and implementing successful "targeted" pilot projects using EBPs.	2016–2020	T: Done and ongoing F: Student benchmark and formative data are provided for the WCSD pilot project. A/M: 39 LEAs received funds to provide PD/TA to their staff related to the mathematics goal in their PIP. WCSD's formative data is outlined in Section C.1.
c. Provide professional development on Universal Design for Learning (UDL) within the context of mathematics instruction to general and special education staff.	2015–2020	T: Done and ongoing F: Embedded activities into the PD that demonstrate participants' understanding and ability to apply the information. A/M: All mathematics PD and TA included UDL.
d. Provide special education administrators an overview of an EBP in the SpEdOmeter newsletter monthly.	2015–2020	T: Done and ongoing F: Provided information in the SpEdOmeter about EBPs. A/M: Created a monthly "Math Corner" article in which an EBP is outlined and explained.
e. Work with School Improvement section of the Student Support department on Student Support Teams (SSTs) to ensure mathematics proficiency improvements are considered during the school improvement process for the lowest-performing Utah schools.	2015–2020	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 supervisor is the Assistant Superintendent of Student Support and supervises the School Turnaround team, providing PD, TA and coaching to Turnaround principals.
f. Provide PD and TA regarding mathematics improvements to LEAs based on their special education Program Improvement Plan (PIP).	2015–2020	T: Done and ongoing F: Embedded activities into the PD that demonstrate participants' understanding and ability to apply the information. A/M: Nearly all LEAs participated in PD/TA regarding mathematics instruction improvement.

Implementation Activities (Outputs)	Timeline	Progress
g. Create courses and/or a cohort of teachers to earn the Special Education Mathematics Endorsement.	2016–2020	T: Ongoing F: NA A/M: USBE offered a stipend reimbursement for taking courses toward the endorsement; one LEAs is providing a cohort of teachers with the coursework; USBE continues to work with two (of four) Regional Resource Centers in Utah to offer regional endorsement courses.
h. 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 [U-CASE]) for conferences and conference sessions that address mathematics achievement and any of the three Coherent Improvement Strategies.	2015–2020	T: Done and ongoing F: Reviewed presentation material to ensure information was evidenced-based. A/M: Provided co-sponsorships to Utah CEC, Utah CASE, and the Charter School Special Education Directors (CSPED) association.
i. Provide PD and TA to administrators and educators about effective instructional coaching for mathematics and how to conduct fidelity checks of implementation.	2015–2020	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: 40 participants had initial training on mathematics in FFY2018 content coaching, including guidelines for coaching cycles, role of coach, and utilizing a coaching protocol. Over four years, over 220 teacher leaders have participated in the Leadership/Coaching Institute spanning 77 (of 155) LEAs.

Coherent Improvement Strategy III: MTSS in Secondary Settings

The state and local educational agencies (LEAs) 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 – 2020	T: Done and ongoing F: With a contractor's help, Utah created 10 MTSS online PD modules with embedded quizzes. A/M: 38 LEAs have had staff enroll in at least one module with a 65% completion rate statewide.
b. Update the Utah three-tiered mathematics instruction and intervention document and disseminate statewide.	2016 – 2020	T: Done. F: NA A/M: About 2,000 copies have already been distributed.
c. Provide annual data drill TA meetings that explain LEA child count and proficiency data. Teach LEAs how to identify root causes and how to turn root causes into special education PIP goals.	2015 – 2020	T: Done and ongoing F: NA A/M: 40% of LEAs participated in the 2020 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 – 2020	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. See SSIP Presentations table in Appendix A.
e. Provide instructional coaching to educators using the Coaching Growth Continuum as they implement EBPs and discontinue the use of ineffective practices in mathematics instruction.	2015 – 2020	T: Done and ongoing F: NA A/M: In FFY2018, 40 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 (e.g., 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 Assistant Superintendent of Student Support, the CDIT facilitators, and other CDIT members have been meeting with stakeholders, including other state agencies to support state infrastructure improvements, to solicit feedback regarding 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 and the PR firm USBE has contracted with have created products to advertise the SSIP and resources to share with LEAs, and the members have disseminated information and resources to all 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 number 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–III, the Assistant Superintendent of Student Support, the SSIP Specialist, and other CDIT members in FFY2018 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 SSIP implementation and evaluation 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. 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. In previous reports of the SSIP, Utah detailed all the stakeholder groups that have participated in this SSIP implementation conversation. For this report, Utah is only detailing those stakeholders that participated in FFY2018:

LEA Special Education Directors
Utah Special Education Advisory Panel (USEAP) members
USBE Committees
Utah Legislative Committees
Utah Parent Center (UPC) staff
LEA Curriculum and Assessment Directors
LEA Preschool Coordinators

LEA administrators (including Superintendents, Charter School Directors, and building administrators)

Staff from relevant special education, school psychology, and speech pathology programs at Utah Institutes of Higher Education

Baby Watch/Early Intervention (Utah's Part C agency)

Agencies that provide services to students with disabilities (such as Juvenile Justice Services, Vocational Rehabilitation, the Division of Child and Family Services, the Department of Health, etc.)

Utah Educators

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.

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 kept a record of all the discussions and presentations about the SSIP that happened after each CDIT meeting so members could 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. He/she also believes 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. Last year, Utah's SSIP reported that the Utah PTA adopted a resolution on "High Expectations for Students with Disabilities." This year, Utah PTA members presented a version of the adopted Utah resolution to the national PTA leadership assembly. The resolution was adopted by the National PTA and is now found on their website.

Also, in last year's SSIP, Utah reported on the progress made by the Weilenmann Charter School of Discovery (WCSD) on their targeted pilot project to improve middle school mathematics proficiency. This year, WCSD made scaled up their project and has demonstrated even greater gains. Those outcomes are detailed below.

Weilenmann Charter School of Discovery

In FFY2017, WCSD conducted a deep data dive into the mathematics scores differences between their lower school and middle school campuses. The data revealed that there was a drop in scores of the students transitioning to the middle school. At that time, USBE gave WCSD an SSIP funding award to purchase the Bridges in Mathematics Curriculum and Interventions kits for the lower school to prepare students for the rigorous curriculum of the middle school.

During FFY2018, WCSD began using the supplemental *Bridges Intervention Curriculum* kits for interventions in targeted Tier 2 and Tier 3 instructional groups. These curriculum kits also provided special education teachers with more tools to provide intensive supports for special for students with disabilities receiving specialized instruction in mathematics.

WCSD used the Star 360 Mathematics Assessment at the beginning of the year (BOY), middle of the year (MOY), and will assess at the end of the year (EOY) to measure both the fidelity of the

new curricula's and materials' implementation and also to measure student growth. As a result of the improved core instruction and the addition of targeted and intensive supports, middle school students with disabilities at WCSD are meeting expected growth and proficiency targets at the same rate as their nondisabled peers. The middle school results (6th, 7th, and 8th grade BOY and MOY scores) for 2019-2020 are provided below.

