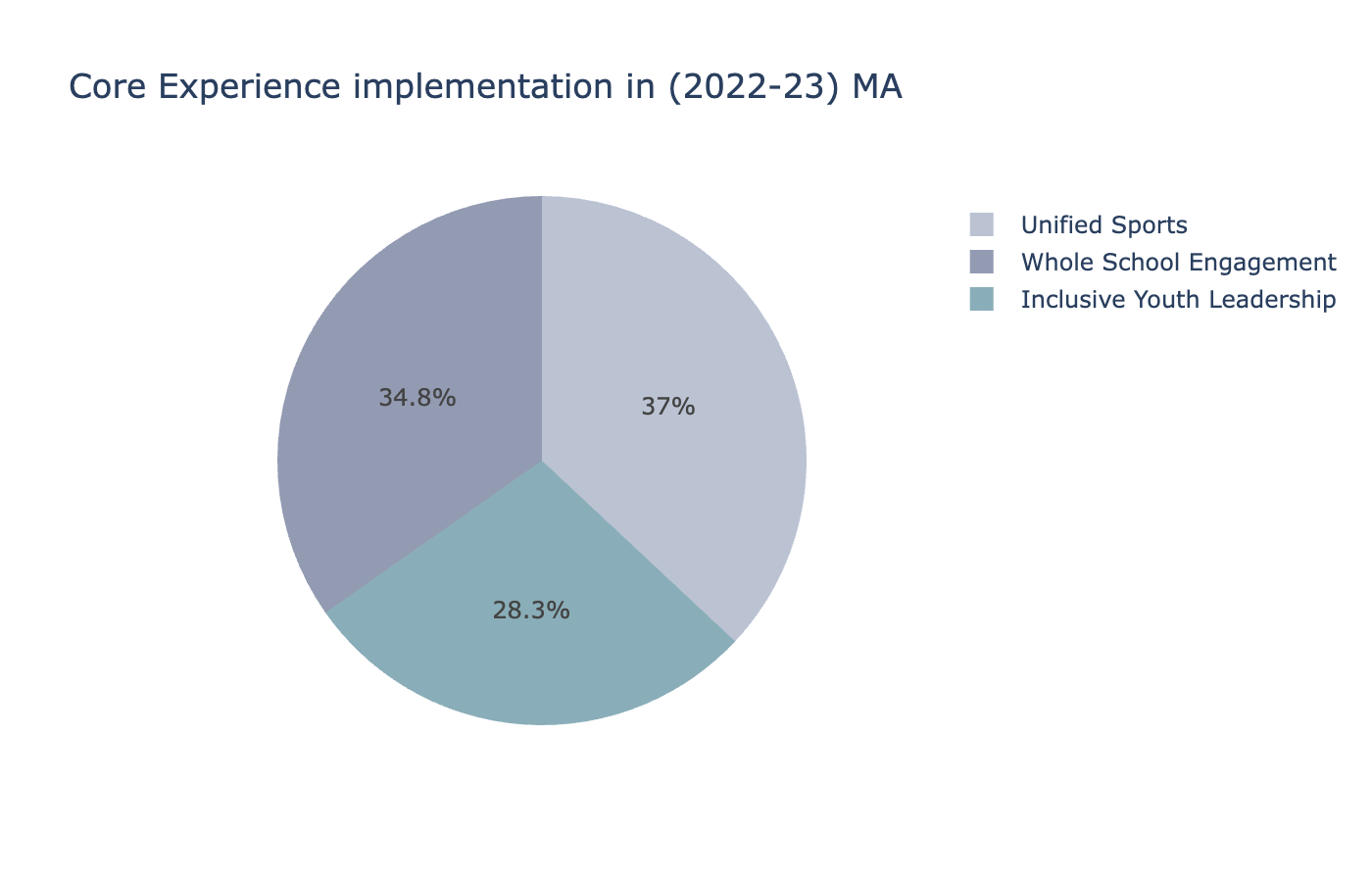
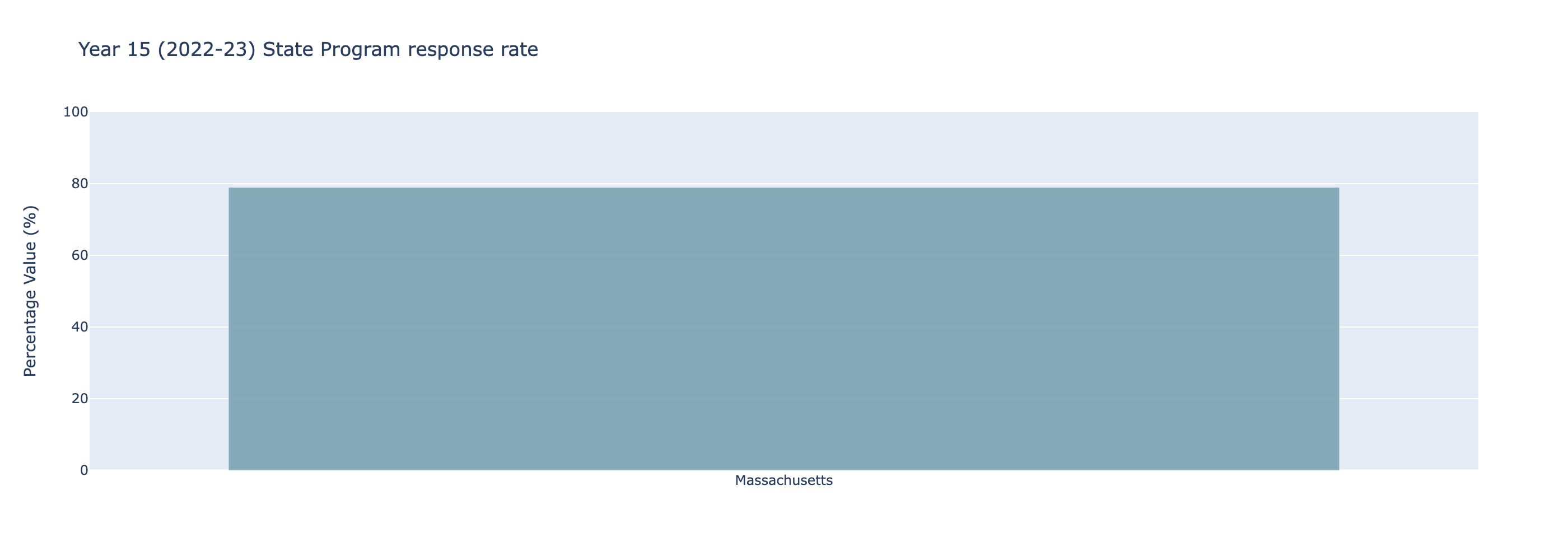
**Graph Analysis Report**

