

Capturing Fidelity of
Implementation
in NH RESPONDS
State Personnel Development
Grant

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AEA 2010

BACKGROUND

NH RESPONDS

- ⦿ 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

Positive Behavior Supports

Literacy

Secondary Transition

NH Center for Effective Behavioral Interventions & Supports

New Hampshire Department of Education

University of New Hampshire Institute on Disability

NH RESPONDS

Institutions of Higher Education

New Hampshire RESPONDS Statewide Advisory Board

Family & Youth Organizations

Local Education Agencies

New Hampshire RESPONDS Leadership Team

Professional Organizations

Capacity Building Work Teams

ECE
Competencies
Standards
Certification
Outcomes

Comp, Standards, Certification
Standards
Competencies
Certification

Training & TA
Curriculum
Training
Coaching

Demonstration
SAU-wide
ECEs & Schools
PD

Evaluation
Outcomes
Students
Educators
Fidelity

Sec. Tran. PD
Training
Curriculum
Competencies

WHAT IS RTI?

Response to Intervention is the practice of...

- (1) providing high quality instruction/
intervention matched to student needs
while**
- (2) using learning rate over time and level of
performance in order to**
- (3) make important educational decisions.**

Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., Schrag, J., & Tilly, D. (2005) Response to Intervention: Policy Considerations and Implementation. Alexandria, VA: National Association of State Directors of Special Education.

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

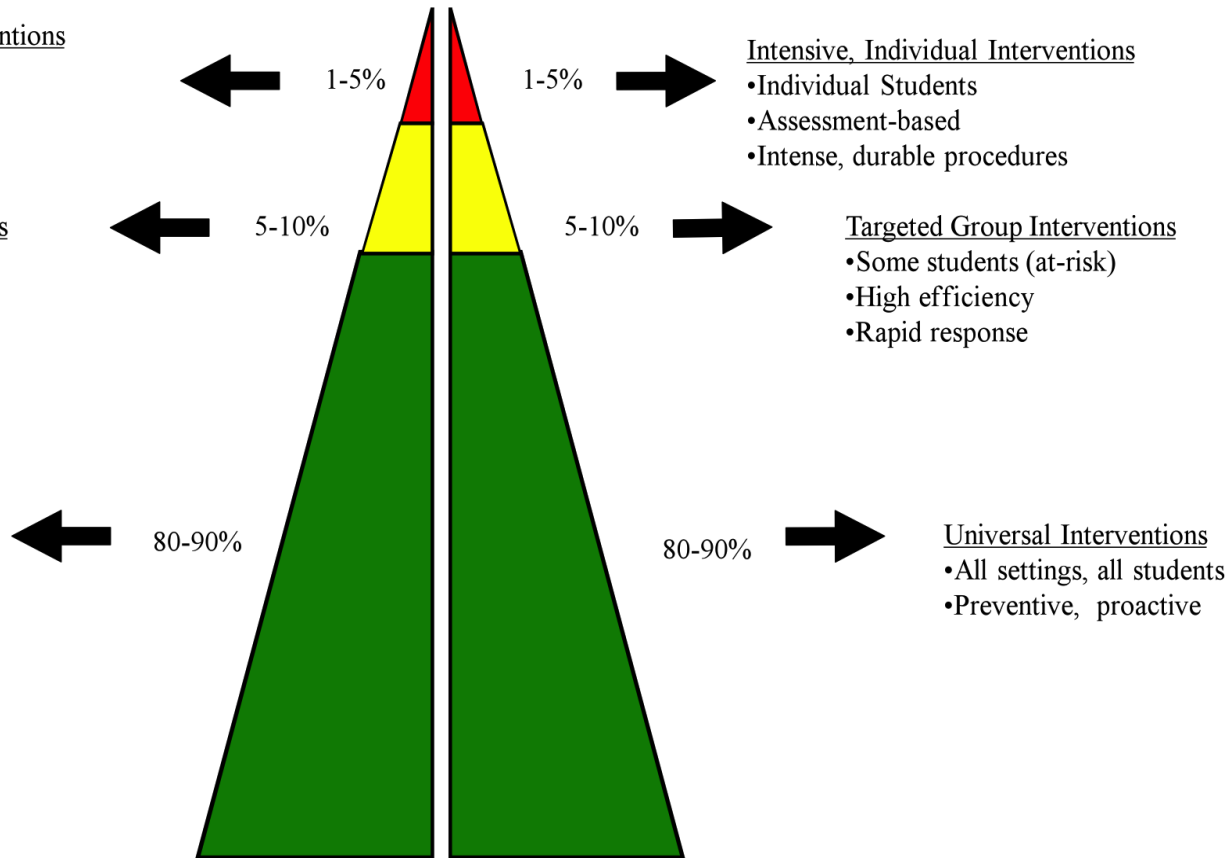
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



EVALUATION DESIGN

EVALUATION APPROACH

- ◉ 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)

Davidson, E.J. (2005). *Evaluation methodology basics: The nuts and bolts of sound evaluation*. Thousand Oaks, CA: Sage Publications.

FIDELITY OF IMPLEMENTATION (FOI) EVALUATION QUESTION

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

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)

FIDELITY OF IMPLEMENTATION (FOI) EVALUATION QUESTION

To what degree are the organizational supports in place to assist implementation of the practice with fidelity?

Student Benefits



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ASSESSMENT OF IMPLEMENTATION SCIENCE DRIVERS...CURRENT ?S

- ⦿ 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
- ◉ Implementation Science:
www.fpg.unc.edu/~nirn/
- ◉ RTI: www.rti4success.org
- ◉ www.nasdse.org

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