BOY	MOY	Growth
681	725	44
523	689	166
689	689	0
N/A	N/A	N/A
866	882	16
Average 689.75	Average 746.25	Average 56.5

Figure 5: WCSD 6th grade 2019-2020 growth for student with disabilities; grade appropriate EOY proficiency scores range from 790-995.

BOY	MOY	Growth
841	926	85
646	725	79
784	776	-8
616	639	13
721.75	766.5	42.25
Average 841	Average 926	Average 85

Figure 6: WCSD 7th grade 2019-2020 growth for student with disabilities; grade appropriate EOY proficiency scores range from 873-1138.

BOY	MOY	Growth
884	851	-33
704	830	126
786	889	103
892	892	0
749	764	15
848	897	49
710	696	-14
Average 796.14	Average 831.4	Average 35.14

Figure 7: WCSD 8th grade 2019-2020 growth for student with disabilities; grade appropriate EOY proficiency scores range from 974-1207.

WCSD's statewide end of level assessments demonstrated significant growth in the two years of collaborating with the USBE to implement the SSIP. In fact, not only have WCSD's mathematics scores exceeded the state target for students with disabilities, but the English language arts (ELA) scores have also improved and now exceed state targets. (In FFY2018, WCSD's proficiency was 27.03% in numeracy grades 3-8 with a state target of 17.90% and WCSD's proficiency was 19.51% in literacy grades 3-8 with a state target of 17.40%.)

USBE is excited about the progress WCSD students are making and even more excited that their ELA scores are rising along with the mathematics scores. (Note: 16 State Directors of Special Education visited the WCSD in early summer of 2019 to review these results and discuss the impact the implementation of the SSIP was having on LEAs across the state of Utah.)

Parent Book Study:* Grit *by Angela Duckworth

Again, this year, the USBE partnered with The Utah Parent Center (UPC) to host a parent book study. This year's study was of *GRIT, the Power of Passion and Perseverance*, by Angela Duckworth. The book study consisted of two, three-week discussion sessions. Each session lasted for an hour and was hosted on an online platform. The sessions were held at night from 7:00–8:00 pm which allowed parents time to get home, have dinner, and then participate in the book study.

This year, the USBE purchased 300 books, hoping that because the book study was so successful last year there would be plenty more parents interested in participating this year. The SSIP Specialist and the UPC Parent Consultant updated the study notes and discussion questions for the FFY2018 book studies. Again, each parent that registered received a packet of discussion materials through the mail. The sessions were capped at 150 participants due to the limitation of the online platform and both sessions were two-thirds full.

The intent of the book study was to continue Utah's work to instill high expectations in parents of students with disabilities and other community members/stakeholders. USBE observed over each of the three-week sessions that parents were very active in the discussions both with the moderators and, more importantly, with each other. They were encouraging each other and sharing their own experiences and resources.

One of the parents in this year's book study said, "Thank you! This was a great idea and I have enjoyed my experience!" Another parent participant said, "I've been able to share *Grit's* concepts with 100+ people now!" Yet another said, "Please extend my thanks to whomever decided we would be able to keep our book copies in return for participation. My book is all marked up, has me filled with questions and [I'm] excited to learn more. I deeply hope that these non-academic skills will become as much of a focus in classrooms as reading, writing, math, etc. It is my belief that these soft skills not only prepare us for whatever the future workforce may look like, but help students find academic success in the classroom, too." These growth-minded comments are exactly what USBE was hoping would be the outcome of the book study.

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 are participating in one or multiple improvement activities. The USBE is overwhelmed with the statewide interest and participation. Parents, teachers, and

administrators are continuing to talk about the need to improve expectations, content knowledge, pedagogy, and a tiered system of supports in mathematics. They are challenging each other's 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 as well as sharing the video the CDIT made about Utah's implementation of the SSIP which can be found on CDIT's landing page.

The CDIT has been able to review survey data from all of the universal and some of the targeted activities that were provided in FFY2018. (Some targeted activities are planned and provided by the LEA, so the data is not entered into the USBE evaluation system.) 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 and added other activities to respond to requests, needs, and feedback provided through survey responses.

The CDIT is measuring the effectiveness of all the implementation activities by measuring the progress being made on the continuingly relevant Evaluation Questions and the objectives in the Evaluation Matrix. (See section A.4. above, as two Evaluation Questions are no longer relevant and will be deleted in future versions of the SSIP.) The CDIT reviewed the baseline data on each relevant Evaluation Question and each objective in the Evaluation Matrix for FFY2014. In late 2019, the CDIT Data and Outcomes committee reviewed all the available data for determining the effectiveness of the SSIP implementation.

Further, the CDIT is measuring the fidelity of implementation of those activities the USBE is administering. For example, as indicated in the Implementation Matrix, USBE is providing co-teaching cohorts – a yearlong professional learning experience. Each team consisting of general educator and a special educator is observed by another co-teaching team at least one time during the year and by a co-teaching project facilitator at least twice during the year to provide the teams with feedback about their practice. In this way, the co-teaching facilitators and the CDIT can ensure the teams are implementing the co-teaching model with fidelity.

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 FFY2018. 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 the three Coherent Improvement Strategies in the Theory of Action. During FFY2018, the USBE completed seven 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, the 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, the 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. (As stated earlier, the CDIT in collaboration with other stakeholders determined two of the Evaluation Questions were no longer relevant to the evaluation of the SSIP and Utah has thus discontinued their use.) Obviously, the process Utah is using to gather stakeholder feedback is ensuring stakeholders have the opportunity to judge the acceptability of activities and outcomes. In previous reports of the SSIP, Utah has detailed all of the stakeholder groups that have participated in this SSIP evaluation conversation. For this report, Utah is only detailing those stakeholders that participated in FFY2018:

LEA Special Education Directors
Utah Special Education Advisory Panel (USEAP) members
USBE Committees
Utah Legislative Committees
Utah Parent Center (UPC) staff
LEA Curriculum and Assessment Directors
LEA Preschool Coordinators
LEA administrators (including Superintendents, Charter School Directors and building administrators)

Staff from relevant special education, school psychology and speech pathology programs at Utah Institutes of Higher Education

Baby Watch/Early Intervention (Utah's Part C agency)

Agencies that provide services to students with disabilities (such as Juvenile Justice Services, Vocational Rehabilitation, the Division of Child and Family Services, the Department of Health, etc.)

Utah Educators

Stakeholders have been and will continue to be included in the discussion of the 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 students 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.