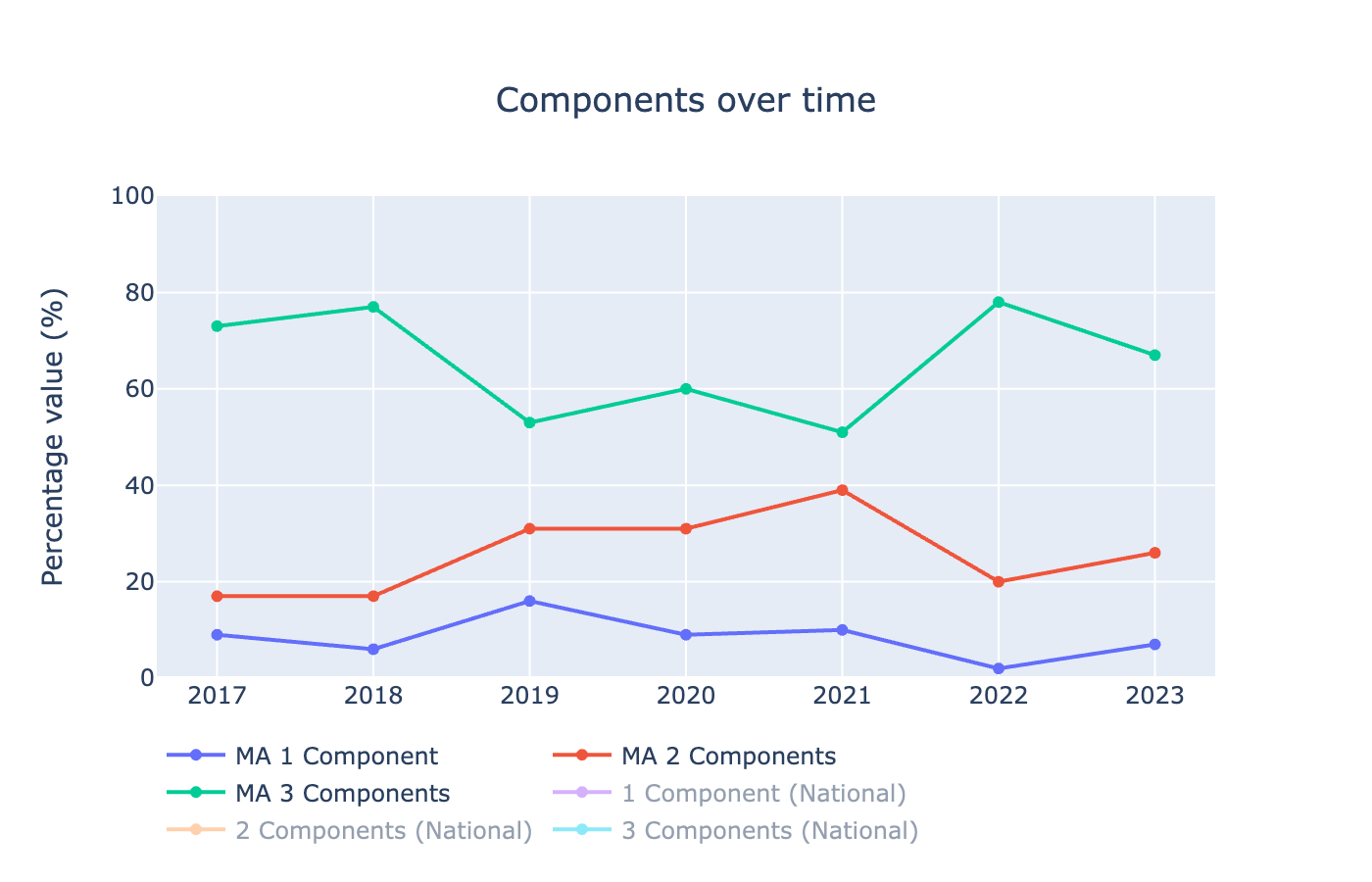
1. Core Experience Implementation

Implementation rates were consistent over the last two school years. The data from the 2022-23 school year shows the distribution of Core Experience implementation among schools in Massachusetts. Specifically, out of the total number of schools surveyed, 200 schools implemented Core Experience. Similarly, the engagement and leadership implementation observed continuities in their previous trends.  
  
There was a small increase in schools that implemented at least one Unified Sports activity (87% in 2022-2023, compared to 84% in 2021-2022). Similarly, there was a small increase in schools that implemented at least one Whole School Engagement activity (85% in 2022-2023, compared to 82% in 2021-2022). There was a larger increase in schools that implemented at least one Inclusive Youth Leadership activity (71% in 2022-2023, compared to 62% in 2021-2022). The initial recovery from COVID-19 observed in UCS schools in 2021-2022 appears to have continued in the 2022-2023 school year. See Figure 3 for the annual implementation rates of each core experience over the past ten years.

