BACKGROUND
This is NH’s third professional development grant.

NH RESPONDS began in 2007 for a 5 yr. cycle

Focus of NH RESPONDS:
- Develop Response to Intervention (RTI) systems for behavior and academics (literacy)
- Develop intensive secondary transition supports

5 demo site districts (SAUs) with:
- 5 Early Childhood Education programs
- 10 Elementary schools
- 2 High Schools
WHAT IS RTI?

Response to Intervention is the practice of...
(1) providing high quality instruction/instruction matched to student needs while
(2) using learning rate over time and level of performance in order to
(3) make important educational decisions.

RTI COMPONENTS

- Leadership teams
  - Representative, collaborative and influential

- Data based decision making
  - Universal screening
  - Monitor student progress

- Systematic tiered model of instruction
  - Continuum of supports based on student needs

- Provide evidence-based instruction and interventions all along the continuum of supports
  - Differentiated instruction
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Process (quality of the content, design & delivery/implementation)

Outcome (value of outcomes)

Learnings (barriers/enablers, nuances, surprises, causal explanations/mechanisms/feedback loops)

Overarching questions (about the worth/value)

Forward/outward questions (replication, sustainability, threats, opportunities)

To what degree are the critical features of the practice implemented with fidelity?
DATA COLLECTION
INSTRUMENTATION
& ANALYSIS
WEB BASED PD LOG

- Includes: PD provider, location/date, type/content, new or continuous, roles & no. of participants, prep time, travel time
- Quarterly interim reports to Project Management; annual performance report to OSEP (program & project measures)
- Benefits: process
  - Assists in decision-making process re: implementation of the practice
  - Assists in project management
  - Available 24/7 to PD providers & evaluators
PARTICIPATING PERSONNEL SURVEY (PPS)

- Annual survey of participants in demo sites
- Self-perception data keyed to 3 components:
  - Consensus building
  - Infrastructure
  - Implementation
- Descriptive statistics to track trends across years of implementation
- Benefits: process & outcome
  - Assists in adjusting PD activities, format & content
  - Documents acquisition of knowledge/skill & application
SAMPLE FOI INSTRUMENTS FOR CONTENT

- Behavior K - 12 (www.pbis.org)
  - Team Implementation Checklist (TIC)
  - Effective Behavior Support Survey (EBS)
  - Schoolwide Evaluation Tool (SET)
- Early Childhood Education
  - Classroom Assessment Scoring System (CLASS)
  - Early Language & Literacy Classroom Observation Tool (ELLCO)
  - Pre-Schoolwide Evaluation Tool (Pre-SET)
FOI INSTRUMENTS CONT’D

- Secondary Transition
  - NH RENEW Fidelity Tool
  - See Behavior K -12 instruments

- Literacy
  - Planning & Evaluation Tool for Effective Schoolwide Reading Programs - Revised (PET-R)

- Under development & review
  - NH RESPONDS Blended Tier 1 & 2 Checklists

- Benefits: Process & Outcome
  - Informs decision-making/planning efforts
  - Trend tracking of school & student outcomes
Behavior: screening results, Office Discipline & Referrals, suspension/expulsion rates, Check-in/Check-out data, individual behavior plans

Literacy: Dibels or Aimsweb data, NECAPs (NH’s standardized assessment)

Progress on State Performance Plan Measures (e.g., achievement, graduation, drop-out)
To what degree are the organizational supports in place to assist implementation of the practice with fidelity?
Does the driver exist with the cohort staff?
Who or what has responsibility for the driver?
How does the driver support implementation?
How well integrated is the driver with the other drivers?
Is there a measure of driver effectiveness?
How can the driver support fidelity, outcomes and/or sustainability?
BARRIERS & OPPORTUNITIES
Time frame for the project
- Short for school reform efforts
- Data tends to be process vs outcome

Rural nature of the state
- Shortage of content experts & state level staff
- Small “N” can impact reporting of data
- Scale up issues

Collaboration & Communication
- Out-sourcing = gaps in communication & uneven collaboration/contribution of all agencies/partners
- Evaluator-client benefit = close communication, potential impact on project design
REFERENCES & CONTACT INFO.

- PBIS:  [www.pbis.org](http://www.pbis.org)
- Implementation Science:  [www.fpg.unc.edu/~nirn/](http://www.fpg.unc.edu/~nirn/)
- [www.nasdse.org](http://www.nasdse.org)

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