The 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 staff 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. The USBE has implemented the Schools Interoperability Framework (SIF) in order to facilitate quality reporting of student data and transfer of information between the USBE and LEAs. Data are submitted from the LEAs to the USBE on a daily basis. This ensures a continual review of data so that LEA staff can make ongoing corrections as needed. Further, the 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 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, the 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, 150 in FFY2016, 154 in FFY2017, and 155 in FFY2018. 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 LEA 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 from 2014–2018 was the percent of students who were proficient on the SAGE end of level statewide mathematics assessment. Those data were used for the SSIP Phase I data analysis and subsequent reporting. In the spring of 2019, a new statewide end of level assessment was administered, so baseline data for the SIMR needed to be revised.

The new baseline data for the 2019 SIMR is the percent of students who were proficient on the RISE end of level statewide mathematics assessment. 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 statewide end of level 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 for FFY2018 and is based on the state’s statewide end of level assessment, Utah is confident in the quality of data upon which the SIMR is based.

However, because of the COVID-19 outbreak, Utah will not be administering statewide end of level assessments in 2020. Thus, Utah will have no data with which to measure the SIMR in FFY2019.

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 LEAs using these measures do not correlate with the statewide end of level assessment data. 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 RISE 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 are included in SSIP reporting. Hence, sampling procedures are not necessary for data aggregated at these levels. LEAs vary in their rules for allowing access to teachers and parents. For example, one large LEA's negotiated agreement only allows surveys approved by the professional association to be administered to teachers, so that LEA is typically excluded from teacher surveys but included when teachers attend USBE trainings. Given Utah's political focus on local control, LEAs report other aggregated data (i.e., formative assessments, implementation fidelity using LEA- created/selected instrumentation) and sample selection procedures to the USBE. 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). They are an accurate reflection of the number of teachers who have valid educator licenses and Special Education Mathematics Endorsements attached to those licenses. (However, the USBE is transferring all this data out of the CACTUS database and into a new system during the 2020-2021 school year.)

The data used to measure the number of students who took the ACT test in eleventh grade and achieved a Utah college-ready score of 18 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 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 2019 was similar to March 2018, which was unexpectedly lower than in March 2017, demonstrating that as Utah receives feedback from LEAs, we are course-correcting to improve relevance, interest, and attendance. Additionally, since the majority (66%) of LEAs included a mathematics goal in their annual special education PIP, it's obvious that previous data drill and SSIP dissemination 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 the SSIP has been on the right path.

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%, 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% and in FFY2017 to 18.40%. In grade 10, Utah has had a continual decrease in mathematics proficiency from the baseline in FFY2013 of 7.86%. In FFY2014, Utah decreased to 7.15%, to 7.08% in FFY2015, to 6.50% in FFY2016, and to 5.90% in FFY2017.

As Utah administered new statewide end of level assessments in FFY2018, the baselines have been reset to 17.90% for grades 3–8 and to 4.80% for grade 10.

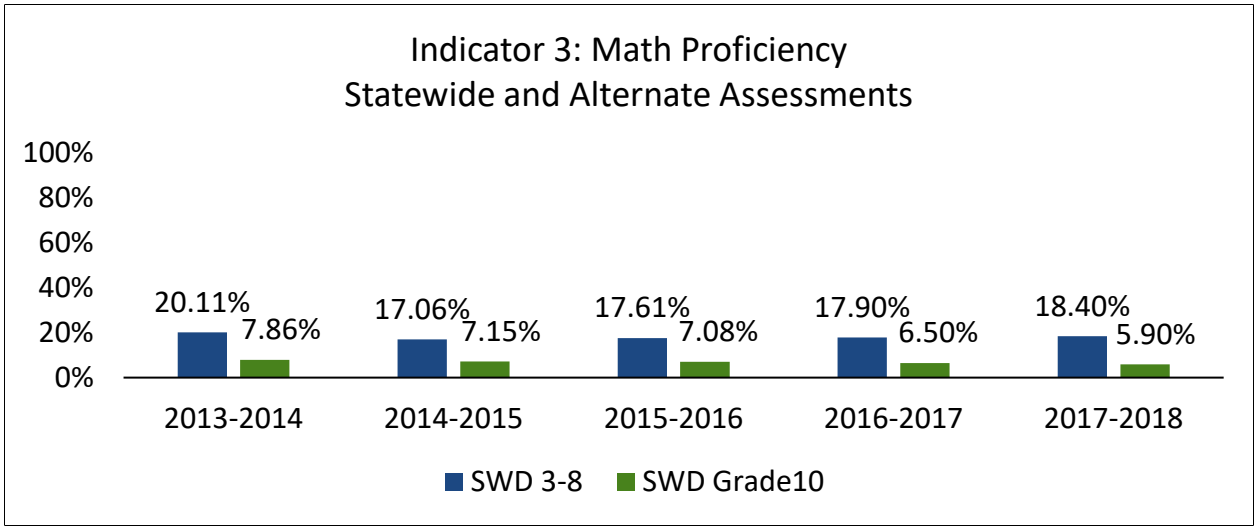

Figure 8: Mathematics proficiency on statewide end of level assessments (including alternative assessments) for SWD in grades 3–8 and 10 as reported on Indicator 3 for FFY2013-2017.

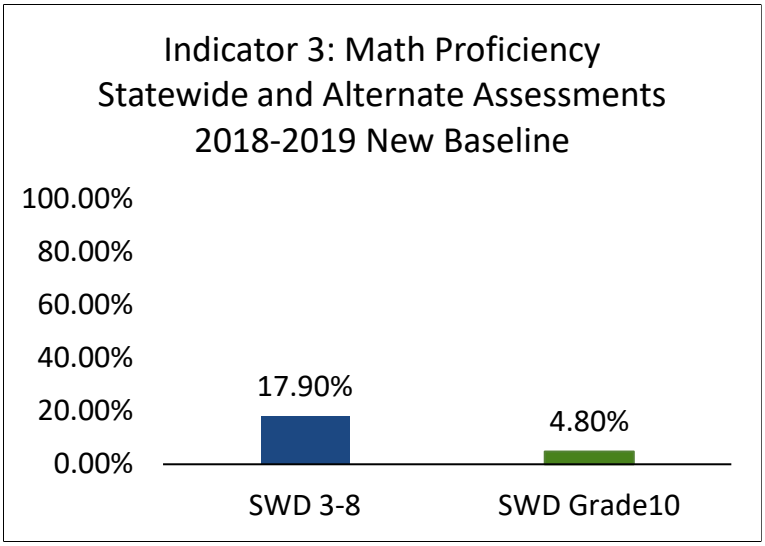

Figure 9: Mathematics proficiency on statewide end of level assessments (including alternative assessments) for SWD in grades 3–8 and 10 as reported on Indicator 3 for FFY2018 (note: these are new baselines).