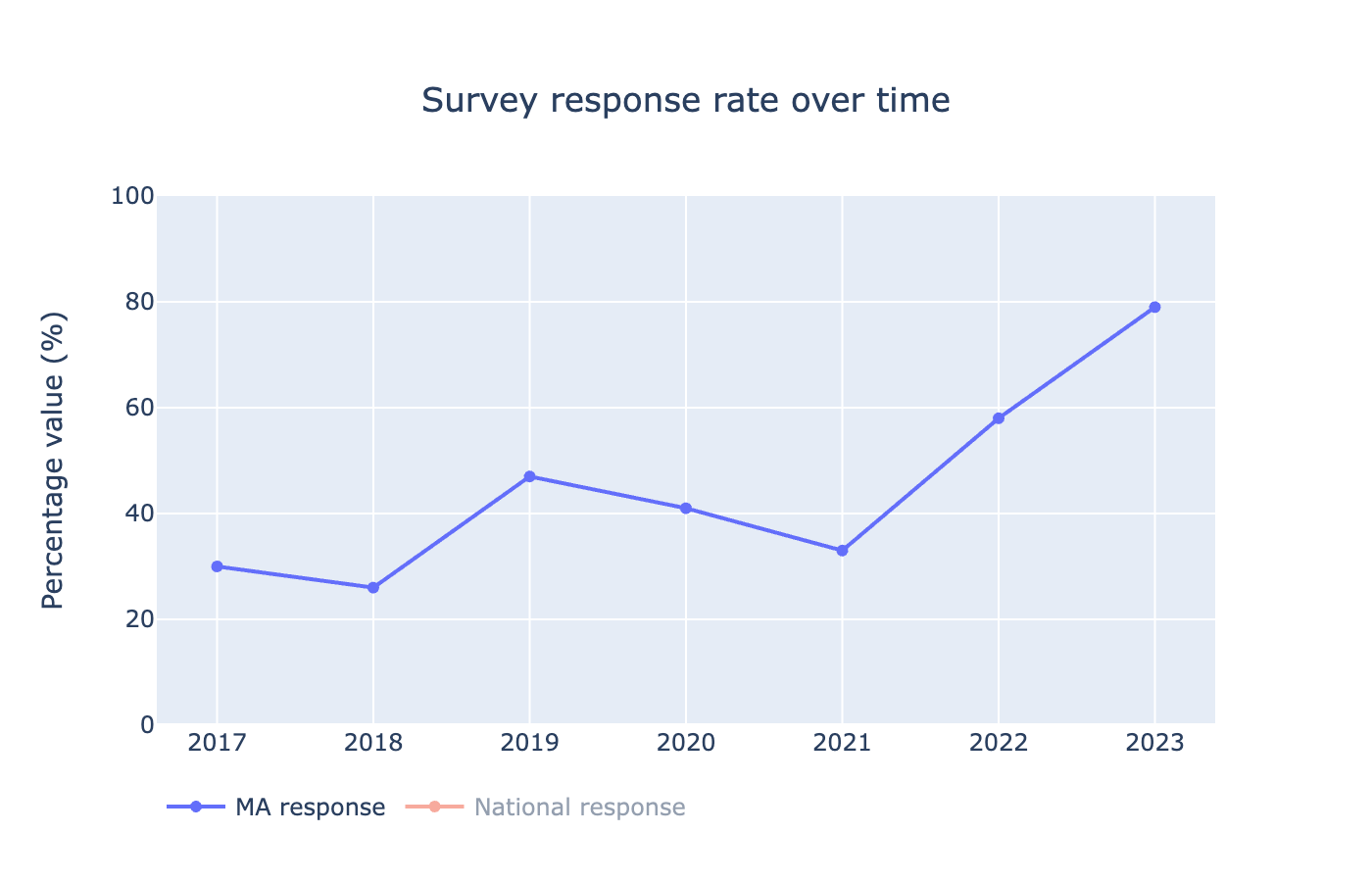
1. Implementation Level Over Time

Starting in 2014-2015, Special Olympics (SO) categorized UCS implementation into three levels:   
  
- \*\*Full-implementation Unified Champion Schools\*\* implement at least one activity from all three core experiences.  
- \*\*Developing Unified Schools\*\* implement activities from Unified Sports and one other core experience.  
- \*\*Emerging Unified Schools\*\* implement activities from both Inclusive Youth Leadership and Whole School Engagement, or from just one of the three core experiences.  
  
UCS activities are most impactful when all core experiences are fully integrated and can work in tandem (Siperstein et al., 2019; Siperstein et al., 2017). Because of this, schools are encouraged to strive for Full-implementation status, with activities from all three core experiences. However, schools can still choose other combinations of the core experiences to cater to their unique contexts and needs.   
  
Among the 5,084 liaisons surveyed in 2022-2023, 60% were from Full-implementation schools, 21% were from Developing schools, and 16% were from Emerging schools. Historically, Full-implementation schools have been most common in the Liaison Survey sample each year. Compared to last year, there was a 9% increase in the percentage of Full-implementation schools, and a 4% and 8% decrease in Developing and Emerging schools. More schools that have had UCS for more than one year were identified as Full-implementation schools (65%) compared to new schools in their first year of UCS implementation (56%). Taking these findings together, the increase in Full-implementation schools is better accounted for by returning UCS schools that have either maintained their status over time or successfully transitioned to Full-implementation this year from Developing or Emerging last year.  
  
### Year 15 (2022-23) State Program Response Rate  
  
In the academic year 2022-2023, the state program response rate was documented for Massachusetts. Data collected indicated the following:  
  
- \*\*Massachusetts\*\*:   
 - Response Rate: \*\*79%\*\*  
 - Number of Schools: \*\*211\*\*  
  
The data reveals that Massachusetts had a high response rate of 79%. This substantial rate indicates significant engagement from the state’s schools in the SO's UCS program for the specified academic year. Overall, the positive response rate is indicative of strong participation and likely reflects the effectiveness of UCS outreach and implementation initiatives in Massachusetts. This data point provides a useful benchmark for other states aiming to improve their UCS program engagement.