In further analyzing this data, the decrease in participation rate was examined. Historically, Utah has had high participation rates. At the same time that Utah introduced the SAGE statewide assessment, a complex computer adaptive assessment aligned with the Utah Core Standards, Utah lawmakers passed legislation outlining parents' right to opt their students out of statewide testing. The law was further clarified in FFY2015, allowing parents to exclude their students from "any assessment" that is mandated on a state or federal level. As a result, these opt-outs have added to the decrease in participation rates. Other factors that are included in non-participation include absence on test date, taking a below grade level test, refusing to test, or taking a modified test.

The data in the graph below are the percentages of students that did not participate due to parental opt-out. All grades are included. FFY2017 marked a change in the trend, in that the opt-out did not increase further but began to decrease. This trend continued in FFY2018. With the introduction of the RISE test, Utah saw an even greater decrease in parental opt-out. One possible explanation is a decision by the USBE to not require 11th graders to participate in statewide end of level testing and instead, only participate in the ACT. Another possibility is increased PD/TA about giving parents more information about the importance of the statewide end of level test and how the scores are used to guide instruction.

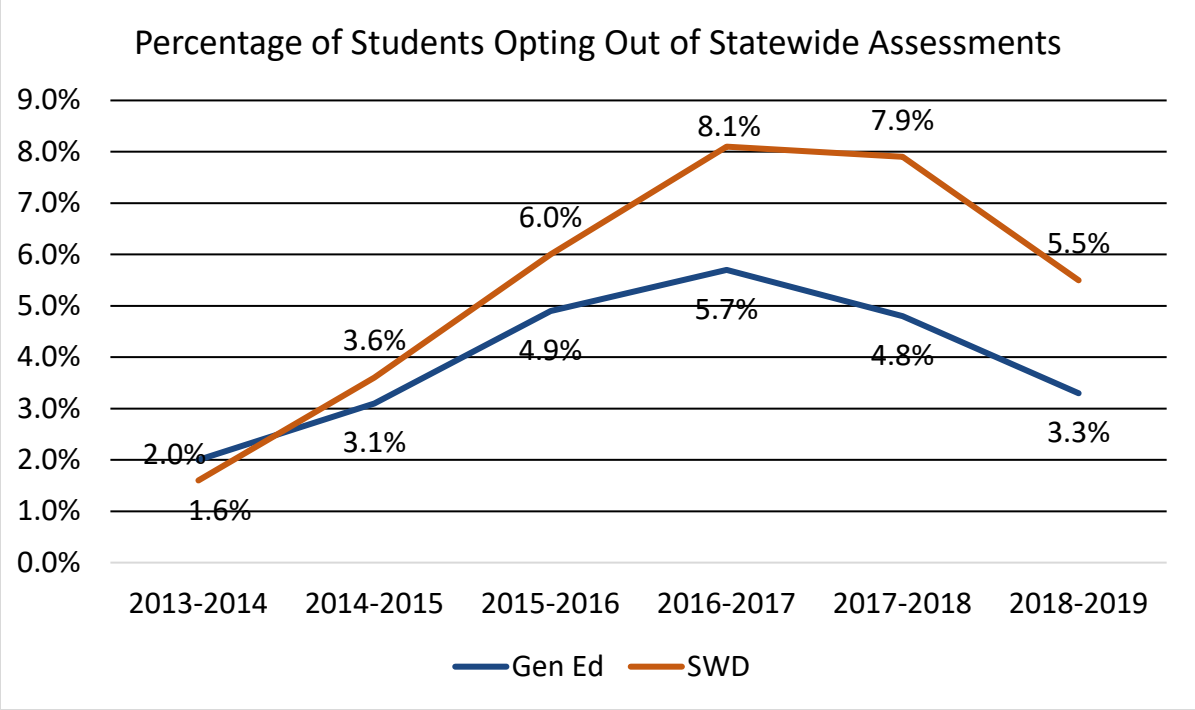

Figure 10: Percentage of students whose parents have opted out of taking the statewide assessments for both general education students and students with disabilities.

The SIMR is a subset of the Indicator 3 grades 3–8 target. It focuses on students with disabilities in grades 6–8 with the classification of SLD and SLI. Because Utah administered a new statewide end of level assessment, the SIMR baseline data was revised to 9.90% in FFY2018. The progress on the SIMR for FFY2013–2017 is presented in the figure below, and the new baseline is below it. Interestingly, Utah's progress on the original SIMR and the new SIMR baseline are almost identical, even though two different statewide end of level assessments were administered.

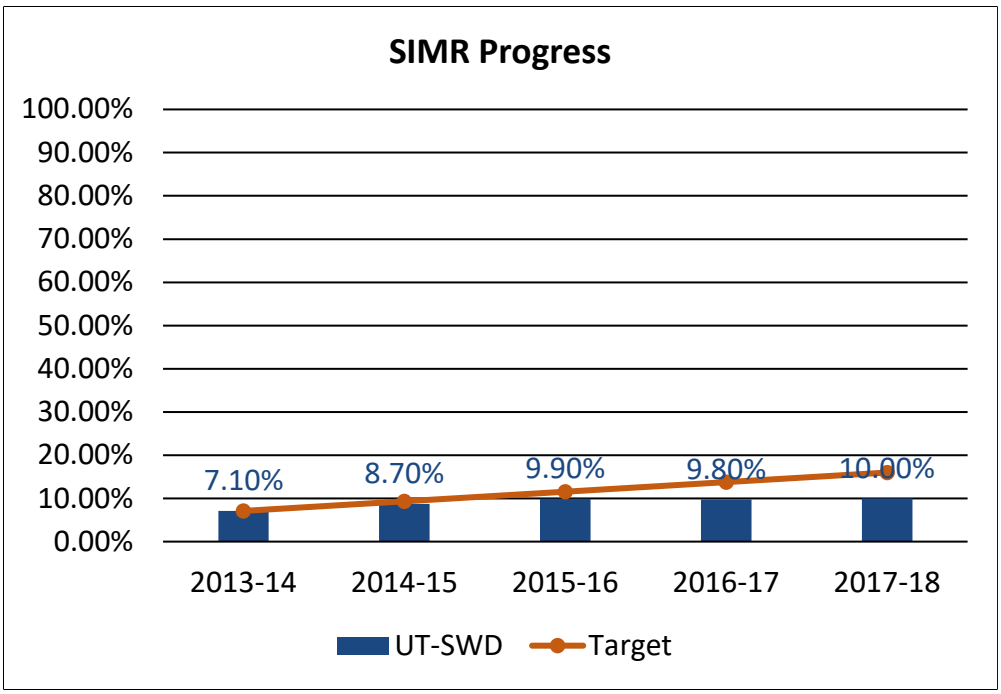

Figure 11: Results of the SIMR for all students will disabilities in Utah for FFY2013–2017.

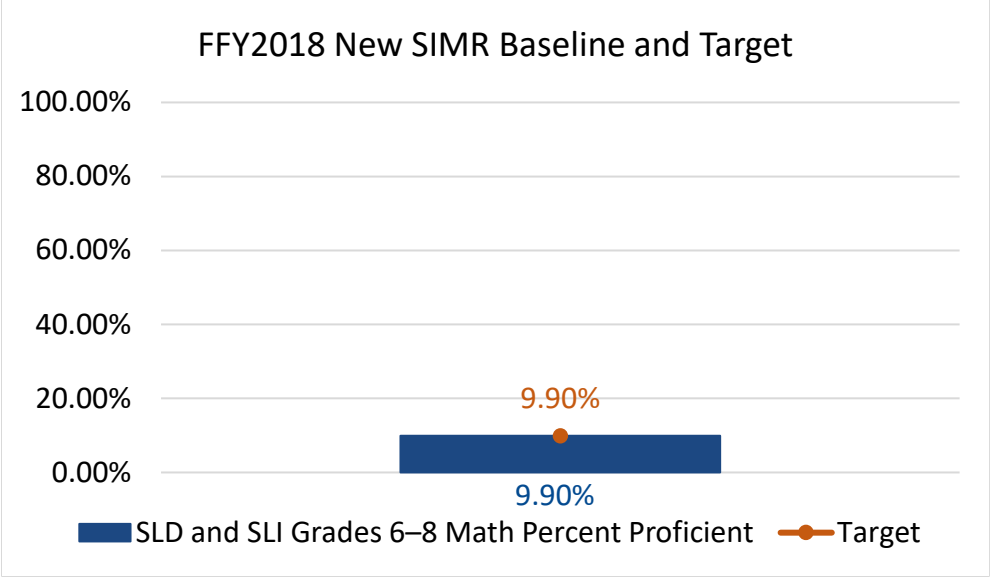

Figure 12: FFY2018 New SIMR baseline.

Utah also made progress toward 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. As mentioned earlier, two of the Evaluation Questions have been determined to no longer be relevant to the evaluation of the SSIP and will not be included in future SSIP reports.

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 did not conduct a survey in 2018-2019 so there are no new results to report in this SSIP survey.

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 six years (February and March of 2015, 2016, 2017, 2018, 2019, and 2020). 40% of LEAs were represented at data drill activities this year (February 2020). For 2020, data drill activities were changed due to feedback from previous years. The format was changed from a half day to a full day spent with LEAs doing activities regarding their actual data. Feedback from this year was positive about the new format. 66% of LEAs wrote goals in their special education PIP addressing mathematics this year, demonstrating that LEAs are prioritizing math proficiency for students with disabilities.

As the LEAs have demonstrated they have a level of proficiency for understanding and then planning improvement activities based on their data, this Improvement Strategy no longer seems relevant to the SSIP. Utah stakeholders have determined Utah has achieved this strategy and it will no longer be included in the evaluation of the SSIP going forward.

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 FFY2018, participation in the ACT by students with disabilities in eleventh grade increased slightly from FFY2017 to 65.6% but decreased slightly for students classified as SLI and SLD in Utah to 73.6%. Both are higher than the baseline year, FFY2014, in which a total of 2,980 or 62.5% of all students with disabilities and 70.80% of students classified as SLI and SLD in eleventh grade participated in the ACT.

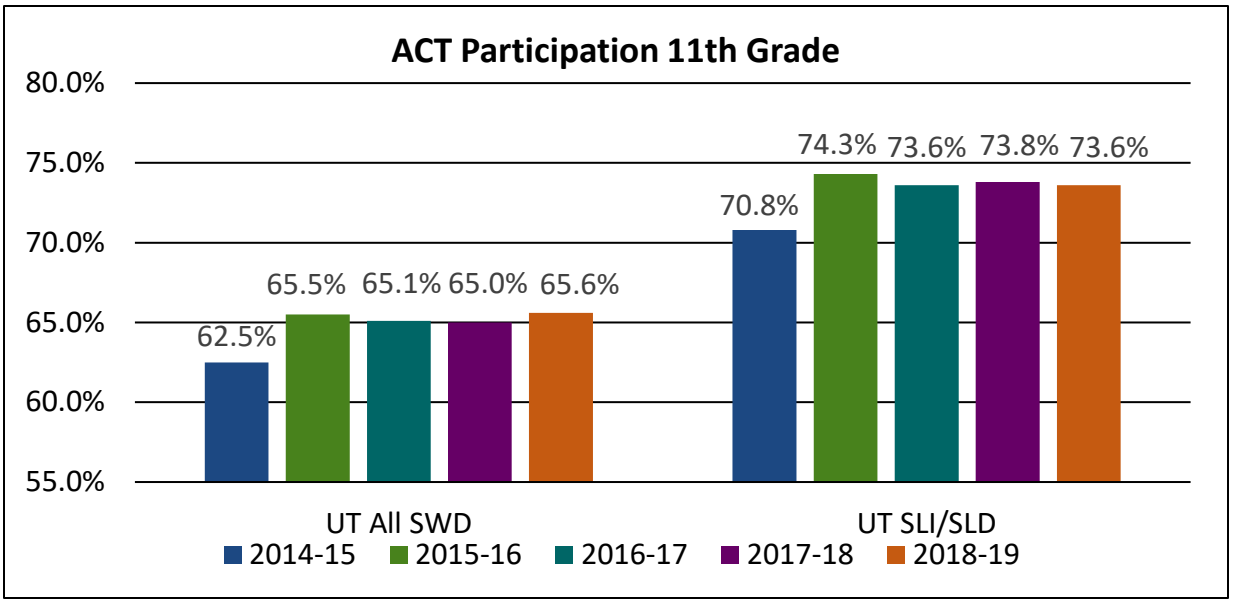

Figure 13: Percentage of students with disabilities who participated in the ACT in 2014–2015, 2015–2016, 2016-2017, 2017-18 and 2018-2019 for (a) all students with disabilities enrolled in Utah schools, and (b) all students with SLI or SLD classifications enrolled in Utah schools.

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 most of the instructional staff agree that the USBE has moved on the Collaboration Continuum and is consistently 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 thrilled to report that the number of special education teachers with a Mathematics Endorsement has increased significantly since the baseline year.

In FFY2014, the number was 327 of 2,936, or 11.14%; in FFY2015, the number was 318 of 3,000, or 10.60%; in FFY2016 the number was 325 of 3,153, or 10.32%; in FFY2017 the number was 365 of 3,018, or 12.10%, in FFY2018 the number was 414 of 2,976 or 13.90%. Utah has increased the percentage of special education teachers with Mathematics Endorsements by almost 3% since baseline.

The downside of this equation is that Utah has lost so many special education teachers. The upside is that Utah has lost very few special education teachers who had Mathematics Endorsements. Utah will continue to seek ways to increase the number and percentage of special educators who have a mathematics endorsement.