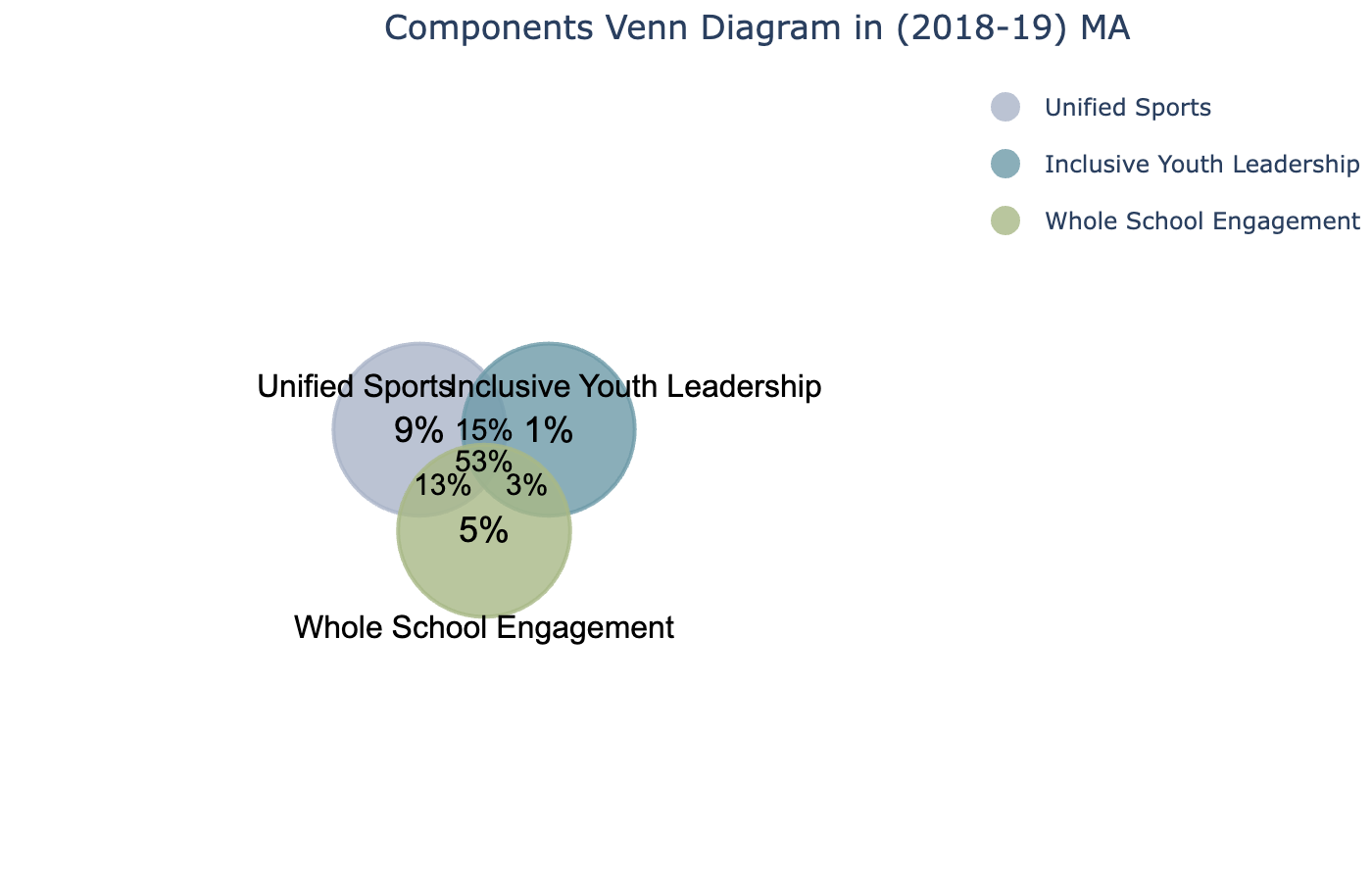
1. Survey Response Rate Over Time

The annual UCS Liaison Survey is pivotal to understanding UCS programming across schools, and liaisons have become an important source for assessing the program scope and impact nationwide. UCS liaisons are school officials designated as the point of contact between Special Olympics and their school, as well as leaders for UCS programming. Collaborating with state Special Olympics Programs, the CSDE evaluation team once again asked liaisons to share their insights and feedback as part of the annual evaluation. This year’s UCS Liaison Survey included a combination of closed-ended and open-ended questions that aimed to elicit rich details of UCS program implementation and its impact on schools and communities. The survey was divided into eight categories: a) liaison demographics and school characteristics, b) implementation of core experiences and activities, c) implementation support, d) Special Olympics’ resource awareness and usefulness, e) Special Olympics’ State Program support, f) funding, g) program sustainability, and h) impact of UCS programming on students and the school environment.  
  
This section of the annual evaluation is separated into multiple subsections. The methods subsection describes the processes involved in collecting data for this year’s Liaison Survey. Next, the following subsection describes UCS implementation across schools in 2022-2023. After that, additional analyses are presented regarding program sustainability and state-level or school-level implementation support. Lastly, this section concludes with a discussion of the impact of UCS on students and a school environment.  
  
## Methods  
Between April and June 2023, the evaluation team contacted 7,350 liaisons across 51 State Programs. CSDE received responses from a total of 5,084 school liaisons, which was a national response rate of 69%. This is the highest response rate since the start of the COVID-19 pandemic (see Figure 1 for response rates since the 2015-2016 school year). This also represents an increase of 842 responses from the 2021-2022 school year. See Appendix B for a full breakdown of school responses by State Program.  
  
### UCS Implementation Across Schools in 2022-2023  
\*\*MA 1 Component\*\*  
The data indicates fluctuating levels of MA 1 Component implementation across the years:  
- \*\*2017:\*\* 9%  
- \*\*2018:\*\* 6%  
- \*\*2019:\*\* 16%  
- \*\*2020:\*\* 9%  
- \*\*2021:\*\* 10%  
- \*\*2022:\*\* 2%  
- \*\*2023:\*\* 7%  
  
Numerical data shows implementation numbers rising from 6 schools in 2017 to 14 schools in 2023, with notable peaks in 2019 and valleys in 2022.  
  
\*\*MA 2 Components\*\*  
MA 2 Components saw an overall upward trend from 2017 through 2021 before slightly waning:  
- \*\*2017 & 2018:\*\* 17%  
- \*\*2019 & 2020:\*\* 31%  
- \*\*2021:\*\* 39%  
- \*\*2022:\*\* 20%  
- \*\*2023:\*\* 26%  
  
Supporting numerical data reflects this trajectory, with implementation rising from 11 schools in 2017 to a high of 55 schools in 2023.  
  
\*\*MA 3 Components\*\*  
There have been variations over the years, but a general high level of implementation for MA 3 Components:  
- \*\*2017:\*\* 73%  
- \*\*2018:\*\* 77%  
- \*\*2019:\*\* 53%  
- \*\*2020:\*\* 60%  
- \*\*2021:\*\* 51%  
- \*\*2022:\*\* 78%  
- \*\*2023:\*\* 67%  
  
The numerical data corroborates the rates, indicating strong implementation from 47 schools in 2017 to 141 schools in 2023, with peaks in 2022.  
  
### Conclusion  
The survey data underscores the dynamic nature of UCS component implementation across schools. MA 1 Component reflects fluctuations with a general rise in active participation recently. MA 2 and MA 3 Components indicate robust growth, pointing towards increasing engagement and extensive program implementation. The response rates to the annual UCS Liaison Survey, alongside the provided data, offer comprehensive insight into the ongoing and expanding involvement in UCS programming.

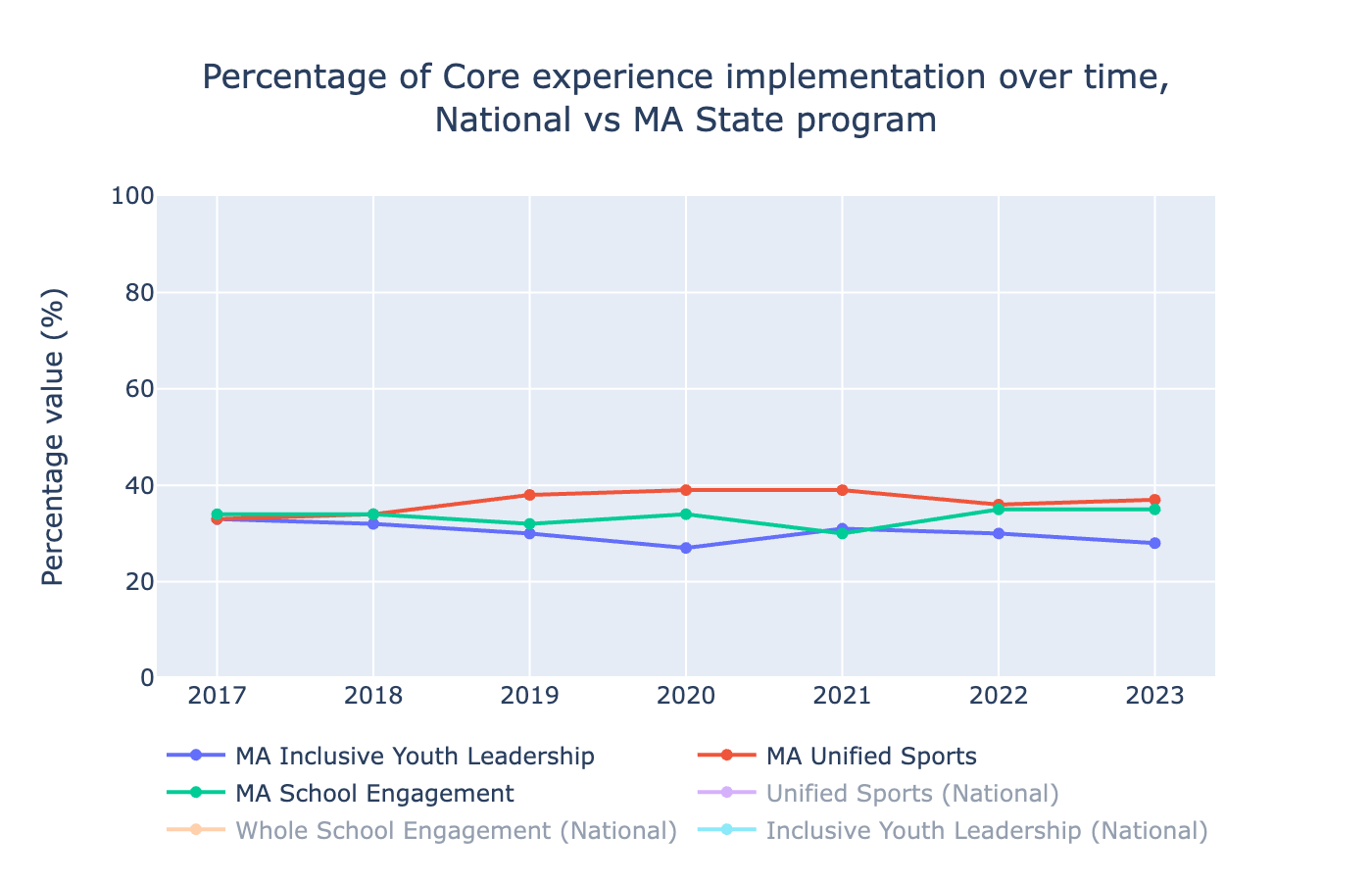
1. Core Experience Implementation Over Time