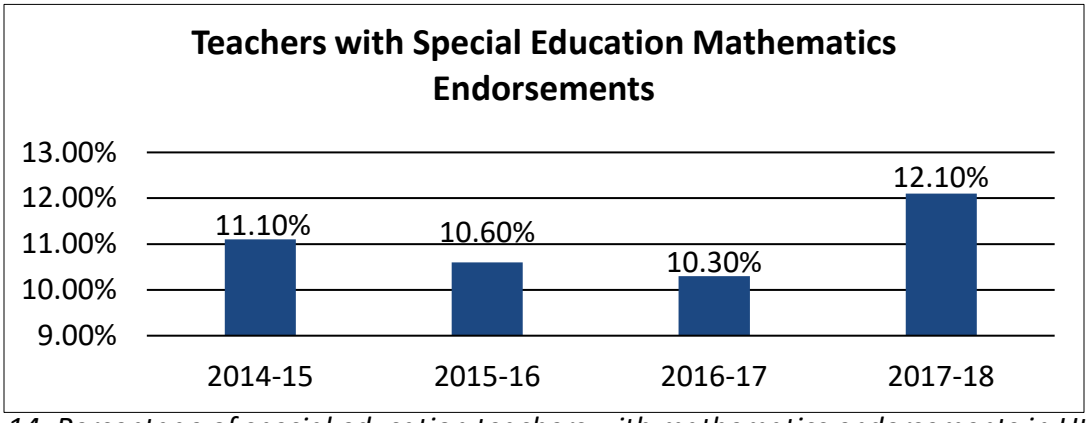

Figure 14: Percentage of special education teachers with mathematics endorsements in Utah.

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?

Across the implementation of the SSIP, USBE provided universal, targeted, and intensive supports to LEAs. (Note: During FFY2018, the USBE provide universal and targeted supports.) 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. These supports 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 PD opportunities as the numbers of teachers who have been trained on EBPs for mathematics increases each month. The percentage of LEAs who participated in these experiences is nearing 100%. All districts and nearly all charter schools participated in some way in the past year. Utah is thrilled that the need to improve mathematics instruction has become a common goal across the state.

Coherent Improvement Strategy III, MTSS in Secondary Settings, Evaluation Question One: Did the SSIP implementation activities related to MTSS in secondary settings increase the number of teachers who have been trained on EBPs for mathematics instruction?

As mentioned in the response to the previous 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. These supports 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 these experiences was 100% of districts and about 90% of charter schools (this percentage is not definitive because one charter school closed and two new opened this past year and many teachers transferred from one charter to another, making it very difficult to determine an accurate percentage.)

Further, the USBE finished the MTSS in Mathematics documents and has disseminated about 2000 copies statewide.

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 after FFY2016. Along with this increase was a significant increase in students with disabilities achieving benchmark for that same period with the percentage remaining the same between FFY2016 and FFY2017. As expected, for FFY2018, Utah has again seen a significant increase as middle school students who participated in targeted PD or who had teachers that participated in PD have entered eleventh grade. Though the focus of SSIP implementation and the SIMR focuses 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. In fact, Utah is thrilled to see that since FFY2015, the number of SWD achieving benchmark on the ACT has increased 2.50%.

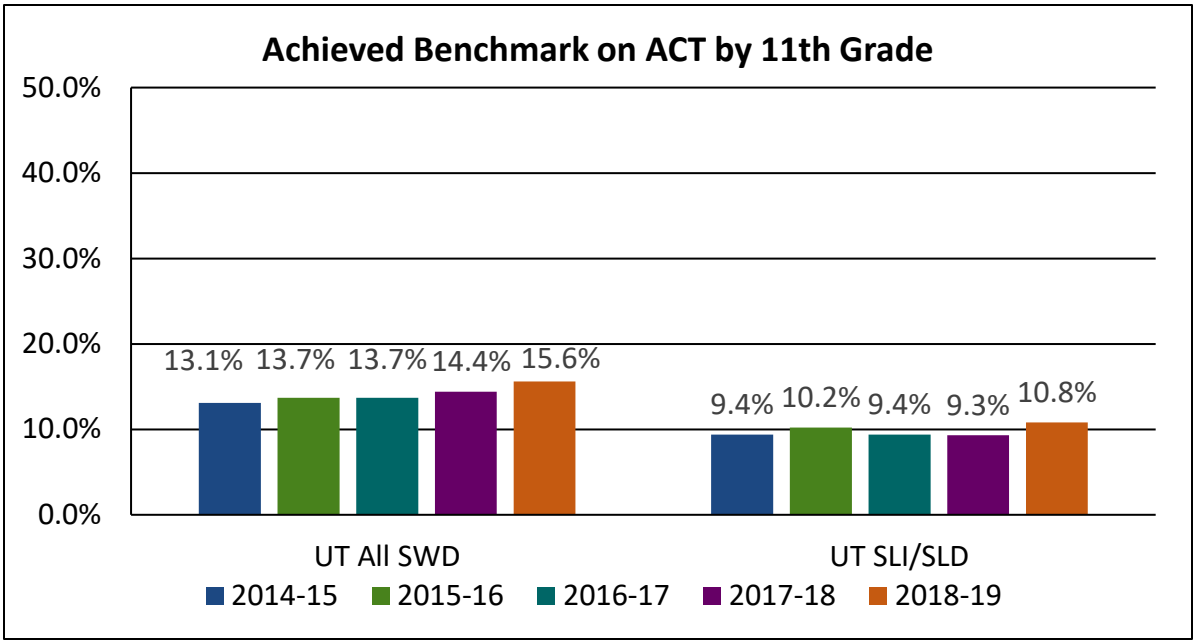

Figure 15: Percentage of students with disabilities who achieved an ACT score of 18 or higher by 11th grade.

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

Results from the SAGE and RISE assessments for those in the SIMR group have not increased at the rate expected. While interim, benchmark, and/or formative assessment data from LEAs have shown increases (such as the outlined WCSD data in Section C.1.), 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 lowered participation, to the parent opt-out legislation, if move in proficiency is not sensitive enough to capture growth in students with disabilities, or if too few students with disabilities have benefitted from LEA improvement strategies to make substantial improvement in statewide proficiency percentages.

And, since the USBE is no longer providing "intensive" support to eight LEAs, this evaluation question is no longer relevant to the evaluation of the SSIP. Utah stakeholders have thus determined that it will not be included in future SSIP reports.

After reviewing progress toward each relevant Evaluation Question, Utah stakeholders believe that interim findings and formative measures provide an adequate indication of SSIP progress and that the new annual targets for the SIMR better reflect a rigorous but reasonable goal. However, Utah stakeholders are concerned about Utah's overall APR progress. As a result of Utah's continued annual OSEP Determination of "Needs Assistance," Utah stakeholders have

determined that a comprehensive review of all special education trend data for the past five year needs to be conducted and likely new rigorous but reasonable targets set that better recent improvement trends. This comprehensive data review will likely suggest significant changes to all Indicator targets, including to the SSIP, going forward.

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

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 in-service 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 2018–2019
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%; 14.78% believe SWD can master 10–39%	N/A A progress survey was not administered in 2018-2019
Decrease the number of SWD who are taking off-level mathematics courses and assessments by 20%	Statewide end of level tests and course codes	3,293 SWD or 4.48%	3,851 SWD or 4.59%
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	40% of LEA Special Education Directors participated in a data drill in February of 2019
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	66% 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 in-service 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 2018–2019
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	327 of 2,936, or 11.14%	414 of 2,976 or 13.90%
Increase the number of special education and general education teams trained to co-teach providing Core mathematics to SWD by 20 teams	Count of teams who finish a co-teaching professional learning cohort	N/A	Eight new co-teaching 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 MIDAS as participating in PD	42% of LEAs participated in mathematics PD	100% of districts and about 90% of charter schools participated in PD
Common formative or benchmark assessments administered by targeted to evaluate their pilot projects will show SWD who received instruction using EBPs are more successful than SWD who don't	Targeted LEAs' common formative assessment or benchmark data	N/A	Weilenmann Charter School of Discovery data is detailed in Section C.1.

Evaluation Matrix Progress Chart
Coherent Improvement Strategy III: Multi-Tiered Systems of Support in Secondary Settings

Infrastructure, scale, and fidelity; leadership; preservice and in-service 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 2018–2019
Provide secondary general and special education teachers from 15% of the LEAs in Utah with PD on evidence-based effective Tier II and Tier III mathematics interventions	Number of LEAs recorded in PD-RIO or MIDAS as participating in PD	42% of LEAs participated in PD	100% of districts and about 90% of charter schools participated in PD
Common formative assessments or benchmark assessments administered by targeted 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	Targeted LEAs' common formative assessment or benchmark data	N/A	Weilenmann Charter School of Discovery data is detailed in Section C.1.

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 FFY2019. Utah will continue working on all the activities outlined in the Implementation Matrix.

As a result of Utah's continued annual Determination of "Needs Assistance," Utah stakeholders have determined that a comprehensive review of all special education trend data, including the SSIP, for the past five years needs to be conducted and likely new rigorous but reasonable targets set that better recent improvement trends. This review will likely happen in the summer of 2020.

However, because of the COVID-19 outbreak, Utah will not be administering statewide end of level assessments in 2020 and therefore will have not data with which to measure the progress of the SIMR in FFY2019. Further, some of the activities in the Implementation Matrix may be postponed and even cancelled as all professional development activities from mid-March through the fall of 2020 have been suspended to abide by social distancing and quarantine requirements.

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

During FFY2019, Utah is using 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 their feedback can continue to contribute to the continuous feedback loop needed to successfully implement and evaluate the SSIP.

However, Utah stakeholders are concerned about Utah's overall APR progress. As a result of Utah's continued annual OSEP Determination of "Needs Assistance," Utah stakeholders have determined that a comprehensive review of all special education trend data for the past five year needs to be conducted and likely new rigorous but reasonable targets set that better recent improvement trends. This comprehensive data review will likely suggest significant changes to the SSIP going forward.

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

The COVID-19 outbreak will likely be a significant barrier to the implementation of the SSIP improvement strategies, activities, and evaluation as all professional development activities from mid-March through the Fall of 2020 have been suspended. Similarly, no statewide end of level assessments are being administered in 2020 so there will be no statewide data with which to evaluate Utah's progress in FFY2019 towards achieving the SIMR. Utah will address this barrier by rescheduling the activities that are possible to reschedule, providing access to as many activities online as possible, and working with stakeholders to problem solve how to compensate for identified losses.

Similarly to the previous three reporting years, there are several other 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 coursework in Utah

institutes of higher education 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. The USBE is continuing to work with two of the four Regional Resource Centers in Utah to provide onsite 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. They are either low performing in some area and are required by Federal and/or state law to participate, or they have opted into the initiative to receive extra fiscal or other support to address an area of need in their LEA continuous improvement plan. 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 development 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 will continue to actively seek ways to increase the time and funding available for LEAs to provide teachers with professional development opportunities and implement EBPs, as well as how to measure the fidelity of implementation of those 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 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 development experiences that Utah has provided during FFY2018 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 that are being planned by NCSI 2.0 in the EBPs State Collaborative. Even though there are few EBPs that apply directly to Utah's SIMR, Utah recognizes that if all LEAs across the state only implement or scale up one new EBP, or discontinue the use of one practice that has no evidence base, 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, along with all other states and territories, will need significant technical assistance determining how to report on SSIP progress since statewide end of level assessments are not being administered in 2020.

Utah values the support and technical assistance provide by OSEP. The OSEP Q&A documents, guidance documents, and state calls/webinars have been valuable resources that Utah has referenced while implementing improvement activities and writing this Phase III Year 4 report. Utah would appreciate continued receipt of such resources during the remaining years of SSIP implementation and evaluation, especially if Utah decides to substantially revise the SSIP based

on the comprehensive special education data review described above that stakeholders have requested happen during the summer of 2020.

The TA, PD, networking, and resource-sharing opportunities provided by the NCSI have also been valuable to Utah. The work of the State Collaborative on Mathematics and the State Collaborative on Systems Alignment has been especially valuable. Utah is looking forward to participating in NCSI 2.0 and the EBP State Collaborative, as well as the Low Performing Schools State Collaborative.

OSEP could 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, small and urban, suburban, and rural LEAs could contextualize research findings to fit their unique demographic and geographic needs while maintaining implementation fidelity.

Another of the biggest challenges is it takes significant staff resources and time to analyze the outcomes related to the SSIP and write up the results in this report. Many states have chosen to use contract evaluators to do this work. The USBE has chosen to save those resources and do the work in house. As the evaluation of the SSIP is so intensive, USBE staff would prefer to spend time helping LEAs implement evidence-based practices than write this report. If OSEP would consider decreasing the evaluation and reporting requirements of the SSIP, Utah would be able to spend more time on implementation.