Survey response rates demonstrated a notable upward trend over the past few school years. Specifically, there was a significant increase in response rates in 2022-2023 (79%) compared to previous years. The rate has roughly doubled from a low point of 26% in 2018 to reach 79% in 2022-2023. Additionally, schools participating in the survey also saw a marked increase, with 64 schools in 2017 growing steadily to 211 schools by 2023. This consistent growth suggests a heightened engagement and interest in the survey over the years.  
  
The initial recovery from the low response rates observed in previous years appears to have continued robustly in the 2022-2023 school year. See Figure 3 for the annual survey response rates from 2017 to 2023.  
  
Here is the detailed summary:  
  
- The survey response rate was 30% in 2017 with 64 schools participating.  
- The survey response rate decreased to a low point of 26% in 2018 with an increase to 65 schools participating.  
- There was a significant increase to 47% in 2019, with 119 schools participating.  
- Response rates slightly declined to 41% in 2020 with 103 schools participating.  
- The participation increased in 2021 with a response rate of 33% and 84 schools participating.  
- A more substantial increase was seen in 2022 with a 58% response rate and 148 schools.  
- The highest response rate observed was 79% in 2023, with a notable increase to 211 schools participating.  
  
The survey indicates improved engagement, potentially reflecting better outreach, communication, or increased interest in the survey activities over the years.

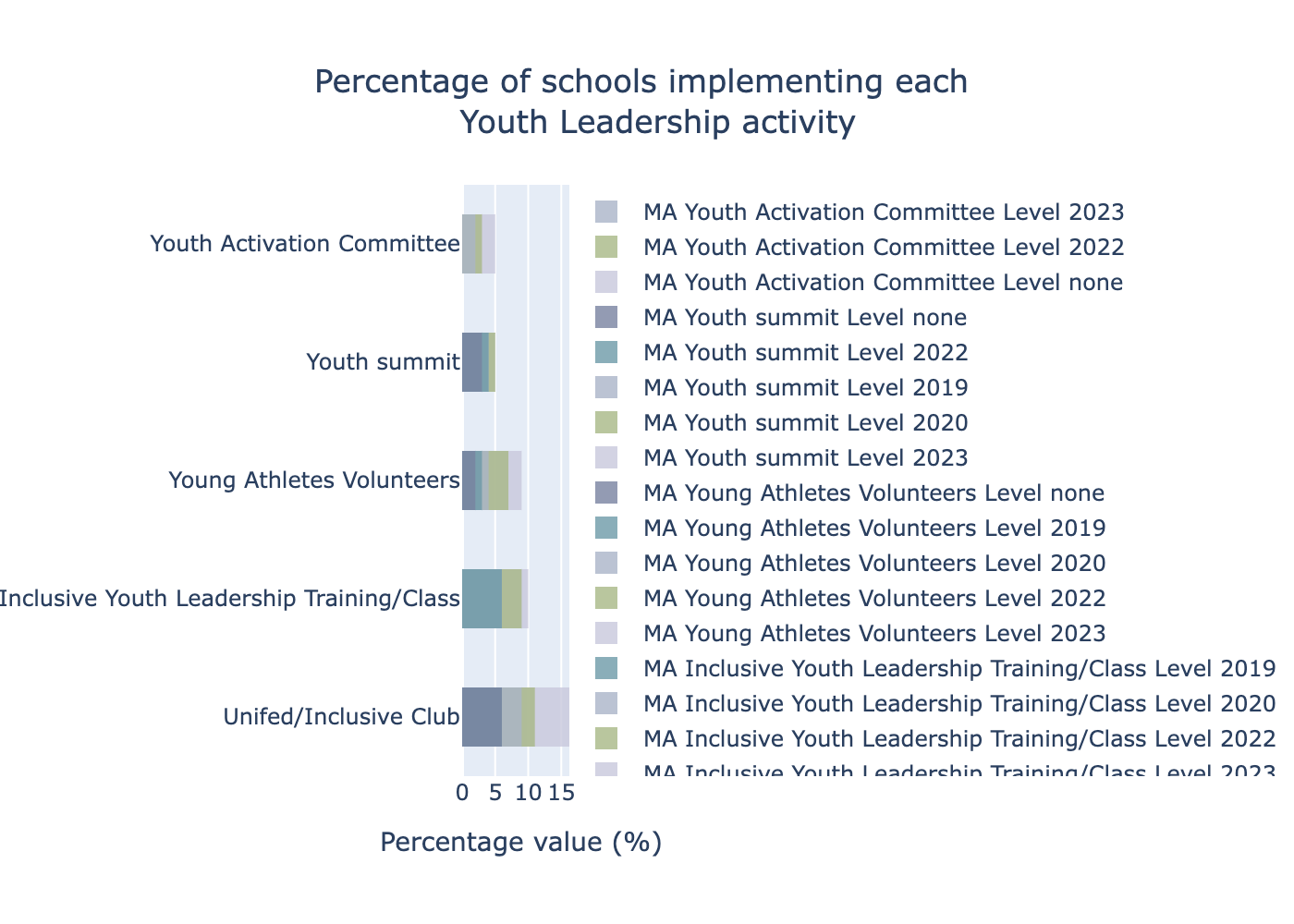
1. State Program Response Rate

Starting in 2014-2015, Special Olympics (SO) categorized UCS implementation into three levels:  
• Full-implementation Unified Champion Schools implement at least one activity from all three core experiences.  
• Developing Unified Schools implement activities from Unified Sports and one other core experience.  
• Emerging Unified Schools implement activities from both Inclusive Youth Leadership and Whole School Engagement, or from just one of the three core experiences.  
  
UCS activities are most impactful when all core experiences are fully integrated and can work in tandem (Siperstein et al., 2019; Siperstein et al., 2017). Because of this, schools are encouraged to strive for Full-implementation status, with activities from all three core experiences. However, schools can still choose other combinations of the core experiences to cater to their unique contexts and needs.  
  