Appendix

Appendix A: SSIP Presentations 2019–2020

Month of Presentation	Organization Presented to	Presenter(s)
Summer 2019 (May and June)	Math for All (statewide summer mathematics professional learning event)	Shannon Olson, Joleigh Honey, multiple statewide facilitators
June 2019	Sevier School District special education teachers	Kim Fratto, Becky Unker, Naté Dearden
June & July 2019	Running Start – special education teachers in their first three years	Becky Unker
July 2019	Rural Schools Conference – Critical Components	Shannon Olson
August 2019	North Sanpete District teachers (RtI/MTSS)	Malia Hite, Becky Unker, Kim Fratto
August 2019	Secondary mathematics co-teaching cohort	Becky Unker
August 2019	Ogden Preparatory Academy	Malia Hite, Brook Hatch, Becky Unker
September 2019	Elementary Mathematics Specialist Endorsement – MTSS Framework	Shannon Olson
September 2019	New Elementary Mathematics Specialist Institute – MTSS Framework	Shannon Olson
September 2019	Rater Certificate Training	Christy Schreck
September 2019	Utah Valley University preservice special education teachers – MTSS	Shannon Olson
September 2019	CEEDAR SLT	Christy Schreck
September 2019	NCTM Regional (Boston)	Joleigh Honey
October 2019	Utah Principal Partnership Network	Christy Schreck
October 2019	University of Utah preservice elementary education teachers – MTSS	Shannon Olson
October 2019	NCTM Regional Conference	Shannon Olson, Becky Unker
October 2019	Alpine School District mathematics teachers	Malia Hite, Becky Unker, Brook Hatch
October 2019	NCTM Regional (Salt Lake)	Joleigh Honey
November 2019	University of Utah preservice special education teachers	Becky Unker
November 2019	Coaching Institute – High Quality instruction/ Equity	Joleigh Honey, Shannon Olson, guest presenters
November 2019	Rich District – SLD eligibility/MTSS	Kim Fratto, Becky Unker, Lindsey Cunningham

Month of Presentation	Organization Presented to	Presenter(s)
November 2019	Emery School District special education teachers and building administrators (RTI & PSW)	Kim Fratto, Becky Unker
November 2019	USEAM co-teaching data	Malia Hite
November 2019	Coaching Institute (co-teaching)	Malia Hite, Becky Unker
November 2019	K–20 Summit	Christy Schreck
November/ December 2019	STEM Institute for Administrators – MTSS Framework	Shannon Olson
December 2019	Curriculum Directors meeting	Christy Schreck
January 2020	SMECC (LEA mathematics specialists) co-teaching	Malia Hite, Becky Unker
January 2020	Coaching Institute – team-based problem solving	Joleigh Honey, Shannon Olson, guest presenters
February 2020	San Juan School District MTSS (SMECC Regional)	Shannon Olson, Joleigh Honey
February 2020	Utah Valley University preservice special education teachers – MTSS	Shannon Olson

Appendix B: Utah Parent Center SSIP Phase III Year 4 Progress Report

SSIP 2019–2020 Report of Activities

Activity	Status	Dates	Notes
Discuss expectations and beliefs during parent calls	Ongoing	Various & Continuous	Utah Parent Center (UPC) staff continue to provide individualized consultations to families throughout the state. This presents an opportunity to discuss the value of high expectations, especially in the area of math, with families of children, youth, and young adults with disabilities. Additionally, staff are able to share and disseminate resources on these topics to families.
Include discussions about high expectations and beliefs in trainings with parents and youth	Ongoing	April & May 2019	As a continuation of our efforts to highlight the topic of high expectations, we have provided various trainings. The RSA Shift curriculum, which covers high expectations in employment, independent living, and postsecondary education, has become part of our training rotation. Part of the scope of that training includes raising parent and youth expectations for youth self-sufficiency. In addition to providing the training in English, all three of the *Life Launch* trainings from the RSA Shift curriculum were taught in Spanish at our annual Spanish Family Links Conference, *Conexiones Familiares*, thus expanding our reach to an underserved segment of the population. Our staff have also continued to teach our workshop titled "Growth Mindset." The workshop contains an interactive component to help participants understand the differences between having a fixed mindset versus a growth mindset. Participants learn about tools that help them differentiate their approach to various developmental stages and age ranges. It also incorporates the perspective of a self-advocate. This workshop has been taught to professionals at the Annual Independence Living Center Conference, as well as to families in two other areas of the state.
Update IEP parent handbook to include information	Complete	June 2019	In our updates to our parent handbook, *Parents as Partners in the IEP Process*, the topic of high expectations is discussed. Information on the importance of having high

Activity	Status	Dates	Notes
about having high expectations			expectations is included in the sections discussing IEP goal development and the development of a student's Transition Plan, respectively.
Add two content items to UPC website about high expectations and math	Complete	February 2020	New content has been added to the UPC website under the two webpages completed the previous year: Math Resources and High Expectations (https://utahparentcenter.org/resources/high-expectations/). They include: 1. *Parents with High Expectations: You and Your Elementary School-aged Child* and 2. *Parents with High Expectations: Want to Help Your Child Succeed in School? Be Involved!* These additions provide further support to our already existing library of information for families.
Train UPC staff at least once annually	Complete	February & March 2020	Our staff have attended training events with a focus on high expectations for youth embedded in the main topics, such as the Systems (formerly the Utah Multi-tiered System of Supports (UMTSS)) Annual Conference held by USBE. On the same vein, the UPC's general staff meeting in February featured a training that our staff will be presenting to families on UMTSS. This also provided an opportunity to have a general Q&A session with the current USBE Project Manager for UMTSS to further increase our understanding on the topic and better support families. Moreover, all UPC Parent Consultants will receive reminders regarding all resources available to families on the topics of high expectations and support with math for students with disabilities at our general staff meeting scheduled for this month.
Include one item annually in an email blast or social media about mastering grade level math	Complete	February & March 2020	The UPC created a social media post on mastering grade level math and shared with families and professionals via Facebook (in both English and Spanish), Instagram, and Twitter. These posts reached 5,336 followers combined across all the platforms. The March issue of our online publication, *eConnections*, disseminated to families throughout the state and accessible through our website, contains information on two specific resources for helping families have tools at their fingertips that will help their children on the path to grade level mastery of mathematics. These resources include: 1. *Guide to*

Activity	Status	Dates	Notes
			Educational Games and Technologies, compiled by the Department of Education after the 7th Annual ED Games Expo (https://ies.ed.gov/sbir/pdf/EDGamesExpo_GuideToGamesandTech_2020.pdf) and 2. Information on the Dreme Project, focusing on early math education (https://dreme.stanford.edu/projects/math).
Grit Book Study	Ongoing	February & March 2020	The UPC continues to partner with the USBE to facilitate a book study of the book, *Grit,* written by Angela Duckworth. In preparation for the activity, the USBE purchased books and the UPC advertised and made flyers for the event. During the activity, both the UPC and USBE co-facilitate the online discussion group sessions. This consists of two iterations, with each one containing a set of three sessions. For the initial set of three sessions in February, there were 108 registered participants. The second set of three sessions is currently in progress.
Create information sheets to assist parents in helping their children learn grade level math	Complete	March 2020	A new resource information sheet for parents has been created, titled *Math at School: Managing the Stress and the Fear.* This particular resource empowers families with information about the ways they can prepare themselves to support their student. This compilation of resources is meant to guide families to more in-depth information about grade-level Core standards, fostering a growth mindset, and common accommodations for parents and professionals to consider in supporting students with disabilities in the classroom.