Among the 5,084 liaisons surveyed in 2022-2023, 60% were from Full-implementation schools, 21% were from Developing schools, and 16% were from Emerging schools. Historically, Full-implementation schools have been most common in the Liaison Survey sample each year. Compared to last year, there was a 9% increase in the percentage of Full-implementation schools, and a 4% and 8% decrease in Developing and Emerging schools. More schools that have had UCS for more than one year were identified as Full-implementation schools (65%) compared to new schools in their first year of UCS implementation (56%). Taking these findings together, the increase in Full-implementation schools is better accounted for by returning UCS schools that have either maintained their status over time or successfully transitioned to Full-implementation this year from Developing or Emerging last year.  
  
According to the data provided in the graph titled "Components Venn Diagram in (2022-23) MA," there are three core experiences: Unified Sports, Inclusive Youth Leadership, and Whole School Engagement. However, the provided data does not include specific x and y values for these core experiences, making it challenging to draw precise quantitative conclusions. Despite the absence of detailed metrics, the emphasis should remain on the importance of integrating all three core experiences at schools to achieve a Full-implementation status.   
  
Given the absence of additional specific data points in the Venn diagram representing the distribution of the core experiences, it reinforces the narrative from the survey data, highlighting the necessity for schools to engage comprehensively across all three domains to fully benefit from SO's Unified Champion Schools program. This comprehensive engagement is essential for creating the most inclusive environments possible.

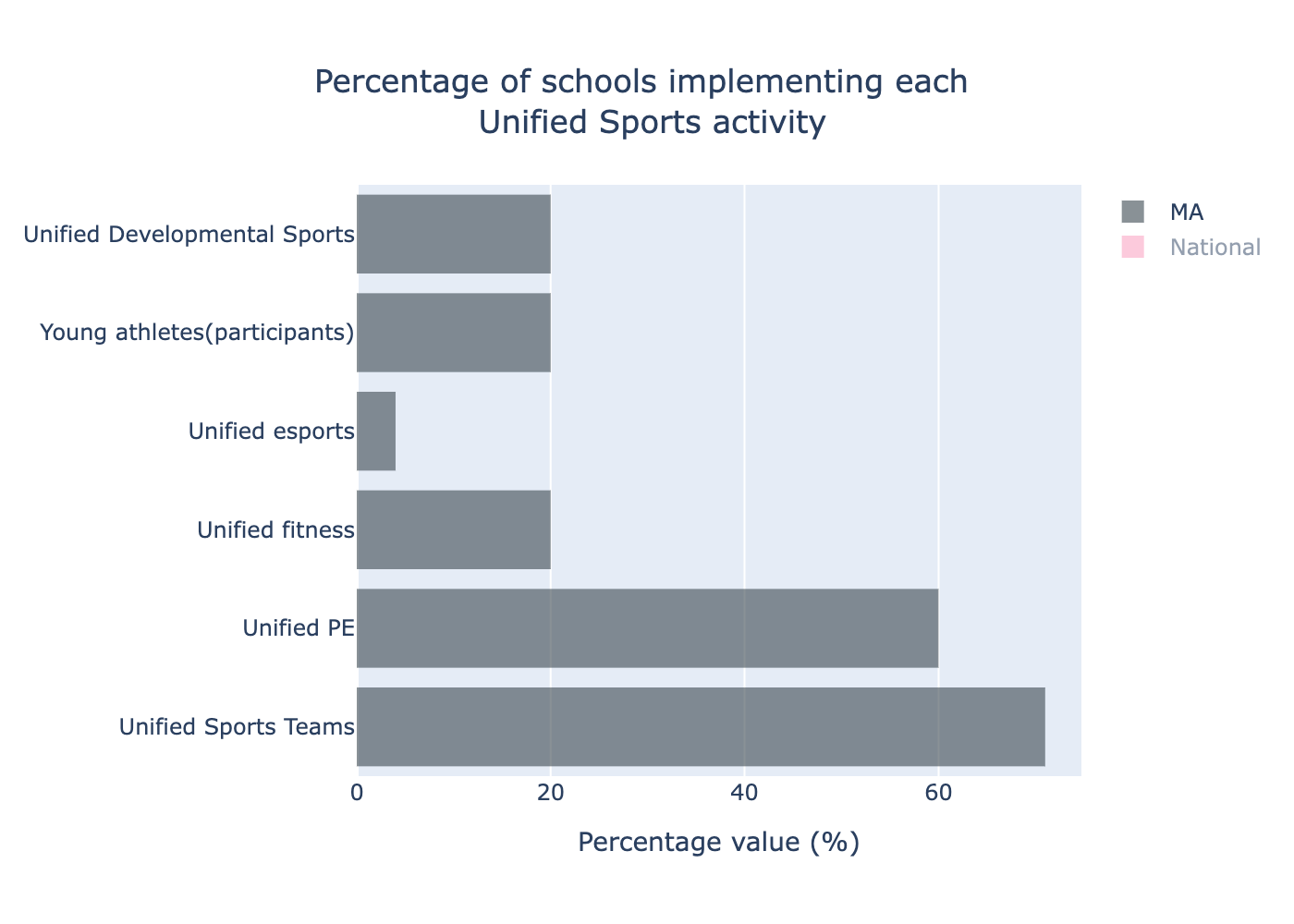
1. Youth Leadership Activity

\*\*The annual UCS Liaison Survey is pivotal to understanding UCS programming across schools, and liaisons have become an important source for assessing the program scope and impact nationwide. UCS liaisons are school officials designated as the point of contact between Special Olympics and their school, as well as leaders for UCS programming. Collaborating with state Special Olympics Programs, the CSDE evaluation team once again asked liaisons to share their insights and feedback as part of the annual evaluation. This year’s UCS Liaison Survey included a combination of closed-ended and open-ended questions that aimed to elicit rich details of UCS program implementation and its impact on schools and communities. The survey was divided into eight categories: a) liaison demographics and school characteristics, b) implementation of core experiences and activities, c) implementation support, d) Special Olympics’ resource awareness and usefulness, e) Special Olympics’ State Program support, f) funding, g) program sustainability, and h) impact of UCS programming on students and the school environment.  
  
This section of the annual evaluation is separated into multiple subsections. The methods subsection describes the processes involved in collecting data for this year’s Liaison Survey. Next, the following subsection describes UCS implementation across schools in 2022-2023. After that, additional analyses are presented regarding program sustainability and state-level or school-level implementation support. Lastly, this section concludes with a discussion of the impact of UCS on students and a school environment.  
  
### Methods  
  
Between April and June 2023, the evaluation team contacted 7,350 liaisons across 51 State Programs. CSDE received responses from a total of 5,084 school liaisons, which was a national response rate of 69%. This is the highest response rate since the start of the COVID-19 pandemic (see Figure 1 for response rates since the 2015-2016 school year). This also represents an increase of 842 responses from the 2021-2022 school year. See Appendix B for a full breakdown of school responses by State Program.  
  
### UCS Implementation across Schools in 2022-2023  
  
#### Core Experience Implementation in Massachusetts  
  
Analyzing the data specific to the Massachusetts (MA) State Program, we see varied trends in the implementation of core experiences across different categories:  
  
\*\*1. MA Inclusive Youth Leadership:\*\*  
- \*\*Trend Analysis:\*\* The percentage of core experience implementation has shown a slight decline from 2017 to 2023, with a decrease from 33% in 2017 to 28% in 2023.  
- \*\*Data Points:\*\* The numerical engagement also fluctuated, starting at 55 schools in 2017 and increasing to 153 schools by 2023.  
  
\*\*2. MA Unified Sports:\*\*  
- \*\*Trend Analysis:\*\* This category exhibited a positive trend with implementation rates growing from 33% in 2017 to 37% in 2023.  
- \*\*Data Points:\*\* The number of participating schools saw significant growth, reaching 200 schools by 2023 from an initial count of 56 in 2017.  
  
\*\*3. MA School Engagement:\*\*  
- \*\*Trend Analysis:\*\* The implementation rate was relatively stable over the periods observed, starting from 34% in 2017 and ending at 35% in 2023.  
- \*\*Data Points:\*\* There was a remarkable increase in the number of engaged schools, from 58 in 2017 to 188 in 2023.   
  
In observing these implementations at the Massachusetts state level, the data demonstrates consistent engagement and growth in some areas, notably in Unified Sports and School Engagement, although Inclusive Youth Leadership requires a closer evaluation to understand and address the slight decline.  
  
Overall, these trends highlight the integral role of UCS programs in fostering inclusive education environments and promoting active participation among schools in Massachusetts. Moving forward, strategic efforts and enhanced support could further bolster engagement and implementation rates across all categories.  
  
### Conclusion  
  
The findings from this year's UCS Liaison Survey reflect the dedication of school liaisons and the collaborative efforts with state Special Olympics Programs to sustain and enhance UCS programming. By recognizing both the achievements and the areas needing improvement, we can continue to support the growth and impact of UCS initiatives, ensuring an inclusive and empowering environment for all students. \*\*

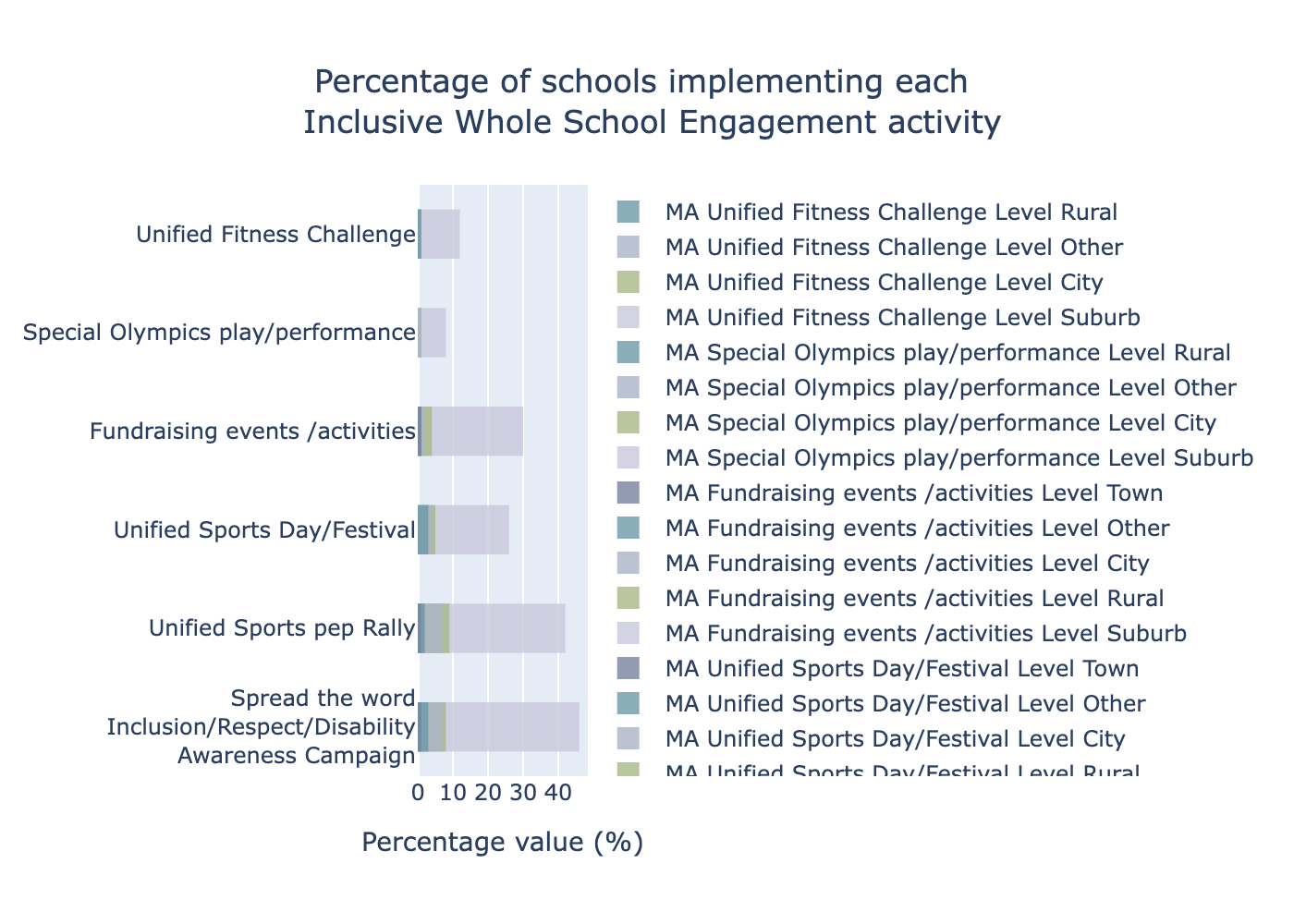
1. Unified Sports Activity

Inclusive Youth Leadership activities empower students to be leaders and to develop social skills such as advocacy and decision-making. A primary goal of Inclusive Youth Leadership is to offer students with and without IDD opportunities to nurture these skills, share their unique experiences, and enact changes in their communities. In 2022-2023, schools implemented an average of one to two Inclusive Youth Leadership activities. Schools’ implementation of Inclusive Youth Leadership activities was similar to 2021-2022 and pre-pandemic years. Unified Club (17%) was a significant activity with a considerable increase in participation (112 schools) in 2023 compared to previous years.   
  
The percentage of schools implementing Unified Club activities was 11% (73 schools) in 2022, 9% (57 schools) in 2019, and 6% both in 2020 and in schools with no specified level (40 and 37 schools, respectively). This indicates a growing trend in Unified Club implementation. Inclusive Leadership Training/Class also showed consistent growth with 10% (52 schools) in 2023, up from 9% (47 schools) in 2022, and 6% in both 2020 and 2019 (33 and 31 schools, respectively).  
  
Young Athletes Volunteers saw a noticeable increase in school participation from 3% (21 schools) in 2019 to 4% (24 schools) in 2020, 7% (44 schools) in 2022, and 9% (61 schools) in 2023, highlighting an expanding engagement among younger students. Youth Summit activities were relatively stable with slight increases; 5% (33 schools) in 2023, 5% (30 schools) in 2020, and 4% (29 schools) in 2019 and 4% (26 schools) in 2022, while 3% of schools with no specific level had Youth Summit activities (20 schools).  
  
Youth Activation Committee activities saw a decline, with only 2% (10 schools) in 2023 down from 3% (13 schools) in 2022. However, 5% (20 schools) reported Youth Activation Committee activities with no specific level mentioned.  
  
Unified Club continues to be a popular and growing activity across schools, followed by increased implementation of Inclusive Leadership Training/Class and Young Athletes Volunteers. The data reveals a consistent implementation pattern, with a few activities experiencing more significant growth, indicating a steady emphasis on inclusive leadership across different school levels. Schools also strive for inclusive participation, reflecting diverse student involvement, but face challenges such as time, support, and scheduling conflicts that sometimes limit the inclusion of students with IDD.

1. Inclusive Whole School Engagement Activity

Unified Sports is an essential component of UCS programming. Unified Sports activities are designed to create opportunities for students with and without IDD to train, compete, and develop understanding and friendship together. On average, schools implemented two Unified Sports activities in the 2022-2023 school year. The two most common activities implemented across schools were Unified Sports teams (65%) and Unified PE (63%). The implementation of each Unified Sports activity remained consistent with last year’s evaluation.  
  
In the 2020-2021 school year, 39% of liaisons reported having a Unified Sports team. This number increased to 60% in the 2021-22 school year and 65% in the 2022-2023 school year. Looking back, although the proportion of schools that have Unified Sports teams has not fully returned to pre-pandemic levels, the steadily increasing implementation rate continues to demonstrate ongoing recovery of UCS programming since the start of the COVID-19 pandemic.  
  
This year, urban schools had somewhat higher rates of Unified PE and Unified Fitness compared to other locales. Conversely, Unified Sports was somewhat more prevalent in suburban, town, and rural schools compared to urban schools. Other Unified Sports activities were similarly implemented across school locales. Overall, these findings suggest that there is a small difference in the Unified Sports activities that a school chooses to implement based on whether they are in an urban or nonurban area.  
  
Lastly, liaisons reported the makeup of their Unified Sports teams as well as the activities that Unified Sports teams had during the school year. Unified Sports teams are designed to bring students with and without IDD together for various sports in both competitive and recreational models. In 2022-23, 60% of schools that had at least one Unified Sports activity offered a Unified Sports team for two or more seasons. Of schools that had a Unified Sports team, 90% of schools had competition against Unified Sports teams from another school. The implementation of Unified Sports teams for multiple seasons, especially in the competitive model, was more common among middle and high schools.  
  
On average, schools with a Unified Sports team had two to three coaches this year, and 64% of the coaches were trained or certified by Special Olympics. Across schools that had Unified Sports teams this year, nearly 70% of coaches were trained or certified by Special Olympics, and 56% of coaches were certified through the National Federation of High Schools (NFHS). Most liaisons reported that their coaches were certified by both NFHS and Special Olympics (46%), 21% of liaisons reported that their coaches were only certified by Special Olympics, and 5% of liaisons reported that their coaches were only certified by NFHS.  
  
### Analysis of Unified Sports Implementation in Massachusetts (MA)  
  
Unified Sports continue to thrive in Massachusetts (MA), showcasing higher-than-average implementation rates for most activities compared to the national level. Below is a detailed analysis of the percentages of schools participating in each Unified Sports activity within Massachusetts for the 2022-2023 school year:  
  
- \*\*Unified Sports Teams\*\*: 71% implementation rate, significantly higher compared to the national average of 57%.  
- \*\*Unified PE\*\*: 60% implementation rate, also surpassing the national average of 55%.  
- \*\*Unified Fitness\*\*: 20% implementation rate, slightly higher than the national average of 17%.  
- \*\*Unified Esports\*\*: 4% implementation rate, slightly lower compared to the national average of 6%.  
- \*\*Young Athletes (participants)\*\*: 20% implementation rate, marginally higher than the national average of 18%.  
- \*\*Unified Developmental Sports\*\*: 20% implementation rate, also higher compared to the national average of 19%.  
  
### Numerical Data of Schools Implementing Unified Sports Activities in MA  
  
The following numbers reflect the actual number of schools in Massachusetts that implemented each Unified Sports activity during the 2022-2023 school year:  
  
- Unified Sports Teams: 149 schools  
- Unified PE: 126 schools  
- Unified Fitness: 42 schools  
- Unified Esports: 8 schools  
- Young Athletes (participants): 42 schools  
- Unified Developmental Sports: 43 schools  
  
In summary, the state of Massachusetts exemplifies robust engagement in Unified Sports activities, often surpassing national average participation rates. This high level of implementation underscores the state's commitment to fostering inclusive sports environments and promoting the values of understanding and friendship among students with and without IDD.

1. SONA Resources

Whole School Engagement provides opportunities for all students to engage in UCS activities, facilitating a culture of social inclusion. Because Whole School Engagement events and activities include the largest number of students in a school, they can raise awareness of the capabilities and contributions of students with IDD while promoting an inclusive school culture. In the 2022-23 school year, schools on average implemented between two to three Whole School Engagement activities. Overall, the percentage of schools implementing each Whole School Engagement activity is consistent with the findings from last year’s annual evaluation. There was an increase in the percentage of schools that held a Fans in the Stands/Unified Sports Pep Rally (e.g., 50% of schools implemented this event in 2022-2023 compared to 41% of schools in 2021-2022). The consistency of Whole School Engagement activities over the last two school years supports the continued recovery from COVID-19 that was observed in last year’s annual evaluation.   
  
Looking at activity implementation by locale, suburban schools most frequently implemented the largest number of Whole School Engagement activities when compared to other locales. For example, 46% of suburban schools implemented a "Spread the Word Inclusion/Respect/Disability Awareness Campaign", significantly higher than the 8% of city schools and 7% of rural schools that implemented the same activity. Similarly, "Unified Sports Pep Rally" was implemented by 42% of suburban schools, whereas only 9% of rural schools and 7% of city schools carried out the same activity.  
  
The implementation of "Unified Sports Day/Festival" was more common in suburban schools (26%) compared to city (4%) and rural schools (5%). "Fundraising events/activities" also showed similar trends with 30% implementation in suburban schools, whereas rural and city schools had only 4% and 2% respectively.  
  
In contrast, "Special Olympics play/performance" had much lower implementation rates overall, with suburban schools implementing it at a rate of 8%, and city and other locales seeing even lesser implementation. Finally, "Unified Fitness Challenge" was conducted by 12% of suburban schools but had low implementation rates in other locales, averaging around 1%.  
  
These differences, although significant, may reflect differences in how suburban schools, cities, towns, and rural areas implement Whole School Engagement activities.